

Usage of Social Media among Higher Secondary Students with Regard to Academic Achievements

Mrs. Ranjana S. Nair^{1*}, Dr. A. Veliappan²

¹ Research Scholar, Department of Education, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India.

Email: ranjanashiji@gmail.com

² Associate Professor, Department of Education, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India.

Email: veliappanmsu@gmail.com

Corresponding Author:

Mrs. Ranjana S. Nair

Research Scholar, Department of Education, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India.

Email: ranjanashiji@gmail.com

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ABSTRACT

The integration of social media into everyday life has significantly transformed the educational experiences of students, particularly at the higher secondary level. This study investigates the patterns of social media usage among higher secondary students and examines its relationship with academic activities. Using a quantitative research design, data were collected through a structured questionnaire administered to students. The findings reveal that social media serves as an important educational tool for accessing information, collaborative learning, and communication. However, excessive and unregulated usage often leads to distractions, reduced concentration, and negative academic outcomes. The study highlights the dual role of social media as both a facilitator and a barrier to academic success. Recommendations include the promotion of digital literacy and structured integration of social media into academic practices..

Keywords: social media, higher secondary students, academic performance, digital learning, student engagement

Introduction:

The advent of social media has revolutionized communication and information sharing across the globe. Platforms such as WhatsApp, Instagram, YouTube, and Facebook have become integral components of students' daily lives. In the educational context, social media provides opportunities for interactive learning, resource sharing, and peer collaboration. Higher secondary students, in particular, are highly engaged with digital technologies. Their frequent use of social media raises important questions regarding its impact on academic activities. While some researchers argue that social media enhances learning by providing access to diverse resources, others highlight its potential to distract students and reduce academic performance. This study aims to explore the extent to which social media is used for academic purposes among higher secondary students and to analyze its impact on their academic engagement and performance.

REVIEW OF RELATED STUDIES

Previous studies have examined the relationship between social media usage and academic performance. Boyd and Ellison (2007) defined social media as platforms that enable users to create and exchange content. Junco (2012) found a positive relationship between academic engagement and moderate use of social media for educational purposes. Kirschner and Karpinski (2010) reported that excessive use of social networking sites negatively affects academic performance. Similarly, Karpinski and Duberstein (2009) observed that..

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students who spend more time on social media tend to have lower grades. Tess (2013) emphasized the role of social media in enhancing collaborative learning environments. Vygotsky's (1978) social constructivist theory supports the idea that interaction and collaboration contribute significantly to learning. The literature indicates a mixed impact of social media, suggesting the need for further research focusing specifically on higher secondary students

Significance of the Study

The study on the usage of social media by higher secondary students with regard to academic achievement is of great relevance in the contemporary digital era, where social media has become an integral part of students' daily lives. This study provides valuable insights into how social media usage influences students' learning outcomes, study habits, and overall academic performance. It helps educators and school administrators understand whether social media acts as a supportive educational tool or a source of distraction, thereby enabling them to design appropriate strategies to guide students toward productive usage. The findings are also significant for parents, as they highlight the need for monitoring and balancing students' online activities to ensure academic success. Furthermore, the study contributes to policymakers and curriculum planners by emphasizing the importance of integrating digital literacy and responsible social media usage into the educational framework. Overall, the research not only addresses a pressing issue in modern education but also lays the groundwork for future studies on the relationship between technology use and student achievement.

OBJECTIVES OF THE STUDY

The objectives of the study are:

To find out the level of Usage of Social Media among Higher Secondary Students.

To find out the level of social media usage among higher secondary students with regard to gender.

To find out the level of Academic Achievements of Higher secondary Students.

Hypotheses of the Study

H1: There is no significant association between usage of social media and social media for academic achievement of higher secondary students.

H2: There is no significant association between academic achievement and social media for academic achievement of higher secondary students.

H3: There is no significant correlation between usage of social media and academic achievement of higher secondary students.

RESEARCH DESIGN

The study adopts the survey method to analyze social media usage patterns among students. The sample consists of higher secondary students selected using random sampling technique. The sample consists of 1150 students collected from 22 schools. The participants represent diverse academic streams. A structured questionnaire was used to collect data regarding frequency, purpose, and impact of social media usage.

Statistical Techniques Used

Data were analyzed using percentage analysis, mean scores, and comparative analysis.

Table -1 Level of Usage of Social Media of Higher Secondary Students

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Usage of Social Media	191	16.6	755	65.7	204	17.7

It is inferred from the above table that three fifth of higher secondary students have moderate level of usage of social media.

