

THE IMPACT OF SOCIAL MEDIA ON STUDENTS' EFFECTIVE TIME MANAGEMENT

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Abstract. The ability to manage time effectively has been demonstrated to have a significant impact on individuals' daily performance and achievements. However, it is important to note that the improper use of social media has the potential to hinder effective time management. The present study focuses on the students of Ivane Javakhishvili Tbilisi State University, Faculty of Economics and Business, and School of Tourism and Hospitality. The survey garnered a total of 908 respondents. The study was undertaken in recognition of the significance of the issue and the challenges that respondents face in this area. The objective was to establish the influence of social media use on respondents' time management. The research results indicate that the surveyed respondents allocate a significant amount of time to social media usage. Due to the study's limitations, further research will be conducted to analyse results from various leading universities in Georgia. The research was conducted using quantitative methods, employing an anonymous questionnaire comprising 44 closed questions. The respondents were permitted to express their opinions at the conclusion of the questionnaire. Quantitative research facilitated the survey of a substantial number of students, thereby enabling the establishment of reasonable recommendations. During the research process the following hypotheses have been developed: Hypothesis 1. Using a time management model (Q18_1) will affect the ability to balance study and leisure (Q21_1); Hypothesis 2. Self-control over smartphones during work/study time (Q 29_1) will significantly affect the ability to balance study and leisure (Q21_1); Hypothesis 3. Spending more than four hours per day online using social media (Q 31) negatively affects work-life balance (Q21_1) and academic performance (Q24_1); Hypothesis 4. Spending more than four hours per day online using social media (Q 31) leads to deviance from plan Q26_1.

Keywords: time management, social media, time management models, apps that block the network, work-life balance.

JEL Classification: I2

1. Introduction

In the contemporary environment, characterised by rapid change, individuals are compelled to optimise the utilisation of their time and resources. In the absence of adequate time management in the pursuit of objectives, the probability of attaining the desired outcome is reduced. It is important to note that the improper use of social media has the potential to hinder effective time management. It is important to acknowledge that individuals utilise social networks with far greater frequency in environments characterised by globalisation. The potential consequences of this use are both positive and negative. According to the

Statista 2024 report, 5.44 billion people worldwide use the Internet, with 5.07 billion of these utilising social networks, representing more than 60% of the global population (Statista, 2024). This figure has increased significantly in comparison with that of previous years. In 2023, the total number of social media users was 4.9 billion, as reported by Wong (2023). According to the Global Web Index (GWI) survey, the average time spent using social media is two hours and twenty minutes (GWI, 2024). Of particular interest is the finding that Generation Z occupies the vanguard position with regard to the time allocated to social networks (Zote, 2024). The majority of respondents

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in this study were between the ages of 18 and 25 (see: Diagram 1).

According to data from the National Statistics Office of Georgia, the proportion of households with internet access stood at 89% in 2023. It is evident that this figure is increasing on an annual basis. A comparison with the indicators from the same period in 2019 reveals a 9.7% increase. Furthermore, a significant proportion of the population aged 15-29 (99.2%) and 30-59 (97%) cited the utilisation of social networks as the primary motivation for Internet usage. In the same age groups, the proportion of the population using the Internet daily is at least 94% (National Statistics Office of Georgia, 2023). According to 2024 data, 99.1% of respondents aged 15-29 use the Internet daily. However, this percentage decreases with age, with the proportion of internet users falling to 95.4% among individuals aged 30-59 and to 89.1% among those aged 60 and over (see Table 1).

The use of social media has several advantages and disadvantages. It is impossible not to mention that social media allows students to be constantly involved in current world events. At the same time, they can easily establish communication in any geographical area of the world and get information and knowledge related to topics of their interest. Most importantly, they feel like an important part of the world and have access to information that they wouldn't have without social media platforms. Social media has become an integral part of people daily lives. When used wisely, individuals can achieve professional and

personal advancement (Kaur, 2024; Taylor, 2024). The importance of social media increased dramatically during the COVID-19 pandemic. Due to the situation during the pandemic, people spent much more time at home, and as a result, the use of social media increased. Naturally, the lack of socialisation meant that people relied more on social networks to communicate with each other, even if it was virtual. This undoubtedly provided some relief, as people no longer felt isolated from the world and had a sense of unity (Cho et al, 2023). Of course, social media has many advantages, but it also has significant disadvantages. Frequent use of social media can lead to students wasting time, high levels of stress and poor academic performance (Batuah, 2023). In Georgia, for example, a significant proportion of students are employed. They often have to work full-time or night shifts. In addition, they have to pay for transport and other everyday expenses. Attendance at lectures and seminars, as well as continuing education, is crucial in addition to work. With such hectic schedules, one could argue that effective time management is one of the most important prerequisites for student achievement. Inappropriate use of social media deprives students of important resources such as time to focus on priorities and personal or professional development. The relevance and seriousness of the issue necessitated the conduction of a study on the topic. However, in practice, it is evident that students frequently exhibit signs of irritation, diminished motivation, and elevated levels of stress. In personal conversations,

