

A Study of the Impact of Social Media on the Academic Achievement of Higher Secondary Students

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Abstract:

Academic performance plays a vital role in the life of every student, as it determines their educational progress and future career prospects. As a result, many parents, teachers, guardians, students, and well-wishers are concerned about how students can improve their academic performance, which is a common concern worldwide. This emphasis on academic achievement has intensified expectations and has motivated extensive research in this area.

Students' success and their admission to schools and higher education institutions depend significantly on academic performance, just as employability plays an important role in an individual's professional career. Consequently, it can be inferred that social media has a significant impact on senior secondary school students in many ways, particularly on their academic performance. This forms the basis of the research problem and the subject of the present study.

In the contemporary digital era, social media has become an integral part of students' daily lives, influencing their learning habits, study patterns, and academic engagement. Senior secondary students, in particular, spend a considerable amount of time on social networking platforms, which may either support or hinder their academic progress. The dual nature of social media—both as an educational resource and a potential distraction—makes it an important variable for systematic investigation. Understanding how social media usage affects students' academic performance is essential for educators, parents, and policymakers. Therefore, the present study seeks to examine the nature and extent of the impact of social media on the academic achievement of senior secondary school students

Introduction:

Students often do not find an appropriate platform to express their emotions and thoughts. Social media provides them with an alternative medium to express their views freely. When students are allowed to share their thoughts, it becomes easier for them to distinguish between what is right and wrong. They can openly share their knowledge with others.

Social media provides pathways for students to connect with one another and assists them in class projects, group work, and homework. This enhances their thinking ability and fosters creativity and artistic development. Students who are unable to actively participate in classroom discussions can easily express their ideas through social media.

Moreover, social media encourages collaborative learning by enabling students to exchange ideas, resources, and feedback beyond classroom boundaries. It helps in developing communication skills, self-confidence, and a sense of belonging among students. Through educational groups, forums, and online communities, learners gain exposure to diverse perspectives, which broadens their understanding. Social media also supports independent learning by allowing students to access educational content anytime and anywhere. When used constructively, it can significantly contribute to students' emotional well-being and overall academic growth.

Positive Impact of Social Media on Academic Achievement:

Any individual can achieve positive educational outcomes by using social media appropriately. Social media offers a simple and effective way for students to share knowledge with each other.

It enables students to access information about educational programs being conducted worldwide through a single medium. By observing updates, discussions, and shared content on social media platforms, students can plan for their future expectations.

Thus, social media not only enhances students' knowledge but also strengthens academic communication, helping them resolve study-related problems. In this way, social media has indicated a positive transformation in the field of education.

Furthermore, social media promotes collaborative learning by encouraging interaction among students, teachers, and subject experts. It supports self-directed learning by providing access to online lectures, digital libraries, and academic forums. Regular engagement with educational content on social media improves students' motivation, critical thinking, and academic confidence. When used in a balanced and purposeful manner, social media becomes a powerful tool for enhancing academic achievement and lifelong learning.

Utility of the Study:

Social media has become an integral part of students' lives today, and it significantly influences their academic activities. This topic is especially important for higher secondary students, as it directly affects their academic achievement.

Through social media, students gain access to various kinds of information, news, and entertainment. They can reach educational and study materials via the internet, which may improve their academic performance. Online education, educational projects, and expert knowledge provide new directions to their school studies.

Therefore, it can be stated that social media influences higher secondary students in several ways, mainly affecting their personality and adaptability, which forms the background and foundation of the research problem.

Review of Related Literature:

Saurabh Sharma and Ramesh Bahl (2022), the entry of technology has brought about a revolutionary change in education, transforming the teaching–learning process. Social media is one such innovation that has a significant impact on students' academic performance. This research analyzed the effect of social media on the academic performance of students with extroverted and introverted personality traits. Further, a comparative study was conducted between these two personality types across educational levels (undergraduate and postgraduate) and gender (male and female).

The study began by identifying factors through which social media influences students' academic performance. Subsequently, a measurement scale was developed and validated for reliability and stability in the Indian context. Data were collected from 408 students, including 202 males and 206 females. Among them, 224 students were enrolled in postgraduate programs, while 174 students were enrolled in undergraduate programs. The study compared extroversion and introversion across different educational levels and genders and identified a significant difference in academic performance between extroverted and introverted students with respect to social media use.

Irfan Hamid, Mirza A. Haq, Najmonnisa Khan, and Bibi Zainab (2022), social media has shown a significant impact on students' daily lives, mainly due to excessive smartphone usage. Students use social media for both academic and non-academic purposes. With the increase in social media usage, educators are now facing academic challenges, raising concerns about whether social media usage affects students' academic performance. In this context, the study aimed to examine the role of social media use on students' academic performance in the light of Cognitive Load Theory.

Using a quantitative research approach, 220 valid responses were collected through an online survey administered to university students. The results revealed that the use of social media for non-academic purposes negatively affects students' academic performance. Furthermore, the use of social media for

academic purposes and social media multitasking did not have a significant effect on academic performance. Most importantly, social media self-control failure was found to mediate the relationship between non-academic social media use and students' academic performance.

