THE SOCIAL MEDIA USAGE ON ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

The study investigates social media usage on academic achievement among 11th std higher secondary school students. With the increasing prevalence of social media in daily life, it is essential to understand its impact on students' academic performance. This research utilizes a mixed-methods approach, utilizing a quantitative research approach, data were collected from a sample of students through surveys measuring their social media engagement and academic performance indicators, such as 10th stdmarks.The results reveal a significant positive correlation between social media usage and academic achievement, indicating that students who engage more with social media tend to perform better academically. The study highlights the dual role of social media as both a tool for academic support and a potential barrier to achievement. The finding suggests that social media can serve as an effective educational tool when used appropriately. The study concludes that integrating social media training into the curriculum could enhance students' academic experiences, promoting both responsible usage and academic success.

INTRODUCTION

According to social media development has transformed communication and information sharing among adolescents, profoundly influencing various aspects of students' lives, including academic achievement. As platforms like Instagram, YouTube, WhatsApp, and google search engine become integral to daily routines, understanding their impact on students' educational outcomes is crucial. While social media offers opportunities for collaboration, access to resources, and enhanced engagement, it also poses significant risks such as distractions, time mismanagement, and mental health challenges. This complex relationship warrants careful examination to ascertain whether social media is a valuable tool for academic success or a hindrance that detracts from educational performance. By exploring the dynamics of social media use among Higher secondary school students, it can better understand its implications for academic achievement and develop strategies to harness its benefits while minimizing adverse effects.

SOCIAL MEDIA

Social media usage among higher secondary school students has surged dramatically in recent years, becoming a prominent aspect of their daily lives. As these platforms facilitate communication and access to a wealth of information, they play a significant role in shaping students' educational experiences. Social media offers unique opportunities for collaborative learning, allowing students to connect with peers, share resources, and engage in academic discussions outside the classroom. Furthermore, social media enables access to diverse educational content, including tutorials, webinars, and expert insights, which can complement traditional learning. However, the effectiveness of social media in improving academic achievement largely depends on how students utilize these platforms. When approached with purpose and moderation, social media can serve as a valuable tool in fostering academic success and enhancing student engagement.

DEFINITION OF SOCIAL MEDIA:

According to Graham (2014), social media in education can be defined as the use of social networking sites, blogs, wikis, and other online tools to promote engagement, collaboration, and learning among students and educators. Social media usage in education serves not only as a space for information exchange but also as a platform for building networks and fostering interactions that can support both formal and informal learning.

Junco (2012) also emphasizes that social media provides opportunities for students to engage in academic discussions, share educational content, and gain insights from peers and educators, contributing to a more dynamic and interactive learning experience.

Social media usage can be decomposed into four factors: academic; socialization; entertainment and informativeness.

➢ **Academic:**

Social networking media have offered new opportunities for sharing, creating, and interacting between students and teachers. Social media is utilized by students to obtain information for research and academic purposes as well as for entertainment due to their social needs. However, to implement and adopt such technology, there is a need to investigate the factors that influence the acceptance of the students and the teachers using such technologies as a tool for learning and teaching.

➢ **Socialization:**

Social Media has become a prevalent platform for students to receive information content such as admission notices, and holiday notices from business schools. Students are communicating, collaborating, and resource-sharing resources throughsocial media in the names of support groups. students could intend to use social media when they perceive the ease of social media use over communication, and resource sharing for educational purposes.

➢ **Entertainment:**

Online social entertainment blends entertaining interactive functionality and content including live video streaming, video chat communications, multi-player gaming, music, and video streaming, with services such as social graph management, forums, reviews, ratings, and geo-location options. It is the foundation for a more immersive, interactive, enriching, and engaging content consumption experience through social channels.Social entertainment is distinct from social networking websites in that the former is based fundamentally on immersive engaging experiences with functionality, content, and people, while the latter is based primarily on building and maintaining relationships with other users. Typically, social entertainment is defined by the individual sites dedicated to a particular type of entertainment experience incorporating basic social networking services.

➢ **Informativeness:**

Social media also fosters long-term retention of information. A deeper understanding is developed when social media extends classroom discussions and work. Using social media in the learning process will allow students to develop and share newly developed ideas, symbols, and ways of knowing. The flexibility of online learning itself allows for more self-discipline and also helps students gain life skills that they can later implement within the workplace. This is something that is often neglected in traditional education whereby students do not prioritise self-growth whilst having to constantly attend classes. Being able to demonstrate that they have acquired these skills through online learning can ultimately contribute to the student acquiring a more senior position within an organization. Therefore, flexibility itself has an enormous impact on the way that students are learning so its alluring nature has complete validity. Providing an individual with the option of how they learn is integral to their success.

