Ascertaining the Effect of Social Network on Student's Mood and Time Management with Respect to Gender in Nigerian Universities.

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Abstract: One of the most popular pastimes among university students are reading which has an impact on their everyday lives is social networking. Social networking sites have become deeply embedded in the lives of students as a result of their ease of access and technological advancement. This study sought to determine whether a student's number of hours spent online is gender-independent, as well as whether a student's mood (angry/depressed) after utilizing social media is gender-independent. The inquiry was conducted as part of a study of students' responses to questionnaire questions. The results of the chi-square test of independence were used to determine the data's independence across groups. The findings revealed that a student's inclination to become angry or unhappy after utilizing social media is not reliant on their gender. Furthermore, it was observed that the time students' use on the internet is not gender-specific. The total time the students' spend on the internet is irrelevant to their gender, according to one study, and that the change in a student's mood after utilizing social networking is likewise unrelated to gender.

Keywords: Social Network, Time Management, gender, dependent, student's mood

I. Introduction

Social networking is painstakingly one of the most popular activities among students of higher institution that could impact their daily life, (Robert, George, & Desmond, 2019). Due to the ease of admittance and technological evolution, social network sites have intensely entrenched in the life of students. The research work carried out by (Sansgiry, Bhosle, & Sail, 2006) examined the factors such as text anxiety, strategic studying, time management, academic competence and test competence on academic performance of students of higher institution. To achieve this, the researcher designed a cross sectional study using questionnaire to examine the outcome of these factors on intellectual performance of student's. The results showed that academic achievement was linked to factors such as academic and test performance competences. The work carried out by Paul, Baker, & Cochran, (2012) tried to look into the impact of peoplesutilization of online social networking sites on their achievements by surveying students based on usage of social media of a large state university. A modeling of structural equations method was employed for data collection and analysis. The acquired results were statistically significant with a negative correlation between students' social networking on the internet and their intellectual accomplishment. According to (Robert, et al 2019) more research into the effects of social media on peoples' academic achievement is needed.Based on the work of Giunchiglia, Zeni, Gobbi, Bignotti, & Bison, (2017), studied the effect of addictiveness using smart phones on students' academic performance. The authors parameterized academic success and students'use of online media. Also, the authors combined Smartphone and time diary to monitor user's activities and their successive Smartphone communications. The results showed a significant use of social media has an impact, perceiving a difference in the varying influential patterns social media's control on students' achievements (Theodora, Daniel, & Hannah, 2022). In addition, Nsizwana, Ige, & Tshabalala, (2017), looked intosocial media's influence on student's lives, the undergraduate students' intellectual achievement in institutions of higher learning. Here, a grand total of 68 students'samples were taken using five-level likert scale. They uncovered a significant relationship between familiarity with academic performance and social network. The result further revealed that spending time on social media predicts academic achievement of students. Based on the work of Olebara, Ezugwu, Obayi, & Ukwandu, (2021)opined that the impact of students' use of online media on their educational performance, attitude, timeand management skills by administering questionnaire to students for their respective responses. The results showed that the moment they use on online media has harmful consequences on educationalachievement and students' ability to manage their time; but has a reversal on directionality of effects with respect to students' mood. This study will answer the following questions;

1 How do students feel after using social media and is it dependent on gender?
2 How do students' mood (angry/depressed) after utilizing social media related to the gender of the student?

Research Hypotheses

> H0: The quantity of time you spend on social media is unrelated to students' gender.
> H1: The quantity of time you on social media are proportional to students' gender.
> H0: A student's mood (angry/depressed) after utilizing social media is unrelated to the gender of the student.
> H1: The gender of a student influences their mood (angry/depressed) after utilizing social media.

The rest of the paper is organized with Literature Review focusing effect of Social Network on Student's Mood and Time Management with Respect to Gender in Nigerian Universities. The Methodology detailed the known scientific approach in which the study was conducted and analyzed. Results and Discussion provided insight into the outcome of the scientific experimental approaches aimed at unravelling the outcomes of the experiments and the paper ended with a Conclusion, Recommendation and Future work.

