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Social media usage and academic achievement of higher secondary students

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Abstract--The COVID-19 lockdown has led to an increase in the usage of mobile phones and social media among adolescents. As adolescents utilise mobile phones and social media for educational and pleasure purposes, they grow increasingly attached. As a result, it's critical to dig deep into the relationship between teenage social media usage and academic success. The goal of this study was to design a social media usage scale (SMUS) for adolescents and utilise it to measure social media participation among higher secondary school students. Academic success can therefore be related to social media use. Researchers created and standardised a social media usage scale to gauge the prevalence of social media use amongst higher secondary school pupils. For the purpose of evaluation, SMUS implemented with 1068 students in Kerala's higher secondary schools. The majority of students, according to the findings of the survey, utilise social media. Social media use is not affected by location or gender, though. The findings show that there is a slight positive correlation between social media use and academic success.

Keywords---social media, social media usage, academic achievement, higher secondary students.

Introduction

The global epidemic scenario enhanced the use of technological advancements in the field of life, particularly mobile phones. It has had a significant impact on teaching and learning. Teaching and learning practises have changed dramatically in the context of COVID-19. Cell phones and social media are now playing an important role in academic pursuits for both students and teachers. Even before COVID -19 was evenly disseminated, teenage students had a strong

preference for innovative devices like mobile phones for playing video games and using various social media platforms. The epidemics situation enhanced the use of social media by students and adolescents for both education and entertainment.

Manasi (2019) showed that students could use social media in a responsible manner. According to Smith & Anderson (2018), the younger population of the United States, those aged 18 to 24, used social media the most. Andreassen (2015) discovered that people were addicted to social networking sites in the same way that they were addicted to tobacco or alcohol. Sheela & Sangeetha (2017) found no correlation between academic achievement and social media use in their study.

Teachers and students are relying on WhatsApp and YouTube for their curricular needs in the current pandemic scenario, particularly in Kerala. The government has taken steps to provide online classes and broadcast lessons through KITE Victors, an educational television channel by government of Kerala. Teachers and students communicate via WhatsApp to clarify doubts and provide additional information on topics.

To determine the rate of social media usage among higher secondary students, the researcher created a Likert style Social Media Usage Scale. It was given to 1068 students, who completed it, and the results were analysed to draw conclusions. As they use cell phones and technological devices for educational and entertainment purposes, they become more addicted to them. In this situation, adolescent use of social media has increased. In this area, there were few adequate studies, particularly in India. As a result, the study has its own relevance in the current context.

Review of related literature

Social media has opened up a new realm of knowledge and opportunity for everyone. Because of this, young people over the world are quickly adopting them. Students in their late teens and early twenties are heavy users of social media. The pupils' personal and professional lives will be affected. It was decided that this study would focus on college students because of the significant development of social media usage in India's population (Jose et al., 2021). Using data collected from his study in Cuddalore, Sivakumar (2020) hypothesised about the influence of social media on student achievement. To gather the data needed for the analysis, a survey method was performed with 1000 students. The samples were gathered through the use of a random sampling strategy. The data was then analysed using statistical methods. Public attitudes about student social media abuse were not reflected in school students' use of social media for educational reasons. There is evidence that social media has an effect on student educational outcomes, according to this research..

Ansari and Khan (2020) attempted to investigate the applicability and utility of social media and mobile devices in an institution of higher education's previously unexplained study area. A survey of 360 students in eastern India was used to conduct the research. For calculation and instrument validation, a latent approach to the structural equation was used. The study found that using online

social media for collective learning has significant effects on people, teachers, and online knowledge-sharing behaviours. Furthermore, interaction with instructors, peers, and online behaviour has had a significant impact on student engagement, which in turn has influenced student academic outcomes.

Azizi et al. (2019) looked at 360 students in a cross-sectional study. The personal data type and the Bergen Scale of social media dependency were used in the study. An overall graduate during the previous training period was also used as an academic success metric. According to the findings, male students had a higher average level of addiction to social networking sites than female students. Students' academic achievement was negatively impacted by social networking in a major and detrimental way.

Need and significance of the study

The various reviews conducted by the investigators shown that several studies in the field of social media users have been undertaken by various researchers at various levels, with the majority of them being conducted among undergraduate and medical students, among other groups. However, none of the studies, notably those from India, looked into the excessive usage of cell phones and social media by adolescent students in secondary and higher secondary schools.

The lack of a cell phone was the primary reason for the exclusion of that age group from studies. When the pandemic forced an academic environment in which a mobile phone was required, most of the parents of adolescent were forced to purchase a gadget for their children. The research is being carried out one year after the discovery of the world's first COVID -19 case, and it looks to be pertinent to the current situation. As a result, the researchers come to the conclusion that a study on social media use among higher secondary school students is urgently needed.

