

IMPACT OF SOCIAL MEDIA ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY STUDENTS

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Abstract

A comprehensive investigation on the influence of social media on the academic performance of senior secondary school pupils is presented in the research report. In order to investigate this connection, the research makes use of quantitative approaches to analyse the patterns of social media usage among students and the academic performance that is associated with such trends. This study investigates the duration and purpose of students' participation with social media by means of questionnaires and the examination of academic records. It also establishes a correlation between these behaviours and the grades and learning outcomes of the students. In order to determine if social media functions as a catalyst or an impediment to academic performance, the purpose of this study is to provide insights into potential correlations, problems, and techniques for positively exploiting social media within educational environments.

Keywords: Senior Secondary School, Social Media, Academic Performance.

Introduction

Education plays a vital role in building up a society. A modern society cannot achieve its aim of economic growth, technical and cultural development without fully harnessing the talent of its citizens. Educationists thus strive to fully develop the intellectual potential of the students and make efforts to see that their potentialities are fully realized and channelized for the benefit of the individuals and that of the society. That is why; each country invests a large sum of its national income on the education of its citizens. India's present /current expenditure on education is 3.0 percent of the GNP. The per capital expenditure on education is Rs.800. But in spite of the expenditure academic under achievement, wastage and stagnation remains a cause of serious concern to all the parents, teachers, educators and councilors and policy planners.

In the field of education research academic achievement is of paramount importance. The word academic achievement is becoming more and more competitive. The quality of performance has become the key factor of personal progress. The present education setup is not always geared to synchronize to the process of personality development and scholastic growth. The personality variables seriously and in a very erratic manner, creep in to undermine the academic achievement of students.

The effectiveness of the education system is measured in terms of student's achievement, the field's cognitive and psychomotor domains. Generally, achievement is referred to as the scholastic or academic achievement of the student at the end of any education programme. The school has its own hierarchy which is largely based on achievement and performance. In school great emphasis is obviously placed on academic achievement right from the beginning of formal education. School is such an agency which not only gives a training of three R's but also influences the whole personality of students. It inculcates and modifies their behavior through systematic planned deliberate efforts. Each and every activity in schools may it be voluntary or involuntary, does

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effect the behavior negatively or positively. The student at school is trained to accept the hierarchy based on achievement. This helps him to get released from the family status in certain ways. His personal status directly: inevitably becomes the function of the position in terms of his academic achievement be achieves mainly in the formal classroom setting. A considerable number of students from school go to college and institutions for higher learning. It is very important to ensure that such student acquire the requisite competence so as to be benefited, most, out of higher education setting. The stage for academic as well as co-curricular achievement of the youth is this fundamental obligation of the education system at the school stage. The school performs the function of selections and differentiation among students on the basis of their scholastic and other attainments and new avenues for student advancement, open out which are against primarily, in the term of achievement. Researches have conducted studies from time to time to discuss the cause of low and high achievement of school children - several educationists in India and abroad have emphasized the importance of intellectual and non-intellectual factors in this regard. Studies by Indian investigators reported wide variation in the correlation coefficient between Intelligence and academic achievement indicating lack of genuine relationship between them and presence of some factors other than merely Intelligence and academic aptitude underlying academic achievement. As Thresher states:

"It is significant however that student who drop out, either through formal disqualification or of other reasons do not lack in Intellectual ability not do most of them lack adequate preparations. Their trouble stems rather from emotional problem which result in poor motivation. We know little of psychological forces that turn one student into a purposeful worker and another into an aimless drifter".

As a result, attempts have been made to study this problem from different angles, various techniques and approaches have been adopted to find the causes, that underline, and factors that lead to low or high academic achievement; However by and large most of the finding have been equivocal. There are investigators who hold the view that intellectual ability is the primary determinant at of academic achievement on the country such as view has been thrown overboard convincingly by a large number of investigators in recent years. On the whole some investigators have stressed on one or two personality factors others have simply emphasized a few situational variables but none seem to have accounted for the phenomenon.

