

# Relationship Between Social Media Usage and Academic Achievement of Secondary School Students

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**Abstract-**The purpose of research is to find out the relationship between social media usage and academic achievement of secondary school students and also find out the differences in the academic performance of students with regard to sex and type of management. Descriptive Survey Method was followed for the present research and followed only quantitative approach. A sample of 160 secondary school students from government and aided institutions of Bengaluru Metro city was selected. Social Media Usage Scale constructed and standardized by Jasmin (2020) and Academic Achievement was obtained from Office records for the year 2018-19 from respective schools. The collected data was analyzed by utilizing correlation and independent 't' test as statistical techniques and in all cases the level of significance was fixed at 0.05 of confidence. From the correlation result it was seen that there was a positive significant relationship between Academic Achievement and Social Media Usage of secondary school students. Therefore, use of social media for education purpose is essential for academic excellence of the students. Therefore, school students should be encouraged to usage of social media and an atmosphere of need to achieve may be created in students for greater academic achievement. The 't' test result also concluded that sex significantly influence the academic achievement of secondary school students. Type of management does not influence on increasing academic achievement of students. Government and Private aided school authorities should offer better atmosphere for attaining social media knowledge as well as academic success.

**Keywords:** social media, Usage, Academic Achievement, Secondary, School, Students.

## INTRODUCTION

Academic achievement of an individual is so far considered to be influential partly by his ability to adjust to his environment, partly by his special abilities, intelligence and aptitude which are integral parts of his personality and partly by the intensity of drives and motives which serve as the impelling force for his activities on knowledge attained or skill developed in academic subjects and usually

originated by test scores. It is different from proficiency in the area of different age accomplishment quotient or achievement quotient are the most commonly used meant to interpret the level of academic achievement of pupils in general or in a specific given subject matter in particular. According to Crow and Crow (1969), 'Academic achievement' means "the extent to which the learner is profiting from instruction in the given area of learning. Achievement is reflected by the extent to which skill of knowledge has been acquired by a person through the training imparted to him". Goods (1959) described Academic Achievement as "the knowledge attained, or skills developed in the school subject usually designated by the test scores or marks assigned by the teacher."

Among the aims of using technology in education, communication, social media or commercial as well as its playing important role in terms of development and defense strategies of the countries. The rapid adaptation of young generation to the technological developments increases their aims for using the technology. Regarding this, the youngsters' use of technology for education or social media aim are the interactive and remarkable elements. Oxford Dictionary (2011) also defined social media as "websites and applications used for social networking". Another definition of social media is that it is a "communication channel which is very popular, extremely fast and broad, has proven to be highly effective, as well as trusted by billions of people, to share and discover content concerning individuals, brands, information, entertainment and know how" (Dearborn, 2014). "Social media are primarily Internet-based tools for sharing and discussing information among human beings." (Wikipedia). Social media affects the way we write and speak the written word (Sherman 2010). Sherman noted that writing is more concise because the presence of a limited character spaces in Facebook and Twitter.

Some relationship studies were conducted by the researchers on academic performance and social

media usage perceived by students. Gedik and Cosar (2020) evaluated the perception of social media in secondary students and findings revealed that the male students using social media are more than other counter part. Kolan and Dzandza (2018) studied the effect of social media on academic performance of students in Ghanaian universities and results indicated that they addicted to social networks and these sites were distracting them from their studies. Tezci and İcen (2017) evaluated the study on high school students' social media usage habits and found that sex differences had an important impact on social media usage and students spend 1 to 3 hours daily on social media. Phulpoto (2017) study assessed the relationship between Social Media usage and Cumulative Grade Point Average (CGPA) and results concluded that increased the usage of social media was associated with decreased academic performance, but consciousness and openness may render helpful in neutralizing the negative effects. Mensah and Nizam (2016) examined the impact of social media on students' academic performance in Malaysia tertiary institution and it was found that Malaysia educate their students to positively use these platforms for educational purposes which will eventually result in a positive impact on their academic performance. From the above studies the researcher motivated and study the relational study of social media usage of students in relation to academic achievement in Bangalore Metro city.

#### NEED AND IMPORTANCE OF THE STUDY

Secondary education is certain to be pretentious by the expansion of primary education. Accordingly, the number of students in secondary classed has gone up and the main purpose of secondary education at present is to make available more facilities in high and higher schools. High school students use social media frequently for educational and entertainment purposes and use it less frequently for the purpose of social interaction. The rapid adaptation of young generation to the technological developments increases their aims for using the technology. Regarding this, the youngsters' use of technology for education or social media aim are the interactive and remarkable elements. The prominent of the technological devices used by the young generation is the smart mobile device. The use of these smart mobile devices for education or for the access to various resources and lesson grades paves

the way for them to access the information they wish regardless place and time (Geng, 2013). It can be advantageous if teachers take student tendencies into consideration and use social media effectively in the learning-teaching process. This way they can effectively guide them in using social media effectively and also in creating effective strategies against negative effects. Based on the discussion mentioned above it was thought to have social media as a variable to know the influence on achievement. In the present study Social Media Usage was considered as independent variable.