R. Shivakumar (2020), social media is rapidly increasing among the younger generation worldwide. School-age students extensively use social media, which inevitably affects their personal and academic lives. Therefore, the purpose of this study was to investigate the impact of social media on the academic performance of students in Cuddalore District. The survey method was employed to collect relevant data, and a sample of 1,000 students was selected.

The findings revealed that despite public concern regarding the misuse of social media among students, most school students were keen to use social media positively for educational purposes. The study suggested that social media influences students' academic performance and contributes to academic improvement. However, the results also indicated a significant difference between academic excellence and the impact of social media. Teachers and students can utilize social media as an educational and learning tool to simplify and enhance the learning process. The study further revealed that students who use social media for educational purposes demonstrate higher academic performance compared to their peers. Specifically, students using platforms such as WhatsApp for academic activities showed better academic outcomes, indicating that positive and purposeful use of social media enhances academic performance.

Anjali Dave (2019), adolescence is marked by various changes that lead to emotional conflicts, which require proper expression and management. Appropriate expression of emotions during this stage of life is crucial. An individual who can control emotions effectively is considered emotionally mature. Academic achievement refers to attaining desired grades or competence levels. It is commonly believed that emotional maturity influences academic success. Since emotional maturity is closely related to academic achievement, the researcher undertook this study to examine the relationship between the two variables.

The findings of the study revealed a significant relationship between emotional maturity and academic achievement. This study is considered valuable for teachers and educational planners.

According to Agwi Uche Celestine and Ogwueleka Francisca Nonyelem (2018), social networking has become a global phenomenon, expanding its reach across the world. The use of social media sites has increased significantly, serving as online platforms where users create, share, bookmark content, and network at an unprecedented rate. Students constitute a major group of social media users. This research evaluated the impact of social media sites on students' academic performance at Samuel Adegboyega University.

The study adopted a descriptive survey research design, and the population comprised students of Samuel Adegboyega University in Edo State. A validated questionnaire with a reliability coefficient of 0.96 was used for data collection. Frequency counts, percentages, and mean scores were used for quantitative analysis. The results indicated a positive relationship between time spent on social media sites and academic activities. However, the nature of students' social media activities did not have a significant effect on academic performance. Additionally, the study revealed that gender does not significantly influence students' social media usage or activities.

Gilbert M. Talauye, Ali Alsad, Naif Alru Dan, Alwalied Alhugel, Saad Alfahd (2018) In This article aims to evaluate the impact of social media on the academic performance of selected college students. In this article, the authors take up the real impact of social media youth's somatic dialogue. The critical research design was used to obtain accurate profiles of the situation. Sixty (60) professional management and management information systems students who are actively using social media are respondents to this study. It was held during the summer semester of the academic year 2017-2018. In summary, Social Networks have become an integral part of the entire life of

students who covered most of their free time. Of course, there are also useful things for students' development in Social Networks. In addition, interactions with colleagues through social networks can help a student achieve sociality, help find new friends, and discuss issues related to the study with them. Thus, it can be concluded that social media has a dual effect on student success, and it is extremely responsibility to use adolescent social networks with abstiti. In any case, we must not forget the negative consequences of this which may be of extreme social disillusionment. Based on the based conclusions, the following recommendations are presented here: Institutions should focus on making things dear to them. Social networks should be promoted not only for communication and entertainment, but also as a tool for education.

Research Gap:

In the technological era, social media has significantly influenced education. Although several studies have examined social media's impact on academic performance, limited research focuses specifically on higher secondary students. Most studies emphasize university-level students.

Furthermore, limited research explores the differential impact of platforms such as WhatsApp, Instagram, YouTube, and Facebook on academic achievement. While some studies highlight positive aspects like knowledge sharing and collaboration, negative aspects such as excessive use, distraction, and poor time management are underexplored.

Hence, the present study aims to evaluate both positive and negative impacts of social media on the academic achievement of higher secondary students.

Objectives of the Study:

To study the impact of social media on the academic achievement of higher secondary students.

Hypothesis:

H₀: There is no significant impact of social media on the academic achievement of higher secondary students.

Research Methodology:

Variables:

Independent Variable: Social Media **Dependent Variable:** Academic Achievement

Operational Definitions:

Academic Achievement: According to P. D. Pathak, achievement tests measure students' success in school subjects and skills taught.

Higher Secondary School: Includes students of Classes XI and XII who have passed Class X.

Impact: The influence or effect of one factor on another.

Study – The act of learning or examining a subject in depth; systematic and detailed learning of a topic.

Social Media: Online platforms used to connect with others and exchange educational content via the internet.

The study adopted a descriptive survey method-

In the present research study, a sample of 220 students studying in Classes XI and XII was included. The age of the students ranged from 16 to 19 years.

The sample of 220 students from government and private senior secondary schools was selected using the random cluster sampling technique.

For the primary data, students at the senior secondary level were selected using the sampling method, and information was collected through a questionnaire for the analysis of their responses.