Figure-1 Level of Usage of Social Media among Higher Secondary Students

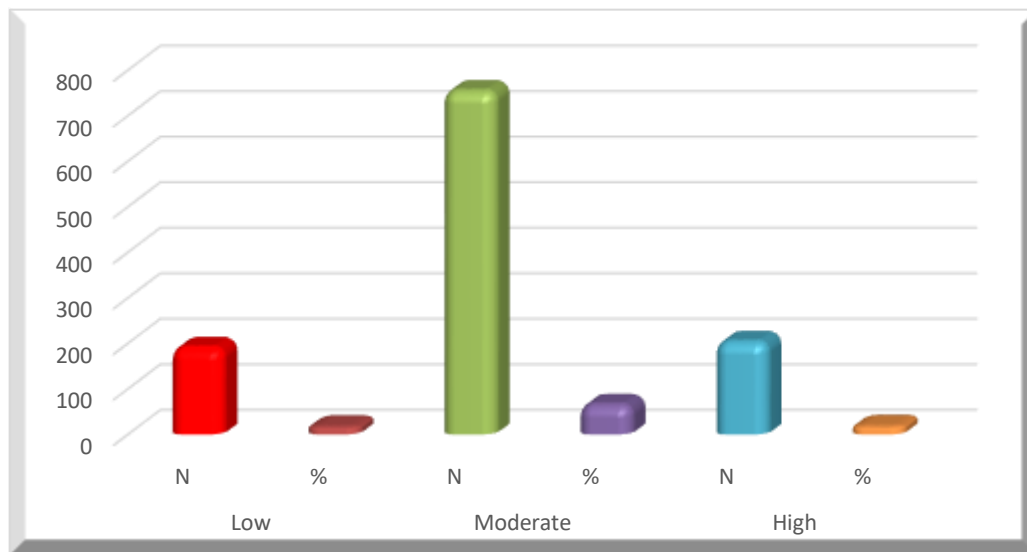


Table-2 Level of Usage of Social Media of Higher Secondary Students with regard to gender

Variable	Gender	Low		Average		High	
		N	%	N	%	N	%
Usage of Social Media	Male	67	13.2	312	61.7	127	25.1
	Female	124	19.3	443	68.8	77	12.0

It is inferred from the above table that, three fifth of both male and female higher secondary students have moderate level of usage of social media.

Figure -2 Level of Usage of Social Media of Higher Secondary Students with regard to gender

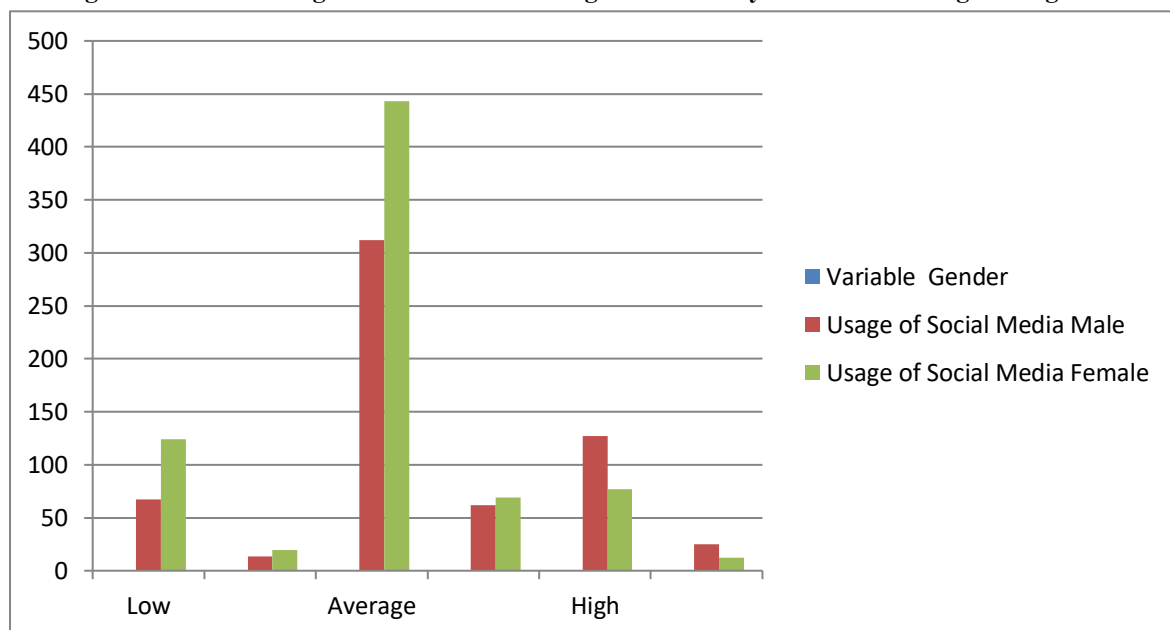


Table-3 Level of Academic Achievement of Higher Secondary Students

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Academic Achievement	205	17.8	747	65	198	17.2

It is inferred from the above table that three fifth of higher secondary students have moderate level of academic achievement.

