

**THE EFFECT OF SOCIAL MEDIA ON THE ACADEMIC  
ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS.**

**RESEARCH PROJECT**

**2023 - 2024**

*Submitted by*

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### **DECLARATION**

I declare that the Research Project entitled “The effect of social media on the academic achievement of secondary school students." submitted by me for District specific theme research project is a record of the research project work carried out by me during the period from 2023 – 2024 under the guidance of Dr.V. Usharani, DTE, Dip in JJ&JP.,M.A., M.Ed.,M.Phil. Ph.D, Principal, District Institute of Education and Training , Tirur, Tiruvallur district-602 025. I also declare that this project is the outcome of my own effort and it has not been submitted to any other university for the award of any degree and that all sources of material used for the Research Project have been duly acknowledged.

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# **THE EFFECT OF SOCIAL MEDIA ON THE ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS.**

## **ABSTRACT**

### **Introduction**

Social Media are growing rapidly among the young generation of the world. School age students widely engaged using Social Media. So, they will affect students personal and academic live. Thus, this study is designed to find out the Effects of Social Media on the academic performances of students in Tiruvallur District. Survey method was adapted to collect the relevant data for the study. 160 students were selected as sample. Random sampling technique was employed for sample selection. Subsequently, Statistical Technique was applied to analyze the data. It was concluded that in despite of public views concerning the misuse of social media among students in the society, most of the school students were interested to use social media positively for their academic purpose. This indicates that the social media impacts the academic performance of the students. Teacher Educators and students can use social media as teaching and learning tool to ease and improve learning process. Modern technology in communication no doubt has turned the entire world into Global village. But as it is, technology like two sides of a coin, bring with it both the negative and positive sides. It helps to be better informed, enlightened, and keeping abreast with world developments. The world is now a global village where the whole world is now compressed into a single electronic chat room. Recently, there has been considerable discussion regarding the frequent use of social media tools (e.g. Facebook, Twitter, WhatsApp, YouTube, etc.) by students, most especially the secondary school students, and the possible effects of those tools on students academic performance. At the core of this debate is whether the growing use of social media by secondary school students actually improves or worsens a students academic performance. The involvement of youths in social networking has attracted many researchers that focused on young people's social Network activities in relation to their academic performance and other forms of developments.

**Keyword:** Social Media, Academic Performance.

### **Objectives of the study**

1. To prepare and validate Social Media on Student's Academic Performance Scale (SMSAPS) to study on the effect of Social Media on the Academic achievement of x standard students.
2. To enable the X Standard students to respond to effect of Social Media on Student's Academic Performance Scale (SMSAPS).
3. To investigate the student's attitude towards social media.
4. To ascertain the time spent on social media by X standard students in secondary schools in Tiruvallur District.
5. To enable the students to develop the skill of using social media so that avoid disturbing the learning process instead of helping.
6. To assess the effect of social media in teaching and learning
7. To assess the effect of social media on students' academic performance in secondary schools in Tiruvallur District.
8. To examine the efficacy and satisfaction of students using social media in secondary schools in Tiruvallur district.

### **Background of the study**

Education has brought unprecedented turnaround in development for nations that have given it a pride of place in their national affairs. The quality of educational outcomes of learners would determine how education is set to achieve this national expectation. However, the emergence of social media in the global educational landscape in the onset of 21st century has changed the students' entire lives' course, especially their preferred pattern of learning which is key in students academic performance. The students' academic performance is a measure of how much of these have been achieved in the learner, Learning enables one to adapt to his/her environment and also to modify the existing behaviour when necessary.

### **Purpose of Study**

The main purpose of the study is to examine the influence of social media on students educational outcomes. The study specifically sought:

1. To determine the influence of social media usage on student' academic performance
2. To ascertain the gender difference of influence of social media usage on academic performance among secondary school students.
3. To determine the influence of age on social media usage and academic performance of secondary school students.

## **Significance of the Study**

This study is significant to the teachers, parents and students. This study will help the teachers of the school to know influence that social media has on their students, so as to assist them to enlighten and create awareness to the students on the possible influence it has on them. The study will enable the students of the secondary schools to be aware of the social benefits of this social networking sites and using the sites more than necessary will possibly endanger their health.. It will provide relevance material for students and other researchers undertaking similar research. The study will help researchers with more information on the influences of social media student's academic performance.

## **Limitations of Study**

This study envisaged some limitations that emerged in the course of fieldwork. For example, some respondents were not willing to give information due to the sensitivity on the usage of social media on the academic achievement of secondary school students in the constituency.

## **Sample of the study**

The investigator randomly selected government secondary school Students for this present study. The sample for present investigation has been drawn from students of Government schools and Government Aided schools of Tiruvallur district involved. Three blocks (Poonamallee, Kadambathur and Tiruvallur) schools are selected in Tiruvallur district. The investigator has selected 160 students from secondary schools of Tiruvallur district. The size of the sample was 160 students out of which 75 were male and 85 were female students. The word population refers to the total number of data collection.

## **Tool used**

Tools used for the present study, the researcher used the questionnaire for data collection.

## **Methodology**

The goal of this study is to learn about the social media's impact on school students' academic performance. The investigator followed the "Survey" as method of the present study. The Questionnaire was developed and administered to the Students. The following are the qualitative research methods are questionnaires, (multiple question types ) and surveys. It adopted the five-point likert format of Strongly Agree (SA), Agree (A), Neutral (N) Disagree (D) and Strongly Disagree (SD). The academic performance of the students was measured using Students' Achievement Test (SAT).



The instruments were validated and their reliability established in a pilot study with reliability coefficients of 0.76 and 0.74 respectively. The instruments were administered on the respondents in their various locations and retrieved upon completion. The data were collated for analysis. The formulated hypotheses were tested using t- test and Analysis of Variance statistical tools at 0.05 level of significance.

### **Data collection procedure**

The main instruments for the collection of data for this study were distributing and collecting survey Questionnaires.

### **Hypothesis of the Study**

The following hypotheses were framed by the investigator and was tested in this study.

**Hypothesis – 1** The level of social media usage among X standard students in Tiruvallur district is low.

**Hypothesis 2:** There is no significant difference in the performance of students who spent more and less time in the usage of social media.

**Hypothesis 3:** There is no significant difference between the X Standard boys and girls with respect to social media usage.

**Hypothesis 4:** There is no significant difference between the X Standard Tamil and English medium students with respect to social media usage.

**Hypothesis 5:** There is no significant difference between the X Standard Government and Aided school students with respect to social media usage.

**Hypothesis 6:** There is no significant difference between the X Standard Urban and rural school students with respect to social media usage.

**Hypotheses 7:** There is no significant relationship between the social media usage and Academic achievement of X Standard students in Tiruvallur District.

**Statistical Techniques :** To analysis the data following statistical tools were used: 1. Mean score 2. SD and 3. t–test

### **Design of the study**

The present study is based upon usage of social media in education, which is a comparatively newer topic, especially in India. This study is steered by multiple objectives

and multiple hypotheses thereby calling for the adoption of survey method design. This study explores the reasons of engagement on social media, investigates the dynamics of interaction and measures the effect of these on the academic achievement during the second phase.

### **Findings**

According to the results of the study, the use of social media by students does not affect their overall academic performance. Social media platforms are a powerful instrument that can significantly improve academic performance. However, students should put only a little stock in it as their sole resource the study. The findings stemmed from a small sample, hence, limiting generalizability. The objective of the study was to the effects of social media and ignore other contingent variables that would limit the scope. Thoughtful channelization of social media phenomenon in academia can uplift the quality of education in school education. Students need to learn to develop self-discipline and management skills to focus on studies than social media, which will help in academics.

### **Recommendations of the present study**

In the light of the findings of the present study, the following recommendations are made:

- Schools should set modern computer labs for students to access internet with clear guidelines while monitoring and controlling their anxiety on using the internet negatively.
- Social media to be modified and used as a learning tool for students to access notes, E-books, academic videos, doing homework and consulting teachers.
- Both teachers and parents must take an active role in guiding and counselling students to minimize time spent on social media for non academic programs, discourage engagement on destructive social media sites and encourage them to maximize their time on academic activities.

### **Educational Implication of Study**

**Practical Implications:** According to the data from the study, the implication of the theory fulfilled the needs and wants of the users depending on their demands. The characteristics of social media, time spent on social media, and academic performance did not and will not directly have an effect on students. There are few positive manners if

students utilize social media platforms for academic purposes like resourceful information for studies, and make use of the provided resources and learning platforms. As a result, it is critical to investigate the impact of social networks on their users, particularly how the usage of social networks impacts students' academic progress. The present study was designed to find the difference between extraversion and introversion personality types in students for four identified factors of social media and their impact on students' academic performance

### **Theoretical Implications**

The results of the current study have some implications for students in terms of seeking the number of hours students spent on social media whether directly affects their academic performance. To summarize, it was discovered that the internet has a special position in the lives of student respondents. The students must develop more self-control on the usage of social media as it is affecting their academic performance. The majority of them complete their schoolwork on the internet and surfing social media, yet it does not interfere with their education. There are good and bad sides to everything, it just depends on how the students balance their time spent on social media for their studies, how they arrange their schedule, how disciplined they are in self-controlling themselves of the usage of social media, how they interpret and digest the information on their own.

### **Suggestions for Further Studies**

This study serves as a basis for further research study on effect of Social media addiction and the academic performance of students.

Similar studies should be conducted in other states of the federation so as to bring about improvement in the academic performance of students through the use of Social media networks and to create more pages for research and academic activities, thereby avoiding distraction which leads to deviation from their academic works

### **Conclusion**

The study was conducted to examine the impact of students' use of social media on their academic performance. The study revealed that most of the students had mobile phones with internet facility and had knowledge of the existence of social media. As a result, the Students who have spent between 5 - 6 Hours a day on the social media sites have more academic performance than the counterpart.

In addition, the study revealed that the Students who have used Spare Moment on the social media sites have more academic performance than the counterpart. It reveals that the Students who have used WhatsApp have more academic performance than the counterpart. It reveals that the Students who have used for Academic Purpose have more academic performance than the Non Academic purpose. The Students who have used Social Media positively, it impacts on Students'.

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### ACRONYM / ABBREVIATIONS

<b>ACRONYM</b>	<b>ABBREVIATION</b>
SNSs	Social networking sites
BBM	Blackberry Messenger
ICT	Information and Communications Technology
SMSAPS	Social Media on Student's Academic Performance Scale
SM	Social Media
Social Media	National Curriculum Framework



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# CHAPTER I

## INTRODUCTION

### 1.0 Introduction

Social media is the fastest growing and dominant trend in the use of technology in modern times. Social media generally refers to the interaction of people using various platforms with the absence of geographical location and time barriers. However, there are contrasting opinions on the Effect of social media on students' academic achievement, aimed at strengthening growing knowledge about the influence of social media usage on students with a view to enhancing their learning and academic development. Today the Internet has taken a firm place in people's lives. It is difficult to imagine a young man who at least once a day did not check for updates in social networks and did not leaf through the news lines. The modern reality requires us to stay in touch and keep abreast of the latest news and trends. When social media such as Facebook, YouTube and Whats App appeared, our world was divided into online and offline. Social media are online technology platforms that help to connect people together far and near. It is used to build relationship among people .

There are numerous online networking platforms that include but are not limited to Facebook, twitter, Instagram, Pinterest, YouTube, LinkedIn, Google+, Flickr, snap chat, vine, Tumblr. The capacity of Social Media networking to spread valuable data quickly has made it the quickest developing method of association. Social media has changed numerous businesses; however the most impact of it is in the classroom teaching and the overall education system. The use of digital technology in education has attracted much interest in the recent years. It is a common expectation for academic staff and administrators to investigate options to ensure the learning environment is modern, relevant and capable of producing graduates with attributes aligned with the work environment and their career expectations. Students engage with campus life carrying highly sophisticated computing devices in their pockets. Frequently these students have used these devices for a variety of purposes, which are unrelated to learning, thus highlighting a crucial disconnect exists. Institutes of higher education are concerned that both their staff and students are digitally literate, in the manner of learning delivery or method of instruction. Social media networking usage refers to online space that is used by students to connect, share,

communicate, establish or maintain connection with others for academic and socialization purposes. The issue of using the social media in the classroom has been a controversial topic for several years. Many parents and educators have been fearful of the repercussions of having the social media in the classroom. Social media is growing rapidly throughout the world. More adults and teenagers are joining sites such as Facebook, MySpace, Skype, Whats App and Twitter to interact with friends, family, and strangers. Social networking sites also enable community involvement in locating expertise, sharing content and collaborating to build content, and allow knowledge workers to extend the range and scope of their professional relationships. Social media networking allows researchers to draw from a social network of information and people outside of their traditional circle of friends. Social net working helps teachers to promote reflective analysis and the emergence of a learning community that goes beyond the institutional walls. Facebook website of a teacher disclosed large amounts of information, anticipated higher levels of motivation and affective learning, indicating positive attitudes towards the course and the teacher. Social networking also offers educators an excellent platform to forge their own professional identity by sharing with other colleagues and debating ideas, allowing them to extend their professional relationships. Social networking sites may provide helpful information to educators and help them deal with certain situations better. Students may also feel more comfortable for the purpose of convenient communication with peer group students and potentially with others outside the class such as students of the same topic and subject experts. The fact that these social media are generally open to the world implies a need to carefully consider the risks of openness as well as need for on going communication with students in order to address their academic and deal with issues in the use of social media as they arise. These risks are counter-balanced by the academic benefits of open discussion and academic debate in authentic online environments. A new area of social media is increasing in popularity that is focused on building relationships with students outside of the classroom. The advantages of using social media for educational purpose are far ranging. A study stated that the use of social media tools improved the student's learning opportunities, allowed for real-time communication outside the classroom, fostered collaborative opportunities, and enhanced creativity. Students can watch educationally relevant videos or exchange information about what they

have watched and learned, and then join online to further discuss with teachers. Even the teachers also can learn from the students during social networking interactions. Similarly, a teacher can supervise students while they are learning, reflecting, sharing, interacting and summarizing discussions. Social media provides a forum to contact peers and teachers from wherever they are, offering the flexibility of extended duty hours. Some social media, especially Facebook, Whats App and YouTube, features may boost students to involve in social and creative learning progressions that extend beyond traditional educational settings and institutions.

This chapter focuses on the background of the study, statement of the problem, objectives, significance of the study, limitation and delimitation of the study, assumptions of the study, theoretical and conceptual framework, and finally operational definitions of key terms. The social media has become one of the most important communication means in recent times. However, social networking exist so as to provide communication among people regardless of the distance, making it open to people easily share information, files and pictures and videos, create blogs and send messages, and conduct real-time conversations. These systems are referred to as social, simply because they allow communication with buddies and co-workers so easily and effectively. It also strengthens the ties between people of those systems. The favourite in the realm of internet sites are Facebook, Twitter and others. These websites and social forums are way of communication directly with other people socially and in media. They are playing a large and influential role in decision-making in the occasions from the global world economically, politically, socially and educationally. The driving factors for adoption of social media are the progressively ubiquitous access, convenience, functionality, and flexibility of social technologies. It has been contended that, poor greater education, social technologies supports social constructivist techniques to learning they potentially have to improve students' construction of understanding and promote student interaction. An additional benefit of social technologies provided on the internet is that they are frequently free or require marginal investment, eliminating a potential barrier to adoption . There has been various overview and opinions which recognized four major advantages of social media use in higher education. These include, enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities.



This means that social networking activities have the possibility of enhancing students contact and is used to improve their participation in class, particularly where introverted students are involved. Students can function in online group learning, with less or no anxiety of needing to raise questions before peers at school. The evolution of technology has brought rapid changes to the world. Modern Technology in communication no doubt has turned the entire world into a “Global village”.

The world of today is celebrating the advancement in communication technology which has broadened the scope of communication through Information and Communication Technologies. Technology has exposed mankind to a better way of solving problems. Social networking sites include: Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), Whats app messenger, 2go messenger, Skype, Google talk, Google Messenger, iPhone and Androids. These networking sites are used by most people to interact with old and new friends, physical or internet friends. It helps people to be better informed, enlightened, and keeping abreast with world developments. Technology exposes mankind to a better way of doing things. This has resulted into the use of technology as the best medium to explore the wide area of knowledge. The evolution of internet technology has led to its use as the best medium for communication. Whereby, two-third of the world’s internet population visits social networking or blogging sites, thus serving as a communication and connection tool. These networking sites are referred to as social media. Social networking sites are online Communities of Internet users, who want to communicate with other users about areas of mutual interest, whether from a personal, business or academic perspective . The millions of social networking sites have transformed the thought of global village into a reality whereby billions of people communicate through social networking sites. Numerous benefits have been obtained through distant communication through the use of social networking sites. Social media is a website that doesn’t just give information but interact with us while giving information. It employs mobile and web based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modifies user-generated content. According to the Meriam -Webster dictionary, “Social media is forms of electronic communication through which users create online communities to share information, idea, personal message and other content”.

Kaplan and Heinlein classified social media into six different classes as follows:

**1.Collaborative Project:** These are social media platforms where any participant or user is allowed to modify any page or create a new page using her web browser. An example of a collaborative project is Wikipedia. Wikipedia is a project owned by the Non profit Wikimedia Foundation. Wikipedia was launched on the 15th of January 2001 by Jimmy Wales and Larry Sanger.