Time spent on social media daily,¹ % of respondents (n = 41,960)

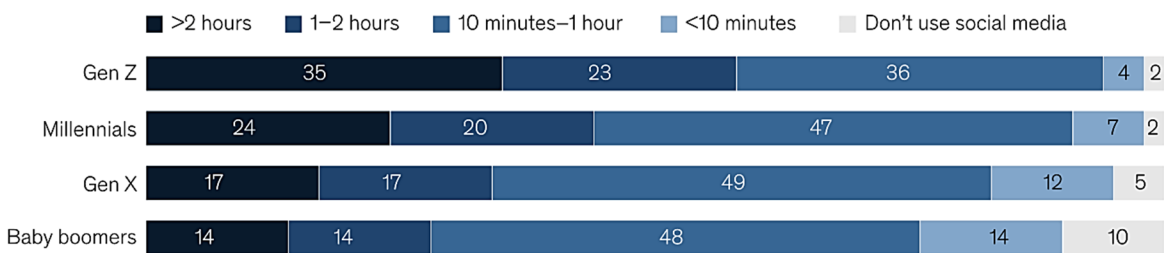


Diagram 1. Social media habits by generation

Source: McKinsey

Table 1

Distribution of population aged 15 and older by frequency of internet use (%)

		15-29 years	30-59 years	60 years and older
July, 2023	Every day or almost every day	98,7	94,0	82,3
	At least once a week (but not every day)	1,3	5,5	15,8
	Less than once a week	0,0	0,5	1,8
June, 2024	Every day or almost every day	99,1	95,4	89,1
	At least once a week (but not every day)	0,6	3,9	9,6
	Less than once a week	0,3	0,7	1,3

Source: National Statistics Office of Georgia

respondents have associated these factors with a lack of time. During the course of the research, students who participated in lectures or seminars were asked to limit their screen time. The results of this investigation revealed that the majority of the students spent a minimum of five hours per day using their phones. According to their self-reported data, the majority of this time was spent on social networks. On the basis of the above, it was felt that identifying the root cause of the identified problem was very important to the research process. It's worth investigating whether it's due to a lack of time or simply poor management. The students of Ivane Javakhishvili Tbilisi State University, Faculty of Economics and Business and School of Tourism and Hospitality are the focus of the research presented in this article. In light of the significance of the issue and the challenges that exist, the objective of this study was to understand the impact of social media use on respondents' time management. During the course of the study, it was of particular interest to ascertain whether social media was a significant barrier to effective time management. It was also interesting to find out how much time students spend on social networks each day. Furthermore, whether they find it difficult to disconnect from their studies and work, and whether social media is a disruptive factor in their lives. Furthermore, it was considered important to ascertain whether respondents utilise social network blocking applications to avoid unnecessary time expenditure, and to determine the efficacy with which they manage their time resources in the context of using social media applications.

It is imperative to acknowledge the limitations of the research study, which is predicated on the fact that the survey was conducted within a single university. In future research, a more extensive sample will be obtained, including students from the leading universities in Georgia. This will facilitate a more comprehensive understanding of the prevailing challenges associated with the present issue.

In the course of the research, a preliminary analysis was conducted of the extant statistics concerning Internet and social media users on a global scale. Concurrently, several authors' opinions on the influence of social media applications on time management and, in general, on the mental and physical health of an individual were presented. It is evident that the challenges associated with the improper use of social media applications have a detrimental effect on an individual's time management skills, resulting in increased stress levels and reduced productivity (Vijayakumar, 2023).

As previously indicated, the utilisation of social media and the Internet in general is increasing on an annual basis. This phenomenon is particularly pronounced in developing countries such as Georgia,

where there is a growing population of individuals with daily access to the Internet and social networks. In light of the pertinence of the subject matter and the prevailing challenges, it was deemed imperative to present a study that aims to ascertain the impact of social media use on the efficacy of students' time management.

The findings, which have been presented as a result of the research, allow for recommendations to be made that will enable students to manage their time more wisely and avoid wasting such a fundamental resource as time on the way to achieving their goal.

2. Literature Review

Social media has become an integral component of contemporary society. It facilitates the dissemination of information and ideas through diverse channels. According to the Cambridge Dictionary, social media is defined as "websites and computer programs that allow people to communicate and share information, opinions, pictures, videos, etc. on the internet, especially social networking websites" (Cambridge Dictionary). According to data from 2024, the most frequently used social networks include Facebook, YouTube, Instagram, TikTok, Snapchat, and others (Walsh, 2024; Statista, 2024). The categorisation of social media networks can be approached in diverse ways. These include social networks, media sharing networks, discussion forums, bookmarking and content curation networks, and consumer review networks (Indeed Editorial Team, 2023; Kakkar, 2023).

