

Impact of Social Media on the Academic Achievement of secondary school students

Mani Mookkiah

Department of Education,
Alagappa University, Karaikudi, Tamilnadu, India
Email- mani.pro4689@gmail.com

M. Mahendra Prabu

Department of Education,
Alagappa University, Karaikudi, Tamilnadu, India
Email- eduprabu2011@gmail.com

Abstract: In response to this recommendation, this study aims to investigate the impact of Social Media on the Academic Achievement of secondary school students. A survey method of research design, data collection from 150 secondary students constitute the sample of the present study. Social media questionnaire prepared and validated by the investigator for measuring social media of secondary students is used and the investigator collects the student's marks in quarterly examinations in all the subjects. The findings indicate that there is a significant difference between male and female secondary students in their male exposure to social media and its dimensions of Radio, Computer, and Mobile. The study revealed that the majority of the accused had mobile phones and had knowledge of the being of many social media.

Keywords: Social media, Impact, Academic Achievement, and secondary school students.

I. INTRODUCTION

Social media have become universal and very important stages to facilitate persons with social relationships building and information assembly or spreading [1-3]. Social Media is the stage that gives persons the chance to network, using a two-way message: meaning that anybody who has online accounts can part their sentiments with other social media users[4].

In this way we attempt to explore more accurate considerations about social media usage in various contexts [5-7] then social media usage is viewed as a multi-layered phenomenon [8]. Social media have joined the public's daily lives and exert strong influences as a searching instrument and social communication mechanism [9]. Current research has shown the associations between social media usage and self-efficacy [10-11].

Investigators have more distinguished social media usage into socializing and information gathering or spreading types to clarify why persons are involved in social media [12-13]. Informational social media refers to user's attaining timely and related information to solve specific problems [14], which reflects the user's cognitive needs [12]. Therefore socializing social media usage emphasizes on building and preserving interpersonal connections, which reflects user's emotional needs [12, 15].

II. Significance of the study

In recent times, social media have a great influence on the lifestyle of the people. Electronic gadgets like Radio, TV, computers, and the Internet have a marked impact on the lifestyle of the people. They change the lives of all people, irrespective of their age. They have molded society in every aspect namely education, sports, politics, social harmony, etc. These social media are not a mere source of entertainment.

In modern society, social media have become an inseparable part of one's life, especially adolescents. They are attracted to social media, unlike their parents and fore-fathers. This addiction has created a gap between the previous and the present generation. These social media have induced a remarkable significance in the living conditions of adolescents. Social media has been integrated with education and cannot be distinguished from one another. The present study aims to find out the impact of social media on the academic achievement of secondary school students.

2.1. Research Questions

- Does social media have any impact on students' academic achievement?
- Why do students' visit their social media?

2.2. Objective

The general objective of the present study was to find out the impact of social media on the academic achievement of secondary students. The specific objectives of the present study were as follows:

- To examine the impact of social media on the academic achievement of secondary students.

2.3. Hypothesis

- There is no significant difference in the exposure to social media and its dimensions of secondary students with respect to Gender

III. Methods and materials

3.1. Tool of the study

The personal data and achievement test was prepped by the investigator. Social media questionnaire prepared and validated by the investigator for measuring social media of secondary students is used. The investigator personally visited the selected schools and got the permission of the concerned heads of the institutions, and the tool was administered to IX and X Std students in secondary schools of Madurai District. After a brief introduction about the present study and the relevant instructions about the tool, the students were asked to respond to the tool immediately. The students' doubts were clarified at the time of answering the questions. The collected response sheets were scored systematically by using the appropriate key prepared by the investigator. For a positive answer in an item '2' score was given and for a negative answer in an item '1' score was given.

3.2. Population of the study

The population of the present study is the students studying std. IX and X in the secondary schools in Madurai District.

3.3. Sample of the study

The investigator has selected 250 students among IX and X students from ten secondary schools from the population. For selecting the students the investigator used a random sampling method.

IV. Analysis and Discussion

O₁: To find out the level of exposure to social media and its dimensions of secondary students with respect to Gender.

Table-1: Data showing the level of social media and its dimensions of secondary students with respect to Gender

| Dimensions | Male | | | | | | Female | | | | | |
|------------|------|------|-----|------|----|------|--------|------|----|------|----|------|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Television | 27 | 18.2 | 102 | 68.9 | 19 | 12.8 | 13 | 13.0 | 77 | 77.0 | 10 | 10.0 |
| Radio | 24 | 16.2 | 109 | 73.6 | 15 | 10.1 | 25 | 25.0 | 64 | 64.0 | 11 | 11.0 |
| Computer | 23 | 15.5 | 105 | 70.9 | 20 | 13.5 | 16 | 16.0 | 74 | 74.0 | 10 | 10.0 |
| mobile | 28 | 18.9 | 101 | 68.2 | 19 | 12.8 | 14 | 14.0 | 71 | 71.0 | 15 | 15.0 |

It is inferred from the above table that 18.2%, 68.9%, 12.8% of male secondary students have low, average, high level of exposure to television respectively. 13.0%, 77.0%, 10.0% of female secondary students have low, average high levels of exposure to television respectively. 16.2%, 73.6%, 10.1% of male secondary students have low, average high levels of exposure to Radio respectively. 25.0%, 64.0%, 11.0% of female secondary students have low, average, high level of exposure to Radio respectively. 15.5%, 70.9%, 13.5% of male secondary students have low, average, high-level exposure to computer respectively. 16.0%, 74.0%, 10.0% of female secondary students have low, average, high level of exposure to computer respectively. 18.9%, 68.2%, 12.8% of male secondary students have low, average, high-level exposure to mobile respectively. 14.0%, 71.0%, 15.0% of female secondary students have low, average, high level of exposure to mobile respectively.