ADVANTAGES OF USING SOCIAL MEDIA

❖ **Access to Educational Resources:** Social media platforms provide students with a wealth of educational materials, such as tutorials, articles, and online lectures, enhancing their learning.

❖ **Collaboration and Networking:** Students can easily form study groups, share resources, and collaborate on assignments, fostering peer support and motivation.

❖ **Enhanced Engagement:** Interactive content, such as quizzes and educational videos, can make learning more engaging and enjoyable, increasing students' interest in subjects.

❖ **Real-Time Communication:** Social media allows for immediate communication between students and teachers, enabling quick clarification of doubts and more dynamic learning experiences.

❖ **Exposure to Diverse Perspectives:** Students can connect with individuals from different backgrounds, gaining varied insights and enhancing their critical thinking skills.

DISADVANTAGES OF USING SOCIAL MEDIA

❖ **Distraction:** Social media can be a significant source of distraction, leading to reduced focus on academic tasks and lower productivity.

❖ **Time Management Issues:** Excessive use of social media can result in poor time management, with students prioritizing online activities over studying and homework.

❖ **Mental Health Challenges:** Social media can contribute to issues such as anxiety and depression, which may negatively impact students' academic performance.

❖ **Cyberbullying:** Negative interactions on social media, such as cyberbullying, can lead to emotional distress, affecting students' concentration and motivation.

❖ **Superficial Learning:** The tendency to consume bite-sized content can lead to a shallow understanding of complex topics, hindering deep learning.

NEEDS FOR THE STUDY

Understanding the impact of social media on the academic achievement of higher secondary school students is essential for several reasons. First, as digital natives, adolescents are deeply integrated into social media, which shapes their social interactions and learning environments. Given that these platforms are increasingly used for educational purposes, it is crucial to assess how they influence academic performance, both positively and negatively.

This study aims to explore how students are utilizing social media, specifically identifying which categories (i.e. boys or girls, government school students or private, etc) of students are using it more frequently and for what purposes. By examining students' social media usage, educators and parents can gain valuable insights into how these platforms are influencing students' academic engagement and overall well-being. The research will assess whether social media usage is beneficial for students' learning and development or if it poses potential risks, such as distractions or negative impacts on students' academic achievement.

By understanding the patterns and outcomes of social media use, this research can inform strategies for creating a balanced approach to digital engagement. The findings can also guide educators in integrating more effective digital literacy programs, helping students use social media in a way that supports their education and personal growth. Ultimately, this study seeks to fill a gap in existing research by providing a clearer picture of how social media is being used by students and whether its impact is positive or negative.

Moreover, investigating the impact of social media on academic achievement is timely, given the rapid evolution of technology and its pervasive presence in students' lives. As educational institutions increasingly incorporate digital tools and online learning environments, understanding how social media intersects with traditional education is vital for effective teaching practices. This study can also highlight best practices for integrating social media into educational frameworks, encouraging collaborative learning, and fostering a sense of community among students. By addressing both the opportunities and challenges presented by social media, the research aims to create a balanced perspective that informs not only academic strategies but also the broader conversation around youth development in the digital age. Ultimately, this study seeks to empower students, educators, and parents to make informed decisions about social media use, ensuring it enhances rather than hinders academic achievement and overall personal growth.

METHODOLOGY

The present study is a normative survey method. The data is collected from 1010 higher secondary students from XI standard students. The data is collected from both male and female higher secondary students. Also, data is distributed to Government, Government-aided aided and Private schools in Chennai district.

RESEARCH QUESTIONS

1. Is there a significant mean difference between male and female higher secondary school students in their usage of social media and academic achievements?

2. Is there a significant mean difference between the First order of birth and second and above order of higher secondary school students in their usage of social media and academic achievements?

3. Is there any significant mean difference among Government, Government-aided, and Private higher secondary school students in their usage of social media andacademic achievements?

4. Is there a significant mean difference in the family income of higher secondary school students' parents regarding their usage of social media and academic achievement?

5. Is there a correlation between the selected variables of higher secondary school students in their usage of social media and academic achievements?

FINDINGS OF THE STUDY

Answer to the Research Questions

1.   Is there a significant mean difference between male and female higher secondary school students in their usage of social media and academic achievements?