#### STATEMENT OF THE PROBLEM

The topic identified for the present research is "Relationship between Social Media Usage and Academic Achievement of Secondary School Students."

#### PURPOSE

The purpose of research is to find out the relationship between social media usage and academic achievement of secondary school students and also find out the differences in the academic performance of students with regard to sex and type of management.

#### OBJECTIVES

1. To find out significant relationship between Academic Achievement and Social Media Usage of secondary school students.
2. To examine the differences in the Academic Achievement of secondary school students with regard to sex.
3. To examine the differences in the Academic Achievement of secondary school students with regard to type of management.

#### RESEARCH HYPOTHESES

Following are the hypotheses stated for the present investigation:

1. There is no significant relationship between Academic Achievement and Social Media Usage of secondary school students.
2. There is no significant difference in the Academic Achievement of secondary school boys and girls.
3. There is no significant difference in the Academic Achievement of secondary school students studying in government and private aided schools.

METHODOLOGY

The purpose of research is to find out the relationship between social media usage and academic achievement of secondary school students and also find out the differences in the academic performance of students with regard to sex and type of management. Descriptive Survey Method was followed for the present research and followed only quantitative approach. A sample of 160 of secondary school students from government and aided

institutions of Bengaluru Metro city was selected. Social Media Usage Scale constructed and standardized by Jasmin (2020) and Academic Achievement was obtained from Office records for the year 2018-19 from respective schools. The collected data was analyzed by utilizing correlation and independent ‘t’ test as a statistical techniques and the level of significance was fixed at 0.05 level of confidence.

DATA ANALYSIS AND INTERPRETATION

Table-1: Correlation results pertaining to Academic Achievement and Social Media Usage perceived by secondary school students.

Variables	N	df	Obtained ‘r’ value	Significant Level
Academic Achievement and Social Media Usage	160	158	0.491	*

\* Significant at 0.05 level

From the above table it was seen that the ‘r’ value of 0.491 is greater than table value of 0.138 at 0.05 level of confidence. Hence it is found significant. The null hypothesis is rejected and in its place an alternative hypothesis has been formulated that

“there is a positive significant relationship between Academic Achievement and Social Media Usage of secondary school students.” It concluded that the students who had high usage of social media had higher academic achievement and vice versa.

Table-2: Number, Mean, Standard Deviation, Obtained ‘t’ value and Level of Significance of Academic Achievement Scores of secondary school boys and girls.

Variable	Groups	N	Mean	Standard Deviation	Obtained ‘t’ Value	Level of Significance
Sex	Boys	80	328.037	129.676	6.65	*
	Girls	80	444.075	86.658		

\*Significant at 0.05 level (Table value for df=158 is 1.98)

From the above table-2, it can be inferred that the obtained ‘t’ value 6.65 is greater than the table value of 1.98 (df=158) at 0.05 level of significance. Hence, the stated hypothesis is **rejected** and alternate hypothesis has been accepted that “there is a significant difference in the Academic

Achievement of secondary school boys and girls.” The table further shows that the girls (M=444.075) are having higher achievement than boys (M=328.037). The same is represented in graphical presentation in Fig.1.

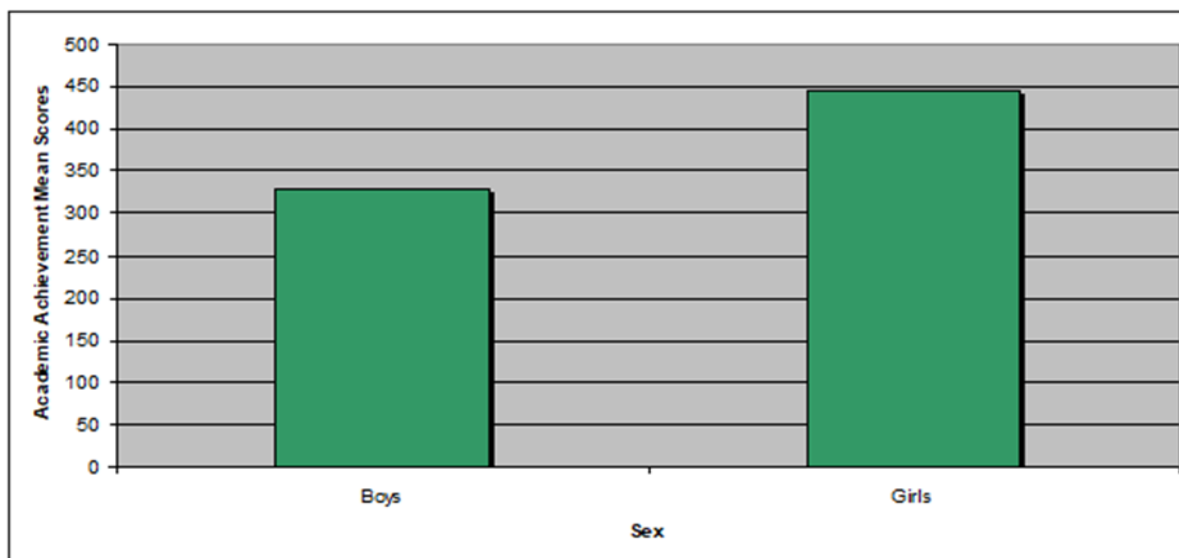


Fig.1: Bar Graph shows the Mean scores in the Academic Achievement of secondary school students in relation to their sex