Research Questions And Objectives

Research questions

The following research questions guided the data collection, selection, and organisation of the research tool.

- Is there a rise in the social media prevalence among students in higher secondary schools?
- To what extent do gender and locale influence how people use social media?
- How social media and academic achievement among students in higher secondary school related each other?

Objectives of the study

The current study's primary purpose is to identify and thoroughly examine the prevalence of social media and academic achievement among higher school level pupils. The current study was designed with the following precise objectives in mind:

- Create and standardise a social media usage scale.
- To find out how students in higher secondary schools use social media.

- To figure out if there's a link between demographics and social media usage.
- To determine if there is a link between academic achievement and social media prevalence among adolescent students at higher secondary level.

Methods

Research Design

The researchers used a descriptive research design for this study. This research was carried out in Kerala. Students from 32 higher secondary schools participated in the study. The participants in this study were the students studying at second year of their higher secondary course.

Instrument of the study

The researchers created and standardised a social media usage scale for this study. The Social Media Usage Scale which was constructed for students at Higher Secondary level (SMUS) was a five-point Likert scale with three stages. During the pre-testing stage, experts reviewed 46 statements developed by the investigators based on ideas gleaned from the study of relevant literature. The draught scale was then tested on a small group of people before being refined to 22 items, 10 of which were negatively polar statements. For a standardised scale to be reliable, the Cronbach's coefficient of correlation should not be less than 0.7 (Javali et al.,2011). The alpha value for this study was found to be 0.841. According to the Cronbach's. As a result, the test's reliability was established, and the validity of the products was established using the Pearson correlation method.

Data collection and data analysis

Various items in the SMUS were encoded into a Google form and circulated to higher secondary school students in various schools via WhatsApp groups at their respective schools, according to the study's findings. The Google form was used to collect 1068 replies, which were then entered into a Google sheet. It was possible to compare the numerical values of the responses using the scoring key. The scores achieved in the SMUS is analysed by the scores 5,4,3,2,nd one for a positive statement for the responses Strongly Agree, Agree, Undecided, Disagree and Strongly disagree respectively. The negative items scored in reverse manner. The scale's total score is the sum of all of the item ratings on the scale. Students t tests were performed to compare the means of social media use in relation to each independent variable, including the gender and geography of the students under research. The t test was used to determine the significance of the difference in prevalence of social media usage among higher secondary level adolescents based on their gender and location. The mean score for teenage higher secondary students' use of social media was 62.28, indicating that it is positively skewed..

Table 1
Social media usage of HSS students with respect to their Gender and Locality – t test

variable		N	Mean	SD	T value	df	Significance
Social media usage	Female	782	62.31	8.48	0.229	1066	0.819**
	Male	286	62.17	8.35			
	Urban	255	61.69	8.65	1.280	1066	0.197**
	Rural	813	62.46	8.37			

** Not significant at 0.05 level df = 1066

When the prevalence of social media use among male and female students, as well as rural and urban students, is analysed, table 1 reveals that there is no significant difference between them. The Pearson coefficient of 0.181 indicates that there is a minor positive link between the prevalence of social media use and academic achievement among teenage higher secondary pupils. This correlation does not make any kind of significant changes in the sample.

Table 2
Prevalence of Social media usage and Academic achievement-A correlation analysis

Comparing Variables	N	Pearson Correlation	Sig. (2-tailed)
Social media usage and Academic achievement	1068	0.04	0.181

Results and Discussion

There are 22 items on the final Likert scale. Ten of the 22 items were negative in nature, while the remaining 12 were positive. When looking at the students' scores, 110 will be the highest possible score and 22 will be the lowest possible score. The sample will receive a score of 66 if it is completely neutral to the various statements in SMUS. According to the data collected and analysed, social media use among the population had a mean value of 62.28 percent. This average result indicates that the majority of students were not active on social media, and that their use did not differ significantly based on their geographic area or gender. According to the correlation findings, there is a very slight positive association between social media prevalence and academic achievement test scores for higher secondary students.

Conclusion

The modern period necessitates the use of technology. It's a boon when used correctly. The current era is known as the "digital native" era. In the current situation, using cellphones and social media is unavoidable, especially after the period of lockdown due to the pandemic. Cellphones and social media were used at a higher rate by academia during blended learning, which became active due to the pandemic situation. Teachers use social media to engage and assess their

students. When the entire globe was at a halt, social media is efficiently used by academia. Once the pandemic threat has passed, technological advancements are unquestionably on the rise. Nonetheless, this study raises major concerns about the necessity of teachers, parents, and mentors closely monitoring and intervening in the lives of adolescent children. This will have a good impact on their social, psychological, emotional, moral, and physical growth.

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