For secondary sources of data, information was collected and analyzed from published literature, reference books, international, national, and regional research journals related to the topic of the study, websites, research monographs, etc., and conclusions were drawn through analytical study.

The statistical techniques used in the study include correlation analysis and regression analysis.

Verification of Hypothesis:

(Ho) There is no significant difference in the impact of social media on academic achievement of higher secondary level students.

Table 1 The impact of social media on the academic performance of higher secondary students.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. Change
1	.362 ^a	.131	.129	6.26735	.131	75.036	1	498	.000

a. Predictors: (Constant), Social Media

b. Dependent Variable: Academic Performance

A Pearson correlation test between the two factors, the academic performance of higher secondary students. and the influence of social media, yielded a value of 0.362, with a significance value (p-value) of 0.000, which is less than the 0.05 level. Therefore, it is concluded that there is a strong and significant relationship between the two factors. The model summary reveals that the linear correlation coefficient R is 0.131, indicating that the effect of social media on the academic performance of higher secondary students is 13.1%. An ANOVA test reveals an F value of 75.036, with a significance value of 0.000, which is less than the 0.05 level. Therefore, the hypothesis (Ho) that there is no significant difference in the impact of social media on the academic achievement of higher secondary students is false. Therefore, the hypothesis is rejected.

(Pearson's correlation coefficient between academic achievement and social media impact was 0.362, with a p-value of 0.000, which is less than 0.05, indicating a significant relationship.

Regression analysis revealed R = 0.131, indicating that social media accounts for 13.1% variance in academic achievement.

ANOVA results showed F = 75.036, significant at 0.05 level.

Thus, the null hypothesis (Ho) is rejected.

The linear regression equation is:

$Y = 32.114 + 0.451X$, indicating a positive linear relationship.)

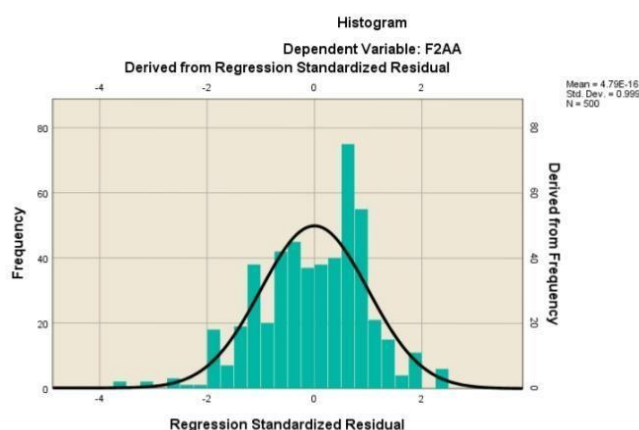
Table 2 Coefficients of the Impact of Social Media on the Academic Performance of Higher Secondary Students-

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	32.114	.388		82.671	.000	31.351	32.877
	Social Media	.451	.052	.362	8.662	.000	.553	.348

a. Dependent Variable: Academic Performance

The table clearly shows that the coefficients between the two variables-the academic performance of higher secondary students and the influence of social media-were determined. A beta level of 362 was

initially used for this study. The t-test (1) yielded a high value of 8.662. The linear equation is $Y = 32.114 + 451 = X$, indicating a positive linear relationship.



Histogram – Impact of Social Media on Academic Performance

Conclusion and Suggestions:

The study reveals that social media has both positive and negative impacts on the academic achievement of higher secondary students. While it provides educational resources and collaborative learning opportunities, excessive use may lead to distraction and reduced academic focus. Balanced and purposeful use of social media is therefore beneficial.

Students should be guided to use social media as an educational tool, access global academic resources, and engage in self-directed learning while avoiding misuse through proper supervision and awareness.

Teachers and parents play a crucial role in monitoring and guiding students' social media usage to ensure academic benefits. Educational institutions can integrate social media into teaching– learning practices through structured activities and digital literacy programs. Awareness about time management and responsible online behavior can help students minimize negative effects. Thus, informed and regulated use of social media can significantly enhance students' academic achievement and overall development.

Suggestions Regarding the Impact of Social Media on the Academic Achievement of Senior Secondary Level Students

Several suggestions can be offered to enhance the positive impact of social media on the academic achievement of students at the senior secondary level. First, social media can be used effectively for the enrichment and regular updating of educational content. Sharing the latest information and updates related to various subjects can increase students' interest and motivation toward learning.

Second, through global interactions and research resources available on social media, students can be exposed to diverse perspectives from around the world. This exposure helps in the development of their critical thinking abilities and may also motivate them to pursue education at an international level.

Third, by using social media as an educational tool, students can be encouraged to engage in self-directed learning across different subjects. They can access rich learning resources, practical strategies, and solutions, which can significantly improve their academic performance.

Through these suggestions, social media can be used in a positive and sensitive manner to enhance students' academic achievement. At the same time, proper guidance and control should be provided to protect students from the negative effects of excessive or inappropriate use of social media.

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