II. Literature Review

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The results showed that the moment they use on online media has harmful consequences on educational achievement and students' ability to manage their time; but has a reversal on directionality of effects with respect to students' mood. The overall purpose of this study was to see how social media affects students' mood as well as time management with respect to their gender. This study, on the other hand, was primarily focused on students' experiences with social media and their knowledge of how these devices and social media effect academic attainment. The key research questions for this study were: how do students feel after using social media and is it dependent on gender? And secondly how do student's mood (angry/depressed) after utilizing social media related to the gender of the student?

III. Methodology

This study was conducted using some universities within the geo-political zones in Nigeria, with ethical approval obtained from one of the concerned authorities. The study used online-administered survey approach and the questionnaire was designed in google –form and distributed to our respondents through WhatsApp and email address. Data from respondents were coded into numerical data in a spreadsheet, processing and analysis of captured data was carried out using SPSS (Statistical Package for Social Sciences) version.22. and reported by means of descriptive statistic, frequency distribution and chi-square tests. In all,

about 396 respondents were used after data cleaning. In accordance to the required sample size of the respondent population (Krejcise & Morgan, 1970).

IV. Materials and Methods

The goal of the study is to see if a student's online time is independent of his or her gender, as well as if a student's mood (angry/depressed) after utilizing social media is independent of their gender (Jonna, Leyrer-Jackson, & Ashley, 2017).

The study was carried out by students from two Nigerian universities. The study involved undergraduates, graduates, and postgraduate students from the University of Nigeriain Enugu State, and Imo State University is a public university in Imo State, Nigeria. One is a state-owned university, and the other is a federal university. The goal was to maximize the number of research participants, especially as the study was done during a strike by the Nigerian Academic Staff Union of Universities (ASUU). This had an impact on the findings because the target group was a key flaw.

This study's data was gathered utilizing a Google Forms-based survey that was distributed to the research participants (Olebara et al 2021). Through their respective classes, WhatsApp numbers and e-mail addresses were utilized. In that order, there are WhatsApp number groups and the university's Information and Communication Technology (ICT) section. There were five sections to the questionnaire. The first section was used to gather demographic data for example, age,the date the smart phone was created, and the students' university study level, and so on. Section two gathered data on time management abilities of students, for example,the amount of accounts they have on online media,the length of hoursthey spend each day on the use of online media and the time of day they access social media, and their degree of participation in social media activities. Information regarding the impact of online media on academic accomplishmentwas obtained in section three by soliciting social media information while multitasking by means of lectures and usingsocial networking sites to address intellectual issues. While section's four and five were utilized to gather information on the effects student behaviour as well as the mood. The questionnaire was created using closed-ended questions and statements on the Likert scale.An average of 396 students' participated in the study. Responses received were subjected to statistical analysis. The expected sample size could not be obtained as a result ofthe strike embarked upon by the academic Staff Union of Nigerian Universities (ASUU).

V. Results

The following sections discuss the gender differences andto larger extent the time they spend on online media and in addition to gender differences in the students' mood after making use of social media angry or depressed. Percentage mean was used to analyse the data obtained and to understand the students' mood towards social media use.

Table 4.0 Demographic Profile

Gender	Frequency	Percentage
Female	**228**	**57.3**
Male	**168**	**42.6**

Table 4.0.1 Hours spent on social media

Hours	Frequency	Percentage
0 - 3	**161**	**42.15**
4 - 8	**144**	**37.70**
9 - 12	**49**	**12.83**
13 and above	**28**	**7.32**

Table 4.0.2 Mood after usage of social media

Responses	Frequency	Percentage
Agree	**102**	**25.95**
Neutral	**145**	**36.90**
Disagree	**146**	**37.15**

Spending time online as regards to gender

The number of hours they spend on social mediawas investigated. Table 4.1 shows the proportion of male and female student's responses as regards the number of hours they spend on social media. From the results obtained from the responses, it was clear

that both gender indicated interest in spending time online. A total number of 382 responses were collected from both gender, 167 males (43.72%) and 215 females (56.28%). Furthermore, a total of 161 students responded to spending about 3 hours online i.e 62 males (38.51%) and 99 females(61.49%). 144 students indicated that the spend about 4-8 hours on social media i.e 72 males and 72 females (50%) each. Also a total of 49 students agreed to spending between 9 and 12 hours online i. e 20 males (40.82%) and 29 females (59.18%). Lastly, 28 students indicated they spent more than 13 hours on social media (Paul, Silvia, & Oleg, 2021). From the foregoing, it appears that majority of the hours spent online is being dominated by the females i.e. they appear to be using social media more than their male counterparts, but we cannot conclude on this without subjecting the data to a proper test of hypothesis to know if truly, social media usage is on the rise as connected with or dependent on a student's gender. Graph 1 shows a bar chart of the information on the length of time students devote on social media as well as their gender.