**2.Micro-Blogging Sites:** Micro blogging sites are social media platforms which allows users to write brief texts update and publish them on the platform. Twitter was founded on the 21st of March 2006 by Jack Dorsey and Noah Glass. Twitter is an online social networking site that enables its users to send and read text-based posts. From the conception, these texts were limited to 140 text characters but on 7th November 2017, the limit was doubled to 280 characters. These texts are known as “tweets”. Users also follow the updates of friends they “follow”, send them direct messages, and reply publicly to friends, or just post questions or comments as their current status . Twitter as a social network plays a role in communication throughout the world in the sense providing online services to share information with others and connect with them by creating a profile that may include a personal web page and a blog.

**3.Content Communities:** Content communities also known as Media sharing sites in the social media platforms that allow users to post videos or photographs that can be accessed from anywhere around the world. Instagram is a popular but not the only media sharing sites. Instagram was founded on the 6th of October 2010 by Kevin Systrom and Mike Krieger. Instagram allows registered users to upload photos or videos to their pages.

**4.Social Networking Sites:** Social networking sites are used to describe any website that enables users to create public profiles within that website and form relationship with other users of the same website who access their profile. It is used to describe community based websites, online discussion forum, chat rooms and other social space online. Ellison and Boyd define social networking sites as web-based services that allow individuals to construct profiles, display user connections and search and traverse within that list of connections. It is a website that allows users to share information within a selected group. It is a great way to stay connected, and a convenient way to share photos from trips. Facebook is a social networking site founded by Mark Zucker berg. It was launched on the

4th of April, 2004. Facebook allows anyone who claims to be at least 13 years of age to become a registered user of the site.

**5.Virtual Game World:** Virtual game world are platforms that replicates a three-dimensional environment in which users can appear in the form of personalized avatars and interact with each other as they would in real life. An example of a virtual game world media is the World of War craft.

**6.Virtual social world:** The second group of virtual world often referred to as virtual social worlds, allow inhabitants to choose their behaviour more freely and essentially live a virtual life similar to their real life. The difference between these two game worlds is that the second world has in rules restricting the range of interactions, except for basic physical law such as gravity. An example of a virtual social world is the second life application founded by San Francisco based company. These categories of social media however overlap to some degree.

**Twitter** is a social network site as well as a blog. Likewise, users of the social networking site Facebook can share photographs and users of the media sharing site can follow other people. Academic excellence or achievement plays an important role in an individual placement, be it in the academic institutions or job placement. Due to this, many people are concerned with the ways they can enhance their academic achievement. The emphasis on academic excellence which is also prevalent worldwide has encouraged many studies about the conditions promoting it.

The role of academic achievement as one of the predictors of one's life success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in one's career is inevitable Academic performance, measured by the evaluation of results is one of the major goals of a school. 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 networking sites.

Online social media sites focus on building and reflecting social associations among people who share interests. With so many social media sites displayed on the internet, students are tempted to abandon their home activities and reading times in preference for

chatting in online with friends. Many students are now addicted to the online rave of the moment, with Instagram, Facebook, Twitter etc. Today most youths and students possess various social media sites. The reason most of them perform badly in school might not be far- fetched. Social media became hugely common and well-known in past few years. Students' addictiveness and exposure to social networks, its influence as a medium of interaction between students, and its impact on their academic performance has been part of the discussion in recent times. Instead of students reading their books, they spend their time chatting and making friends via social media and this might definitely have influence on their academic performance, because when we do not read, there is no way to perform well academically. It is a common sight to see a student chatting in sensitive and highly organized and carried away that even as they are walking along the high way, they keep chatting. It's a group of internet based application that allows the creation and exchange of users generated content. Often times, social media is confused with social news because members of the news are referred to as media, and also social news site is also social media site.

Many parents and educators have been fearful of the repercussions of having social media in the class room. As a result, cell phones have been banned from classroom and schools have blocked many popular social media websites. However, despite adult's apprehensions, students are using social media. Schools have realized that they need to incorporate these tools into the classroom and rules are changing. Facebook represents a potentially useful tool in educational contexts. Facebook is one alternative means for shy students to be able to voice their thoughts in and outside of the classroom. It allows students to collect their thoughts and articulate them in writing before committing to their expression. YouTube is the most frequently used social media tool in the classroom .

Students can watch videos, answer questions, and discuss content. Additionally, students can create videos to share with others. YouTube also improved students' digital skills and provided opportunity for peer learning and problem solving. Even though many schools have created many strict rules that forbid the use of handheld technology during school activities or that block certain social networking websites, many students are still able to connect during lecture hours as they please. This has caused distractions during instruction time and has had a negative impact on the learning environment. The students

are used to short forms of writing words in their chat rooms; they forget and use the same in the classrooms. They use things like 4 in place of for, U in place of You, D in place of the etc. and this could affect their class assessment.

The early stages of social networking, as mentioned earlier, included web technology such as AIM, which helped many “chat” with others on the computer rather than in person . The number of teenagers, both male and female, participating on social networking sites is staggering, and this may explain why certain problems arise from these sites that have become a major problem in today’ society. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as students no longer need to visit a cyber-café before they send and receive messages. Attention has been shifted from visible to invisible friends, while important ventures like study and writing might be affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition.

### **Demands of the 21<sup>st</sup> Century Education:**

The Knowledge based societies, in turn the most effective modern economies in 21<sup>st</sup> Century, would be the ones that produce the information and knowledge the most and make that knowledge and information available to greatest number of individuals. Education thus has a new set of objectives to be fulfilled. The term ‘21<sup>st</sup> century education’ is a very frequently used term and yet it remains vague unless the 21<sup>st</sup> century skills are listed out. Experts from various fields point out that these changes would not create unemployment as is usually feared instead would create more employment and hence it is the obligation to Education as a sector to train in 21st century skills as a part of education. Through various discussions and symposiums, held all over the world over a considerable period of time, the 21<sup>st</sup> century skills as accepted widely are called as the 4 Cs - Critical Thinking, Communication, Collaboration, and Creativity. The UN also adds Digital Literacy Skills and outlines the expectations of 21st Century education as follows:

- Learning to create together which features learning to learn and innovate, communication and collaboration, critical thinking and problem solving.
- Digital Literacy skills encompassing the information literacy, ICT literacy and media literacy

- Life skills inclusive of social and cross cultural interactions, citizenship skills, self-initiative, flexibility and adaptability to name a few.

Thus, as adduced by several education experts, collaboration and knowledge sharing, overcoming all barriers- geographical, socio-cultural-economic in nature within a technology enabled environment are the main pillars for 21<sup>st</sup> century learning. Educational research seeks to analyse, reform, remodel the existing paradigms rebuilding newer paradigms based upon combinations of theories of cognitive sciences and technological advancements

### **NCF (2005)- 21st Century Education in the Indian Context:**

The NCF (2005) envisions education to be a joyful activity- ‘Learning without burden’ while pointing out that learning has to come from the students’ capacity to construct knowledge out of their experience. The NCF recognizes that education has to be connected to daily life and hence seeks to enable the teachers and other stakeholders to develop and implement innovative, locale specific, contextual programmes. This, as the NCF suggests would lead to moving over from the text-memorizing, examination-oriented system to a knowledge-seeking system. This is also on the lines of Nai Talim of Mahatma Gandhi where he had “recommended immediate environment (along with mother tongue and work) as a resource for socializing the child into a transformative vision of the society. He had also, in Nai Talim dreamt of an India where every individual discovers and realizes his or her potential and talents by working with others towards restructuring the world. When applied to existing scenario, this generation of learners - the digital natives have a much borderless environment much broader than the physical environment because of social media ingrained in their daily lives. Today much of the socialization of this generation of learners takes place on this virtual platform of social media where they can voice their views and also share and collaborate on various things and restructure their own environment as per their needs. It would be appropriate to realize that the potential of social media in education cannot be overlooked. The NCF underlines the value of interactions while clearly explaining that maximum learning takes place in the ‘zone’ between what you know and what you almost know with the construction of new knowledge. The NCF highlights the need for pedagogic reforms suggesting decentralization for a democratic classroom. It emphasizes inclusion of activities as per

individual interests and individualized attention. It also expounds critical pedagogy and affirms the participation of students in discussions and problem solving especially the ones related to their immediate environment, education and opportunities. To quote the NCF, “Materials such as textbooks, workbooks and handbooks for teachers can be designed with the awareness of existing stocks of good-quality audio or video material and sites where extra resources are available on the Net. Recently, many textbooks have been enriched with a QR code in the manner envisioned, nevertheless, it still leaves a gap of not providing the students with a platform for discussion on the same; sharing more related resources which could make the learners and the teachers both, active producers of knowledge. Social networking sites are online Communities of Internet users who want to communicate with other users about areas of mutual interest, whether from a personal, business or academic perspective. The millions of social networking sites have transformed the thought of global village into a reality whereby billions of people communicate through social networking sites. Numerous benefits have been obtained through distant communication through the use of social networking sites. Academic excellence or achievement plays an important role in an individual placement, be it in the academic institutions or job placement. Due to this, many people are concerned with the ways they can enhance their academic achievement. The emphasis on academic excellence which is also prevalent worldwide has encouraged many studies about the conditions promoting it. The role of academic achievement as one of the predictors of one’s life success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in one’s career is inevitable .A direct relationship exists between Social media usage and the academic performance of students in universities. 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 networking sites. Online social networking sites focus on building and reflecting social associations among people who share interests and or activities. With so many social 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. Today most youths and students possess Facebook accounts. The reason most of them

perform badly in school might not be far-fetched. While many minds might be quick to blame the poor quality of teachers, they might have to think even harder, if they have not heard of the Facebook noted that these days' students are so engrossed in the social media that they are almost 24 hours online. Social networking sites although has been recognized as an important resource for education today, studies however shows that students use social networking sites such as Facebook for fun, to kill time, to meet existing friends or to make new ones. The advanced and improved usage of social media platforms such as Facebook has become a worldwide phenomenon for quite some time. Though it all started has been a hobby for several computer literates individual has changed to become a social norm and existence-style for students around the world. Students in today's digital world rely heavily on various social media sites. There are many advantages to using these platforms, such as being able to keep in touch with loved ones, learn new things, and interact with people from all over the world. However, there are worries that pupils' academic performance may suffer as a result of the popularity of social media. This blog will examine the many ways in which students' use of social media might impact their performance in the classroom, and will provide advice on how they can find a happy medium between their online activities and their schoolwork.

### **1.1 The concept of social media**

The Oxford dictionary (2011), also defined social media as “web sites and applications used for social networking”. Another definition of social media is that it is a ‘communication channel which is very popular, extremely fast and broad, has proven to be highly effective, as well as trusted by billions of people, to share and discover content concerning individuals, brands, information, entertainment and know how’. Social media began in the late 1990s with the first recognized social media network called “Six Degrees in 1997” and this technology enabled people to upload a profile and make friends

#### **1.1.1 Social Media in Education**

Social media networking is sharing and generating knowledge, and all of these features are of great value in the context of higher education. Social media plays an important role in the field of education and student's life. It is easier and convenient to access the information, provide information and communicate via social media. Teachers and students are connected to each other and can make use of these social media platforms



for the working of their education. Professors are expanding their Social Media usage to host live lectures, offer off-hours support for students, or even host student debates. Social media helps Teacher Educators to be connected to their students off campus as well as with their ex-students. Teacher Educators use social media as a way of teaching by creating groups and accounts for students where the information can be accessed. Teacher Educators can share ideas with each other and point students to Skype, WhatsApp, LinkedIn and Facebook. Teacher Educators create hash tags that allow students to tag their academic posts, and view submissions to see what the collective has creatively produced. One of the main reasons behind professors adapting to social media in classrooms is that they can teach the students via social media. Not only they are able to make the work easy but also are developing themselves professionally, creating a name for them in the community. Facebook, Twitter, Blogs and YouTube are the examples where you can see professors doing excel in their work. These social media platforms are highly accessed and hence can help professors in getting the high reputation in their profession. Whats App, Blogs and wikis are preferred for teaching and learning process, while Facebook or LinkedIn are used more for social and professional connections. Social Media for Community Building is the missing piece of the puzzle for Admissions departments, Enrolment Management departments, Public Relations and Student Services departments that are seeking to engage their audiences using social media. In every college and university, social media is being integrated in classroom teaching as maximum as possible, including admissions, campus life, alumni relations. Students and Teachers are intimately involved with social media at every stage. If academicians are missing onto the usage of social media they will push away a lot of potential audience. Using it in Higher Education Institutions can prove to be a very effective measure.

### **1.1.2. Social Media in Teaching and Learning**

Social media such as Facebook, Twitter, Google Plus, and Flickr, as well as open social practices such as blogging, are being used in learning for the purpose of convenient communication with peer group students and potentially with others outside the class such as students of the same topic and subject experts. The fact that these social media are generally open to the world implies a need to carefully consider the risks of openness as well as need for in going communication with students in order to address their academic

and deal with issues in the use of social media as they arise. These risks are counter-balanced by the academic benefits of open discussion and academic debate in authentic online environments. A new area of social media is increasing in popularity that is focused on building relationships with students outside of the classroom. The advantages of using social media for educational purpose are far ranging. A study stated that the use of social media tools improved the student's learning opportunities, allowed for real-time communication outside the classroom, fostered collaborative opportunities, and enhanced creativity. Students can watch educationally relevant videos or exchange information about what they have watched and learned, and then join online to further discuss with teachers. Even the teachers also can learn from the students during social networking interactions. Similarly, a teacher can supervise students while they are learning, reflecting, sharing, interacting and summarizing discussions. Social media provides a forum to contact peers and teachers from wherever they are, offering the flexibility of extended duty hours. Some social media, especially Facebook, WhatsApp, YouTube and Kaizala App, features may boost students to involve in social and creative learning progressions that extend beyond traditional educational settings and institutions.

### **1.1.3 Positive effects of social media on students' academic achievement**

Students' academic life has moved to a different dimension since the introduction of these social media networks and several studies have affirmed that social media plays an important role on students in higher education including the study conducted by Wheeler, Yeo mans and Wheeler,(2008); Rifkin, Long necker, Leach and Ortia,(2009). In their study, they recognized four major advantages of social media usage by students in higher education which included; enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities. Indeed, social media has contributed greatly to facilitating learning in the 21<sup>st</sup> century. It is shown that a greater percentage of students including those at the Ph.D level commonly use social media to ameliorate their studies (Khan, 2010).The answers to the causes of flexible studies today across the globe might not be far-fetched from the great contribution that social media platforms are providing when used judiciously. In fact as an educational tool, social media enriches learning by giving both students and teachers the opportunity to connect in new

and very exciting ways thereby encouraging flexible mode of learning. It is stated that flexible learning expands the choice on what, when and how people learn.

**Connectivity:** Social media served as a multifaceted tool encompassing communication, information sharing, and networking. During the COVID-19 pandemic, social media has offered several platforms for academic collaboration. Every School have harnessed the power of social media to continue the studies of students. Furthermore, it has enabled students to connect with peers for group projects, share resources, and seek help with coursework.

**Assistance in Studies:** The greatest power of social media is getting information on several topics. Social media provides access to a wide range of educational content and news for enhancing learning. Millions of students have cleared their doubts by looking for the answers on the internet.

**Mental and Social Well-being:** Social Media fosters a personal connection, helping students maintain social ties, even at a distance. It has definitely maintained if not improved the mental and social well-being of students. Social media has brought the community of students together in real-time, wiping off the real-world distance.

**Skill Development:** Social media often helps to encourage skill development and creativity. Many students learn and explore new skills platforms like YouTube. The platform helps them to find tutorial courses and resources on various topics, such as coding, art, cooking and more. It also helps students to learn new skills, share their creations, and connect with others who have similar interests.

**Career Opportunities:** Social media can be a valuable tool for students who want to explore and pursue career opportunities. Platform like LinkedIn allow students to connect with industry professional and keep them updated on job openings and internships. Students can also showcase their achievements, projects, and skills on social media, which can attract the attention of potential employers or collaborators.

#### **1.1.4 Negative effects of social media on students' academic achievement**

Davies and Cranston (2008), enumerated some of the risks associated with social media which included criminal activities such as identity theft and fake contacts which is prevalent today, sexual abuse or harassment and unsuitable advertising. On the same subject O'keeffe and Clake - pearson (2011), also mentioned cyber bullying, online

harassment, sexting, face book depression, and privacy concerns as some of the challenges associated with social networking.

**Cyber bullying:** cyber bullying is a category of bullying that occurs in the digital realm or medium of electronic text. “It is any behaviour performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others” (Tokunaga, 2010). Cyber bullying is one of the serious threat in the social media environment and has called for a number of studies to determine its causes. The causes of cyber bullying according to Calvete, Orue, Estevez, Villardon and Padilla (2010), was significantly related with the use of proactive aggression, justification of violence, exposure to violence and less perceived social support of friends.

**Privacy concerns:** This is another concern that everyone involved in social networking is faced with. The rate at which people post or share fake information calls for alarm and it is difficult to ascertain that, what people say and post are truly who they are. Individuals’ **private information** are publicly displayed on some of these social networks and malicious people take advantage and perpetrate all kinds of harassment. It is also argued that the privacy options offered by most social networking sites do not provide users with the flexibility needed to handle conflicts with individuals who have different conceptions of privacy. Aside these effects, other studies conducted by scholars have also proved that social media can be detrimental to students’ academic life if caution is not taken in its usage.