Several authors focus on the positive and negative aspects of social media. An article by the Mayo Clinic presents the positive and negative aspects of social media. On the one hand, social media helps teenagers express themselves better and allows them to connect with people all over the world. As a result, they learn from their peers how to deal with challenges. In addition to the benefits mentioned above, social media can sometimes be harmful. It is often the case that prolonged use of social media platforms often disrupts sleep patterns, takes young people away from work and family activities, leads to an unfocused waste of an individual's time and resources, and so forth (Mayo Clinic Staff, 2024). It is evident that university students can employ social media as a resource for information seeking and knowledge enhancement. However, it is important to note that the misuse of social media has the potential to disrupt students' academic focus. Research indicates that over 30% of surveyed students perceive social media platforms as a source of time wastage (Saha & Guha, 2019).

It is challenging to assert with absolute certainty that the impact of social media is exclusively beneficial or detrimental. While it is undeniable that many scholars have emphasised the positive aspects

of social media platforms, it is equally crucial to give due consideration to the viewpoints of those who have discussed its negative implications. The present authors' collective position is that the use of social media does not have a detrimental effect on academic performance. Furthermore, they posit that social media can enhance the academic performance of students (Yuan, Yong, Zhaolu, Tong, & Salman, 2024). Nevertheless, as indicated by a study undertaken by the Pew Research Center, social media is utilised by half of all adults in the U.S. for the acquisition of information. However, it should also be noted that concerns have been raised regarding the accuracy of the information received (Wang & Forman-Katz, 2024). Furthermore, it has been demonstrated that prolonged utilisation of social media has the potential to induce psychological maladies, including depression, irritability, and elevated stress levels (Plackett, Blyth, & Schartau, 2023). This affects the efficient use of an individual's time resources. Considering that a large proportion of Georgian students are employed (often full-time), they have to cope with multiple responsibilities, including study, work, entertainment and household activities. In the context of such a busy schedule, it is impossible to achieve high performance without appropriate time management. In consideration of the contemporary and grave nature of the issue, a decision was taken to undertake an investigation into the potential impact of social media on students' time management, and the extent to which they allocate time to social media usage.

In light of the aforementioned points, it is imperative for university students to demonstrate effective time management skills, employ suitable models, and refrain from the detrimental impacts of social media. Consequently, effective time management has been demonstrated to have a positive impact on students' academic performance (Gulua & Kharadze, 2018; Pirskhalaishvili & Dugladze, 2018).

A considerable number of authors have addressed the aforementioned issue over the years. In the article "Impact of Time-Management on the Student's Academic Performance: A Cross-Sectional Study", the authors emphasise the significance of advanced study planning (Adham Alyami, 2021). The study posits that effective planning of the learning process is conducive to enhanced academic performance. In the study "The Effect of Time Management on the Academic Performance of Students in the Higher Educational Institutions of Islamabad", the authors investigate the effect of time management of students on their academic achievements in higher institutions. The study's authors underscore the significance of effective time management skills. It is imperative for students to prepare for exams in advance and to utilise their time more efficiently in this manner (De Jesus & Garcia, 2023). A significant proportion

of both foreign and Georgian researchers emphasised the necessity of effective time management in their research. A number of studies have focused on the primary issues that Georgian students encounter during their leisure time (Kharadze, Gulua, & Duglaze, 2017). A plethora of studies by foreign authors directly relevant to students' time management can also be found in the scientific works (Nathir Ghafar, 2023; Ruth, 2024; Alyami, Abdulwahed, & Azhar, 2021). Recent studies have indicated a significant increase in the stress levels of students, attributable to various factors such as the pressure of time constraints and the anxiety associated with academic assessments (Clara & Encarnación, 2022). Moreover, the inefficiencies inherent in the utilisation of social media have been demonstrated to result in the inefficient management of time.

Undoubtedly, the authors of the study agree with the conclusions that higher education students can benefit from using social media in a responsible way. Whether it's a direct search for data on an academic topic or a matter of self-development.

However, it is important to acknowledge that individuals frequently misuse social media platforms. A considerable amount of time is squandered while aimlessly scrolling through superfluous content. This phenomenon contributes to a significant dissipation of time. It is important to acknowledge the role of social media as a significant source of distraction and inefficient use of time. The extant literature on this topic is largely consistent in its conclusions, and it is the view of the present author that the inappropriate use of social media can lead to students wasting time, developing mental health problems, and feeling hopeless. Nevertheless, effective time management, judicious use of social media, and the content available on these platforms can yield numerous benefits.

