

Role of Social Media Usage on Academic Performance of Secondary School Students

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Abstract— The purpose of this investigation is to examine the role of social media usage on Academic Performance of secondary school students. Descriptive Survey Method was followed for the present investigation along with quantitative approach. The sample of 240 of IX standard students selected as secondary school students from Bengaluru Metro city. Social Media Usage Scale constructed and standardized by Jasmin (2020) and Academic Performance of the students was obtained from Office records for the year 2018-19. 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. The results concluded that there was significant positive relationship between academic performance and social media usage of secondary school students. The academic performance of secondary school students are determined by their social media usage. Social Media Usage was significantly influenced the academic performance 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.

Index Terms— Social Media, Usage, Academic Performance, Secondary School, Students.

I. INTRODUCTION

A rapid change and development is observed in both software and hardware as a result of the innovative nature of Computer and Internet technologies. Social media is one of these. Social media is used as a wide definition of various network tools and technologies that emphasize the social characteristics of the internet as the communication and cooperation instrument of the 21st century which resulted from the developments in internet technologies. Although social media, which is a rapidly improving field, is dated back to 1969 when CompuServe was used as an online service (Banks, 2007), it can be considered that it began in 1997 in the modern sense in which the internet offered users to create their own profiles and make friends with other people (Boyd and Ellison, 2007). At the end of the 1990's, people began sharing messages, photos, and videos with each other through their own blogs. Together with the increase in the usage degree that occurred as a result of the establishment of Facebook in 2004, YouTube in 2005, Slideshare and Twitter in 2006, it was observed that social media settings, which served for various fields, were improved (Boyd and Ellison 2008; Dao, 2015; Grosbeck and Hotescu, 2008).

Academic Performance has always been a crucial point and main centre of educational research despite varied statement about the aim of education. Academic development of the pupil is the primary concern and the most important goal of education. Not that other aspect of educational objectives are to be ignored but the fact remains that academic performance is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of pupil.

Academic Performance 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. Some relationship studies 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 use social media more than other counter part. Masthi; Pruthvi and Phaneendra (2018) assessed a comparative study on social media usage and health status among students studying in pre-university colleges of urban Bengaluru and results found that the prevalence of social media addiction was 36.9% among users and social media addiction was found in over one-thirds of subjects. 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. Boateng and Amankwaa (2016) explored the impact of social media on student academic life in higher education and results reveals that social media was widely used by students of higher institution and that participant are in support of the idea that social media contribute a significant quota to the development of their academic life. Mathew (2015) studied social media on the academic performance of higher secondary school students and findings indicate that despite the positive side of social networking sites they have an adverse effect upon academic performance of higher secondary students. From the above studies the researcher motivated and study the relational study of social media usage of students in relation to their academic performance in Bengaluru Metro city.

II. NEED OF THE STUDY

A direct relationship exists between social media usage and the academic performance of students. However the darker side within technological evolution has resulted in dilemmas such as the setback of real values of life especially among students who form the majority of users interacting through the use of social media. Online social networking sites focus on building and reflecting social associations among people who share interests and or activities. With so many social media networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for chatting online with friends. Many students are now addicted to the online rave of the moment, with Facebook, Twitter etc. Shortly, as well as the social media changes the structure of learning-teaching environments it also favours the access to greater masses being unlimited to the time and place. The using aim of the informatics technologies are varying and even though the novelty and developments of education contributing to the informatics technology are supportive enough still the use of informatics technology. Based on the discussion mentioned above it was thought to have social media as a variable to know the influence on achievement. High school students use social media frequently for educational and entertainment purposes and use it less frequently for the purpose of social interaction. 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.

III. STATEMENT OF THE PROBLEM

The topic identified for the current investigation is on “Role of Social Media usage on Academic Performance of secondary school students.”

IV. PURPOSE

The purpose of this investigation is to examine the role of social media usage on Academic Performance of secondary school students.

V. OBJECTIVES

1. To study whether there is any significant relationship between Academic Performance and Social Media Usage of secondary school students.
2. To investigate the effect of different levels of social media usage of secondary school students on their Academic Performance.