## **1.2 Background of the Study**

Social media, according to Ahn (2019) refers to the means of interactions among people in which they create, share and exchange information and ideas in virtual communities and network. The internet revolution worldwide has occasioned great strides in storage, retrieval and sharing of information, as well as increased the speed through which information is shared. This has made a number of web technologies to develop through the Internet and created immense networks associated with social media. Negative and positive effects have been manifested in the evolution of social media in the society. The education sector has thus been transformed in terms of learning, research and communication. Many types of online tools have been provided by internet but the

immersion of social networking sites has enhanced global linkages of people. In the new millennium, the use of technology within the social sphere has become a key communication strategy for many people. Internet has become an integral part of social life relied upon even for routine activities. Provision of electronic communication in the society has been dominated by My Space web.

Modern technology in communication no doubt has turned the entire world into Global village. But as it is, technology like two sides of a coin, bring with it both the negative and positive sides. It helps to be better informed, enlightened, and keeping abreast with world developments. The world is now a global village where the whole world is now compressed into a single electronic chat room. There is a tremendous body of growing literature on the effect of social media on the academic performance of students across the world. While some of these studies have only examined the subject within the context of specific social media like Facebook, other studies, have however studied the subject use of social media tools by students, most especially the secondary school students, and the possible effect of those tools on students academic performance. In many high schools, higher education institutions and colleges, the access to internet is a pre-requisite. Students actively engage in connections for new information, knowledge sharing, research groups and other interests as an online academic society. Social platforms like Facebook, LinkedIn, Twitter, YouTube and Instagram are being used by almost everyone. There have been various views and opinions which recognize four major advantages of social media use in school education.

### **1.3 Statement of the Problem**

One of the major reasons for poor academic performance among students of all levels is students' exposure to social media. Social media has become a most inseparable part of young adults' lives with rapid development of information and communication technology. Meanwhile, students' also in recent times have diverted their attention from their academic works to social media and this has contributed to the decline in the quality of education in Tiruvallur. Nevertheless, the modern invention of Smart phones has added to this issue, as almost every Tiruvallur student at all levels own a Smartphone. The time has gone when the price of owning a phone was exorbitant and only the rich can afford it. Nowadays, students no longer need to visit a cyber-cafe to send or receive messages. These

days one can easily get both a brand new or fairly used phone at a very affordable price and these Smart phones give their users easy access to these social media sites.

Although numerous benefits have been achieved through these social media sites which includes: passing of educational information to the students, sharing and downloading of PDF textbooks, securing of educational grants from private individuals and taking online classes using these media sites however, there are many loopholes in the use of these media sites as many students are now engrossed in these sites.

The world today is a global market in which the internet is the most important sort of information. Since the advent of social media sites in the 1990s, it is assumed in some quarters that the academic performance of students is facing a lot of neglect and challenges. The educational system in Tiruvallur District has faced with so many challenges which have certainly brought about a rapidly decline in the quality of education. There is a deviation, distraction and divided attention between social networking activities and their academic work. It is observed that students devote more attention to social media than they do to their studies. Students' addictiveness to social networks, students' frequency of exposure to social network, social media network that the students are more exposed to and the influence of social media as a medium of interaction between students has been part of discussion in recent times and which have imparted on their academic performance. Instead of students reading their books, they spend their time chatting and making friends via the social media and this might definitely have influence on their academic performance, because when you do not read, there is no way you can perform well academically. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as students no longer need to visit a cybercafé before they send and receive messages. In recent times social media have been a major stay in the minds of students and the world at large thereby causing a lot of drastic measure by students, teacher and even educational administrators at large. It is therefore of great importance to explore some of the trending issues facing students' academic performance as a result of social media. Students at all levels of learning now have divided attention to studies, as a result of available opportunities to be harnessed from social media. Whether these opportunities promote studies is a question that needs to be answered. Thus, the

problem in this study investigates the influence of social media networks on the academic performance of the secondary school students in Tiruvallur.

The chapter begins with the ubiquitous presence of social media and their ubiquitous presence in everyday life. The chapter attempts to bring out the 21<sup>st</sup> century requirements of education and the role of ICT, Web 2.0 tools, specifically social media for the same. The transmission of Knowledge from one generation to another, one place to another and from one culture to another has been the backbone of the societal development throughout the history of mankind. Since knowledge gains by every experience and every bit of information- small and big, it is an ever-expanding aggregation, immeasurable and infinite. Early man transmitted the knowledge and skills deemed necessary in their society, thus laying the foundation of a primitive yet structured 'education' as a tool of gaining knowledge.

#### **1.4 Purpose of the Study**

The purpose of the study is to investigate the effect of social media on Government and Government Aided secondary school students' academic performance in Tiruvallur district.

#### **1.5 Objectives of the Study**

A student's primary objective is his/her achievement in studies. They need to take effort in their studies and reading seriously cannot be over emphasized as competence in reading enables learners to be successful and engage in the world beyond the classroom (Mabekoje, 2011). Academic achievement plays an important role in an individual's placement both in academic institutions, job placement and their various social positions. Academic performance which is the measurement of student's achievement across various academic subjects is commonly measured by examinations, quizzes and continuous assessments.

There are Ten research objectives were framed in the present study as stated below:

1. To prepare and validate Effect of Social Media on Student's Academic Performance Scale (SMSAPS) to study the effect of Social Media on the Academic achievement of x standard students.
2. To enable the X Standard students to respond to Social Media on Student's Academic

Performance Scale (SMSAPS).

3. To investigate the student's attitude towards social media usage.
4. To ascertain the time spent on social media by X standard students in secondary schools in Tiruvallur District.
5. To enable the students to develop the skill of using social media so that avoid disturbing the learning process instead of facilitating.
6. To assess the effect of social media in teaching and learning process
7. To assess the effect of social media on students' academic performance in Secondary schools in Tiruvallur District.
8. To examine the efficacy and satisfaction of students using social media in secondary schools in Tiruvallur district.
9. To ascertain the time spent on social media by students in secondary schools in Thiruvallur district.
10. To assess the effect of Face book, Whatsapp and YouTube on students' academic performance in secondary schools in Thiruvallur District .

### **1.6 Hypothesis of the Study**

The following hypothesis were framed by the investigator and was tested in this study.

#### **Hypothesis – 1**

The level of social media usage among X standard students in Tiruvallur district is low.

#### **Hypothesis -2**

There is no significant difference in the performance of students who spent more and less time in the usage of social media.

#### **Hypothesis - 3**

There is no significant difference between the X Standard boys and girls with respect to social media usage.

#### **Hypothesis - 4**

There is no significant difference between the X Standard Tamil and English medium students with respect to social media usage.



### **Hypothesis - 5**

There is no significant difference between the X Standard Government and Government Aided school students with respect to social media usage.

### **Hypothesis - 6**

There is no significant difference between the X Standard urban and rural school students with respect to social media usage.

### **Hypotheses -7**

There is no significant relationship between the social media usage and academic achievement of X standard students in Tiruvallur District.

### **1.7 Significance of the Study**

This study is significant to the teachers, parents and students. This study will help the school teachers to know how far the social media influences their students to assist, enlighten and create awareness so that they can improve their academic performance. The study is significant to parents in the sense that they will know the positive effects of the usage of social media on their children so as to monitor and control their children on the usage of the social networking site. The study will enable the students of the senior level so that they will be aware of the social benefits of this social media and also not to get into trouble by addiction. These networking sites are used by most people to interact with old and new friends by physical contact or via online. The world has been changed rapidly by the evolution of technology which resulted into the use of technology as the best medium to explore the wide area of knowledge. The evolution of internet technology has led to its use as the best medium for communication. Social networking sites are online communities of internet users who want to communicate with other users about areas of mutual interest whether from a personal, business, or academic perspective. The millions of social networking sites have transformed the thought of global village into a reality whereby billions of people communicate through social networking sites. Numerous benefits such as health, education, policies, housing have been obtained through distant communication through the use of social networking sites. Academic excellence or achievements has significant effect either for higher education or job placement in the

academic institutions or multinational companies. Due to this, many people like to enhance their academic achievement by making use of social media. The emphasis on academic excellence which is also prevalent worldwide has encouraged many studies about the conditions promoting it. The role of academic achievement as one of the predictors of one's life success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in one's career is inevitable.

Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who attend them and behind all this is the idea of enhancing good academic performance. Online social networking sites focus on building and reflecting social associations among people who share interests and or activities. With so many social 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.

Today most youths and students possess Facebook accounts. The reason is that most of them perform badly in school might not be far-fetched. While many minds might be quick to blame the poor quality of teachers, they might have to think even harder, if they have not heard of Facebook. Frenzy noted that these days' students are so engrossed in social media that they are almost 24 hours online. Even in classrooms and lecture class rooms, it has been observed that some students are always busy ping-pong, 2going or Face booking, while lectures are going on. Times that ought to be channelled towards learning, academic research, and innovations have been crushed by the passion for meeting new friends via online, and most of the times busy discussing trivial issues. Hence most students' academic suffers setbacks as a result of distraction from social media. It was observed that the use of sites also affects students' use of English and Grammar. The students are used to short forms of writing words in their chat rooms, they forget and use the same in the classrooms. They use things like '4' in place of for, 'U' in place of 'You', 'D' in place of 'The' etc, and this could affect their class assessment. The study will help investigators to acquire more knowledge on research related informations and also the use of social media improves scholar's research interest, attitude and aptitude. So the

investigator has selected the topic, “Effect of Social Media on the Academic achievement of X standard students in Tiruvallur District”

### **1.8 Scope of the Study**

This study focuses on the assessment of influence of social media among young people, particularly secondary school students. The study was carried out in Tiruvallur District. The study was focused on the effect of usage of social media on student’s academic activities as well as their behaviour. The target population for this study is secondary school students in Tiruvallur. The investigator was unable to cover all the social media sites due to time and financial constraints. It was limited to the media sites such as Whats App, Facebook and 2go.

### **1.9 Assumptions of the study**

This study was based on the following assumptions:

- (a) There is a significant positive or negative effect of usage of social media on the students’ education in schools.
- (b) Communication and learning of these students was done through social media platforms.
- (c) The students spent not less than an hour on internet every day.

### **1.10 Theoretical framework**

According to Banduras theory people learn through direct experience and modelling. Man has the capacity to learn by observation and acquire large integrated units of behaviour. They observe various actions by others and thereafter form a hypothesis about the type of behaviours likely to succeed. Most behaviours that people display are learnt through the influence of example. Instead of the tedious trial and error method, one can provide a competent model who will demonstrate how a particular activity is performed. YouTube videos can help teachers construct discussion activities for the learners. This encourages collaborative learning. Constructivism focuses on the learner and the experiences that the learner engages in the learning process.

### **1.11 Variables**

#### **a) Independent Variables**

Social media usage namely Face-book, You-tube, Twitter & Whats App

**b) Dependent Variables:** Academic achievement in schools

### **1.12 Operational definitions of key terms**

**Social Media:** They are forms of electronic communication which facilitate interactive base on certain interests. Social media include web and mobile technology. Social Networking site is a website where people put information about them and send to others. Social Networking in which we use internet to make information about ourselves available to others especially people who share an interest with them and send messages to them. Media are all those media technologies that are intended to reach a large audience by mass communication. “The message are communicated through a mass medium to a number of people. Eg. Tweets are a short message posted on Twitter (a micro blog) Technological activities for example face book, twitter, YouTube .& Whats App used by people for various communications, upload and download content. They also used to exchange views, informations and research experiences.

**Academic achievement:** Grounlund (1971) defines academic achievement as “a systematic procedure for determining the amount a student has learned through instruction”. Academic performance is influenced by number of factors, which can be broadly classified as abilities (or) scholastic attitudes efforts and their environment. Factors like intellectual status, special abilities, aptitudes, interests, motivation, health, methods to study, medium of instruction, system of examination, socio economic status and other similar factors may play a role in determining one’s success in the examination. It refers to accomplishing the goals of schooling through school and class attendance, mastering the content, doing assignments and research, sitting for exams and obtaining good grades. In the present study academic achievement was measured with the help of marks obtained by X standard students in the I Mid term test and so the investigator used the I Mid term marks for academic achievement. The mid term marks are collected from the class teacher.

### **1.13 Limitation of the study**

This study experienced several limitations such as academic achievement barrier as there is limited use of social media in Tiruvallur secondary school students. So the investigator examined the students through questionnaires .

### **1.14 Delimitation of the Study**

(a) The study did not consider the Public or Matriculation schools.

(b) The investigator only concentrated on variable like social media usage by assuming that it has an impact on students' education. These were perception, frequency of usage and access to internet.

### **1.15 Conclusion**

The effect of social media on students' ability to focus on their studies is a source of debate. Despite the fact that social media may be a source of distraction and difficulty, it also presents chances to educate oneself, work together, and make new connections. Students may find a middle ground between their social media activities and their academic performance by encouraging responsible use, teaching them to manage their time well, encouraging them to value themselves, combating cyber bullying, and making use of available educational resources. Students need to be aware of the ways in which they use the internet and work to make social media an asset to their study rather than a distraction. The use of social media sites in academics is becoming popular among students and teachers. The improvement or deterioration in academic performance is influenced by the personality traits of an individual. This study has tried to analyse the effect of social media on the academic performance of extra version and introversion personality students. "Social research may be defined as a scientific undertaking which by means of logical and systematized techniques aims to discover new facts or verify and test old facts, analyse their sequences, interrelationships and casual explanation which were derived within an appropriate theoretical frame of reference, develop new scientific tools, concepts and theories which would facilitate reliable and valid study of human behaviour."

P.V. Younge

**Further chapter deals with the Literature Review of the present Research Project.**

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

A review of related literature is a detailed review of existing literature related to the topic of a research study. It talks about the knowledge and findings from existing literature relevant to the topic. A literature review is a comprehensive summary of previous research on a topic. It gives the scholar an understanding of the previous work that has been done. In the words of Walter R Borg, 'The literature in any field forms the foundation upon which all future work will be built.' The author further observes that if we fail to build this knowledge provided by the review of the related literature, our work is likely to be shallow and naïve and will duplicate work that has already been done. The literature review surveys scholarly articles, books and other resources relevant to a particular area of research. A number of published articles have been reviewed in this chapter to illustrate the needs of social media usage.

The purpose of this investigation is to study the effect of engagement with social media on the academic achievement of secondary school students in Tiruvallur district. Literature concerning the perceptions of use of social media as a learning scaffold was reviewed in order to identify the factors that shape these perceptions. The engagement with social media for this study is defined as engagement with Facebook group as a Learning scaffold. For the same, Facebook groups were designed separately for students that served as learning scaffold. Literature was reviewed for developing the theoretical bases of scaffolding for learning in physical and a digital world. Literature comprising studies and articles of practicing educators were reviewed to identify the approaches and techniques that could be used to develop the scaffolding experiment. Literature was reviewed for the formulation of student engagement with social media. Literature was also reviewed for understanding the trends and the factors that impact engagement with social media. Studies related to the effect of social media engagement on the academic achievement were also reviewed.

The literature reviewed has been categorized under the following sub themes:

- Studies to establish the theoretical framework for using social media in education
- Studies related to factors that influence perceptions towards educational usage of social media.
- Studies describing the interplay of student engagement and academic achievement.
- Studies that determine the effect of student engagement with Social Media on the academic achievement.
- Studies supporting instructional approach using social media Literature

Nowadays young people are very dependent to social media. They tend to use social media to communicate with their fellow friends, family, teachers and also as their resources to find any information for their needs. Social media provides many content that allows young people to share their photo, images, video or even their thoughts about something in their social media account.

### **2.1 The purpose of a literature review**

Conducting a literature review is a means of demonstrating the author's knowledge about a particular field of study, including vocabulary, theories, key variables and phenomena, and its methods and history. Conducting a literature review also informs the student of the influential researchers and research groups in the field (Randolph, 2009). Place each work in the context of its contribution to understanding the research problem being studied. It describes the relationship of each work to the others under consideration. It identifies new ways to interpret prior research. It reveals any gaps that exist in the literature. It resolves conflicts amongst seemingly contradictory previous studies. It identifies areas of prior scholarship to prevent duplication of effort. It points the way in fulfilling a need for additional research. It locates our own research within the context of existing literature. It reports on knowledge and ideas that have been established on a particular topic, including their strengths and weaknesses while they allow us to discover the agreed academic opinion on the topic while at the same time letting us to find out the disagreements on the same subject. It provides perspective for the reader. It demonstrates our knowledge of the subject area. It determines what each source contributes to the topic. It understands the relationship between the various contributions, identify and (if possible)

resolve contradictions, and determine gaps or unanswered questions. It justifies our choice of research design; for instance, our choice of qualitative over quantitative approaches, or our method of data analysis. It clarifies how our work fills a gap in the scholarly literature.

The purpose of a literature review is to gain an understanding of the existing research and debates relevant to a particular topic or area of study, and to present that knowledge in the form of a written report. Conducting a literature review helps build our knowledge in our field. We will learn about important concepts, research methods, and experimental techniques that are used in our field. We will also gain insight into how researchers apply the concepts we are learning in our unit to real world problems. Another great benefit of literature review is that as we read, We will get a better understanding of how research findings are presented and discussed in our topic.

