

INFLUENCE OF SOCIAL MEDIA USAGE ON SECONDARY SCHOOL STUDENTS' TIME MANAGEMENT AND CLASS PARTICIPATION IN MAKURDI AND GUMA LOCAL GOVERNMENT AREAS OF BENUE STATE, NIGERIA

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Citation: Ikyaator, W. V. & Obida J. A. (2024). Influence of social media usage on secondary school students' time management and class participation in Makurdi and Guma local government areas of Benue State, Nigeria. *Journal of Science, Technology, and Education (JSTE)*; www.nsukjste.com/ 8(13), 137-154

Abstract

This study investigated the influence of social media usage on secondary school students' time management and class participation in Makurdi and Guma Local Government Areas of Benue State. The study adopted a descriptive survey research design. Two research questions were answered, while two hypotheses were formulated and tested at 0.05 level of significance. The population of the study comprised 1710 students out of which 171 students constituted the sample. The Instrument used for data collection was a self-developed questionnaire titled "Social Media Usage and Academic Performance Questionnaire" (SMAPQ). Data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research questions, whereas t-test statistical tool was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that, there is a significant difference in the influence of social media usage on class participation between rural and urban students. The study also found a significant difference in the influence of social media on time management between rural and urban students in Makurdi and Guma Local Government Areas. Based on the findings, it is concluded that social media usage significantly influences senior secondary school students' time management and class participation in Makurdi and Guma Local Government Areas of Benue State. It was recommended among others that urban school administrators and teachers should introduce workshops to help students balance social media

use with academics, promoting effective time management skills.

Keyword: Influence, Social media usage, School location, Time management and Class participation.

Introduction

A School is a place of learning in morality and inculcating discipline in students with its activities geared towards ensuring that students achieve mastery of educational objectives. It is established as the agent of the society to mold the interests, attitudes and feelings of children and transmit societal norms, culture, values and traditions from one generation to another. A nation's policy in today's highly competitive global knowledge economy is directly dependent on the quality of its human capital - the aggregate of skills and knowledge imparted to its citizens by its education system (Adamu, 2017). Time management and class participation are fundamental factors in relation to school activities. It is important to infuse the concept of

time management and expose the importance of class participation to students. These factors help students achieve targeted goals and improved academic performance. The extent to which students manage their time and participate in class would determine if they can achieve set academic goals.

Time management according to Miqdadi, ALMomani, Mohammad, and Elmousel, (2014) is regarded as one of the most important techniques, which allows an individual to take out sufficient time for all tasks and functions. Time management is the coordination of tasks and activities to maximize the effectiveness of an individual's efforts (Rouse, 2019). According to Shutterstock (2019), time management is the ability to plan and control time effectively so that the right time is assigned to appropriate activities to accomplish set goals. From these definitions, it can be deduced that time management is the act of planning and consciously exercising control over the amount of time to be spent on specific academic activities to increase performance and achievement. It can also be seen from the definitions that time management is the ability to accomplish greater and better useful tasks at the appropriate time. Time management is therefore an essential skill that students should be aware of and practice efficiently. Lack of proper time management, will not enable the students to organize duties in accordance to their priorities, hence, resulting in detrimental effects (Miqdadi et al, 2014). Time management enables people to set the tasks in accordance to the priorities. Planning time management is an essential area that individuals from all categories and backgrounds need to take into consideration.

According to Al-Zoubi (2016) there are certain measures that have to be formulated to plan time management. They include;

- i. **Positive Thinking:** When a student has many responsibilities and duties to fulfill, he usually feels apprehensive and even frustrated. Positive thinking is one of the imperative areas that students should possess when planning time management. Positive thinking would enable students to practice time management in an efficacious way, which in turn would generate productivity. Positive thinking will enable the students to be dedicated towards their work. They would form the viewpoint that if they are working towards implementation of various tasks, putting in a lot of hard work, they will generate productivity in future. Positive thinking will never make students feel apprehensive or frustrated, they are more likely to be dedicated towards their work and produce the desired results. Identifying Goals and Responsibilities – Every student needs to identify his goals and responsibilities. He has to be completely aware of what his objectives are and what kinds of duties are required to get implemented. In educational institutions, students should possess complete knowledge of his academic programmes and how he should implement study skills in order to achieve the academic goals. In addition to performing one's studies in an effective manner, students should be aware of their responsibilities in educational institutions, in occupational settings, within the

community and at home. Identification of goals and responsibilities will contribute in the implementation of time management skills.