As Garrette reports that thorough admirable progress has been made in discovering factors contributing to scholastic achievement but still the need remains there to be measured and discovered some personality factors which have significant bearing on academic achievement; of late, there has been a growing tendency for exploring personality factors which seem to the affect scholastic performance of a student. It is no doubt, natural to expect some positive relationship between the desirable aspects of personality and achievement, but as gown contends:

"The Problem appears more complex than was first indicated and contradictory and unexpected findings have mulled the waters".

There are so many reasons who have much affected the achievement of students or we can say they distract the student from their studies. We just reached an accumulated 2 billion active social media users worldwide; this means that the effect of social media on our way of life and on our education is inevitable.

One of the major factors of our life that got affected is our education, knowing that the majority of the social media users globally, range from the age of 14- 29 AKA school years more or less. Social networking websites have become increasingly integrated into the way many people today act, think, and relate to each other. Social networking has a multitude of implications for the field of education and this impact student, educators administrators and parents alike. We will address the challenges and opportunities offered by these sites and analyze how social networking sites can be utilized to further students' academic and personal development, particularly in the context of an ever- changing globalized society.

The primary function of social networking sites is to provide ways for an individual to make connections with others. Some common connections include (but are by no means limited to):

- Sharing interests and goals with current friends.
- Maintaining contact with friends in different cities, states and even countries.
- Finding old friends and former classmates.
- Furthering professional development.
- Debating or advocating for political, environmental, ethical, and religious issues.

Different social networking sites fill one or more niches to promote connection. For example, LinkedIn promotes professional development and Spark People creates a community dedicated to

healthy living; furthermore, a site like Ning allows members to create user-designed social networks based on varying topics of interest. These sites can be a way for individuals to connect with people that they may not have had access to before. In the context of education, social networking sites offer a student the opportunity to network with other students, educators, administrators, alumni, both within and outside his current institution. Further Skype can be used for online classes.

Social networking sites have created a new social dimension where individuals can develop increased levels of awareness. Interacting with these sites, student can become more globally knowledgeable, tech-savvy, and even more self-aware. The Digital Youth Project study, conducted at the University of Southern California and the University of California at Berkeley, found that “that the digital world is creating new opportunities at young people to grapple with social norms, explore interests, develop technical skills and work on new forms of self-expression”.

Young people in particular may also benefit from social networking databases such as YouTube. A Beacon article analyzing both the research of the Digital Youth Project and psychology professor Dr. Brandisha M. Tynes focuses on the potential benefits to increased access to different media outlets, including social networking.

“Educationally, the strongest point made by Tynes is that users of the social networks are more globally aware since they have immediate access to global issues, and the chance to read about global events from people in those settings”, said Dr. Jane Elmes-Cahall, professor of communication studies. “That means at least on the surface, today’s media-savvy young people know world events. And, emotionally, they can be moved to be caring”.

Although some argue that students tend to ignore hard-hitting news in favor of the superficial, student are inevitably, if plastically, exposed to these issues via social networking. For example, a politically disinterested student may not have any level of interest in or knowledge of the recent election in Iran, but chances are he’s noticed a few of his Twitter friends now have green overlays over their personal avatars. If he has the impulse to Google “green overlay Twitter” he’ll find a website that explains that the overlays are meant to support democracy in the election, as well as a link to more information about what is happening currently in Iran. For a student in a rural district, having access to social networking sites with millions of users from around the world can help her access a diversity of ideas and opinions that she may have never known existed.

In addition, by creating a public image, students are exposed to the challenge of defining themselves. With most sites, users must create a profile which exposes various parts of their personal identity: likes and dislikes, their membership in different groups, ideas they support, etc. Sites are visible in varying degrees, to parents, teachers, future employers, and the public at large. Students who are conscious of this exposure are able to evaluate which information they feel is appropriate to reveal. At the same time, most social networking profiles allow for easy editing, allowing a student the flexibility to revolute his priorities and understand that his interests and goals are not necessarily permanent reflection of his being.