This study will be focusing on the 3 platforms that are widely used by school students nowadays which are YouTube, Facebook and WhatsApp. It is crucial for researchers to take account of the variables in this research because it can bring out the connection between time duration of secondary school students spent on social media and the secondary school students' academic performance (Bhandari, 2021). The variables in this research are students' social media usage and academic performance, characteristics of social media, social media and education and social media impacts on secondary school students' health which affects their academic performance.

## **2.2 Understanding the state of things**

Literature reviews are often found at the beginning of research articles. This is because the literature review shows the reader where the research community is up to in researching that topic and highlights gaps in the existing research. The research article then addresses those gaps through new research. Researchers conduct a literature review to identify the areas of a topic that have not yet been researched in detail. They do the research to fill the research gap. This is how researchers contribute to the development of knowledge on that topic.

## **2.3 Evaluating the sources**

A literature review should not just be a summary of each source. That would be more like an annotated bibliography. Instead, we need to:

→ compare and contrast each source to other relevant literature on the topic



- critically evaluate each source
- indicate how each source contributes to the body of knowledge about the topic
- integrate our discussion of the sources into our argument about the state of knowledge on the topic.

## **2.4. Studies related to Social media usage in Teaching and Learning**

### **2.4.a. Studies conducted outside India**

**1. Kolan B.K. (2018)** published a case study in the topic, **“Effect of Social Media on Academic Performance of Students in Ghanaian Universities: A Case Study of University of Ghana, Legon”**. Different forms of education including distance education has been widely patronized and facilitated to some degree through these social media networks. Acquiring information both locally and internationally from friends, teachers or experts is no longer a struggle as compared to the olden days and the internet is the ultimate master behind this success. “Social media is a useful servant but a dangerous master” and can also be “described as a two edge sword” and as such, users especially students must be alert about its dangers and be prudent in its utilization.

**2. Khalid H. (2017)** conducted a study in the topic, **“The Effects of Social Networks on Pakistani Students.”** First thing we discovered was that in Pakistan, every student is using some kind of platform for socializing as well as for academic and educational purposes. Most of the students have accounts on Facebook and use YouTube for different purposes. If the students use these platforms in a balanced way, it will not harm their health. Secondly, we found out that there is a huge number of users who are unaware of the terms and policies of the social networks they are using. Thirdly, we came to the conclusion that social networks plays a positive role in students’ academic activities.

**3. Tarek A. El-Badawy<sup>1</sup> and Yasmin Hashem<sup>1</sup> (2015)** published an article in the topic **“The Impact of Social Media on the Academic Development of School Students”** According to this paper, it is a true statement given that the students spend between one to more than six hours daily on social media platforms, such as Facebook and Google. In this paper it is concluded that there is no negative impact from the use of social media on the academic performance of the school students, and it is proven by the Chi Square analysis, which resulted with no significant relationship or difference between both the frequency of

using social media with the overall grade average; and with the number of hours spent daily on studying.

**4. Moran, Seaman and Tinti-Kane (2011)** explored a study in the topic, “**The use of social media for instructional purposes by faculty in higher education**”. A survey questionnaire was used to collect data via email from 1920 faculty members from all disciplines teaching in higher education in USA . The responses for the survey indicated that 90% faculty used social media for professional purposes as well as for classes. The survey taken by faculty members disclosed that they used social media tools to post content related to class and to give assignments. YouTube and Facebook were found to be the most frequently used social media. The barriers regarding social media usage in education identified by faculty members were the highlight of this research. The major barriers identified were “Privacy, lack of integrity of student submissions, time consumption, lack of faculty training, faculty’s lack of confidence in using social media and lack of support from institutions”.

**5. Yuen et al (2011)** examined a study in the topic, “**How the teachers used Web 2.0 tools in education with an intention to assess the awareness and perceptions towards the pedagogic benefits of the same**”. An online questionnaire based on 5 point Likert-like scale was developed to examine teachers’ perceptions of, experiences, interest and willingness to learn, adopt and integrate Web 2.0 tools in their classrooms. The data was collected from 368 K-12 teachers. The results indicate that teachers perceive these tools to have high usability and applicability in teaching learning. The results also suggest that the teachers had various positive experiences with these tools. The findings highlighted that there exists a gap in the teachers’ perception and its actual integration of these tools in classrooms.

**6. Sadaf et al (2012)** explored a study in the topic, “**The intentions of teachers regarding use of Web 2.0 tools in their class**”. The participants of this study were first year pre-service teachers enrolled at a large Mid Western University in USA. This study was based upon the Theory of Planned Behaviour to understand the beliefs and intentions of the pre-service teachers towards the integration of Web 2.0 tools in their classroom practices. Data were collected using open-ended survey (n= 190) and semi-structured Literature Review 47 interviews (n=12). The results suggest that the belief of Web 2.0

tools having potential to increase student engagement directed their intention to use it in their classroom. Another finding was that though the participants considered themselves proficient in Web 2.0 tools, they expressed the need of guidance and orientation for effective integration of these tools in classroom.

**7. Ekland and Vandoorn (2013)** investigated in the topic, **“The perceptions of students of using the ‘chat’ application available on Facebook for educational benefit”**. A questionnaire of 10 items comprising 5 Likert scale and four short answers was used to collect data from 20 third year students in the department of Psychological Studies at Monash University. The results highlighted the students’ belief that Facebook was useful in communicating with their educator and 90% perceived Facebook appropriate to be used as an educational tool.

**8. Manca and Ranieri (2016)** furnished in the topic, **“An overview of the potential and obstacles related to the use of social media for teaching-learning in higher education”**. Faculty members (n= 6139) from different Universities in Italy took the online survey. The findings drew attention to the most influential factors affecting use of social media being age and experience.

**9. Younis and Salehi (2012)** investigated in the topic, **“The students’ perceptions regarding the use of Facebook for teaching of English as second language”**. A questionnaire of 10 items was used to collect data from 43 students of third year students in the faculty of education at University of Kebangsaan. The results indicated that students could learn new vocabulary by reading comments and posts and the auto correct feature assists in the reduction of their spelling errors. The study upheld the necessity of studying challenges encountered in using Facebook in education.

**10. Ibrahim (2013)** investigated in the topic, **“The impact of using Facebook in developing writing skills in the subject of English (non-native language) in schools of Palestine”**. 40 students of grade ninth, equally divided into experimental and control group constituted the sample of this experimental study. Results indicated mastery of the experimental group taught by Facebook method over the control group taught by traditional method.

**11. Wang et al (2013)** compared in the topic, **“Facebook used as interactive learning environment with the traditional learning environments”**. This study was conducted

with a sample of 191 students of the University level in advanced English course. The experimental group (n=134) was taught using Facebook while the control group (n=57) was taught without Facebook as learning environment. The results point out a significant positive difference in the scores of the experimental group.

**12. Al-Masry (2014)** investigated in the topic “**The impact of using Facebook on the achievement of ninth grade students in Mathematics in Jordon using experimental method**”. The experimental group (n=53) was taught using Facebook method while the control group (n= 51) was taught using traditional method. The results revealed that there was a significant difference in the achievement of the experimental group, attributed in favour of the Facebook method.

**13. Imlawi et al (2015)** explored in the topic, “**The impact of course based social media networks in student engagement and their perceived educational outcomes using experimental design**”. The sample was 266 undergraduate students enrolled at a Midwestern University at USA. Course based Facebook groups was created for engaging the undergraduate students for experimental and control groups. In the experimental group, along with the course related content, instructors also posted humorous posts and personal experiences while in the control group only course related content was posted. A survey was administered at the end of the experiment. The findings suggested that students of experimental group were more engaged, motivated and satisfied. The results asserted that the proximity between instructors and students on social media groups positively impacted their educational outcomes. The results indicated that humour was an important contributing factor that significantly affects the student-teacher relationship which in turn enhances the academic achievements. The model proposed based on this was evaluated by using Partial Least Square SEM.

**14. Dyson et al (2015)** investigated in the topic, “**The use of Facebook on student engagement and understanding in lecture- based cases**”. A sample of 1025 students were taken for the study. An online questionnaire was used to collect data regarding the engagement of learners in the course. The results of this study suggest that there was no significant difference in the self-reported engagement and understanding of the course between the experimental and control group.

**15. Akcaoglu and Bowman (2016)** assessed in the topic, “**The effect of instructor led Facebook Groups on students’ perceptions**”. The Group was created by the instructors consisting of 87 students enrolled in a college course from whom data were collected. The group used as a platform for communication –both formal and informal between teachers and students. The group was also used as teaching and study space by the instructors. The perceptions of students regarding their interests and the utility value of the course content on the group were measured by administering a self- constructed questionnaire. The results of this study suggest that the students in the Facebook Group were more interested and perceived more utilitarian value in the course content.

**16. Lau (2017)** examined in the topic, “**the effect of use of social media for academic and non academic purposes and social media multitasking on the academic performance of students**”. A questionnaire to measure the proposed constructs of the study namely social media usage for academic purposes, social media usage for non academic purposes and social media multitasking was constructed. The cumulative GPAs (CGPAs) were considered as indicator of academic achievement. Mass emails were sent to eight departments of University in Hong Kong. Data were received from 348 students. Reliability was established using Cronbach’s  $\alpha$  while EFA was used to establish the factor structure of the instrument. Hierarchical regression analysis was used to establish the relationship between dependent variable (CGPAs) and independent variables (social media usage for academic purposes, social media usage for non academic purposes and social media multitasking). The results indicated that use of social media for academic purposes did not significantly predict academic performance. The results also indicated the negative impact of social media usage for non academic purposes and social media multitasking on the academic grades of the students.

**17. Ahmed and Qazi (2011)**, conducted a study in the topic “Correlation between social media and students’ academic performance”. The study revealed no correlation between social media and students’ academic performance.

**18. Junco, Heiberger, and Loken et al (2011)** conducted a study on 132 students in order to examine the Relationship of social media and engagement of students with it & social media and grades of students. To examine this relationship the students were divided into two groups, one group use twitter and the other group did not use twitter account. It

was used to make discussions about study material, organize the study groups in a manner, also post the announcements of class, and remain in touch with class fellows. Junco and his co workers (2011) surprised that the students of Twitter group achieve greater GPAs and higher scores than the other group.

**19. Heeter, (2006)** University of Michigan State conducted a study in the topic, **“To give information about technology use in higher education, particularly in relation to faculty”**. This survey interprets teaching and learning habits for staff members online, students that are graduate and undergraduate are also included. About 65 % of faculty and students both read blogs but here faculty for personal information was more likely read them. Students post for both educational and personal proposes. Faculty used online photo sharing programs more than students such as Flickr, but about 50 % of both groups used it. Students used Facebook 70 % while faculty used less than 10 % of either Facebook or MySpace. Students send text message more likely.

**20. Curtis (2014)** estimated 255 million Twitter and 1.28 billion Facebook users around the world. In Arabian world there are 55 million of the Facebook users and 3.7 million of the Twitter users. Traditionally Egypt is the heaviest users of social media, especially face book. With 11million users, with a presentation of 25% it dominates the total MENA region while its internet penetration rate is only about 13%. One million, six hundred and eight thousand, four hundred and 20 users on Facebook were recorded in Egypt, being the highest number in MENA region in the first half of the 2012. Richards (2012) notes the empowerment has been influenced by social media (46%) in changing the future of the country.

**21. Tuan, N. and Tu. N (2013)**, **“The Impact of Online Social Networking on Students’ Study”** The survey results also reveal that Facebook help UEB students can express themselves without the problem of **“fear of embarrassment”** in face-to-face interaction. 63 over 134 respondents admit that online social networking allows them to feel more comfortable in expressing and discussing ideas, and interacting with peers and professors As one coin has two sides, Facebook have some negative impacts on students.

**22. Ahsanul Haq and Sohail Chand (2012)**, conducted a study in the topic, **“Pattern of Facebook usage and its Impact on Academic Performance of University Students: A Gender Based Comparison”**. This paper explores the popularity and usage pattern of the

Facebook among the University students. Male and female on the average spend equal time on internet. Though female users spend more time on Facebook than their counterparts but male users have more Facebook friends. Facebook use, in general, adversely affecting the academic performance of students but this adverse effect is observed greater for male students.

**23. Alloway, T. And Alloway R. (2012),** published an article in the topic, **“The impact of engagement with social networking sites (SNSs) on cognitive skills”**. Paper investigated the use of Facebook, Twitter, and YouTube in a group of young adults and tested their working memory, attentional skills, and reported levels of social connectedness. Results showed that certain activities in Facebook (such as checking friends’ status updates) and YouTube (telling a friend to watch a video) predicted working memory test performance. The findings also indicated that Active and Passive SNS users had qualitatively different profiles of attentional control.

**24. Amy W. (2012)** published an article in the topic, **”Computer Game Addiction and Emotional Dependence. Senior thesis and project”**. This article suggest that there are far fewer computer-addicts than predicted on Trinity College campus, but the majority of participants demonstrated one or more symptoms of addiction. Computer game play seems to cause symptoms of addiction which may be due to computer games having salient qualities. Game types seem to be composed of different features that are more attractive to different sexes; Males enjoy Strategy, first-person shooters, and adventure games while females enjoy puzzle, social, and trivia games.

**25. Hilarie Cash (2012)** published an article in the topic, **“Internet Addiction: A Brief Summary of Research and Practice”**. This paper is to give a preferably brief overview of research on IAD and theoretical considerations from a practical perspective based on years of daily work with clients suffering from Internet addiction. Furthermore, with this paper he intend to bring in practical experience in the debate about the eventual inclusion of IAD in the next version of the Diagnostic and Statistical Manual of Mental Disorders (DSM).

**26. Syarif Husin Lubis (2012)** conducted a study in the topic, **“The relationship between time spent on face book and cumulative grade point average (CGPA) among third year Biomedical Science students in Faculty Health Sciences, UKM”**. No difference in

using Facebook between male and female. The difference only found out between races. Small number of students using Facebook for business purposes most of Biomedical Science students using for chatting and wall post. The time spent on Facebook is not influenced Students' CGPA achievement on Bio medical students at FSK, UKM.

**27. Tracy Packiam Alloway (2012)** conducted a study in the topic, **“The impact of engagement with social networking sites (SNSs) on cognitive skills”**. The aim of the present study was to investigate the effect of social networking sites (SNSs) engagement on cognitive and social skills. We investigated the use of Facebook, Twitter, and YouTube in a group of young adults and tested their working memory, attention skills, and reported levels of social connectedness. Results showed that certain activities in Facebook (such as checking friends' status updates) and YouTube (telling a friend to watch a video) predicted working memory test performance. The findings also indicated that Active and Passive SNS users had qualitatively different profiles of attention control.

**28. Zaidieh A. (2012)** published an article in the topic, **“The Use of Social Networking in Education: Challenges and Opportunities”**. This paper will summarize some of challenges and opportunities to use social networking as educational tool. This paper tries to highlight on the use of social networking in education and explain the advantages and disadvantages of using social networking of educational purpose. In addition, this paper addressed some of previous studies about the relationship between the social networking and education.

**29. Ahmet A et.Al. (2011)**, published an article in the topic **“Internet Addiction and Depression, Anxiety and Stress”**. This paper suggest that to examine the relationships between internet addiction and depression, anxiety, and stress. Internet addiction was found positively related to depression, anxiety, and stress. According to path analysis results, depression, anxiety, and stress were predicted positively by internet addiction. This research shows that internet addiction has a direct impact on depression, anxiety, and stress.

**30. Ahmed I. and Qazi T.F. (2011)** conducted a study in the topic, **“A look out for academic impacts of Social networking sites (SNSs): A student based perspective”**. This study implies the exploration of relationship between SNSs usage and educational performance of the student users. The fact came forth in present study is that SNSs are



mainly used for non-academic purposes by the students. An interesting conclusion has been drawn on the basis of the findings of current study that students are managing their time efficiently and hence, use of SNSs does not harm their academic performance.

**31. Prasanna C. et Al. ( 2007) published an article in the topic, “ Some Observations On Internet Addiction Disorder Research”.** The paper says Internet addiction is a contemporary problem the Internet can develop many types of disorders It also says, persons addicted to the Internet may be destructive to themselves, their families, and their place of employment. This paper examines research trends in the area of Internet addiction and provides management implications for policy development and planning. Specifically, this it identifies the leading researchers, institutions, specialization, and information dissemination outlets for Internet addiction research in the last quarter of the 10th Century to the present.

**32. Tor Bucsh (1995) conducted a study in the topic, “Gender differences in self efficiency and attitudes towards computer”.** This study aimed to investigate gender differences regarding computer attitude and perceived self efficacy in use of computer among college students it found strong gender difference in levels of computing self efficacy expectations. Also it is not found gender difference and computer attitude and self efficacy expectations are strongly correlated. Male students have more computer experience in programming and computer games reported that they had more encouragement from parents and friends.

**33. Omer (2013) conducted a study in the topic, “To employ the social media tools in project based learning”.** This perceived model was applied on 54 students of College of Education at the University of Umm Al-Qura, Saudi Arabia. The impact of the applied model on the increase in the academic motivation of the students was measured using achievement motivation test. The study revealed positive relationship between the employing social media in project based learning and the increase in achievement motivation and attitude towards web-based learning. The results affirmed the impact of the proposed model in increasing motivation for achievement as well as increase in the positive attitude towards web-based learning. The study also signalled towards the enhanced students’ abilities of self-learning.