Following this, the responses as placed in their respective categories were analyzed using the chi-square test statistic which is a statistical technique used to test for association or independence across categories of variables. Our variables in this study are gender and amount of time spent on social media. Table 4.2 shows the chi-square test (the expected values of the observations are written in brackets) with the p-value of test carried out at a statistical significance of 0.05. Given our p-value of 0.22749 which is greater than our level of significance i.e. 0.05, we do not reject the null hypotheses assumption which states the quantity of time you spend on social media is unrelated to students' gender. This finding indicates that on the average students spends much time on social media as this is unrelated to their academic performance whether the student is male or female. This work aligns with work carried out by Paul et al (2012) which tends tolook intothe impact of online social networks on students'intellectual achievement.Note that p-value < level of significance which in our case is 0.05 is statistically significant (will lead to a rejection of the null hypothesis).
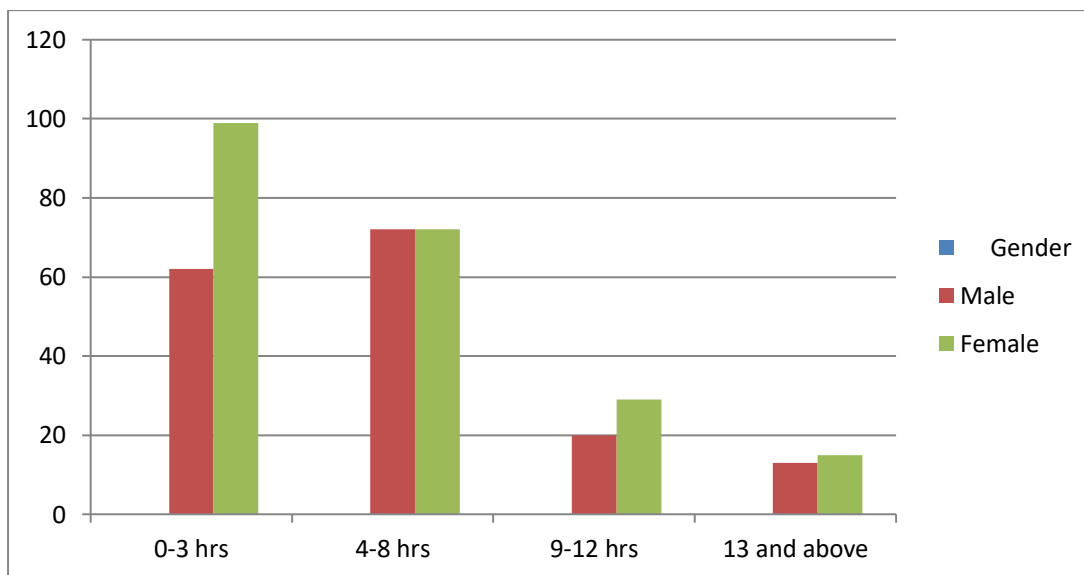
Graph 1

Table 4.1

Hours Spent on Social mediaGender	0-3	4-8	9-12	13 and above	Total (Gender)
Male	62 (38.51%)	72 (50%)	20 (40.82%)	13 (46.42%)	**167 (43.72%)**
Female	99 (61.49)	72 (50%)	29 (59.18%)	15 (53.58)	**215 (56.28%)**
Total(Hours)	**161 (42.15%)**	**144(37.70%)**	**49 (12.83%)**	**28 (7.32%)**	**382**

Table 4.2

Hours Spent on Social media / Gender	0-3	4-8	9-12	13 and above	Row Total	P-value
Male	62 (70.38)	72 (62.95)	20 (21.42)	13 (12.24)	**167**	**0.22749**
Female	99 (90.62)	72 (81.05)	29 (27.58)	15 (15.76)	**215**	
Column Total	**161**	**144**	**49**	**28**	**382**	

The Effects of Students' Social Media Posts Attitudes (if angry or depressed?)