Figure- 3 Level of Academic Achievement of Higher Secondary Students

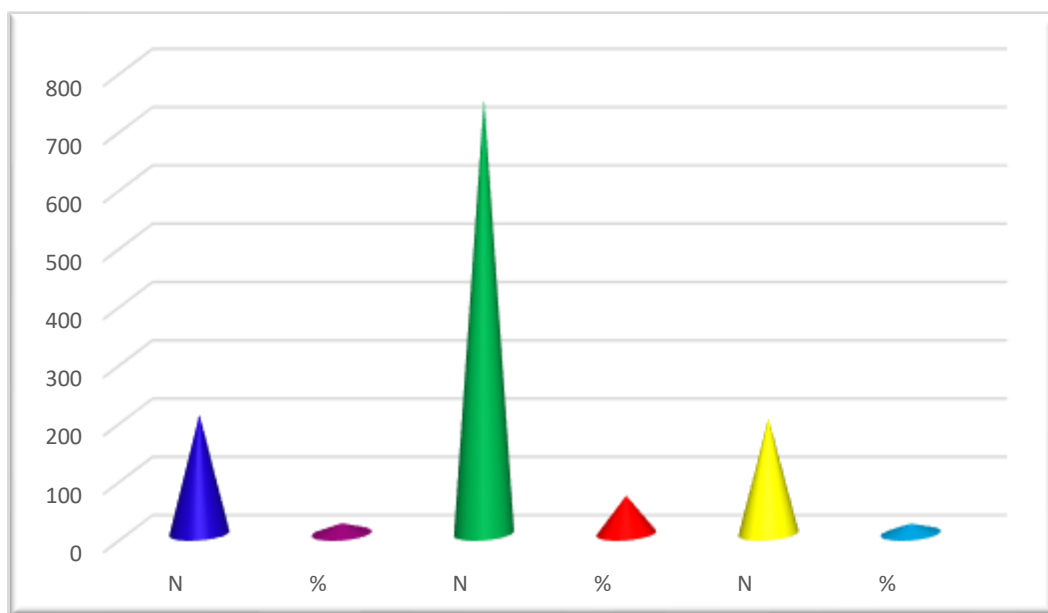


Table -4

Chi-square test analysis on the scores of usage of social media of higher secondary students with regard to social media for academic achievement

Variable	Chi-square value	df	P - Value
Usage of Social Media	30.136	6	0.002 S
Academic Achievement	32.034	6	0.000 S

NS - Not Significant at 5% level

It is inferred from the above table that P value is lesser than 0.05 for usage of social media of higher secondary students. It shows that there is significant association between usage of social media and academic achievement of higher secondary students. It is inferred from the above table that P value is lesser than 0.05 for academic achievement of higher secondary students.

Table – 5 Significant correlation between usage of social media and academic achievement of higher secondary students

Variable	Usage of Social Media		p-values
	N	Calculated Values 'γ'	
Academic Achievement	1150	0.161	0.000** _s

**** Significant at 1% level**

It is inferred from the above table that P value is lesser than 0.01 for academic achievement at 1% level of significance. It shows that there is significant positive correlation between usage of social media and academic achievement of higher secondary students.

Table -6 Partial correlations between perceived values and academic achievement of higher secondary students

Control Variable	Dependent Variable	$r_{12.3}$	p-Value
Usage of Social Media (1)	Perceived Values (1) and Academic Achievement (2)	0.106	0.00** _s

**** Significant at 1% level**

It is inferred from the above table that there is significant positive correlation between perceived values and academic achievement of higher secondary students when usage of social media is controlled. Hence the respective null hypothesis was rejected.

FINDINGS

The findings of the study are:

Three fifth of higher secondary students have moderate level of usage of social media.

Three fifth of both male and female higher secondary students have moderate level of usage of social media.

Three fifth of higher secondary students have moderate level of academic achievement.

There is significant association between usage of social media and academic achievement of higher secondary students.

There is significant positive correlation between usage of social media and academic achievement of higher secondary students.

there is significant positive correlation between perceived values and academic achievement of higher secondary students

Analysis and Interpretation

The analysis of data indicates that a majority of students access social media daily. Educational usage includes watching instructional videos, sharing notes, participating in group discussions, and clarifying doubts.

However, a considerable proportion of students also reported spending significant time on entertainment activities such as browsing, chatting, and gaming. This imbalance contributes to reduced study time and decreased academic focus.

Students who reported using social media primarily for academic purposes demonstrated higher engagement and better academic outcomes. Conversely, excessive non-academic usage was associated with lower performance.

DISCUSSION

The findings suggest that social media plays a dual role in students' academic lives. On one hand, it enhances learning by providing access to diverse resources and facilitating communication. On the other hand, it poses

challenges such as distraction and time mismanagement.

The results align with previous studies (Junco, 2012; Tess, 2013) that highlight the positive role of social media in education when used effectively. At the same time, they support concerns raised by Kirschner and Karpinski (2010) regarding its negative impact when overused.

The study underscores the importance of guiding students toward purposeful and balanced use of social media.

Schools should integrate social media into teaching strategies. Teachers should guide students on effective and responsible usage. Digital literacy programs should be introduced at the school level. Parents should monitor and regulate students' social media usage.

CONCLUSION

Social media has become an indispensable part of students' lives, significantly influencing their academic activities. While it offers numerous educational benefits, its misuse can hinder academic success. The study concludes that balanced and guided usage of social media can enhance learning outcomes. Therefore, stakeholders must work collaboratively to promote responsible use of digital platforms in education..

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