Table-3: Number, Mean, Standard Deviation, Obtained ‘t’ value and Level of Significance of Academic Achievement scores of secondary school students studying in government and private aided schools.

Variable	Groups	N	Mean	Standard Deviation	Obtained ‘t’ Value	Level of Significance
Type of Management	Government	80	373.150	140.350	1.32	NS
	Private Aided	80	398.962	105.393		

NS-Not Significant (Table value for df=158 is 1.98)

From the above table-3, it can be inferred that the obtained ‘t’ value 1.32 is less than the table value of 1.98 (df=158) at 0.05 level of significance. Hence, the stated hypothesis is accepted that is “there is no significant difference in Academic Achievement of secondary school students studying in government and private aided schools.” Both government and aided school students had a similar achievement in academic success.

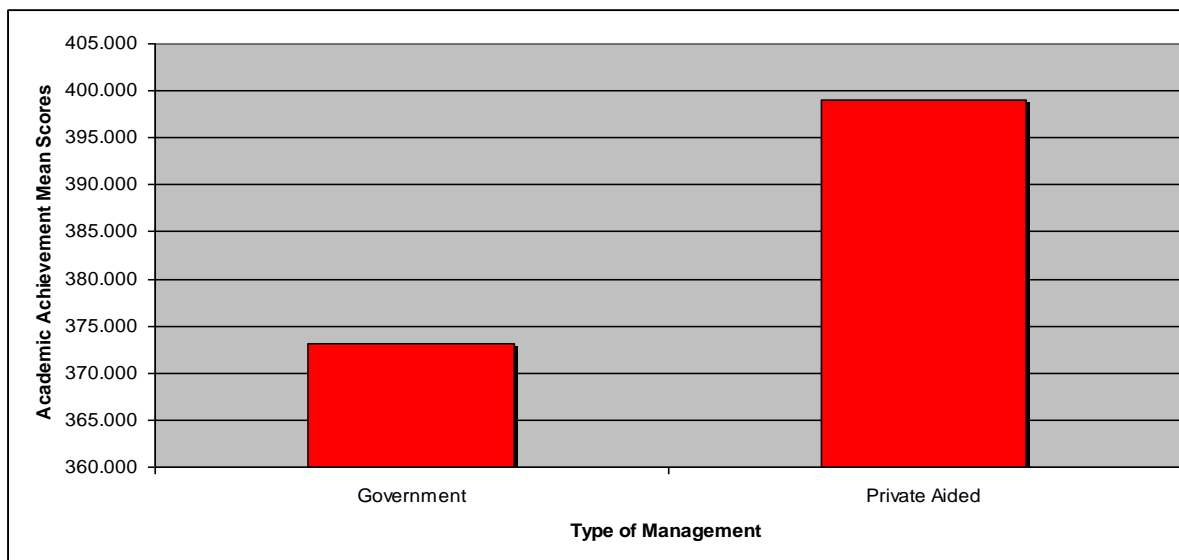


Fig.2: Bar Graph shows the Mean scores in the Academic Achievement of secondary school students in relation to type of management.

### RESULT

1. There was a positive significant relationship between Academic Achievement and Social Media Usage of secondary school students.
2. There was a significant difference in the Academic Achievement of secondary school boys and girls
3. There was no significant difference in the Academic Achievement Maturity of secondary school students studying in government and private aided schools

### CONCLUSION AND EDUCATIONAL IMPLICATIONS

From the correlation result it was seen that there was a positive significant relationship between Academic Achievement and Social Media Usage of secondary school students. Therefore use of social media for education purpose is essential for academic excellence of the students. Therefore, school students should be encouraged to usage of social media and an atmosphere of need to achieve

may be created in students for greater academic performance. The ‘t’ test result also concluded that sex significantly influence the academic achievement of secondary school students. Type of management does not influence on increasing the academic achievement of students. Government and Private aided school authorities should offer better atmosphere for attaining social media knowledge as well academic success. The students use the social media for messaging, following their friends, catching up the news, taking photos, group chats for discussion, and share them and being aware of the trends. It is also improves the cooperative learning skills and helps students to have communication with their teachers easier so in terms of student centered education, it is inescapable to use social media environments.

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