- ii. **Decision Making Skills:** Individuals need to make decisions wisely when they have to plan time management. The making of decisions is an integral part of people's lives, whether they are students or are engaged in other occupations. There are two types of decisions, major decisions and minor decisions. Major decisions are more important and often requires consultation from others. For instance, when an individual has been selected in an organization, but his academic course is demanding and requires him to work hard, in such cases, he may decide not to take up a job, as he may not be able to dedicate himself towards academic requirements. On the other hand, minor decisions are the ones that individuals may take independently and they do not have much influence upon his academic performance.
- iii. **Availability of Resources:** The availability of resources enables individuals to plan time management. These resources mainly include, one's possessions, capital, finances, assets and properties. When students enrolled in educational institutions are financially well off, then they do not feel much worried about their academic achievements. They commute to school in their own personal vehicle rather than public transportation, they are able to afford technology, so that they can

perform their assignments in lesser time duration, and they are able to obtain other academic sources that may assist in their understanding of concepts. In this way, their time management planning is done in an operative manner. On the other hand, economically weaker sections of the society are unable to afford certain items and when their institution is located at a distance, they have to plan their time management, taking into consideration the time spent in commuting from their homes to the educational institutions.

- iv. **Extra-Curricular Activities:** Students at all levels of education are engaged in other extracurricular activities besides academics. These activities include, sports, physical activities, music, dance, artworks, handicrafts, internet surfing and so forth. Getting engaged in extra-curricular and creative activities stimulates the mind-sets of students towards learning, hence, parents as well as teachers should motivate students to get engaged in these activities. Individuals normally choose to get engaged in a creative activity in accordance to their interest. When students are taking extra classes or are learning an extra-curricular activity, then it is essential that they have to implement time management in an appropriate manner. They need to take out time for both academics and extra-curricular activities. The more the tasks, the more

the effective time management planning students are compelled to get engaged in. Time is a priceless and valuable resource and continues to pass by without coming back. Therefore, it is vital for not only students, but every individual to make use of it in an effective manner. Individuals aim to achieve not just one, but numerous goals in their lives, for this purpose, they need to make efficient use of their time. For instance, in educational institutions, when it is the time to study, students need to recognize their responsibilities and study, rather than getting engaged in leisure activities. Unawareness regarding one's responsibilities and duties enables inefficient use of time. Students who do not perform the necessities of time management in an effectual way experience unfavorable effects in their academic performance. Time is the scarcest resource available and many times, one's priorities are not reflected in daily activities.

The perception of proper control of time is essential to avoid stress and one is able to carry out all kinds of activities that are concerned with academic performance, such as, coaching classes, extra-curricular activities, use of technology, financial management and so forth (Ngozi, Chiekezie, and Ikon, 2018). Time management skills are not just based upon the behaviour of students but also on their perception of time. There are students who do not pay attention to time and just plan that they have to work on a particular task. When the students determine that

they have to complete a particular task, then they completely get involved in its implementation. Students are able to report better grades, when they felt, they were aware regarding the performance of tasks. The time requirements for each task to be completed and the target dates needs to be taken into consideration, when putting into practice time management skills. Students, who are well aware of time management skills are more satisfied than the students, who do not put them into practice in an efficient way. Effective time management skills are when individuals have a more perceived control over time. Goodluck (2018) submitted that effective use of time will enable students get higher marks throughout the school year as well as quizzes, tests and examinations.