## **2.4b. Studies conducted in India**

**1. Gok T. (2015)** conducted a study in the topic, **“The positive and negative effects of digital technologies on students’ learning”** The positive and negative effects of digital technologies and social networking sites on the students were examined in this study. Research results presented that half of the students spend time one and half hour/day on smartphone. They generally use the smartphone for calling friends, messaging, listening to music, watching video/clips, and especially using social networking sites (Facebook, Youtube, Blogs, Foursquare, Twitter, etc.). Female and male students (65%) spend more than two hours per day on computer and internet for similar purposes.

**2. Kalra RK and Manani P (2013)** conducted a study in the topic, **“Effect of social networking sites on academic achievement among introverts and extroverts”** The present study investigated the effect of use of Social Networking sites on academic achievement among Introverts and Extroverts. Students are managing their time efficiently and hence, use of Social Networking Sites does not harm their academic performance. Findings suggested that despite of spending time on internet or on using Social Networking Sites, and even with the personality differences students are efficient enough for their studies that they do not face any deficiency in meeting their studies’ requirements.

**3. Noreen k (2013)** published an article in the topic, **“Relationship between Internet Addiction and Academic Performance among University Undergraduates”**. This paper high light that to show the relationship between Internet addiction and academic performance among university undergraduates. It also suggest that there is a negative relationship between internet addiction and academic performance of university under graduate. Internet addiction has negative impact on academic performance of university undergraduates.

**4. Tess, P. A. (2013)** published an article in the topic, **“The role of social media in higher education classes (real and virtual)–A literature review”**. Social media are increasingly visible in higher education settings as instructors look to technology to mediate and enhance their instruction as well as promote active learning for students. Empirical evidence, however, has lagged in supporting the claim. Most of the existing research on the utility and effectiveness of social media in the higher education class is

limited to self-reported data (e.g., surveys, questionnaires) and content analyses. This paper summarizes the scholarly writings as well as reviews the findings of empirical investigations.

**5. Madhur Raj Jain (2012)** published an article in the topic, **“Impact of social networking sites in the changing mindset of youth on social issues-A study of Delhi-NCR youth”**. According to this paper, It was found that these social networking sites are acting as great medium for view mobilization. People are feeling free in sharing their thoughts on any issue and even youth is raising their voice against social acts like violation of Human Rights, corruption etc. Most of the people think that youth can play a positive role in changing our society which is represent in most of the responses to different queries.

**6. Ruti Gafni and Moran Deri (2012)** published an article in the topic, **“Costs and benefits of Facebook for undergraduate students”**. This paper explained, the influence of Facebook on the students’ learning process in undergraduate demanding faculties, such as engineering. In particular, it was aimed at identifying various costs and benefits associated with the students’ use of Facebook and investigating the impact of the colleges/schools’ Facebook pages on the students’ use of Facebook for learning purposes. However, it was found that social activities on Facebook consumed a significant amount of the students’ time, during the surfing and even after, thus negatively affecting their learning process.

**7. Rouis S. (2012)**, **“Impact of Cognitive Absorption on Facebook on Students’ Achievement”**.The research design suggests that this impact would vary among students with different interests for the university and multitasking capabilities. Facebook usage would develop students' satisfaction with friends and family, which could enhance their academic performance. Overall, though, Facebook usage appears to not to have a significant effect on undergraduate students' academic performance.. However, students who do not have these characteristics tend not to have any significant effect.

**8. Shahzad Khan (2012)** conducted a study in the topic, **“Impact of Social Networking Websites on Students”**. People mostly use social networking websites due to influence of their friends and the total average of the people who uses social networking websites due to their friends influence is 67.3% of total population. Academic performance analysis

with use of social networking websites shows that the people having 3.0 to 3.5 GPA (grade average point) mostly use social networking websites and the total average of people having GPA ranges between 3.0 to 3.5 is 48.8% of total population. People having 3.0 to 3.5 GPA generally uses social networking websites for entertainment.

**9. Kabilan, Ahmad and Abidin (2010)** conducted a study in the topic, **“Use of social media in academic settings to prop up student commitment and facilitate better student learning”**. At the present time, most scholars agree that knowledge not only exists in individual minds but also in discourse and connections between individuals (Kristen, Jessica and Hua, 2013). Kristen, Jessica and Hua also mentioned that interactions between individuals support active participation which is an essential element in the learning of students. They further state that learners need to develop skills, to share knowledge and to learn with others, both in face-to-face situations and through technology including social media. However, using technologies like social media links and internet is a cause that can influence students’ academics positively or poorly (Mehmood & Taswir, 2013). Therefore the participation of students on internet may sway their academic performance either positively or negatively although other studies found no impact of social media on academic performance. Some studies found positive influence of social media on students’ academic performance. For example Kabilan, Ahmad and Abidin (2010) found positive influence of social media on the academic performance because it promotes student engagement and facilitates better student learning. Social media also promotes collaboration and information sharing ( Junco, Helbergert and Loken, 2011).

**10. Selby (2009)** conducted a study in the topic, **“The role of Facebook in the teaching of a unit “Earth Science”**. 78 students at Durham University was taken as sample. The study lasted for 12 weeks and 60 students joined the experimental group. 78% of the sample had used Facebook for revision purpose to take advantages of the videos posted that summarized the material. The results indicate that the students were comfortable Chapter 2, 5,4 towards sharing ideas and commenting on them. The results suggest that Facebook can be used to support education with videos and links and hence can be an effective educational tool for difficult topics.

**11. Kirshner and Karpinski (2010)** examined the effect of usage of Facebook on grades of 102 undergraduate and 117 graduate students at a public Midwestern University. A

survey for the same was developed that comprised closed and open response items. The questionnaire collected information related to demographics, academic involvement, GPAs, usage of Facebook, perception of using Facebook usage on academic achievement. The relationship between Facebook usage and Academic achievement was examined using Multivariate Analysis of Covariance (MANCOVA). The analysis disclosed that there was a significant negative relationship between Facebook usage and academic achievement of students. The responses of the open ended questions were analysed through Qualitative Data Analysis. The analysis suggest that spending fewer hours per week on academics by these Facebook using students could be one of the possible reasons for the lower academic achievement. The results signal that the possible reasons for the lower GPAs expressed by the Facebook users who consider Facebook hindering their achievement express as their poor time management skills and procrastinating behaviour.

**12. Rouis, Limayem, & Salehi-Sangari (2011)** conducted a study in the topic, “**The effects of using Facebook on academic performance of undergraduate students at Lulea University of Technology Sweden in relation to their personality traits**”. The proposed research model tests how Facebook usage effects performance of students with different personality traits. In addition the research tries to justify the relationship among the three i.e. Facebook usage, personality traits and academic performance. Their analysis of 239 students’ data reveals very significant results. This research establishes that using Facebook has strong negative impact on academic performance of students with extrovert personalities. However, factor of self-regulation among students greatly reduces this negative impact as they have high level of effective self-control while using social media platforms. Cognitive absorption, which defines extent of deep involvement, is another personality factor taken into consideration while undertaking this research.

**13. Ul Haq & Chand (2012)** investigated in the topic, “**The usage and popularity of famous social media network (Facebook) among university students with special focus on the gender based comparison and the impact of the selected social medium on their academic performance**”. The two researchers evaluate the pattern and frequency of Facebook use among university students while focusing gender differences and student opinion about the impacts of this medium on academic performance. The research analyses a random sample of 384 respondents including an equal mix of males and females. The

respondents belong to undergraduate, graduate and postgraduate programs with a mean age of 21 years. Research analysis shows that Facebook is equally popular among male and female students of the university under study. It is inferred from the research that majority of the users (61%) agree that this social medium has adverse effects on their academic performance. Further analysis reveals that among these 61%, majority of the respondents were male. In addition to adverse effects of Facebook on academic performance, there was also an opinion that use of Facebook makes it hard for them to perform the best on their career performance. However the researcher feels that the later opinion is not very clear and established and needs further investigation.

**14. San Miguel (2009)**, focused in his study in the topic, “The connection between time spent on Facebook and the academic performance of scholars”. The overall findings indicated “more time on Facebook equals slightly lower grades”. In his study, the typical facebook user had a GPA of three .0 to 3.5, while the non facebook user had a GPA of three .5 - 4.0. Also, the typical facebook user study for 1 – 5 hours per week, while the non facebook user would study 11 – 15 hours per week. Enriquez (2010), revealed that students who multi-task between social networking sites and residential work are likely to possess 20% lower grades than a student who doesn't have a social networking site. He believes that even running a social networking site on the background on a student's PC while studying or doing homework could lower a student's grade. He believes that “the problem is that the majority people have Facebook or other social networking sites, their e-mails and can be instant messaging constantly running within the background while they are completing their tasks”

**15. Gupta (2013)** conducted a study in the topic, “The impact of social media on the performance of students in distance education”. This research is more significant due to the fact that distance learning is totally dependent on social networking technologies. This study is concerned with the respondents' psychology towards using technology for the educational purposes and identification of suitable tools and technologies to achieve academic goals and objectives. This research analyses responses of 572 students enrolled to study a postgraduate course in management. The course delivery and management is online and utilizes information and communication technologies for this purpose. This research infers that students' use of Facebook as social medium for academic purposes has

no significant relationship with the academic performance of the students. This research further establishes that new online tools and technologies must be integrated to promote online interaction and form online social networks purposed towards educational achievements and support. Teachers' perceptions about students' use of Facebook were not supportive in terms of adding any value to their academic performance as inferred by Gupta (2013).

### **Academic Performance**

Students' academic accomplishment depends on the tasks and studies other factors on quality include attendance, extracurricular activities, standardized test, grades and a behaviour, etc. Difference in intelligence and personality are a result of individual differences in academic performance (Benedikt, Chamorro premuzic, Von Stumm, Sophie Hell and Tomas 2011). All education institutions that is colleges and universities must have students as their primary and fundamental asset. These are the trainees for the future of any given country which needs a steadfast human resource for the development of the country. Every country is directly associated with economic and social development which is greatly achieved through the students in higher institutes of learning. Education in these learning institutions train manpower in various fields needed by the country in question through fine, relevant and quality education (Ali et. al, 2009). In the past research studies significant attention has been given to academic performance of the students. Factors like psychological, environmental, personal, social and environmental were found to affect students' performance. These factors are different from country to country and also from individual to individual but they still affect the students' performances in respective countries. Factors like gender difference, socioeconomic factor, family educational background, teaching style, teacher education and class environment, determine the academic performance of any student. To evaluate performance of the student most researchers preferred to use World application of GPA to asses performance of the student anywhere (Stephan & Schaban, 2002). Darling (2005) and Galihier (2006) evaluated students' performances by using GPA. Others used previous year's results or the outcome of different subjects to assess performance of students. S. R., 2006; Tho, 1994 Tahir, S., &Naqvi, test outcomes were also used by other researchers or consideration of earlier

performance in other subjects. (Hake, 1988 confirms that many past researches depend on various factors such class size, class plans, environment of the class, reading material, , work exercises, the innovation utilized as a part of the class and exams frameworks, , family and extracurricular exercises. Several studies have been conducted to find out students' academic performance (Hedjazi and Omidi, 2008; Torki, 1988; Abdullah, 2005; Al-Rofo, 2010; Hijaz, 2018). Grade Point Average (GPA) was used by all these studies engaged as common indicator of students' performance. Kochhar (2017) confirms that learners with difficulties such as lack of association between success and aptitude, defective approaches of learning, faulty study practice need proper guidance in their institutions. Many scholars and researchers have pointed out that the students' performances are affected by factors namely; gender differences, age and learning facilities. Competence of English as a language is the most noteworthy influence with the constructive conclusion on learners' presentation. Learners' worthy performance is determined by good communication skills (Abdullah, 2011). William & Burden (1997) new language used in communication and especially the language of instructions in all learning institution is very crucial. Mastery of the language by the student helps in comprehension of concepts and self confidence inexpressing ideas and discussing issues related to academics. Robert and Sampson (2011) confirm that students with higher CGPA (cumulative grade point average) were shown by researchers that they effectively participated in the learning procedure in their respective institutions. According to Noble (2006), factors indirectly connected to the students compound scores in their institutions in relation to academic achievement in their institutions were cited to be perceptions of adapting strategies, students' academic activities and background qualities namely; education level of parents, parents instructions, circumstances which are negative and family income. It was also found out that study knowledge of progress in the approach to study, study schedule and guardians' guidance plays an important role in academic accomplishment in relation to their exams in institutions of learning. Sugimoto et al (2015) argued that relationships formed on Facebook or other social media between faculty members and students opened communication between them. This communication facilitated the formation of learning environments conducive to better engagement of students. Owusu-Acheaw & Larson, it was revealed that the use of social media had



affected the academic performance of their respondents negatively and further International Journal of Advanced Information Technology (IJAIT) Vol. 8, No.4/5, October 2018 confirmed that there was a strong positive relationship between the use of social media and academic performance. Their study further revealed that most of their respondents use social media sites to chat rather than for academic purpose.

Landry, social media a tool that could be used for good or bad, it all depends on the person. Social media has its layers of good and bad. Yes, it is easier to remember the bad rather than the good but, social media sites have created opportunities for people all over the world. . Lin et al. (2011) focusing on a study conducted primarily on the Facebook outcomes, which are used by international students in the USA. The researchers found that Facebook usage contributed to students' ability to participate socially and culturally in their new environment. It is found in a survey that out of the international students, 46 % of students point out a social media site

## **2.5 Overview**

This literature reviewed has touched many things associated with social media in the learning institutions. On one hand there maybe benefits for students who use the sites properly and appropriately. Other researchers suggest that there are clear risks involved when students become too consumed with the internet and social networking websites. The investigator discovered that social networking are the commonly used social media among students especially Face-book, You tube, and Twitter. The studies reviewed focused on assessing the effect of social media on student engagement and academic achievement. The review brings out mixed outcomes. Most of the studies report positive effect of social media on academic achievement of learners. The sufficiency of social media platform in supporting shared activity and dialogical approach was one of the major reasons appraised in the studies. Additionally, the user-friendliness of the social media platforms and their ubiquitous presence benefits the usage of social media for learning purposes. The studies also revealed that due to the popularity and features, most studies used Facebook as social media platforms for educational purposes. Few studies have also reported negative impact of social media on academic achievement highlighting the factors of poor time management and distraction as the major reasons for the same. **Mensah &Nizam**

concluded in their study that social media platforms has a significant impact on students' academic performance in Malaysia tertiary institutions. Nevertheless, among the six variables used in their study, time appropriateness and health addiction has a stronger significant influence on students' academic performance. This is because time management plays an essential role in determining the success and failure of an individual. Thus students who lack time management can easily fall prey to the negative impact of social media. Likewise, health and addiction, students who are engrossed with social media platforms ends up skipping meals which has health impact. Few studies have also disclosed social media to have no significant effect on student engagement and the academic achievement. The effect of social media on student engagement when utilized in academic scenario has been reported to be positive in most of the studies reviewed.

## **2.6 Conclusion**

The literature reviewed forms the basis of defining the research problem specifically, designing the methodology of the study, selection and preparation of the tools and selecting appropriate statistical tools for the study. Integration and leveraging social media in formal educational practices is an upcoming thrust area in educational research. Effective integration of social media in education mandates the understanding of factors that influence the perceptions and practices of both students and teachers. In India, the research taking place in this thrust area of leveraging social media in education is in nascent stage. The literature reviewed supports the viewpoint that social media holds the potential to aid constructive approaches in teaching learning processes. The research related to integration of social media in education in India is very scant and is focused on its usage and perceptions of using social media rather than its usage in education and hence out of the purview of this study.

**Further chapter deals with the Research Methodology of the present study.**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The review of the related literature in the previous chapter provided a clear picture of the gaps in the existing literature. Research methodology is a way to systematically solve the research problem where we study the various steps that are generally adopted by a researcher in studying the research problem along with the logic behind them. This section presents research design, study locale, target population, sampling techniques and sample size, research instruments, pilot study, validity and reliability of the instrument, data collection methods, data analysis and lastly ethical and logistical considerations.

The basic purpose of research is to find out solutions to certain questions by making use of scientific and systematic techniques. Before finding an appropriate solution to a problem, one has to design a way to proceed in future, known as development of research design. Research design is concerned with the methods and ways in which the investigator manages the situation to study the selected problem. “A research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.” (Jaboda et al., 1952).

#### **3.1 Research Title**

##### **Effect of Social Media on the Academic achievement of X standard students in Tiruvallur District**

#### **3.2 Objectives**

1. To prepare and validate Social Media on Student's Academic Performance Scale (SMSAPS) to study on the effect of Social Media on the Academic achievement of x standard students.
2. To enable the X Standard students to respond to effect of Social Media on Student's Academic Performance Scale (SMSAPS).
3. To investigate the student's attitude towards social media.
4. To ascertain the time spent on social media by X standard students in secondary schools in Tiruvallur District.

5. To enable the students to develop the skill of using social media so that avoid disturbing the learning process instead of helping.
6. To assess the effect of social media in teaching and learning
7. To assess the effect of social media on students' academic performance in secondary schools in Tiruvallur District.
8. To examine the efficacy and satisfaction of students using social media in secondary schools in Tiruvallur district.
9. To ascertain the time spent on social media by students in secondary schools in Thiruvallur district.
10. To assess the effect of Face book, Whatsapp and YouTube on students' academic performance in secondary schools in Thiruvallur District .

### **3.3 Hypothesis of the Study**

The following hypotheses were framed by the investigator and was tested in this study.

#### **Hypothesis – 1**

The level of social media usage among X standard students in Tiruvallur district is low.