Table-1

•   **Significance of the mean difference between male and female students intheir usage of social media and academic achievements.**

VARIABLES	GENDER				't' value	Level of Significance
	Male (N=453)		Female (N=557)			
	Mean	S. D	Mean	S. D		
Social media	57.68	6.548	56.60	8.775	2.251	P<0.001
Academic Achievement	356.90	60.206	358.10	59.445	0.317	P>0.005

It is observed from the above table that male higher secondary school students have better usage of social media than female higher secondary students. It has been also observed that it is significant at a 1% level.Whereas, it is also observed from the above table that there is no significant difference between male and female students inacademic achievement.

•   *Is there a significant mean difference between the First order of birth and second and above order of higher secondary school students in their usage of social media and academic achievements?*

Table-2

Significance of mean difference between students' Birth Orderof higher secondary school students in their usage of social media and academic achievements.

VARIABLES	BIRTH ORDER				't' value	Level of Significance
	First order (N=151)		The second and above order (N= 466)			
	Mean	S. D	Mean	S. D		
Social media	54.72	8.525	57.56	7.891	3.771	P<0.001
Academic Achievement	377.03	57.204	353.23	63.331	4.327	P<0.001

It is inferred from the above table that second and above-birth-order higher secondary school students have better usage of social media than first-order higher secondary school students. It has been observed that it is significant at a 1% level. Moreover, it is also observed from the above table that first-birth-order higher secondary students have better academic achievement than second and above-order higher secondary school students. It has been observed that it is significant at 1%.

3.   Is there any significant mean difference among Government, Government-aided, and Private higher secondary school students in their usage of social media and academic achievements?

Table-3

Significance of mean differencebetween Government, Government-aided, and Private school students in their usage of social media and academic achievements.

VARIABLES	TYPE OF SCHOOL						'F' value	Level of Significance
	GOVERNMENT (N=330) (1)		PRIVATE (N=281) (2)		GOVERNMENT AIDED (N=399) (3)			
	Mean	S. D	Mean	S. D	Mean	S. D		
Social media	54.99	9.052	60.72	6.412	56.26	6.833	47.978	P<0.001
Academic Achievement	356.96	66.326	353.47	66.257	360.94	48.016	1.315	P>0.005

It is inferred from the above table that Private higher secondary school students have better usage of social media than Government-aided school students followed by Government school students. It is also observed from the above table that there is no significant difference between the government and private government-aided school students in academic achievement. All three types of schools are the same in their academic achievement.

Is there a significant mean difference in the family income of higher secondary school students' parents regarding their usage of social media and academic achievement?

Table – 4

significant mean difference in the family income of higher secondary school students' parents regarding their usage of social media and academic achievement.

VARIABLES	FAMILY INCOME						'F' value	Level of Significance
	BELOW20000 (N=219) (1)		20000-50000 (N=574) (2)		ABOVE 50000 (N=217) (3)			
	Mean	S.D	Mean	S.D	Mean	S.D		
Social media	54.45	8.797	57.73	7.510	58.03	7.249	16.222	P<0.001
Academic Achievement	356.27	62.012	359.06	60.322	354.90	55.985	0.446	P>0.005

It is observed from the above table that those above 50000 family income higher secondary school students have better usage of social media than 20000- 50000 higher secondary students followed by those below20000. It has been observed that it is significant at a 1% level. Whereas, it is also observed from the above table that there is no significant in academic achievement among the family income.

4.   Is there a correlation between the selected variables of higher secondary school students in their usage of social media and academic achievements?

Table – 5

correlation between the selected variables of higher secondary school students in their usage of social media and academic achievements

Variables	Social media	Academic Achievement
Social media	1	0.714**
Academic Achievement	X	1

The observation from the table indicates a strong and statistically significant positive correlation between social media usage and academic achievement among higher secondary school students, with a correlation level of 0.01 suggesting that this relationship is reliable and unlikely to be due to chance. This positive correlation implies that as students increase their engagement with social media, their academic performance tends to improve, indicating that social media can serve as a valuable tool for learning and collaboration. Therefore, integrating social media usage into educational practices could enhance students' academic experiences, helping them to use these platforms responsibly and effectively for their studies.

CONCLUSION:

This study highlights the significant positive correlation between social media usage and academic achievement among higher secondary school students, suggesting that effective engagement with social media can enhance learning outcomes. By recognizing the potential benefits of social media in education, schools can better support students in navigating their academic journeys, ultimately contributing to improved educational performance. The findings suggest that when used effectively, social media can enhance learning and collaboration, leading to improved academic performance. As such, it is crucial for educators to recognize the potential benefits of social media in the educational context and to develop strategies that integrate social media training into the curriculum. By fostering responsible and purposeful use of these platforms, schools can better equip students to leverage social media as a valuable resource for their academic success.

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