Students are required to possess the traits of diligence, conscientiousness and resourcefulness in order to achieve their desired goals and objectives. Besides these traits, it is essential to implement time management skills in an operative manner. In educational institutions and organizations, whether the individual is a student, professor, technical worker or an administrative worker, they are required to implement time management skills in an effective manner. It is vital for students to develop time management skills amongst themselves. When they develop these skills, they would bring about a change in their attitude and increase productive time management behaviour.

The problems or constraints related to time management are primarily concerned with the other leisure or recreational activities that students get engaged in. It is evident that there are so many distractors in schools such as peer group

influence, wrongful use of social media and cultism among others but a student who plans his/her time well will overcome, Chukwu, Aroh, Ozor, Ugwoezuonu and Ezema, (2022). In the present existence, technology has become prominent and students are spending so much time on making use of mobile phones, smartphones, computers, laptops, iPads etc. They are engaged in online chatting with their friends, watching movies, listening to music, playing games and making use of them for other recreational purposes. These technologies enable the individuals to make use of them for long hours and hence, their concentration upon studies may get hindered.

Class participation is generally defined as the verbal interaction among participants in a learning environment (Karima, 2016). According to Frisby (2015) class participation connotes any remarks or questions voiced by students. Ghalley and Rai (2019), sees class participation as students' active involvement in class activities. According to Sodoughi and Hejazi (2021), class participation are endeavours made by students to academic events which are mainly focused on discussion, which typically involves a whole class. Participation can also include short interactions between teachers and students, or within small groups of students. Although factors affecting learners' success stretch from the individuals' readiness, characteristics, backgrounds to educational policies and practices as well as institutional facilities and many others, students' engagement still stands as a key factor in educational settings Fredin, Fuchsteiner and Portz (2015). To Kuh (2019), as the number of hours that the students spend on a topic increase,

they will more likely know and learn better. Accordingly, as they participate in activities more, they will more likely get much more feedback from their teachers and the more In-depth they learn, the more they can cope masterfully with complex and ambiguous situations. In addition, engaging in educational activities, class participation also helps individuals develop basic skills to lead a more productive and more satisfactory life even after school life. In other words, engagement helps students build a fundamental structure in their minds upon which they can build necessary construction for the concept of lifelong learning. Class participation depicts students' emotions, behaviours and judgements about school life and it is an important variable since it affects academic outcomes such as performance and high level of School commitment, Engels, Spilt, Denies, and Verschueren (2021). Reviewing the measurements that examine engagement, Ozdemir (2017) suggest that rather than affective and cognitive aspects, behavioural dimension has attracted more attention in terms of investigations. Thus, getting high grades, rate of completing homework or given tasks on time, and time spent on school-related events are generally considered as indicators of participation. In other words, since it could be assessed through monitoring students in the course of learning process, attendance, taking part in activities during classes, tutoring peers and preparedness are observable signs of participation (Syaveny & Johari, 2017).

Being in the classroom, both teachers and students perform a variety of actions in order to accomplish classroom activities. Among these

actions, classroom participation is a fundamental interactional and pedagogical task in which students display their engagement. Besides, participating in the classroom discussion and responding to teacher's questions seem to be an indication of learning for many teachers. Those are also the ways for students to show their engagement in the classroom. When students speak up in class, they learn to express their ideas in a way that others can understand and when students ask questions, they correspondingly learn how to obtain information to enhance their own understanding of a delivered topic. Therefore, students who actively participate in class show that their academic performance seems to be higher than those who are passive in class participation.

Stanulis (2017) enumerated ten benefits of getting students to participate in classroom discussions. Participation adds interest, engages students, provides teachers and students feedback, promote preparation among students. It can also be used to control what's happening in class, to balance who's contributing in class and how much, and to develop important speaking skills. Participation also encourages dialogue among and between students, and it gives students the opportunity to practice using the language of the discipline. Moreover, according to Parks-Stamm, Zafonte, and Palenque (2017) more than 70% of students involved in their study perceived a positive relationship between their own participation and learning and also discussed the value of other students' comments for their learning. A number of students verbalized that when participation is required, they prepare more, and this preparation actually increases their

learning. The students further articulated five ways that participation enhances learning. Accordingly, participation can be seen as an active involvement process which can be divided into five classifications, namely; preparation, contribution to discussion, group works, communication skills, and attendance.