VI. RESEARCH HYPOTHESES

The following hypotheses are formulated for the present investigation:

1. There is no significant relationship between Academic Performance and Social Media Usage of secondary school students.
2. There is no significant difference in the Academic Performance of secondary school students having low and moderate levels of perception about social media usage.
3. There is no significant difference in the Academic Performance of secondary school students having moderate and high levels of perception about social media usage.
4. There is no significant difference in the Academic Performance of secondary school students having low and high levels of perception about social media usage.

VII. METHODOLOGY

The purpose of this investigation is to examine the role of social media usage on Academic Performance of secondary school students. Descriptive Survey Method was followed for the present investigation along with quantitative approach. The sample of 240 of IX standard students selected as secondary school students from Bengaluru Metro city. Social Media Usage Scale constructed and standardized by Jasmin (2020) and Academic Performance of the Students was obtained from Office records for the year 2018-19. 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.

VIII. DATA ANALYSIS AND INTERPRETATION

Table-1: This table shows the correlation results (‘r’ value) pertaining to Academic Performance and Social Media Usage perceived by secondary school students.

Variables	Number	df	Obtained value ‘r’	Significant Level
Academic Performance and Social Media Usage	240	238	0.455	*

* Significant at 0.05 level

From the above table-1 it is observed that the 'r' value of 0.455 is greater than table value 0.138 at 0.05 level. Therefore it is significant. The null hypothesis with reference to the above is rejected and alternative hypothesis is formulated that "there is a positive significant relationship between Academic Performance and Social Media Usage of secondary school students." It concludes that, the students who had use high level of social media had higher academic achievement and vice versa.

Table-2: This table shows independent 't' test results on Academic Performance scores of secondary school students having low and moderate levels of perception about social media usage.

Variable	Groups	N	Mean	Standard Deviation	't' Value	Sig. Level
Social Media Usage	Low level	40	301.075	116.792	5.04	*
	Moderate level	171	403.426	110.678		

*Significant at 0.05 level

A comparison of the mean and standard deviations of academic performance scores of secondary school students having low and moderate levels of perception about social media usage is shown in the table-2. It can be inferred that the obtained 't' value 5.04 is greater than the table value 1.97 (df=209) at 0.05 level of significance. Hence, the hypothesis is **rejected** and alternate hypothesis has been accepted that "there is a significant difference in academic performance of secondary school students having low and moderate levels of social media usage." The academic performance mean scores of students having moderate level of perception about social media usage (403.426) is greater than the mean scores of students having low level of perception about social media usage (301.075). It is inferred that students having moderate level of perception about social media usage had higher academic performance than low perception level.

Table 3: This table shows independent 't' test results on Academic Performance scores of secondary school students having moderate and high levels of perception about social media usage.

Variable	Groups	N	Mean	Standard Deviation	't' Value	Sig. Level
Social Media Usage	Moderate level	171	403.426	110.678	4.31	*
	High level	29	479.000	82.693		

*Significant at 0.05 level

A comparison of the mean and standard deviations of Academic Performance scores of secondary school students having moderate and high levels of perception about social media usage is shown in the table 3. It can be inferred that the obtained 't' value 4.31 is greater than the table value 1.97 (df=198) at 0.05 level of significance. Hence, the hypothesis is **rejected** and alternate hypothesis has been accepted that "there is a significant difference in the Academic Performance of secondary school students having moderate and high levels of perception about social media usage." The mean scores of students having high level of perception about social media usage (479.000) is greater than the mean scores of students having moderate level of perception about social media usage (403.426). It is inferred that students having high level of perception about social media usage had higher academic performance.

Table-4: This table shows independent 't' test results on Academic Performance scores of secondary school students having low and high levels of perception about social media usage.