A statement was made in the survey as to whether social media leaves a student depressed or angry after using it and the responses of the students were collected using aStrongly agree, agree, neutral, disagree, and strongly disagree are the five points on a five-point likert scale. (Saeedeh, Saeed, Mansoor, &Thomas, 2020). The students' responses were grouped in three categories of disagree, neutral and agree as shown in Table 4.3. Our variables of interest here are gender and responses. A total of 393 students gave their responses out of which 168 are males (42.75%) and 225 are females (57.25%). The proportion of their responses across their gender is as follows; 102 students agreed to the statement out of which there were 37 males (36.27%) and 65 females (63.73%). 145 students were neutral about the statement consisting of 68 males (46.89%) and 77 females (53.11%) while 146 students disagreed with the statement implying that they do not feel angry or depressed after using social media. In this group are 63 males and 83 females. Graph 1 shows a bar chart of the information on the student's response as well as their gender.

Using the chi-square test of independence, we wish to test the null hypothesis that student's mood (angry/depressed) after using social media is independent of the student's gender against the alternative hypothesis that student's mood (angry/depressed) after using social media is dependent on the student's gender. Table 4.4 shows the chi-square test values as well as the p-value of the test given as 0.24957. 0.05 level of significance was used and that means we are to reject the null hypothesis if the result is statistically significant i.e. ($p\text{-value} < 0.05$). In this case, the $p\text{-value} = 0.24957 > 0.05$ which will lead to an acceptance of the null hypothesis that a student's mood (angry/depressed) after using social media is independent of the student's gender at a significance level of 0.05. This reveals to us that a student's mood after using social media is not dependent on whether he is a male or a female. So there is no association between a student's gender and his/her mood after using social media. This finding is in line with the work carried out by Sansgiry, et al (2006) examined the factors such as text anxiety, strategic studying, time management, academic competence and test competence on academic performance of students of higher institution.
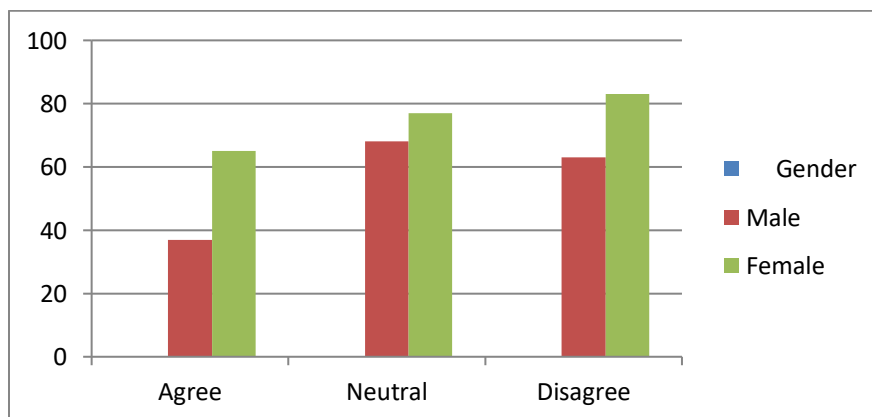
Graph 2

Table 4.3

ResponsesGender	Agree	Neutral	Disagree	Total (Gender)
Male	37 (36.27%)	68 (46.89%)	63 (43.15%)	**168 (42.75%)**
Female	65 (63.73)	77 (53.11%)	83 (56.85%)	**225 (57.25%)**
Total (Responses)	**102 (25.95%)**	**145 (36.90%)**	**146 (37.15%)**	**393**

Table 4.4

Response Gender	Agree	Neutral	Disagree	Row total	p-value
Male	37 (43.60)	68 (61.98)	63 (62.41)	**168**	**0.24957**
Female	65 (58.40)	77 (83.02)	83 (83.59)	**225**	
Column Total	**102**	**145**	**146**	**393**	

VI. Discussion

First and foremost, research limitations do not ignore that the addition of excessive use of social media can lead to ruin and a loss of focus. The research was limited to a single academic institution. As a result, the conclusions of this study cannot be applied universally. The study amongst other thing reveals students' usage of media sources for learning engagement; however, not all students use social media for educational objectives; rather, they utilize it for personal reasons. Based on the empirical findings, students will be more eager and active as a result of social media's use and importance in terms of sharing resources, collaborative learning, and keeping in touch with colleagues and instructors.