Participation has been seen in different forms, including students' questions and comments, and it can take a short while or an extended period of time. Additionally, the ideal class discussion is one in which almost all students participate and are involved, learning, and listening to others. Participation methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students' thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand (Sadeghi, Sedaghat & Ahmadi, 2014). Discussions can be an excellent strategy for enhancing student motivation, fostering intellectual agility, and encouraging democratic habits. They create opportunities for students to practice and sharpen a number of skills, including the ability to articulate and defend positions, consider different points of view, and enlist and evaluate evidence. It is important to note that despite having found that social media usage facilitates student participation, some reports indicate that the networks generated in this context do not constitute stable communities of practice, since students stop using the social networking site

once the academic activity is over and focus on other social media sites, at which point the teacher is no longer involved in the interaction (Lima & Zorrilla, 2017). Effective classroom discussions may promote higher-order thinking skills by encouraging students to invent, create, imagine, take risks, and dig for deeper knowledge.

Social media according to Carr (2019) are websites and applications that enables users to create and share content or participate in social networking. White (2021) opines that countless blogs, websites and forums are filled with people who are looking for the same kind of information. These are various forms of information people of like minds seek such as reproduction issues, home management, care of special children, country and so on. Social media according to Boateng and Amankwaa (2016) is the application that allows users to converse and interact with each other. It is an online space used by people to connect, share, communicate, establish or maintain connection with others for various purposes. Social media is an online platform which enables people to build social networks other relations with other people who share personal or career interest, activities, and background or real-life connections. However, social media relies on many electronic devices like tablets, ipads, laptops, and internet based technologies for connecting people. The usage of social media or internet has become an essential part of both the developing and developed economy, individuals are using it for education, leisure and social interaction. According to Bodhi, Vishakha, Kaur and Agpreet (2017), internet is creating direct influence on

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educational activities of the students as now they are taking assistance of different educational software for the purpose of improving their educational information.

Today internet is viewed not only as a base of communication but also as a powerful tool on wide spreading of education. Exposure to new technologies is actually helpful for the students in many ways, it helps the individual in learning new skills and enhancement of their educational capabilities. The services offered by internet has a huge impact in improving the academic progression of the secondary school studying students. Jibrin, Musa and Shittu (2017) proposed that internet is considered as an important source of transferring information, in today's world, internet indeed plays a vital role at all academic steps like teaching, researching and learning with the advancement of technology, a new form of knowledge production and distribution has occurred inform of internet. It is really vital for developing countries to grow economically and socially and this growth is not possible without empowering the academic or educational institutions and academics. Garcia, Elbeltagi and Dungay (2015) asserted that exposure of new and innovative technologies is providing many benefits to students' academic related issues and internet as a medium of learning is helpful for students increasing their learning capabilities. It has been witnessed that these days, majority of students opt for digital media for the purpose of seeking information related to their studies.

Social media is built on the idea of how people know and interact with each other and its growth over past few years has changed the ways in which the internet is experienced by most end

users. It gives people the power to share, making the world more open and connected with each other. In the educational context, social media utilization can enhance learning and teaching experiences. Educators use social media to share resources, facilitate discussions, and create collaborative learning environments. Platforms such as YouTube, Twitter, and educational blogs offer access to a wealth of information and diverse perspectives, supporting both formal and informal learning (Greenhow & Chapman, 2020). Students can also form study groups, engage in peer support, and access educational content that complements their coursework.

For the purpose of education, social media has been used as an innovative way that allows students to share their thoughts with one another. With the use of social media, students can easily communicate or share information quickly with each other through various social media sites like Facebook, Whatsapp and Instagram among others. Social media enables students to access educational content that complements their coursework, thereby enhancing their learning experience. For instance, platforms like Khan Academy and Coursera offer supplementary courses and tutorials that align with school curricula. Educators can direct students to these resources for additional practice and deeper understanding of complex topics. Furthermore, social media can be used to connect with professionals and experts in various fields, allowing students to gain insights and advice that complement their academic studies (Lu, Hao & Jing, 2017). Location, particularly whether students are in rural or urban areas, appears to play a significant role in determining the extent

of social media usage. Urban students, with more reliable internet access, may use social media not only for entertainment but also to connect with professionals and experts, gaining insights that can enhance their academic learning (Lu, Hao & Jing, 2017).