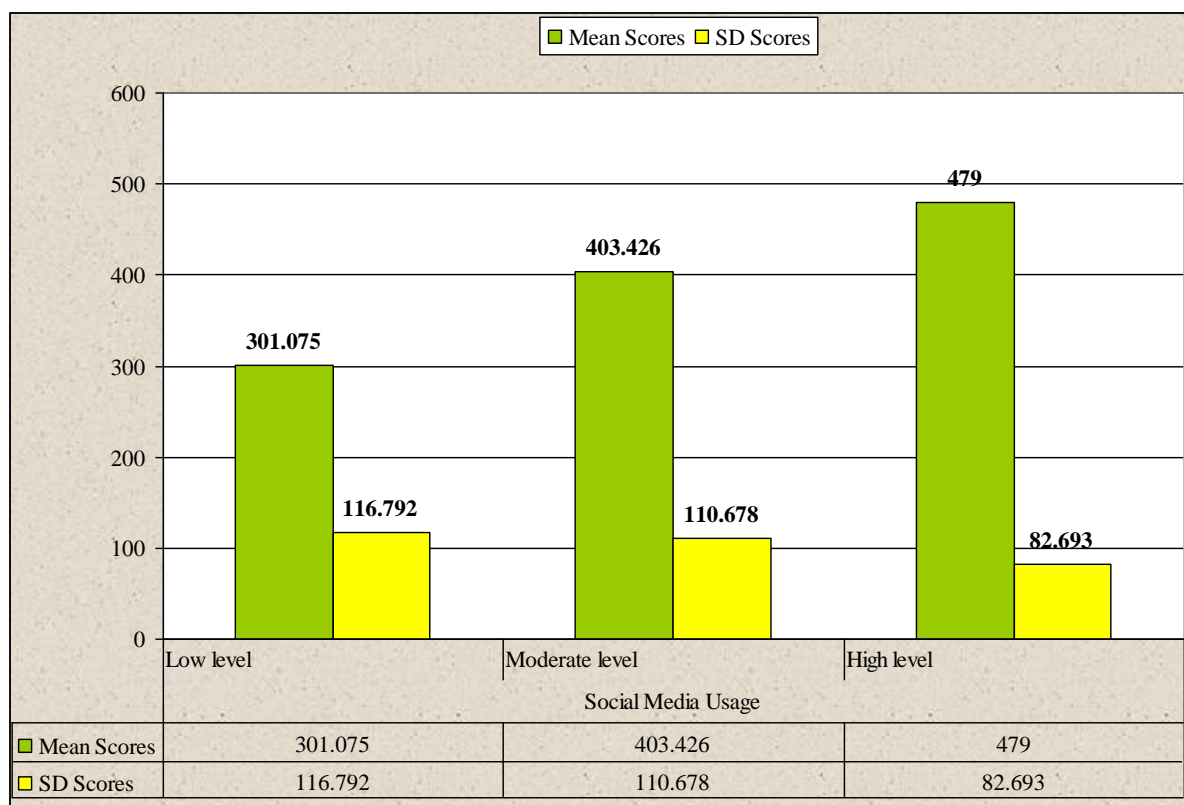
Variable	Groups	N	Mean	Standard Deviation	't' Value	Sig. Level
Social Media Usage	Low level	40	301.075	116.792	7.41	*
	High level	29	479.000	82.693		

*Significant at 0.05 level

A comparison of the mean and standard deviations of Academic Performance scores of secondary school students having low and high levels of social media usage is shown in the table-4. It can be inferred that the obtained 't' value 7.41 is greater than the table value 2.00 (df=67) at 0.05 level of significance. Hence, the hypothesis is **rejected** and alternate hypothesis has been accepted that "there is a significant difference in Academic Performance of secondary school students having low and high levels of perception about social media usage." The mean scores of students having high level of perception about social media usage

(479.000) is greater than the mean scores of students having low level of social media usage (301.075). It is inferred that students having high level of perception about social media usage have higher academic performance.

The comparison of academic performance mean scores between secondary school students having low, moderate and high levels of perception about social media usage is given in the graphical presentation in Graph-1.



Graph-1

Comparisons of academic performance mean scores of secondary school students having low, moderate and high levels of social media usage.

RESULTS

1. There was a positive significant relationship between Academic Performance and Social Media Usage of secondary school students ($r = 0.455$).
2. There was a significant difference in the Academic Performance of secondary school students having low and moderate levels of perception about social media usage ($t=5.04$).
3. There was a significant difference in the Academic Performance of secondary school students having moderate and high levels of perception about social media usage ($t=4.31$).
4. There was a significant difference in the Academic Performance of secondary school students having low and high levels of social media usage ($t=7.41$).

CONCLUSION AND IMPLICATIONS

The results concluded that there was significant positive relationship between academic performance and social media usage of secondary school students. The academic performance of secondary school students are determined by their social media usage. Social Media Usage was significantly influenced the academic performance of secondary school students. Therefore the 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.

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