Some social networking sites allow their members to publicize events, movements, or products. When an individual creates a notice on Facebook for an upcoming Halloween party, he is advertising. The same applies to the small business which pays \$5 for 10,000 hits for an ad promoting their grand opening or, a larger corporation paying more for a greater number of hits. Social networking sites provide an advertising medium for students, extracurricular clubs, Greek chapters, sports teams, musicians, and large-scale companies alike. Advertising and publicity help generate revenue for the site itself, while also enabling users to efficiently ‘get the word out’.

There are significant benefits to advertising on social networking sites. Everyone has equal access to some forms of publicity on the sites; Many sites, including Facebook and Myspace, allow individuals to create events or fan pages (promoting causes, musicians, artists, politicians, etc.) for free. Even for paid publicity, it is often significantly cheaper to employ online social networking strategies than to pay for advertising. For example, Facebook’s advertises itself as a way for companies to ‘reach the exact audience [they] want through targeted advertising. Using information a user provides on his profiles, advertisers provide ‘personalized’ ads on his profile page but it has created some negative effects on student as:

1. Student are having a harder time getting to communicate Face to Face with people, and are losing their communication skills, due to that they are spending more and time talking from behind a screen.
2. The attention to details, attention to pronunciation and grammar, has declined drastically, due to that, most of the communication that happens online is not proper.
3. Our ability to retain information has decreased, and the willingness to spend more

time in researching and looking up for good information has reduced, due to the fact that we got used to the ease of accessibility of information on social media.

4. social media had become a major distraction to students, causing the overall performance of students to decline, especially the ones who tend to check the Facebook and twitter while studying.

Effect of Social Media as Distraction

In recent years, there has been a lot of attention paid to the question of how the use of social media can have an effect on the academic performance of students who are in their senior year of secondary school. Take into consideration the following points:

Distraction: Students may find that social media platforms present a substantial distraction for them. It is possible to divert attention away from studies by spending an excessive amount of time on platforms such as Facebook, Instagram, or TikTok, which can have a negative impact on focus and productivity.

Student Time Management: When utilising social media, students may have difficulty managing their time effectively. Scrolling through social media or talking for an extended period of time can consume study time, which can result in procrastination and poor academic achievement.

Impact on Sleep: Excessive usage of social media, particularly in the hours leading up to bedtime, can cause sleep patterns to become disrupted. The cognitive function of an individual is negatively impacted by insufficient sleep, which can result in difficulty in learning and remembering knowledge.

Overload of Knowledge: Although social media platforms offer students access to a plethora of knowledge, they also have the potential to overwhelm them with an excessive amount of data, making it difficult for them to sift and concentrate on academic material that is pertinent to their studies.

Cyberbullying and Mental Health: Negative experiences on social media, such as cyberbullying or exposure to unrealistic expectations, can have adverse impacts on mental health. These experiences can lead to stress, anxiety, or depression, which can eventually have an influence on academic achievement.

Resource for Learning: On the other hand, social media may also serve as a platform for educational resources, discussion forums, and access to varied perspectives, which can enhance learning

opportunities if they are used in a deliberate manner.

Social media platforms have the potential to facilitate connections with peers, instructors, and professionals, hence boosting cooperation and knowledge-sharing, which can have a good impact on academic endeavours due to its ability to facilitate networking.

Students should be encouraged to develop self-discipline in order to manage their usage of social media and to strike a balance between their online participation and their academic duties. It is essential that students be encouraged to develop this self-discipline.

Involvement of Parents: The advice and monitoring of parents can play a crucial role in regulating the use of social media by students, thereby assisting them in maintaining a healthy balance between their social media activities and their academic pursuits.