3. Methodology

The primary objective of this study is to ascertain the impact of social media usage on respondents' time management. Does it represent a significant obstacle in the process of time management? Secondly, the investigation will ascertain the time spent by students on social media daily, and whether this interferes with their activities. The present article's research focuses on the students of Ivane Javakishvili Tbilisi State University, Faculty of Economics and Business, and School of Tourism and Hospitality. The survey garnered a total of 908 respondents. The survey of university students was the target of the research, as many of them are employed, frequently on full-time jobs that sometimes require night shifts. They have a busy schedule. They need to get an education and have a decent job and income at the same time.

Balancing work, education, family responsibilities, leisure and other important activities is a challenge. They often experience disrupted sleep cycles and attend seminars or lectures after a late night shift. Naturally, such a schedule increases the level of stress and irritation. Students are the future of the country; they are essential for the proper growth and development of all sectors and fields. In light of the issue's significance, a decision was made to undertake the research and to select suitable respondents.

The present study employed a quantitative research methodology, utilising an anonymous questionnaire comprising 44 closed questions. At the conclusion of the questionnaire, respondents were permitted to express their opinions. The employment of this approach has been demonstrated to yield certain benefits. Initially, the procedure was easier to administer, and the questions had multiple predetermined responses. This approach has been shown to facilitate analysis and ensure a sufficient number of respondents.

The students of the Ivane Javakishvili Tbilisi State University's Faculty of Economics and Business Administration were invited to complete a questionnaire once it had been developed and electronically uploaded. The gathered data was then analysed using the SPSS statistical software package. The findings of the study have enabled the formulation of relevant recommendations.

The demographics of the respondents were as follows 52.2% of the respondents were female and 42.3% male. However, 5.5% did not wish to answer this question. It should also be noted that 59% of the participants in the survey are BA students, 27.5% are MA students and 13.4% are Ph.D. In addition to the questionnaire described above, the authors used data from several international reports and the Georgian National Statistics Office throughout the research process.

It is also important to note that the fact that only students from one university surveyed in the research must be acknowledged as a research limitation. In future research, a more extensive study will be conducted with students from Georgia's major universities. The information presented above will undoubtedly assist in understanding the key issues associated with the current issue.

4. Results and Findings

In the course of the research process, an investigation was conducted into the employment status of the respondents who were interviewed. 51% of respondents work while studying. It is worth noting that 49.5% of the employed respondents work full time. It is understandable that with such a busy schedule it is difficult to combine studying, working and other activities without effective time management.

Furthermore, there is a significant risk that students will experience burnout, reduced productivity, loss of motivation and ultimately poorer performance.

The ability to manage one's time effectively is contingent upon an individual's level of organisation. It is frequently observed that obstacles are encountered during the pursuit of goals, often as a consequence of the failure to assign priority to significant tasks. Moreover, time is often expended on activities that offer no benefit to the process of achieving goals (Zydler, 2023). Time management models become necessary during the above process. Time management models and strategies help individuals to plan tasks and allocate resources more efficiently to achieve desired results. Techniques and methods mentioned include Pareto Analysis, Pomodoro Technique, Eisenhower Matrix, Parkinson's Law, Time Blocking Method, Rapid Planning Method (RPM) and others (University of St. Augustine for Health Sciences). When asked "Do you use a time management model?", only 11.9% of respondents gave a positive answer. While 74.4% of respondents gave a negative answer. It is also interesting to note that 13.7% of students have never heard of such models. Surely these models would increase the efficiency of students' time management. It is also worth noting that it is possible to obtain information about the approaches or models offered and to put them into practice after completing a training course or passing a specific discipline on time management. 40.7% of respondents have not received any training or course on time management.

In the course of the research process, it was of fundamental importance to ascertain whether social media exerts an influence on students' time management. The results of the study indicated that 31.6% of the respondents spent more than 4 hours on the Internet (using social media), which is significantly higher than the results of the GWI survey, which reported that individuals spent an average of 2 hours and 20 minutes on social media (GWI, 2024). Furthermore, 40.4% of surveyed individuals do not monitor the time spent on social media.

The results of the study indicate that a significant proportion of respondents (59.6%) perceive social media as a substantial impediment to the effective management of time. This finding suggests that, within the context of students' demanding schedules, indiscriminate and excessive use of social media constitutes a considerable impediment for the majority of them.