The disparity in social media usage between rural and urban senior secondary school students may influence their academic performance, particularly in time management and class participation. Urban students, with greater access to social media, might face increased distractions, potentially affecting their time management and decreasing class engagement (Adekoya & Ogunleye, 2018). Rural students, with limited access, may manage their time more effectively but might miss out on digital learning opportunities, which could be crucial for modern education (Eze & Okeke, 2020). Addressing these disparities could foster a balanced approach to social media usage, potentially enhancing equitable academic outcomes across both rural and urban schools.

Oye, Obi, and Mohd (2012) conducted a study titled Impact of social media on student academic performance: A study of secondary school students in Lagos State, Nigeria. The study found that high levels of social media usage among secondary school students significantly reduced their engagement and academic performance, with urban students reporting more distractions from social media. Similarly, In Ibadan, Oyo State, Nche (2012) investigated the influence of social media on time management and academic achievement among secondary school students in a study titled social media and its influence on time management and academic achievement

among secondary school students, the research found that urban students with high access to social media experienced significant challenges in managing their academic time effectively. It can be deduced from the above that the usage of social media in education can significantly enhance learning and teaching experiences. However, it is important to note that social media has both positive and negative influence, offering numerous benefits such as enhanced connectivity, access to information and self-expression, but also posing risks including addiction, low grades and time wastage, among others. To maximize the benefits and minimize the risks of social media usage, it is essential to use social media responsibly, mindfully, and in moderation, recognizing its potential influence on mental health, time and academic performance.

Despite the opportunities that social media presents in the area of academic learning and intellectual development, it may also present potential problems with students' time management skills and hinder class participation, which are fundamental factors in effective learning. The prevalence of social media usage among senior secondary school students in Makurdi and Guma local Government Areas of Benue State has raised concerns on their time management and class participation. It is on this premise therefore, that this study sought to bring about greater understanding of social media usage on senior secondary school students' time management and class participation in Makurdi and Guma Local Governments Areas of Benue State.

Purpose of the Study
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The main purpose of the study was to determine the Influence of Social Media usage on Senior Secondary School Students' time management and class participation in Makurdi and Guma Local Government Areas of Benue State. Specifically, the study sought to:

1. Find out the influence of social media usage on time management of senior secondary school students in Makurdi and Guma local Governments of Benue state.
2. Determine the influence of social media usage on class participation of senior secondary school students in Makurdi and Guma Local Governments of Benue state.

Research Questions

The following research questions guided this study:

1. What is the influence of social media usage on time management of senior secondary school students in Makurdi and Guma Local Governments of Benue state?
2. What is the influence of social media on class participation of senior secondary school students in Makurdi and Guma Local Governments of Benue state?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the influence of social media on time management between rural and urban students in Makurdi and Guma Local Government Areas of Benue State.

2. There is no significant difference in the influence of social media usage on class participation between rural and urban students in Makurdi and Guma Local Government Areas of Benue State.

Research Method

This study adopted the descriptive survey research design. This is a quantitative research design used to unveil in-depth knowledge on a phenomenon. The population of this study comprised all the senior secondary school students of public secondary schools in Makurdi and Guma Local Government Areas of Benue State. Makurdi and Guma Local Government Areas have a total number of 4500 senior secondary school students from 28 public secondary schools out of which a population of 1710 representing senior secondary school II students was used for the study (Teaching Service Board, 2023). The sample size of this study was 171 senior secondary school students representing 10% of the total population of 1710 senior secondary school II students in Makurdi and Guma Local Government Areas of Benue