Digital Literacy: Providing students with education on digital literacy, critical thinking, and appropriate online behaviour can equip them with the ability to make educated decisions on their usage of social media and the impact it has on their academic achievement.

Despite the fact that social media facilitates a wide range of learning and connection opportunities, the extent to which it influences students' academic performance is primarily contingent on the degree to which they are able to control and manage their use of the platform. When it comes to preserving academic achievement among senior secondary students, it is necessary to strike a balance between the benefits of social media and the possible diversions that it may present.

Result and Discussion

Studies that have been conducted on this subject have shown differing results. According to the findings of several studies, there is an inverse relationship between excessive usage of social media channels and academic achievement. Due to increased distractions, decreased study time, and interrupted sleep habits, it appears that students who spend a substantial amount of time on social networking platforms tend to have lower grades. This is because of the overall disruption of their sleep cycles.

On the other hand, several research have established that there is no significant direct connection between the usage of social media and successful academic performance. Specifically, they underline the fact that the influence differs

from person to person depending on how well they manage their time, how self-disciplined they are, and how well they are able to balance their interaction with social media with their academic commitments.

Despite the fact that social media platforms have the potential to be an invaluable resource for education, networking, and information access, it is clear that the consequences of these platforms on academic performance are intricate and diverse. One of the most important factors that determines the impact of social media is the method in which students interact with it, as well as their routines and the reasons they use it.

There are a number of factors that play a big part in determining whether or not social media has a favourable or detrimental impact on academic achievement. These factors include the quality of the content that is consumed, the amount of involvement (active learning versus passive reading), and the understanding of how to differentiate between credible information and noise.

Additionally, the psychological and emotional impact of social media, which includes issues such as cyberbullying, concerns about body image, and social comparison, can have an indirect impact on academic achievements by having an effect on mental health and overall well-being.

In order to effectively promote digital literacy, healthy online behaviours, and skills for time management, it is impossible to overestimate the importance of the role that parents, educators, and legislators play. The establishment of a setting that promotes the responsible and useful utilisation of social media while simultaneously highlighting the significance of academic commitments is of the utmost importance.

It is clear that the relationship between social media and academic achievements is complex, despite the fact that there is no unambiguous agreement regarding the direct influence that social media has on academic accomplishments. The manner in which students manage and regulate their use of social media, in conjunction with supporting guidance and educational interventions, plays a vital role in determining whether or not social media contributes positively or negatively to the academic achievement of students.

Conclusion

A variety of factors contribute to the impact that social media platforms have on the academic performance of pupils in senior secondary school. Despite the fact that it offers a wealth of options for

learning, networking, and access to information, the extent to which it influences students' academic performance is primarily contingent on how effectively they are able to manage their time, maintain their concentration, and maintain their emotional well-being while utilising these platforms.

Students' ability to concentrate and be productive might be hindered by the distractions that social media platforms present, which may result in students putting off their studies and causing them to procrastinate. Furthermore, the negative aspects of cyberbullying, exposure to unattainable standards, and information overload can have a substantial influence on the mental health of kids, which in turn can have an effect on their academic progress.

On the other hand, social media platforms also provide opportunities for collaboration, educational materials, and networking, all of which, when utilised in a strategic manner, have the potential to improve learning experiences and academic attempts.

Fostering digital literacy, encouraging appropriate online behaviour, and advocating a healthy balance between the usage of social media and academic duties are ultimately the most important things that can be done. The development of self-discipline, skills in time management, and the capacity to critically assess information found online are all beneficial to children. Additionally, the direction and support of educators and parents are essential in directing students towards utilising social media as a tool for enrichment rather than as a distraction. It is necessary to strike this balance in order to guarantee that the use of social media does not distract from the academic accomplishments of students but rather contributes positively to those accomplishments.

Conflict of Interest

The authors declare no conflict of interest in the conduct of this research.

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