In light of the aforementioned reasons, an inquiry was made into the extent to which respondents were required to deviate from the prescribed plan. The results indicated that 34.6% of respondents frequently found themselves having to deviate from their initial plans. It is evident that excessive social media use and inadequate time management can

precipitate a range of adverse consequences, including burnout, depression, irritability, and a plethora of other issues, such as the fear of missing out (MENTAL HEALTH, 2024). "Do you find it difficult to control yourself concerning your smartphone when you have work/study?" 13.5% of respondents say it is extremely difficult, while 33.8% find it difficult but force themselves to be mobilised. It is important to note that social network-blocking applications have been developed for the purpose of overcoming such challenges. A significant proportion of respondents, 78.3%, expressed a negative sentiment regarding the utilisation of such applications, as evidenced by their responses to the inquiry regarding the use of blocking applications on social networks to avoid wasting time. A further noteworthy observation is that 24.1% of respondents attribute their failure to ineffective time management.

The results of the survey indicated that a significant proportion of the student population did not employ any time management model. Furthermore, a considerable amount of time was reported to be spent on social media, which was considered to be a significant obstacle to effective time management. Moreover, approximately 50% of respondents rarely or never adhere to a consistent sleep schedule, a phenomenon that may be ascribed to time constraints and protracted use of social media platforms.

It is evident that the present authors concur with the assessment provided by preceding researchers that social media can be of significant benefit to students. However, it is crucial to emphasise that excessive and indiscriminate utilisation of social media can profoundly erode students' capacity to manage their time effectively.

In the course of the study, the following hypotheses have been developed:

Hypothesis 1: Using a time management model (Q18_1) affects the ability to balance study and leisure time (Q21_1).

Hypothesis 2: Self-control over smartphones during work/study time (Q 29_1) significantly impacts balancing study and leisure time (Q21_1).

Hypothesis 3: Spending more than four hours a day online using social media (Q 31) negatively impacts work-life balance (Q21_1) and academic performance (Q24_1).

Hypothesis 4: Spending more than four hours a day online using social media (Q 31) leads to deviation from the plan Q26_1.

The findings of this study serve to corroborate both Hypotheses 1 and 2, as evidenced by the univariate general linear model analysis. This analysis was conducted with the objective of examining the influence of several factors on a single dependent variable, namely the study-leisure balance. The factors in question are the time model usage and self-control variables regarding smartphones during work/study time (see Table 2).

The parameters presented in Table 1 illustrate the assessment of a single factor's influence and the combined influence of both factors. Each factor demonstrates a statistical relationship with the variable of balancing study and leisure at the 0.05 level (Q18_1: $F=4.124, P=.016$; Q29_1: $F=3.197, P=.023$). Nevertheless, the effect size of this influence is negligible ($\text{Eta} = 0.009$ and 0.011). Consequently, the validity of the initial and secondary hypotheses is substantiated. The joint influence of both factors on the variable of balancing work and leisure time is not significant ($P=0.310$). The initial diagram provides a visual representation of the estimated marginal means, as illustrated in Diagram 2.

As demonstrated in the second diagram, a significant proportion of respondents who are able to balance study and leisure time make use of time management models. Conversely, individuals with limited leisure time are not acquainted with such models (see Diagram 3).

Table 2
Tests of interdisciplinary links

Dependent Variable: Q21_1 Are you able to balance study and leisure time?						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	12.445 ^a	11	1.131	2.802	.001	.033
Intercept	1335.214	1	1335.214	3307.026	.000	.787
Q18_1	3.330	2	1.665	4.124	.016	.009
Q29_1	3.872	3	1.291	3.197	.023	.011
Q18_1 * Q29_1	2.880	6	.480	1.189	.310	.008
Error	361.761	896	.404			
Total	3621.000	908				
Corrected Total	374.206	907				

a. R Squared = .033 (Adjusted R Squared = .021)

Source: authors' findings

Estimated Marginal Means of Are you able to balance study and leisure time?