State, Nigeria out of which 95 are in urban schools and 76 are in rural schools. This sample percentage is in line with Emaikwu (2019) who recommended that for a population of 1000 and above 10% or more can be used. A self-developed questionnaire titled “Social Media Usage and Academic Performance Questionnaire” (SMAPQ) was used for data collection from the students. The questionnaire has two sections (A and B). Section (A) carries the Biodata while section (B) elicit information on the five variables of the study: namely time management, class participation, study habits, homework and spellings. The responses mode will be Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The data collected were analyzed using mean scores and standard deviation to answer the research questions whereby a cut-off point of 2.50 and is taken as positive response and agreed; while any score less than 2.50 is taken as negative response and disagreed. T-test was used for testing hypotheses at 0.05 alpha level of significance.

Results

Results are presented in line with the research questions and hypotheses that guided the study.

Research Question 1: What is the influence of social media usage on time management of senior secondary school students in Makurdi and Guma Local Governments of Benue state?

Table 1: Mean and Standard Deviation of Influence of Social Media Usage on Time Management of Senior Secondary School Students in Makurdi and Guma Local Government

S/N	Item description	N	SA	A	D	SD	\bar{x}	SD	Decision
1	Social media makes it difficult for me to prioritize my study time.	171	55	70	24	22	2.92	.99	Agree
2	Online notifications distract me from completing school tasks.	171	45	58	34	34	2.67	1.07	Agree
3	I devote time to social media in my leisure period	171	49	62	30	30	2.76	1.06	Agree
4	Sometimes I postpone academic activities for online engagements	171	42	55	37	37	2.60	1.08	Agree
5	Social media makes it difficult for me to give undivided attention to school work	171	48	56	34	33	2.70	1.08	Agree
Cluster Mean and Standard Deviation							2.73	1.06	Agree

Table 1 shows the mean and standard deviation of items 1-5 as follows: 2.92, 2.67, 2.76, 2.60 and 2.70 with a corresponding standard deviation of .99, 1.07, 1.06, 1.08 and 1.08 respectively. The table also has a cluster mean of 2.73 and a standard deviation of 1.06 above the cut-off mean point of 2.50. This result implies that respondents agreed that social media makes it difficult for them to prioritize their study time, online

notifications distract them from completing school tasks, they devote time to social media in their leisure period, they sometimes postpone academic activities for online engagements and that social media makes it difficult for them to give undivided attention to school work. This result means that social media usage negatively influences students' time management.

Research Question 2: What is the influence of social media usage on class participation of senior secondary school students in Makurdi and Guma Local Governments of Benue state?

Table 2: Mean and Standard Deviation of Influence of Social Media Usage on Class Participation of Senior Secondary School Students in Makurdi and Guma Local Government

S/N	Item description	N	SA	A	D	SD	\bar{x}	SD	Decision
6	Online chats make me get caught off guard when directly asked questions in the class	171	60	50	30	31	2.81	1.11	Agree
7	I enjoy social media activities more than class activities	171	56	53	30	32	2.78	1.10	Agree
8	I stay active in class because I am not on social media.	171	54	58	30	29	2.80	1.07	Agree
9	Social media notifications make me inactive in class	171	51	61	28	31	2.77	1.07	Agree
10	Distractions from social media makes me miss vital information in class.	171	56	68	24	23	2.92	1.00	Agree
Cluster Mean and Standard Deviation							2.82	1.07	Agree

Table 2 shows the mean and standard deviation of items 6-10 as follows: 2.81, 2.78, 2.80, 2.77 and 2.92 with a corresponding standard deviation of 1.11, 1.10, 1.07, 1.07 and 1.00 respectively. The table also has a cluster mean of 2.82 and a standard deviation of 1.07 above the cut-off

mean point of 2.50. This result implies that respondents agreed that, online chats make them get caught off guard when directly asked questions in the class, they enjoy social media activities more than class activities, they stay active in class because they are not on social media, social media notifications make them inactive in class and that

distractions from social media makes them miss vital information in class. This result means that social media usage negatively influences students class participation of senior secondary school students in Makurdi and Guma Local Governments of Benue State.