#### **Hypothesis -2**

There is no significant difference in the performance of students who spent more and less time in the usage of social media.

#### **Hypothesis - 3**

There is no significant difference between the X Standard boys and girls with respect to social media usage.

#### **Hypothesis - 4**

There is no significant difference between the X Standard Tamil and English medium students with respect to social media usage.

#### **Hypothesis - 5**

There is no significant difference between the X Standard Government and Government Aided school students with respect to social media usage.

### **Hypothesis - 6**

There is no significant difference between the X Standard urban and rural school students with respect to social media usage.

### **Hypotheses -7**

There is no significant relationship between the social media usage and academic achievement of X standard students in Tiruvallur District.

## **3.4 Method of Investigation**

**Survey method** was followed in the present study.

### **3.4.1 Research Design**

The study utilized descriptive study, which adopted an analytical approach to investigate the effects of social networks on the secondary school students' academic performances. Orodho (2017) defines descriptive research as a process of collecting data in order to answer questions concerning the current status of the subjects in the study. Being a descriptive study it aims at reporting the findings of the effects of use of social media in instruction, learning and performance in secondary schools. It attempts to describe aspects such as time spent and attitudes. The study was conducted in order to describe the opinions of the study population of Government and Government Aided secondary schools in Tiruvallur District. Research design is a method of doing research that is well-organized in order to present a clearer image to the research community and a more comfortable environment for respondents. It may be used to discover more about a topic or to generate fresh research questions. Quantitative research is the process of collecting and evaluating statistical data. It may be used to find patterns and norms, make predictions, assess causal relationships, and generalize results to bigger populations (Pritha, 2020). The present study was conducted to find out the opinions of X standard students on effect of social media usage and their academic achievement.

### **3.4.2 Target Population**

Participants were X standard students of Secondary schools in Tiruvallur District. The Secondary schools were chosen using simple random sampling method. They were randomly selected and orientation was conducted for the students of class X. Since the

research was on social media, the informed consent of the participants was required for the same. The participants who submitted their informed consent of being a part of the study comprised the recruitment pool. The recruitment pool comprised of 160 students.

### 3.4.3 Sample

160 students from X standard selected schools of Kadampathur, Poonamallee & Thiruvallur blocks. Three schools were selected as sample considering the gender, locality, medium of instruction and type of school. Out of 160 students 75 were boys and 85 were girls.

### 3.4.4 Sampling Method

Simple Random sampling technique was adopted to select the sample for the present study. The investigator decided to collect data from Students, which are under the jurisdiction of Tiruvallur District. 160 Students were chosen as the sample for the present study. The reliability and validity of the tool was established using appropriate methods and statistical techniques.

<b>Blocks</b>	<b>Total Boys</b>	<b>Total Girls</b>	<b>Govt School</b>	<b>Aided School</b>	<b>Tamil Medium</b>	<b>English Medium</b>
Thiruvallur Urban - 55	75	85	80	80	77	83
Poonamallee Rural- 50						
Kadambathur Rural- 55						
Govt School	40	40				
Aided School	35	45				
Govt School Tamil Medium	20	20	Tamil Medium Boys -37 Tamil Medium Girls-40			
Govt School English Medium	20	20	English Medium Boys -38 English Medium Girls-45			
Aided School Tamil Medium	17	20				
Aided School English Medium	18	25				
<b>Total number of students</b>			<b>160</b>			

### **3.4.5 Tools Used for the Study**

#### **Description of the tool: Students Questionnaire**

The only instrument used to gather the primary data was a structured questionnaire. This is a social media on student's academic performance scale. It is a measurement scale developed to measure the use of social media among students and its effect on academic achievement. Section A consists of the demographic profile of the respondent. Section B helps to explore the usage pattern and the Section C comprises statements to measure students' academic performance when using SNS. After all reliability and validity studies and a structure consisting of 25 items in section C. A five point Likert scale is used to measure the concepts related to social media usage. A set of statements in section B & 25 statements in Section C are given in Likert scaling to the respondent. The respondents must indicate the level of agreement and disagreement using a five-point Likert Scale graded with the frequency expressions in the range such as strongly agree =5, Agree =4, Neutral =3 Disagree =2, Strongly Disagree =1. The highest point to be taken from the whole of the scale is 125 and the lowest point is 25. Increasing the point to take from ESMSAPS means increase of social media usage. To help the interpretation of the points to be taken from the scale was detected and range coefficients were calculated in accordance with the five point Likert scale. Accordingly, from 25 to 58 means "Low usage", from 59 to 92 means "average usage", from 93 to 125 means "High usage". The questionnaire was distributed to 3 School students with a 100% return rate. The reliability statistics were done, and the reliability of the data is 0.7121. The students were given this tool to express their responses concerning the use of social media based on their experiences, comparisons with conventional methodology in learning.

Effectiveness of evaluation largely depends upon the accuracy of measurement in any research. Accuracy of measurement in turn depends on the precision of the tool. Effect of Social Media on Student's Academic Performance Scale (ESMSAPS) was prepared and developed by the investigator and it was used to collect the data for this study. The reliability and validity of the Effects of Social Media on Student's Academic performance scale was achieved in the following method.

### 3.4.6 Reliability and Validity

Reliability is the measure to which an assessment tool produces stable results by the same individuals on different environment or with different sets of equivalent things. The Effects of Social Media on Student's Academic Performance Scale (ESMAPS) was prepared by the investigator with the guidance of the expert. Reliability can be established through two methods.

- a. Test retest method
- b. Split half method

In the present study reliability of the tool was established by test retest method.

### 3.4.7 Reliability of Effects of Social Media on Student's Academic Performance Scale (ESMSAPS)

#### Test retest method

Test-retest reliability is a measure of reliability obtained by administering the same questionnaire twice over a period of time to a group of students. The scores from initial stage and final stage were correlated in order to evaluate the questionnaire for stability over time. After scoring the statements given in the Academic performance scale, coefficient of correlation was obtained for Academic performance scale (ESMSAPS). Correlation of Coefficient obtained from ESMSAPS by Test Retest method is listed in the following table.

#### Reliability of Effect of Social media on Academic performance scale by test retest method

S. No	Test	Co efficient of Correlation
1	ESMSAPS	0.7121

In the present study after the questionnaire was administered to 160 students from the selected schools of Kadambathur, Poonamallee and Thiruvallur Block of Thiruvallur District, the same questionnaire was administered to the same set of students after a period of one week. The two sets of scores were correlated. The correlation coefficient, which gives the index of reliability, was found to be 0.7121.



The index of reliability is taken as measure of Validity (Garret, 1969). The validity was established through the reliability i.e. by  $\sqrt{r}$ .

$$\text{Validity} = \sqrt{\text{Reliability Coefficient}}$$

$$\text{Reliability Coefficient of the tool} = \sqrt{0.7121}$$

$$\text{Validity coefficient of the tool} = \sqrt{\text{Reliability Coefficient}} = \sqrt{0.7121} = 0.84386$$

The value of the validity coefficient of the tool shows that the Effect of Social media on Academic performance scale is significantly valid. The tool is highly reliable and valid.

Content validity and construct validity of the Effect of Social media on Academic performance scale was established.

### **3.4.8 Content Validity**

Content validity refers to how accurately an assessment or measurement tool taps into the various aspects of the specific construct in question. In the present study content validity was established through the analysis of subject, content and the skills. In the Effect of Social media on Academic performance scale, out of 30 statements only 25 statements were selected to check the students opinion towards social media. The statements given in the Effect of Social media on Academic performance scale were constructed considering the ability of students towards using social media for academic achievement. This Effect of Social media on Academic performance scale was given to High school teachers, Media instructors from Media college and also college lecturers for correction and for receiving their opinion of questionnaire. They gave their suggestions on the basis of their opinions, a few statements were modified. They were of the opinion that the tool developed by the investigator is a satisfactory one which will develop the ability to respond to statements given in the Effect of Social media on Academic performance scale. The tool was finalized. This is a clear indication of the content validity of the questionnaire. Thus the content validity of the questionnaire i.e. Effect of Social media on Academic performance scale was established

### **3.4.9 Construct Validity Effect of Social media on Academic performance scale**

The statements given in the Effect of Social media on Academic performance scale was constructed following the psychological level and comprehensive level appropriate to the students understanding and requirements with the logical order. The statements in the Effect of Social media on Academic performance scale based on concepts of social media were constructed after the selection of concepts for teachers to enhance their teaching, learning and evaluation. The statements in the Effect of Social media on Academic performance scale were arranged topic wise linking one topic with another.

### **3.4.10 Objectivity**

Objectivity refers to the scoring of the results of a research tool. The tool or test is said to be objective, if it yields the same score, regardless of who does the scoring. For example, an Effect of Social media on Academic performance scale is a more objective tool than an essay type test which can be improved by writing clear, specific directions for the student to follow and by providing a scoring key to facilitate scoring.

In the present study, only Effect of Social media on Academic performance scale was given to find and check the performance of students towards learning on usage of social media. The students were able to respond to the statements given in the performance scale questionnaire. A Likert scale is used to measure the students performance. A set of statements are given in Likert scaling to the respondent. The respondents must indicate the level of agreement and disagreement using a five-point Likert Scale such as strongly agree =5, Agree =4, Neutral =3 Disagree =2, Strongly Disagree =1. Thus the objectivity of the tool was established.

### **3.4.11 Usability**

Usability refers to how well the “Effect of Social media on Academic performance scale” uses to measure the social media usage of X standard students. In the present study the investigator administered the Effect of Social media on Academic performance scale questionnaire to check the social media usage among X standard students. Students responded to the Effect of Social media on Students Academic performance scale. The students have revealed their performance by answering the questionnaire given in the form of statements and their responses were evaluated, it improves the ability of the students to acquire knowledge of use of social media and also

helps them to understand effect of using social media to learn and apply the knowledge of social media in the teaching learning process.

### **3.5 Pilot Study**

According to Orodho (2009) this is an activity of using the instruments intended for the study for a small test to a smaller sample from the representative population in the study of which the results were not to be included in the main study. Piloting assisted the researcher to sharpen and perfect the instruments. The researcher did random selection of schools and piloting of tools was done through schools. In the present study the investigator selected 30 X standard students from Government aided school, Kadambathur and administered the questionnaire. Based on the pilot study the questionnaire was modified and finalised to administer for the main study.

### **3.6 Data Collection**

Data was collected in a variety of methods and depending on the investigation's purpose and objectives. The survey method was adopted from 160 respondents and utilised as the major source of information for this study's analysis, leading this research study to investigate the influence of social media on students' academic achievement. The data for the study will be acquired and collected through the use of an off line survey. Survey form will be the platform for conducting the questionnaires to the respondents. As Survey form is the familiar platform for most people especially the selected sampling, school students. The 160 respondents between 14 to 16 years old will get the questionnaires and respond to the statements given in the questionnaires. Data collection included contacting individuals of the sampled group to get the necessary information about the investigation which met the objectives of the research to test the significant correlations of the hypothesis. Plus, literature review will be the secondary data for researchers' review purpose to compare what the previous studies on the topic discovered thereby comparing and contrasting them with the primary data. These can help the research be conducted smoothly.

### **3.7 Data Analysis and Interpretation**

Data was analysed through Qualitative and quantitative methods. Structuring and coding was used to analyse close-ended questions in the questionnaires. Grouped and coded items were used to analyse qualitative data. Performance of secondary students and its relation to social media stake holders, participation and communication, was sought by

cross-tabulation and inferential statistics through Pearson Correlation analysis to establish the correlation co-efficient. Frequency Tables were used to present the results also showing the calculated percentages. This analysis gave ranges from high to the lowest scores which gave meaning to the study. It helped in giving insights through comparisons and subsequent conclusions.

**Objective One: To ascertain the time spent on social media by students in secondary schools in Tiruvallur.**

This was analysed using quantitative analysis method. In relation to objective one, these are some of the issues on which data was collected and analysed; learning logistics in utilization of time, etc. Data was collected and analysed through calculations of percentages of which statistical presentations of the information were frequency tables. The data was collected by using questionnaires distributed to all respondents.

**Objective Two: To assess the effect of social media on students' academic performance in secondary schools in Tiruvallur.**

This was analysed using quantitative analysis method. In relation to objective two these are the issues on which data was collected and analysed; use of twitter, you tube, face book in secondary schools etc. Data was collected and analysed through calculations of percentages of which statistical presentations of the information were frequency tables. The data was collected by using questionnaires distributed to all respondents.

**Objective Three: To examine the efficacy and satisfaction of students using social media in secondary schools in Tiruvallur district.**

This was analysed using quantitative analysis method. In relation to objective three, these are the issues on which data was collected and analysed; teaching aids, methodology, use of social media in teaching and learning etc. Data was collected and analysed through calculations of percentages of which statistical presentations of the information were frequency tables. The data was collected by using questionnaires distributed to all respondents.

### **3.8 Scoring**

The items that developed for ESMAPS were the Statements given to find out their performance. The Scores were given to each statement from 1 to 5. The students were asked to mark what they feel against each question. Each statement given in the

questionnaire carries 1-5 marks. 25 question carries 125 marks. The tool score for each individual should be determined by summing his responses to all items. Higher the score, higher will be the degree on utilization of social media on .academic performance scale.

### **3.9 Analysis**

The collected data was analysed using appropriate statistical devices. Statistical techniques have contributed greatly in gathering, organizing, analyzing and interpreting numerical data. The data were scored, tabulated and analyzed with the help of Mean, S.D and 't' test. Descriptive statistics were used. "t" test was used to find out the significance of difference in the study of effect of social media on Academic achievement among 160 High school students at  $p < 0.05$  and  $p < 0.01$ . The data regarding the utilization of social media and academic achievement among X standard students were analysed. Based on "t" value, analysis and the interpretation was made. The findings, educational implications, suggestions and recommendations for further study were given

### **3.10 Conclusion**

The present study utilized a survey method approach in order to explore the learning experiences of High School Students using Facebook as a social media scaffold for formal education This study aims to examine the effect of social media use on academic performance among secondary school students. The dependent variable is the results of academic performance among students while the independent variable is the purposes of social media use and duration of time spent on social media by students. Through this research, the readers have a clear understanding on the factors that will affect a student's academic performance when using social media. The trends of social media usage among High School students are growing rapidly. This has both positive and negative impact on students' academic performance. It is no doubt that social media is and will remain an important tool in human life as far communication is concerned. The investigation revealed that social media influenced students' academic life positively, helped them acquire new skills and broaden their horizon but at the same time, students must be cautious so as not to become distracted and addicted to social media.

**The following chapter presents the Data Analysis and Interpretation  
of the study**

**CHAPTER IV**  
**DATA ANALYSIS AND INTERPRETATION**

**4.0 Introduction**

The summary of the data analysis will be examined in depth in this chapter to summarize the findings of the investigation. The following were presented in this chapter namely: analysis of data, data presentation and interpretation. The chapter was further divided into demographic evidence and secondly findings of the study. The whole section was based on the three objectives of this research study as indicated below:

- (a) To ascertain the time spent on social media by students in secondary schools in Tiruvallur.
- (b) To assess the effect of Face book, Whatsapp and YouTube on students' academic performance in secondary schools in Tiruvallur District.
- (c) To examine the efficacy and satisfaction of students using social media in secondary schools in Tiruvallur district.

**4.1 Statistics used in the study**

The investigator collected data with help of the developed tool. After collecting the data the investigator analysed the data with the help of the following statistical techniques.

- Mean.
- Standard deviation.
- Critical Ratio ('t'-test).

**4.2 Demographic Information of the Respondents**

In order to show the distribution of respondents the demographic data is very fundamental through analysis. This research study considered the following characteristics namely gender, Govt school, Aided school, English Medium, Tamil Medium, Urban, Rural and age in the sampled schools. These were presented as shown below:

**4.3 Response Rate**

After the data collection this was the response rate for this research study. In relation to instruments, 160 students' questionnaires given to respondents in secondary school students in Tiruvallur.

**The response rate is presented in Table 4.3.1**

<b>Category</b>	<b>Distributed Questionnaires(n)</b>	<b>Returned questionnaires(n)</b>	<b>Response Rate (%)</b>
Govt and Aided schools	160	160	100
<b>TOTAL</b>	160	160	100

Table 4.3.1 Shows 160 (100%) were received. Mugenda and Mugenda (2012) confirm that 50% to 100% response is acceptable and should be used to analyse data. This was an indication that sufficient data was collected to enable the researcher to make inference.

#### 4.4 Demographic Profile of Respondents

Gender of students who participated in this study is presented in Table 4.4

##### 4.4.1 Respondents based on gender

**Table 4.4.1 Respondents Based on Gender**

S.No	Gender	Frequency	Percent (%)
1	Boys	75	36.9
2	Girls	85	63.1
	Total	160	100

The researcher asked for the gender of respondents Table 4.4.1 indicates that majority 75 (39.9%) are Boys respondents while 85 (63.1 %) are Girls. It implies that majority of the data came from Girls compared to Boys in selected secondary schools in Tiruvallur.