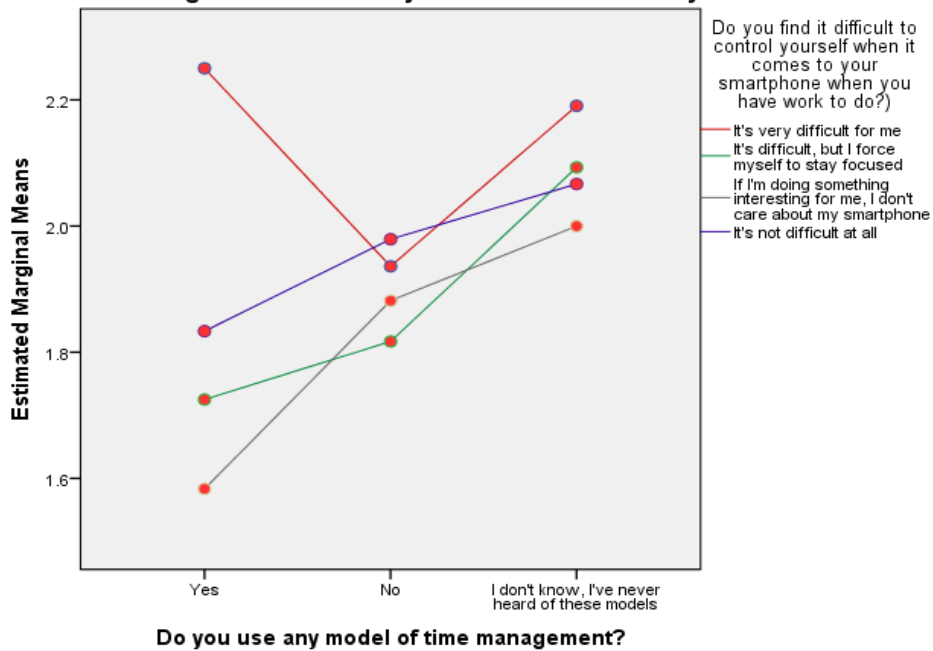


Diagram 2. Estimated marginal means of the question: "Are you able to balance study and leisure time?"

Source: authors' findings

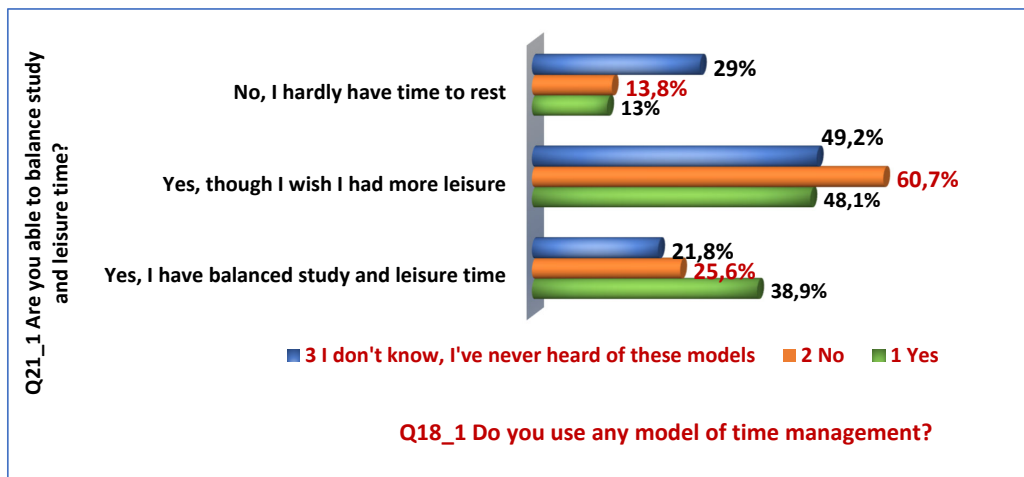


Diagram 3. Q21_1 Are you able to balance study and leisure time?/ Q18_1 Do you use any model of time management?

Source: authors' findings

The relationship between the study-leisure balance variable and the self-control variable regarding smartphones during work/study time is presented in the third diagram (see Diagram 4).

Hypothesis 3: Spending more than four hours a day online using social media (Q 31) negatively impacts work-life balance (Q21_1) and academic performance (Q24_1).

In order to test the third hypothesis, the data was filtered to include only those respondents who did not deny spending more than four hours a day on the

Internet using social media. To visualise the impact of this factor on the dependent variables, graphical representations (see graphs 5 and 6) and the Kruskal-Wallis test were used.

As demonstrated in Figure 1, there is a substantial decline in academic performance after spending more than 4 hours online using social media. The Kruskal-Wallis test (see Table 3) revealed that the Q31 variable (students' Internet usage involving social media for more than 4 hours) does not impact the equilibrium between students' academic and leisure activities