VII. Contribution to knowledge

Ascertaining the effect of social network on student's mood and time management with respect to gender in Nigerian Universities is very vital in the field of information and communication technology (ICT), which is a vital component of computers. The study ascertained student's mood after using social media and how they manage the little time they have to study their books. This work is important because it opened our eyes on the gender that most use social media network. There is no gainsaying that the female student makes use of social media more than their male counterpart. The research work was able to test competence on Academic performance of University of Nigeria, Nsukka students which are an institution of higher learning. The study also reveals to us that student's mood after using social media is not dependent on whether he is a male or a female

VIII. Recommendations

The study recommends among other things that social media usage improves the cooperative learning of the students and their communication with the instructors. From posting announcements to holding live lectures, social media platform can be used in a variety of ways in the classroom. This study should be used a benchmark for other studies on students using social media, how they feel after use (Isaac et al 2021). It recommends that social media use by students should be encouraged at all level of education. Students' use of social media encourages researchers to dig deep in the area of social media usage by learners and know how it improves their academic achievement. Students can create, change, and share course content in text, video, and audio formats using social media and mobile devices. It is important to set clear prospect for online behaviours and give students tools to address challenges.

Use of social media improves the student's mood due to the fact that they visit different sites which can expand the student search horizon. This study established the fact that both number of hours which a student spends online and the student's mood (angry/depressed) after using social media is independent of his/her gender. In the field of education, social media has ushered in a revolution. Non-professionals, students, and non-students are now using information available on the internet and through social media as reference guides for sensitive education problems. Social media channels are being used by students irrespective of their gender and state of mind. Despite the fact that students in higher education use social media extensively, many appear to be oblivious of potential ethical difficulties. As a result, social media policies should be created. Students of higher education are increasingly using social media when they begin their professional careers; it allows for the sharing of information and

conversation. Micro-blogging has become increasingly popular as a result of online users' success in bringing together others with similar interests and aspirations.

Impact on Society

The implication of the findings shows students who spend more time on social media sites are more likely to have low academic achievement. This is attributed to spending time conversing online and gaining acquaintances on social media networks, concentrating on their studies. According to research, kids who spend too much time on social media are more likely to suffer from depression, anger, eye fatigue, anxiety, cyber bullying and more. The study further revealed that social media can cause poor academic achievement by impairing cognition and increasing distraction. Despite the detrimental impacts of social media, many students are enthralled by the prospect of spending the bulk of their time on popular social media platforms like Facebook, Twitter, and Instagram.

Future Research

From the findings of this study, it is worth knowing that social media use by students of higher learning is not solely dependent on one's gender. It is paramount to note that more research is welcomed in this area to ascertain the time frame a student can stay in social media use. Another area of investigation is on social media's impact on academic achievement among students. There is a need for more research into behaviours on social media and their impact on students. This will go a long way toward providing insight into student behavior after accessing social media, as well as the effects it has on their daily life.

IX. Conclusion

Social networking is regarded as one of the most popular pastimes undertaken by students at a university, as participating in this could have an impact on their daily life. The admittance and technological evolution on social network sites have intensely entrenched in the life of students (Wondwesen, (2020).The study reveals that student's mood after using social media is not dependent on whether he/she is a male or a female. So there is no association between a student's gender and his/her mood after using social media.

Furthermore, the use of social medial among students has a good impact on their education entails, increased communication, for example, learning, skill enhancement, timely information, online socializing, and career development, among other things. Social isolation, Identity theft, and cyber-bullying are just a few of the adverse outcomes. However, excessive social media use can have an impact on a student's academic achievementaffect the student's mood (Isaac, Samuel, Bright, & Sylvester, 2021). Some of the response received, it appears that majority of the hours spent online is being dominated by the females i.e. they seem to be more active on social media than their male colleagues. The results obtained showed what percentage of their time is spent on social media by adolescents has a negative impact based on their academic achievements and time management skills (Olebara et al 2021).

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