O₂: To find out the level of academic achievement of secondary students with respect to Gender.

Table-2: Data showing the level of academic achievement of secondary students with respect to Gender

| Variables | Gender | Low | | Average | | High | |
|-----------|--------|-----|------|---------|------|------|------|
| | | N | % | N | % | N | % |
| Sex | Male | 36 | 24.3 | 97 | 65.5 | 15 | 10.1 |
| | Female | 23 | 23.0 | 56 | 56.0 | 21 | 21.0 |

It is inferred from above table 24.3%, 65.5%, 10.1% of male secondary students have low, average, high level of academic achievement respectively. 23.0%, 56.0%, 21.0% of female secondary students have low, average high levels of academic achievement respectively.

H₁: There is no significant difference in the exposure to social media and its dimensions of secondary students with respect to Gender.

Table-3: Data showing the social media and its dimensions of secondary students with respect to Gender

| Dimensions | Male N = 150 | | Female | | Calculated 't' value | Remark at 5% level |
|------------|--------------|------|--------|------|----------------------|--------------------|
| | Mean | SD | Mean | SD | | |
| Television | 27.74 | 2.65 | 27.21 | 2.73 | 1.53 | NS |
| Radio | 24.43 | 3.87 | 22.76 | 4.50 | 3.02 | S |
| Computer | 28.61 | 2.75 | 26.51 | 3.07 | 5.51 | S |
| Mobile | 80.78 | 7.02 | 76.48 | 6.38 | 5.00 | S |

(At 5% level of significance the table value of 't' is 1.96)

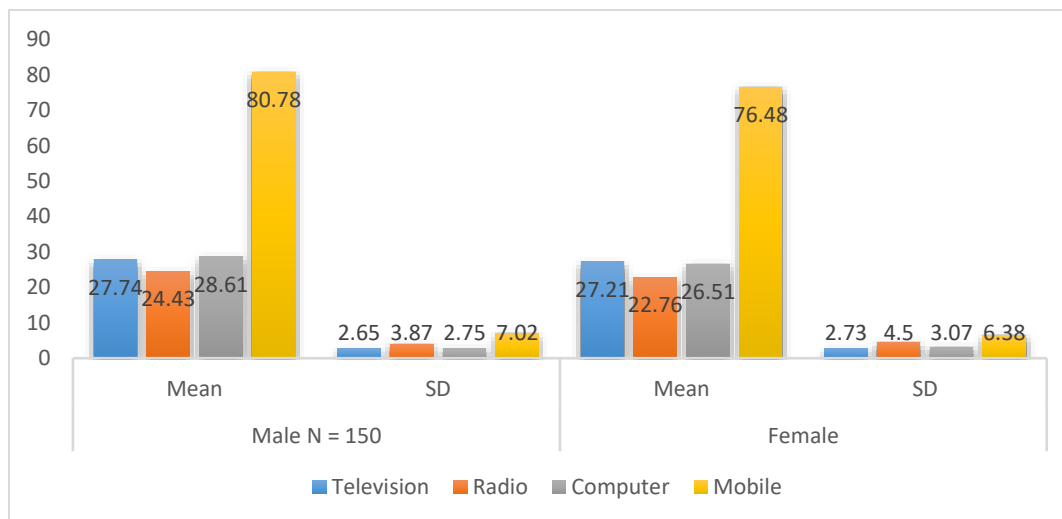


Figure. I: The social media and its dimensions of secondary students with respect to Gender

It is inferred from the table3 that there is no significant difference between male & female secondary students in their exposure to social media and its dimensions. But there is a significant difference between male and female secondary students in their male exposure to social media and its dimensions. (M = 27.74, 24.43, 28.61, 80.78) are better than female (M = 27.21, 22.76, 26.51, 76.48).

V. Conclusion

The recommended that there is a significant difference between the self-efficacy of rural students in higher secondary schools [M, M., & Prabu, M. M. 2019]. There is no significant difference between male & female secondary students in their exposure to social media and its dimensions of television but there is a significant difference between male and female secondary students in their male exposure to social media and its dimensions of Radio, Computer, and Mobile.

VI. Recommendations

Based on the findings, the investigator has given the following recommendations: Information and communication technology must be incorporated into the teaching-learning process. The seminar, workshop, symposium should be conducted with the help of electronic media. Parents should find time to take care of their children for the proper use of electronic media with regard to their academic achievement. The teachers should motivate the students to learn more with the use of electronic media. Audio-video programs should be offered to the students.

VII. Suggestions for further study

A study on social media awareness among Arts & Science Students may be done and verified with this study. The present study is limited in the Madurai district only. This can be conducted in a wider geographical area. Similar studies may be conducted for college students and Research scholars. The impact of social media on behavior changes in the studies could be studied.

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Conflict of interest

The authors declare that they have no conflict of interest.

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