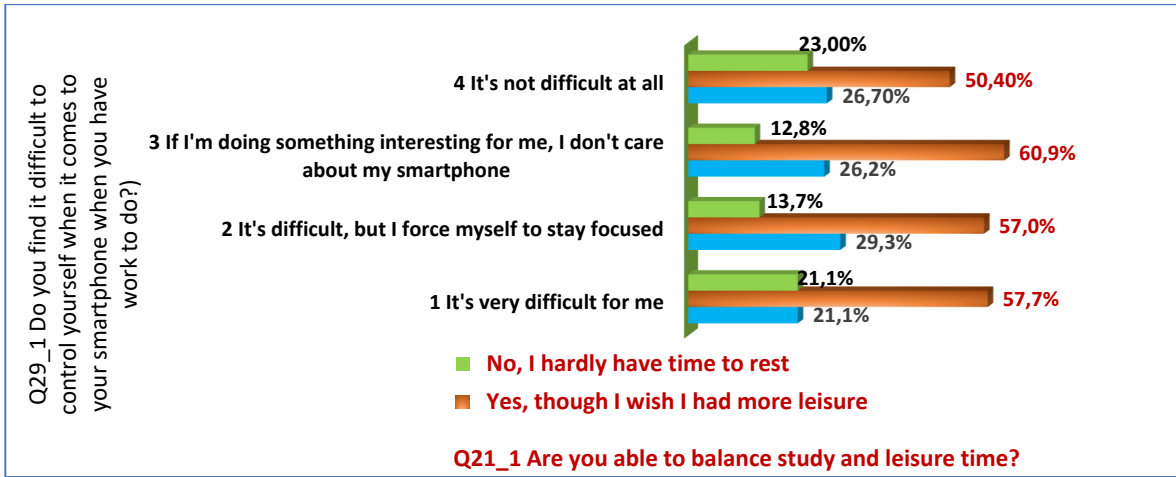


Diagram 4. Q29_1 Do you find it difficult to control yourself when it comes to your smartphone when you have work to do?/ Q21_1 Are you able to balance study and leisure time?

Source: authors' findings

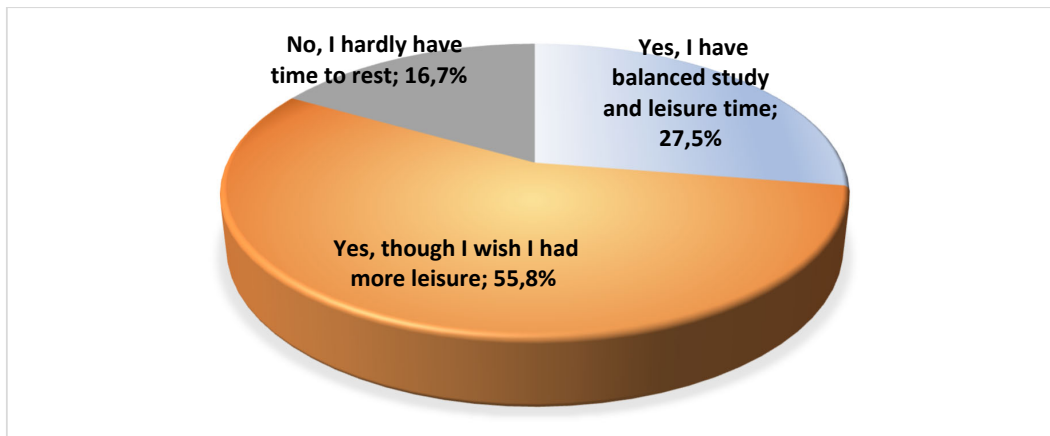


Diagram 5. Study-leisure time balance variable among students who spend more than 4 hours online in social media

Source: authors' findings

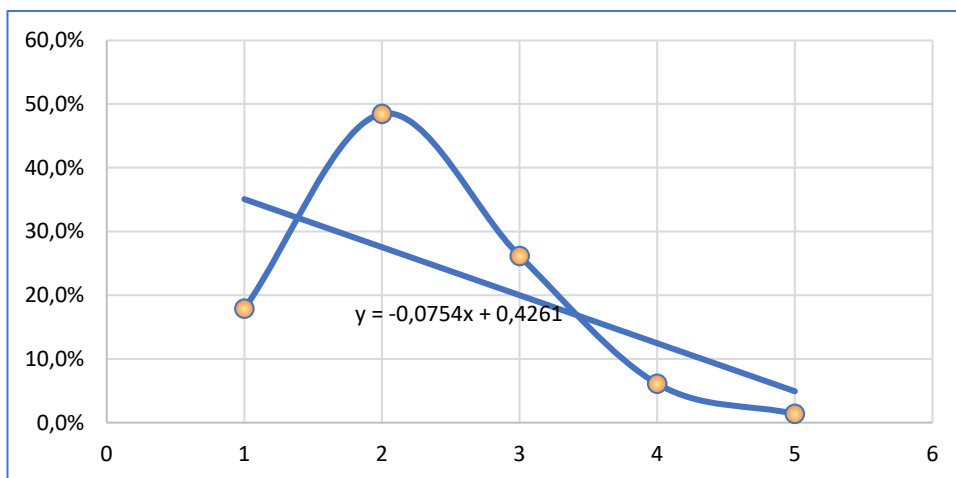


Diagram 6. Academic performance of students who spend more than 4 hours online using social media

Source: authors' findings

($P > 0.005$). However, with very high reliability at the 0.01 level of statistical significance, it affects their academic performance ($P < 0.001$, Chi-square = 63.347).

A cross-tabulation was used to test the fourth hypothesis (Hypothesis 4: Spending more than four hours a day online using social media (Q_31) leads to deviation from plan Q26_1) (see Table 4).