Testing of Hypotheses

Hypothesis 1: There is no significant difference in the influence of social media on time management between rural and urban students in Makurdi and Guma Local Government Areas of Benue State.

Table 3: t-test significant difference in the influence of social media on time management between rural and urban students in Makurdi and Guma Local Government Areas of Benue State.

Variable	Location	N	Mean	Std.	df	t	p	Decision
Influence of Social Media on Time Management	Urban	95	2.94	.873	169	2.976	0.003	Significant
	Rural	76	2.51	.986				

The results indicate a notable difference in the mean scores between urban and rural students regarding the influence of social media on time management. Urban students have a mean score of 2.94 (with a standard

deviation of 0.873), while rural students report a mean of 2.51 (standard deviation of 0.986). The t-test yields a t-value of 2.976 and a p-value of 0.003, which is below the standard significance threshold of 0.05.

Consequently, we reject the null hypothesis and conclude that there is a statistically significant difference between urban and rural students in terms of how social media usage impacts their time management. This outcome suggests that urban students might experience a higher influence of social media on their time management practices compared to rural students.

Hypothesis 2: There is no significant difference in the influence of social media usage on class participation between rural and urban students in Makurdi and Guma Local Government Areas of Benue State.

Table 4: t-test significant difference in the influence of social media on class participation between rural and urban students in Makurdi and Guma Local Government Areas of Benue State.

Variable	Location	N	Mean	Std.	df	t	p	Decision
Influence of social media on class participation	Urban	95	3.27	.831	169	5.471	0.000	Significant
	Rural	76	2.51	.986				

The data reveal a significant difference in how social media affects class participation among urban and rural students. Urban students have a higher mean score of 3.27 (standard deviation of 0.831) compared to the mean score of 2.51 (standard deviation of 0.986) for rural students. The t-test analysis produces a t-value of 5.471 and a p-value of 0.000, indicating a highly significant result ($p < 0.05$). As a result, the null hypothesis is rejected, confirming that social media usage has a differential impact on class participation for urban and rural students. The higher mean score for urban students suggests that they are more influenced by social media in terms of their classroom engagement than their rural peers.

Discussion of Findings

Based on the analyzed data the following findings are thus discussed: The first finding revealed that there is a significant difference in the influence of social media usage on class participation between rural and urban students in Makurdi and Guma Local Government Areas of Benue State. This means that social media has a more substantial effect on the classroom engagement of urban students compared to rural students, likely due to easier access to digital devices and social media platforms in urban areas. The result implies that urban students may experience more distractions from social media, which could reduce their active involvement in classroom activities. This finding is consistent with that of Oye, Obi, and Mohd (2012), who found that higher social media engagement among Nigerian students is associated with decreased class participation and focus, particularly in urban settings where students have greater connectivity. Their study demonstrated that frequent use of social media by students can lead to divided attention, making it difficult for them to fully engage in academic discussions and tasks within the classroom. The second finding revealed a significant difference in the influence of social media on time management between rural and urban students in Makurdi and Guma Local

Government Areas. This means that urban students, who reported higher influence, may struggle more with effectively managing their time for academic activities due to social media distractions. This finding suggests that urban students' higher exposure to social media might lead to increased time spent online, reducing the time available for studying and other academic responsibilities. This result aligns with the findings of Nche (2012), who found that Nigerian students with greater social media access reported challenges in balancing time between online activities and schoolwork. According to Nche, high social media use was linked to poor time management and lower academic productivity, particularly among students in urban areas with consistent internet access.

Conclusion

Based on the findings, it is concluded that social media usage significantly influences senior secondary school students' time management and class participation in Makurdi and Guma Local Government Areas of Benue State. Urban students experience a more substantial impact of social media on both time management and classroom participation than their rural counterparts, indicating a need for targeted interventions to help urban students manage social media use and enhance academic focus and engagement.

Recommendations

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

1. Urban school administrators and teachers should introduce workshops to help students balance social media use with academics, promoting effective time management skills.
2. School principals should implement policies restricting social media use during class hours to minimize distractions and improve student participation.

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