##### 4.4:2 Respondents' Age of Students

**Table 4.4.2 Age of respondents**

S.No	Age	Frequency	Percent (%)
1	14	158	98
2	15	1	1
3	16	1	1
4	17	Nil	Nil
	Total		100

The researcher requested students to indicate their age .Table 4.4.2 shows majority 158(98%) of the students are 14 years, 1 (1(%)) are aged in 15 years, and 1 (1 (%)) are aged in 16 years

#### 4.5 Time spent by Students of Secondary Schools on Social Media

Researcher asked students to indicate time used on technology of social media and the results are in Table 4.5.1 below:

**Table 4.5.1 Time spent by Students**

S.No	Time spent	Frequency	Percent (%)
1	Study Hours	31	19.4
2	Holidays	36	22.5
3	Class Time	24	15.0
4	Weekends	69	43.1
	<b>Total</b>	<b>160</b>	<b>100.0</b>

Results in Table 4.5.1 reveals that 69 (43.1%) of the respondents used the social media on weekends, 24 (15.0%) of the respondents use social media during class time, 31 (19.4%) respondents use social media during study hours while the remaining 36 (22.5%) used social media during the holidays (weekends, school breaks and public holidays). The findings imply that most of the students in secondary schools in Tiruvallur, use social media on weekends and during holidays. This is in line with the findings of Rideout (2012) who confirms that most of the useful time is spent by the younger generation on social media twice the average amount of time spent in school each year. The researcher admits that the average youth in Tiruvallur, spends most of their valuable seven and a half hours daily on social media entertainment forums despite multi-tasking with other things. Nader (2017) agrees that technological aspects of social media can greatly improve the learning skills of potential students. Students can benefit in online tutorials, social responsibility in their studies and resources available on the platforms. Students can also learn analytical skills various topics which can sharpen their knowledge faster. Student can freely connect to present and future prospects of careers and strategies in different trainings.

#### 4.6 Uses of Social Media by Students

The researcher enquired students on the purpose for using You-tube and results are as shown in Table 4.6.1 below:



**Table 4.6.1 Response by students on their Use of You-tube**

<b>S.No</b>	<b>Use of You-tube</b>	<b>Frequency</b>	<b>Percent (%)</b>
1	Academic activities	61	42.2
2	Students' interaction	40	25
3	Knowledge access	29	18.1
4	Social chatting	30	18.8
	<b>Total</b>	<b>160</b>	<b>100.0(%)</b>

Table 4.6.1 indicates that 61 (42.2%) of respondents indicated that they used You-tube mostly in doing their Academic activities. 29 (18.1%) agreed that You-tube can assist in useful knowledge to their studies. 40 (25%) agreed they use You-tube for students' interaction and finally 30 (18.8%) agree that they use You-tube on social chatting. The results show that You-tube is mostly used for Academic activities and retrieving notes relevant to the syllabus hence assisting in academic school work. Lowenson (2010) posits that it is possible to share short videos of around 15 minutes which are not pornographic, but academic and informative in nature for public viewings for example in 2020, 14.6 billion videos were uploaded approximately . Most academic have taken advantage of sharing academic videos in the social media (Kumaraguru, Sureka, Goyal, & Chhabra, 2010).

#### **4.7: The Uses of whatsapp by Students**

Students were enquired to indicate the purpose for using whatsapp and the results are as given in Table 4.7.1 below:

**Table 4.7.1 Response by students on their Uses of whatsapp**

<b>S.No</b>	<b>Uses of whatsapp</b>	<b>Frequency</b>	<b>Percent (%)</b>
1	Academic activities	52	32.5
2	Students' interaction	71	44.4
3	Knowledge access	23	14.4
4	Social chatting	14	8.7
	<b>Total</b>	<b>160</b>	<b>100.0(%)</b>

Table 4.7.1 indicates 52 (32.5 %) student confirms that they use whats app for academic activities. 71 (44.4%) respondents use whatsapp on Students' interaction with class mates or school mates. 23 (14.4%) respondents say some of the information got from

whatsapp provides information that is helpful to their education Knowledge access. Finally 14 (8.7 % ) says that whatsapp in Social chatting. The results clearly shows that whatsapp is mostly used to Academic activities.

#### 4.8. The Uses of Face Book by Students

Researcher requested students to preferably choose the category on the use on Face Book and the findings are as indicated on Table 4.8.1

**Table 4.8.1 The Uses of Face Book by Students**

S.No	Uses of Face Book	Frequency	Percent (%)
1	Academic activities	49	30.6
2	Students' interaction	36	22.5
3	Knowledge access	52	32.5
4	Social chatting	23	14.4
	<b>Total</b>	<b>160</b>	<b>100</b>

Table 4.8.1 indicates that 36 (22.5 %) of respondents agree that they use Face-book frequently for Students' interaction. 23(14.4 %) respondents use Face-book on Social chatting. 49 (30.6 %) use Face-book on Academic activities and finally 52(32.5 %) agree that there is information that assists Knowledge of students in their studies. The findings indicate that more students use Face-book on Academic activities and knowledge access for the students. Boyd and Ellison (2007) confirm that Face-book assists students in sharing information, discussion, social events arrangements, leadership, community mobilization through virtual platforms. Students can organize activities of social change through democratic engagement, they can express and share creativity, engage in personal relationship and fosters a strong sense of belonging.

<b>4.9 Benefits of Social Media to Students</b>							
<b>S.No</b>	<b>Benefits of Social Media to Students</b>		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
1	I use Social media for academic guidance and references to study for my examination	<b>No of students</b>	-	-	-	40	120
		Percentage	-	-	-	25	75
2	I get academic reading materials related to school work from social media	<b>No of students</b>	-	-	-	62	98
		Percentage	-	-	-	39	61
3	My academic performance depends on social media	<b>No of students</b>	10	39	-	68	43
		Percentage	6	24	-	43	27
4	I use social media to make academic discussions with students.	<b>No of students</b>	-	36	20	64	40
		Percentage		23	12	40	25
5	I make use of social media for learning and achieve cognitive skills	<b>No of students</b>	18	17	9	90	26
		Percentage	11	11	6	56	16
<b>Purpose of use of social media</b>							
6	I use social media to make friendship with my peers.	<b>No of students</b>	5	11	-	50	94
		Percentage	3	7	-	31	59
7	I use social media for messaging and updating profile information	<b>No of students</b>	36	39	-	41	44
		Percentage	23	24	-	26	28
8	I use social media and interact with my friends	<b>No of students</b>	37	58	-	31	34
		Percentage	23	36		19	21
9	I use social media for academic purposes	<b>No of students</b>	-	-	-	24	136
		Percentage	-	-	-	15	85

10	I use social media for entertainment e.g watching movies, games etc	<b>No of students</b>	24	16	-	58	62
		Percentage	15	10	-	36	39
<b>S.No</b>	<b>Social media and academic performance</b>		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
11	Facebook positively affects my study timings in routine life	<b>No of students</b>	53	79	-	16	12
		Percentage	33	49	-	10	8
12	Social media distracts me from my studies	<b>No of students</b>	92	46	16	4	2
		Percentage	58	29	10	2	1
13	Social networking sites are an effective tool for for students E-learning	<b>No of students</b>	-	-	-	13	147
		Percentage	-	-	-	8	92
14	I use Face book for learning things related to school syllabus	<b>No of students</b>	-	52	-	71	37
		Percentage	-	33	-	44	23
15	Addiction to online social networks is a problematic issue that affects my academic life	<b>No of students</b>	83	66	-	4	7
		Percentage	52	42	-	2	4
16	Hours spent in the online can never be compared to the number of hours spent for reading.	<b>No of students</b>	11	39	21	68	21
		Percentage	7	24	13	43	13
17	There is no progress in the achievement in studies as I engaged into these social networking sites.	<b>No of students</b>	74	56	-	19	11
		Percentage	46	35	-	12	7
18	I usually have an unlimited access to Facebook which affects my academic performance	<b>No of students</b>	82	48	-	10	20
		Percentage	51	30	-	6	13
19	I usually engage in academic discussion which improve my	<b>No of students</b>	-	20	-	44	96

	Academic participation.						
		Percentage	-	12	-	28	60
<b>20</b>	I make use of WhatsApp to disseminate knowledge to most of the students i.e. peers	<b>No of students</b>	-	-	-	37	123
		Percentage	-	-	-	23	77
<b>21</b>	The usage of Wikipedia for record writing has enabled me to improve my grades	<b>No of students</b>	-	-	-	59	101
		Percentage	-	-	-	37	63
<b>22</b>	Engaging in academic forum on YouTube reduces my rate of understanding.	<b>No of students</b>	61	75	-	13	11
		Percentage	38	47	-	8	7
<b>23</b>	I will not perform well in my academics even if I stop using Social media	<b>No of students</b>	60	25	34	24	37
		Percentage	38	16	21	15	23
<b>24</b>	I submit my assignments on time even though I spend time on Facebook	<b>No of students</b>	-	14	-	89	57
		Percentage	-	9	-	56	36
<b>25</b>	Facebook has a positive impact on students academic performance.	<b>No of students</b>	4	9	5	70	72
		Percentage	2	6	3	44	45

1.For Statement no 1, “I use Social media for academic guidance and references to study for my examination”. Out of 160 students, 40 of them agreed to the above statement & 120 students strongly agreed. 25% of the students agreed and 75% of them strongly agreed to the above statement. From this we understand that all the students use social media for academic guidance and references. No student uses social media for other than academic purposes like entertainment.

2.For Statement no 2, “I get academic reading materials related to school work from social media”. Out of 160 students, 62 of them agreed to the above statement & 98 students

strongly agreed. 39% of the students agreed and 61% of them strongly agreed to the above statement. It shows that all the students use social media to get academic resources related to school work.

3.For Statement no 3, “My academic performance depends on social media ”. Out of 160 students, 10 of them strongly disagreed to the above statement & 39 students disagreed. 68 of them agreed and 43 of them strongly agreed. 24% of the students disagreed, 6% of them strongly disagreed, 43% of the students agreed and 27% of them strongly agreed to the above statement. This indicates that most of the students use social media to improve their academic performance. From this the investigator concluded that students academic performance depends not only on social media but also library references and their study materials.

4.For Statement no 4, “I use social media to make academic discussions with students”. Out of 160 students, 36 of them disagreed to the above statement, 20 of them neutral 64 of them agreed and 40 of them strongly agreed. 23% of the students disagreed, 12% of them were neutral, 40% of the students agreed and 25% of them strongly agreed to the above statement. This indicates that most of the students use social media to make academic discussions with peers so that they can share their thoughts, ideas and feelings and also enables them to interact with each other.

5.For Statement no 5, “I make use of social media for learning and achieve cognitive skills”. Out of 160 students, 18 of them strongly disagreed, 17 of them disagreed to the above statement, 9 of them neutral 90 of them agreed and 26 of them strongly agreed. 11% of the students strongly disagreed, 11 of them disagreed, 6% of them were neutral, 56% of the students agreed and 16% of them strongly agreed to the above statement. This indicates that usage of social media facilitates learning and enables to acquire cognitive skills. From this the investigator concluded that families must act responsibly to protect the physical, intellectual, social and emotional health of students.

6.For Statement no 6, “I use social media to make friendship and contact with my peers”. Out of 160 students, 5 of them strongly disagreed, 11 of them disagreed to the above statement, 50 of them agreed and 94 of them strongly agreed. 3% of the students strongly disagreed, 7 of them disagreed, 31% of the students agreed and 59% of them strongly agreed to the above statement. This affirms that social media enables students to extend

their friendship circle and also helps to contact with them. From this the investigator concluded that social media provides students have positive interactions and stronger friendships both from their daily circles and from like minded individuals from various groups.

7. For Statement no 7, "I use social media for messaging and updating profile information". Out of 160 students, 36 of them strongly disagreed, 39 of them disagreed to the above statement, 41 of them agreed and 44 of them strongly agreed. 23% of the students strongly disagreed, 24% of them disagreed, 26% of the students agreed and 28% of them strongly agreed to the above statement. This affirms that social media enables students for quick communication to send information and also for updating profile information.

8. For Statement no 8, "I use social media and interact with my friends". Out of 160 students, 37 of them strongly disagreed, 58 of them disagreed to the above statement, 31 of them agreed and 34 of them strongly agreed. 23% of the students strongly disagreed, 37% of them disagreed, 19% of the students agreed and 21% of them strongly agreed to the above statement. This affirms that the students not only use social media to interact with their friends and also have face to face contact with their friends and share their thoughts, ideas and feelings.

9. For Statement no 9, "I use social media for academic purposes". Out of 160 students, 136 of them strongly agreed and 24 of them agreed to the above statement. 85% of the students strongly agreed and 15% of them agreed to the above statement. This indicates that most of the students use social media for academic purposes like active learning strategies such as group discussions, case studies, reference work and also to acquire more knowledge from web resources as it gives powerful learning experience.

10. For Statement no 10, "I use social media for entertainment eg. watching movies, games etc". Out of 160 students, 24 of them strongly disagreed and 16 of them disagreed to the above statement. 58 of them disagreed and 62 of them strongly disagreed to the above statement. 15% of them strongly disagreed and 10% of them disagreed, 36% of the students agreed and 39% of them strongly agreed to the above statement. This indicates that most of the students use social media for not only for academic purposes but also for

entertainment. It improves access to diversity, increase inclusion and reduce social isolation.

11.For Statement no 11, “Facebook positively affects my study timings in routine life”. Out of 160 students, 53 students strongly disagreed and 79 of them disagreed 16 of them agreed and 12 of them strongly agreed to the above statement 33% of them strongly disagreed and 49 % of them disagreed to the above statement. 10 % of them agreed and 8% of them strongly agreed to the above statement. This indicates that the social media websites like [www.linkedin.com](http://www.linkedin.com), [www.facebook.com](http://www.facebook.com), [www.twitter.com](http://www.twitter.com) and [www.orkut.com](http://www.orkut.com) continuously distracting the students from their studies. The main focus of students should be education but unfortunately today’s students are emphasising on such sites which can be complete wastage of time. It has become an addiction. Social networking sites grab the total concentration and attention Social media sites deflect them towards non educational, immoral and unsuitable actions like as useless chatting ,time killing by/unnecessary search on internet. Most of the students even though they spend more time on facebook for entertainment. They utilise social media to get electronic resources like e-books and internet resources. It will not affect their study timings in routine life. They spend more time in facebook only to get academic resources for academic purposes.

12.For Statement no 12, “Social media distracts me from my studies”. Out of 160 students, 92 students strongly disagreed and 46 of them disagreed 16 of them neutral and 4 of them agreed and 2 of them strongly agreed to the above statement 58% of them strongly disagreed and 29 % of them disagreed to the above statement. 10 % of them neutral and 2% of them agreed and 1% of them strongly agreed to the above statement. This indicates that most of the students use social media and they spend more time on facebook which is a portal for entertainment and communication. Though they utilise social media for playing violent video games, watching movies, advertisements and commercials, they also collect and learn academic resources like enriched content from social networking sites. So most of the students disagreed to social media distracts them from their studies. They spend more time in facebook only to get creative and innovative thoughts for doing academic activities efficiently.



13. For Statement no 13 “Social networking sites are an effective tool for for students E-learning”. Out of 160 students, 13 of them agreed and 147 of them strongly agreed to the above statement 8% of them agreed and 92% of them strongly agreed to the above statement. This indicates that none of the students disagreed to the statement as the e-resources are resources in which information is stored electronically and which are accessible through electronic systems and networks. As all the students agreed to the statement the investigator concluded that social networking site are effective tool for students E learning. Because parents must be aware of these sites and enable them to make healthy use. Parents must have an eye on them while making use of these sites.

14. For Statement no 14 “I use Face book for learning things related to school syllabus.”. Out of 160 students, 52 of them disagreed 71 of them agreed and 37 of them strongly agreed to the above statement. 33% of them disagreed, 44% of them agreed and 23% of them strongly agreed to the above statement. This indicates that most of the students agreed that they use facebook for learning things related to school syllabus. Healthy use were more vulnerable to psycho social disturbance such as facebook depression, sexting, cyberbullying, social network induced obesity, internet addiction, and sleep deprivation. The investigator concluded that exposure to age appropriate programs designed around educational curriculum is associated with cognitive and academic enhancement.

15. For Statement no 15 “Addiction to online social networks is a problematic issue that affects my academic life”. Out of 160 students, 83 students strongly disagreed and 66 of them disagreed 4 of them agreed and 7 of them strongly agreed to the above statement 52% of them strongly disagreed and 42 % of them disagreed to the above statement. 2% of them agreed and 4% of them strongly agreed to the above statement. This indicates that most of the students even though they are addicted to the online social network and waste their precious time on engaging themselves with social media for entertainment which causes psycho social disturbances like depression, anxiety, lack of sleep etc. Students are under huge pressure which affects overall psychological functioning. Exposure to pure entertainment and violent content in particular, is associated with poorer cognitive development and lower academic achievement. They do not consider it as problematic issue even though it affects their academic progress.

16. For Statement no 16 “Hours spent in the online can never be compared to the number of hours spent for reading”. Out of 160 students, 11 students strongly disagreed and 39 of them disagreed 21 of them neutral 68 of them agreed and 21 of them strongly agreed to the above statement. 7% of them strongly disagreed and 24 % of them disagreed to the above statement. 13% of them neutral 43% of them agreed and 13% of them strongly agreed to the above statement. This suggests that most of the students spend their valuable time unnecessarily in the online. Social media has brought the world closer. The ones far away from us are closer now but ones close to us are really far away, through physically present besides us. They do not give importance to wide knowledge which can be attained through by reading books. From this the investigator concludes that reading habits should be developed by making the students to be aware of addiction to social media. Students may understand the ill effects and try not to spend more time on social media which is a problematic issue which affect their academic achievement.