The results of the chi-square test used to determine the statistical relationship between the given variables (See Table 5) showed that a student's presence on the Internet for more than 4 hours does indeed lead to deviation from the plan, the Pearson chi-square coefficient is equal to 44.941, and $P < 0.001$.

5. Conclusions

The strategic and judicious utilisation of social media by university students has been demonstrated

to engender substantial positive outcomes. The findings of the research presented herein indicate that the surveyed respondents allocate a substantial amount of time to social media platforms. Moreover, they perceive it to be a considerable hindrance to their activities. The predominant utilisation of social media platforms is for the purposes of entertainment and mindless scrolling, a practice that is evidently counterproductive. Furthermore, it is imperative to acknowledge the hectic schedules of the students who participated in this study. These students are engaged in full-time employment, in addition to attending lectures and seminars, and undertaking further study. Moreover, they participate in a plethora of other time-consuming activities. It is evident that effective time management is paramount for the realization of their objectives. While it is not possible to attribute the lack of time and ineffective

Table 3
Results of the Kruskal-Wallis test

	Q21_1 Are you able to balance study and leisure time?	Q24_1 Your academic record
Chi-Square	.009	63.347
df	2	2
Asymptotic Significance	.995	.000
a. Kruskal Wallis Test		
b. Grouping Variable: Q31_1 Do you spend more than four hours a daily online (using social media)?		

Source: authors' findings

Table 4
Q26_1 Do you often have to deviate from the plan? * Q31_1 Do you spend more than four hours a day online (using social media)? Crosstabulation

		% within Q26_1 Do you often have to deviate from the plan?		
		Q31_1 Do you spend more than four hours a day online (using social media)?		
		1 Yes	2 I don't know, I don't count	3 No, I strictly control the time I spend on social media.No, I strictly control the time I spend on social media.
Q26_1 Do you often have to deviate from the plan?	1 Yes, considering environmental factors	31.5%	37.9%	30.6%
	2 Yes, for personal reasons	57.9%	28.9%	13.2%
	3 No, I always follow the plan meticulously	12.2%	42.9%	44.9%
	4 It's very rare, but there are deviations from the plan	29.1%	43.2%	27.8%
	5 I don't have a plan	40.0%	60.0%	

Source: authors' findings

Table 5
Results of the chi-square test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	44.941	8	.000
Likelihood Ratio	48.351	8	.000
Linear-by-Linear Association	.184	1	.668
N of Valid Cases	908		
a. 2 cells (13.3%) have expected count less than 5. The minimum expected count is 4.20.			

Source: authors' findings

management of an individual solely to the untargeted use of social media, its role in the 21st century is significantly greater. Excessive use of social media has been demonstrated to engender a multitude of issues in the lives of individuals.

In order to ensure that students derive maximum benefit from social media while concurrently minimising its adverse effects, it is imperative to give due consideration to the following recommendations. Primarily, students must employ effective time management techniques to identify and prioritise their activities. In addition, it is imperative to monitor activities and the time spent on them during the day. This entails the curtailment of activities such as aimless scrolling and the inefficient use of social media. The utilisation of social media should be for the purpose of locating essential information and facilitating personal growth.

In addition to the aforementioned points, university students have the option of utilising blocking applications (e.g., AppBlock, Flipd, Freedom, SelfControl, Cold Turkey, FocusMe) to temporarily restrict access to distracting applications. This approach enables individuals to optimise their time management (Campbell & Steele, 2024; Pot, 2023).

It is obvious that the use of time management models, strategies and social media blocking applications will significantly improve students' time management skills. However, it should be mentioned that many Georgian students work to earn a meagre

living, which is not enough for almost anything. Companies often employ students on a full-time basis, sometimes in night shifts with low pay. Due to the lack of time, Georgian students are unable to receive a thorough education and are constantly stressed and unproductive.

It is imperative for companies to acknowledge the significance of their corporate social responsibility and provide their employed students with adequate, decent remuneration. This would enable students to engage in part-time employment or flexible work arrangements while pursuing a comprehensive education without compromising their mental well-being.

It is hypothesised that the provision of time management courses at the university, students' eagerness to apply knowledge into practice, and companies' strong corporate social responsibility will all contribute to students' increased ability to manage their time. It is imperative to acknowledge that this issue signifies a profound challenge, as physically and mentally healthy and successful youth are the future of the country.

In light of the research's inherent limitations, it is anticipated that future studies will be conducted to address these constraints. The subsequent research will involve the survey of students from all of Georgia's leading universities, with the objective of obtaining a comprehensive understanding of the prevailing challenges.

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Received on: 10th of January, 2025
Accepted on: 21th of February, 2025
Published on: 26th of March, 2025