17. For statement no 17, “There is no progress in the achievement in studies as I engaged into these social networking sites.”. Out of 160 students, 74 students strongly disagreed and 56 of them disagreed 19 of them agreed and 11 of them strongly agreed to the above statement 46% of them strongly disagreed and 35 % of them disagreed to the above statement. 12% of them agreed and 7% of them strongly agreed to the above statement. This indicates that most of the students are engaged in the social networking sites. As a result there is no progress in their academic achievement. From this the investigator concluded that the social media creates new opportunities for students. They must concentrate in their studies and there is a positive relationship between usage of social media and academic achievement so that they may not go down in their studies.

18. For statement no 18, “I usually have an unlimited access to Facebook which affects my academic performance.”. Out of 160 students, 82 students strongly disagreed and 48 of them disagreed 10 of them agreed and 20 of them strongly agreed to the above statement 51% of them strongly disagreed and 30 % of them disagreed to the above statement. 6% of them agreed and 13% of them strongly agreed to the above statement. This indicates that social media has a negative effect on the the social well being of an individual. Most of the students are engaged in the social networking sites. As a result there is stress issues related to connectivity and connection with others. The excessive

screen time exposure is associated with increase in externalising symptoms, particularly aggressive behaviour. From this the investigator concluded that the students spending more time on social media may lead to depression, anxiety, eating disorders, poorer cognitive development and lower academic achievement etc.

19. For statement no 19, "I usually engage in academic discussion which improve my Academic participation". Out of 160 students, 20 of them disagreed 44 of them agreed and 96 of them strongly agreed to the above statement 12% of them disagreed and 28 % of them agreed 60% of them strongly agreed to the above statement. This indicates that most of the students are engaged in the social networking sites for academic discussion as it improves academic participation. As a result of academic discussion and academic participation there might be progress in their academic achievement. They must concentrate in their studies as social media influences the attitude and behaviour indirectly.

20. For Statement no 20, "I make use of WhatsApp to disseminate knowledge to my classmates". Out of 160 students, 37 of them agreed and 123 of them strongly agreed to the above statement. 23% of them agreed and 77% of them strongly agreed to the above statement. This indicates that as all the students agreed that they make use of WhatsApp to disseminate knowledge to their classmates.

21. For Statement no 21, "The usage of Wikipedia for record writing has enabled me to improve my grades ". Out of 160 students, 59 of them agreed and 101 of them strongly agreed to the above statement. 37% of them agreed and 63% of them strongly agreed to the above statement. This indicates that most of the students use Wikipedia for record writing which enabled them to improve their grades. They also utilise social media for academic resources like enriched content.

22. For Statement no 22, "Engaging in academic forum on You tube reduces my rate of understanding ". Out of 160 students, 61 students strongly disagreed and 75 of them disagreed 13 of them agreed and 11 of them strongly agreed to the above statement 38% of them strongly disagreed and 47 % of them disagreed to the above statement. 8% of them agreed and 7% of them strongly agreed to the above statement. This suggests that as most of the students spend their valuable time by engaging in the academic forum which may not reduce their rate of understanding.

23.For Statement no 23 “I will not perform well in my academics even if I stop using Social media”. Out of 160 students, 60 students strongly disagreed and 25 of them disagreed 34 of them neutral 24 of them agreed and 37 of them strongly agreed to the above statement 38% of them strongly disagreed and 16 % of them disagreed to the above statement. 21% of them neutral 15% of them agreed and 23% of them strongly agreed to the above statement. This suggests that students over utilization of media decreases the amount of time available for pursuing other activities which are useful for physical and mental health and spending time with family members. So students must come out from addiction. Then they will perform well in their academics.

24.For Statement no 24, “I submit my assignments on time even though I spend time on Facebook”. Out of 160 students, 14 of them disagreed 89 of them agreed and 57 of them strongly agreed to the above statement. 9% of them disagreed and 56 % of them agreed and 36% of them strongly agreed to the above statement. This suggests that most of the students attention, concentration and observation is in the facebook and waste their precious time on engaging themselves with social media for entertainment. They do not give importance to wide knowledge which can be attained through Facebook. From this the investigator concludes that spending time on facebook may not prevent the students to submit their assignments on time.

25.For Statement no 25, “Facebook has a positive impact on students academic performance.”. Out of 160 students, 4 students strongly disagreed and 9 of them disagreed 5 of them neutral 70 of them agreed and 72 of them strongly agreed to the above statement 2% of them strongly disagreed and 6 % of them disagreed 3% of them neutral to the above statement. 44 of them agreed and 45% of them strongly agreed to the above statement. This shows that constructive use of facebook leads to improvement in studies, attitude, knowledge, better and peaceful living. They do not give importance to wide knowledge acquired by reading books. Facebook has a positive impact on students healthy, happy and mindful life . So students must understand the evil effects and try not to spend more time on social media. Promotes mental health and well being of the individual. As it is a problematic issue which affect their personality and social well being of an individual.

#### 4.10 Effect of YouTube, Whatsapp and Face-book on Students' academic performance

Students were enquired to indicate the benefits of social media in their academic performance of their responses are as indicated in Table 4.10.1

**Table 4.10.1 Benefits of Social Media to Students**

<b>S.NO</b>	<b>STATEMENT</b>	<b>F(n)</b>	<b>Percent (%)</b>
1	Social media gives me guidance for examination	43	27
2	I get academic reading materials related to school work from social media	18	11
3	My academic performance depends on social media	36	23
4	I use social media for academic discussions with students on social media	49	30
5	I make use of social media for learning and achieve cognitive skills.	14	09
	<b>TOTAL</b>	<b>160</b>	<b>100</b>

Table 4.10.1 Majority 49 (30 % respondents indicate most students make academic discussions with students on social media. 43(27 %) respondents indicate that students agreed social media gives guidance in examinations. 36(23 %) respondents agree that their academic performance depends on social media. 18(11 %) respondents accept they benefit in acquiring relevant information that assists them in their studies 14(10 %) respondents also agreed that they get more knowledge by listening and watching social media. The findings show that more students make academic discussions with students using the social media and they believe that social media gives them guidance for examination. This concurs with Oradini and Saunders (2008) who say it helps learners to be in learning communities and social media deepens their learning knowledge. This influences their freedom of expression and opinions in discussion forums, socialization and effective communication.

#### 4.11. Uses of the efficacy and satisfaction of students using social media

The researcher requested the students to give their gratification on uses of social media as indicated in Table 4.10.1 below:

**Table 4.11.1 Students efficacy and satisfaction on Social Media in school performance**

S.No	Using social media gives efficacy and satisfaction to the students	No of students Tick <input checked="" type="checkbox"/>	percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	-	-
4	Agree	59	37
5	Strongly Agree	101	63

Table 4.11.1 indicates that 101 (63%) of students strongly agree that social media gives satisfaction to their studies. 59(37%) Agreed. The results indicate that all the students agreed that social media satisfies them. This is in line with Neal and Fulton (2017) who confirm that with any schools, it's important to use the new technology tools of social media compared to the traditional methodology which impedes opportunities in learning activities. Social media have free web application that enhances communication and learning in schools. Dubanoski (2017) agrees that in most schools students have experienced positive impact from social media tools for learning which has enabled them to carefully choose important information which can assist them in schools. They are able to utilize valuable information through the availability of relevant resources on their platforms which are readily available. Students are able to do their research effectively by using libraries in the internet they can also be able to evaluate and synthesize the information easily.

#### 4.12 Purpose of use of social media

S.NO	Purpose of use of social media	1 SD	2 D	3 N	4 A	5 SA
1	I use social media to make friendship with my peers	5	11	-	50	94
2	I use social media for messaging and updating profile information	36	39	-	41	44
3	I use social media to interact with my friends	37	58	-	31	34
4	I use social media for academic purposes	-	-	-	24	136
5	I use social media for watching movies	24	16	-	58	62

Table 4.12 shows that 94 (59%) respondents strongly agreed and 50 (31%) students agreed that they use social media to make friendship with peers. 44 (28%) respondents strongly agreed 41 (26%) that they use social media for messaging and profile update. 34 (21%) respondents strongly agreed and 31 (19%) that they use social media for interaction with friends. 136 (85%) respondents strongly agreed and 24 students agreed that they use social media for academic purposes. 62 (39%) respondents strongly agreed and 58 respondents agreed that they use social media for watching movies.

4.12 shows that majority of the students-respondents use social media for various reasons ranging from entertainment and communication to socialisation and education. Thus, most of the respondents used social media as for finding friends online, interacting with online friends, messaging and profile update, academic studies and watching online movies.

### 4.13. Statistical Techniques Applied

Statistical Techniques serve the fundamental purpose of the description and inferential analysis. The descriptive and differential analyses were used in the study.

### 4.14 Testing of Hypothesis

The hypotheses formulated for the present study were tested by applying statistical techniques. Descriptive and Differential analyses were used. The Data collected were analysed using appropriate Statistical devices like mean, standard deviation and ‘t’ test. The Hypotheses were tested one after the other. The investigator selected 160 X Standard students from 3 High schools from Kadambathur block, Poonamallee block and Tiruvallur Block in Tiruvallur District. The students were given the tool constructed and validated by the investigator i.e. ESMSAPS to the students and they were asked to respond to the statements given in the questionnaire. The students revealed their opinion i.e. attitude towards usage of social media and how it influences their academic performance. The students learnt concepts, experiments through social media. To find out the significant difference in the performance of students who spent more and less time in the usage of social media, with respect to gender, medium of instruction, type of school, locality, ‘t’ value was calculated. To find out the relationship between social media usage and their academic performance, correlation coefficient was calculated. Percentage analysis was carried out to find out the effect of social media usage and their academic performance. To find out the level of social media usage mean and standard deviation was calculated. From this the range where the students come under was found out.

### Hypotheses Testing

The hypotheses formulated for the present study were tested by applying statistical techniques. Descriptive and Differential analyses were used.

**Table 4.14.1:** Mean and Standard deviation of Social media usage among X standard students entire sample

Variables	Sample size	Mean	Standard deviation
Social media usage	160	85.3875	6.5348



From the table 1 Mean and standard deviation of social media usage of X standard students is 85.3875 and 6.3548. It shows that social media usage among X standard students is average level . The mean score of social media usage of students is between 59-92(Above average level).

**Hypothesis – 1**

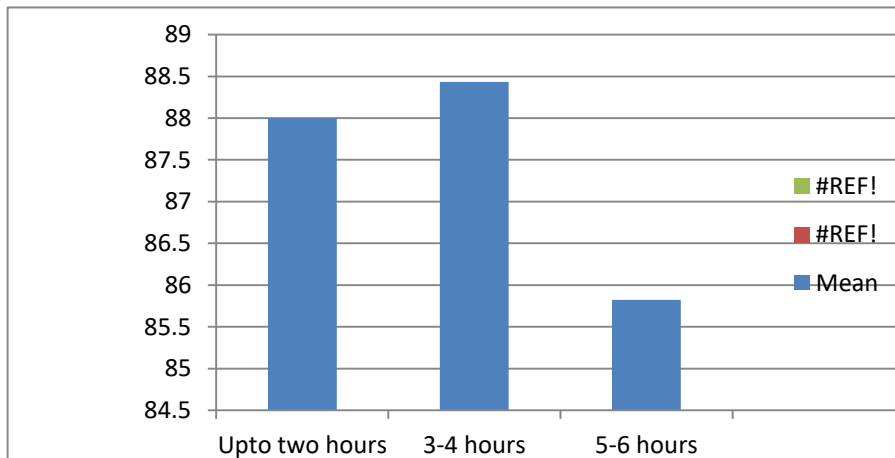
The level of social media usage among X standard students is low.

**Table 4.14. 2 :** The level of social media usage among X standard students

Level of usage	Range	Sample size	Mean of social media usage	Standard deviation
Low usage (less than 1hr & 1-2hour )	25-58	30	88	6.7619
Average	59-92	51	88.4314	6.8154
High	93-125	79	85.8228	6.6578

From the above table 2, it can be inferred that social media usage of X standard students is found to be at an above average level and all the 160 students were average usage in social media. The mean score of social media usage of students is between 59-92(Above average level).

**Graph 1** Graph shows the level of social media usage among X Standard students based on the time spent



## Hypothesis -2

There is no significant difference in the performance of students who spent more and less time in the usage of social media.

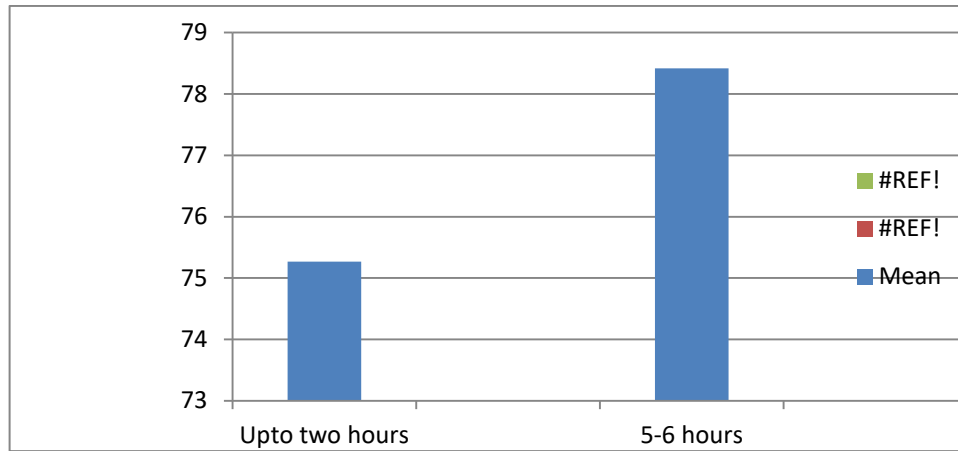
**Table 4.14.3 Table shows the Performance of X Standard students who spent more and less time in the usage of social media**

Variables	Sample	Mean	Standard deviation	Standard error	“t” value	Level of Significance
Less than 1 hour & 1-2 hour	30	75.2667	16.8439	3.529	0.892	NS
5-6 hours	79	78.4177	15.3912			

Mean scores of X Standard students who spent less and more time in using social media are 75.2667 and 78.4177. From the data obtained based on the scores, it can be concluded that Mean scores of X Standard students who spent more time in using social media were found to be greater than the mean scores of X Standard students who spent less time in using social media.

From the above table, the Calculated “t” value, 0.892, was found to be lesser than the table value at 0.01 level of significance. Therefore the null hypothesis, “There is no significant difference in the performance of students who spent more and less time in the usage of social media” is accepted and it is concluded that “There is no significant difference in the performance of students who spent more and less time in the usage of social media”.

**Graph 2 :** Graph shows the performance of students based on the time spent in the usage of social media



### Hypothesis - 3

There is no significant difference between the X Standard boys and girls with respect to social media usage

**Table 4.14.4: Table shows the Performance of X Standard boys and girls in the usage of social media**

Variables	Sample	Mean	Standard deviation	Standard error	“t” value	Level of Significance
Boys	75	86.106	6.404	1.059	1.509	NS
Girls	85	87.705	6.999			

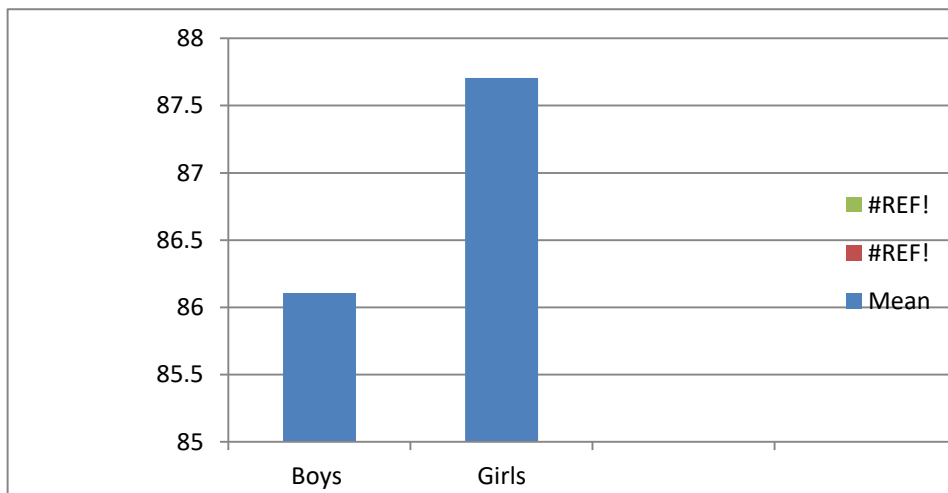
Mean scores of X Standard boys and girls in using social media are 86.106 and 87.705. From the data obtained based on the scores, it can be concluded that Mean scores of X Standard girls in using social media were found to be greater than the mean scores of X Standard boys in using social media.

From the above table, the Calculated “t” value, 1.509, was found to be lesser than the table value at 0.01 level of significance. Therefore the, “There is no significant

difference between the X Standard boys and girls with respect to social media usage” is accepted and it is concluded that “There is no significant difference between the X Standard boys and girls with respect to social media usage”.

**Graph 3**

**Graph shows the performance of X standard students based on the gender in the usage of social media**



**Hypothesis 4:**

There is no significant difference between the X Standard Tamil and English medium students with respect to social media usage.

**Table 4.14.5: Table shows the Performance of X Standard Tamil and English medium students in the usage of social media**

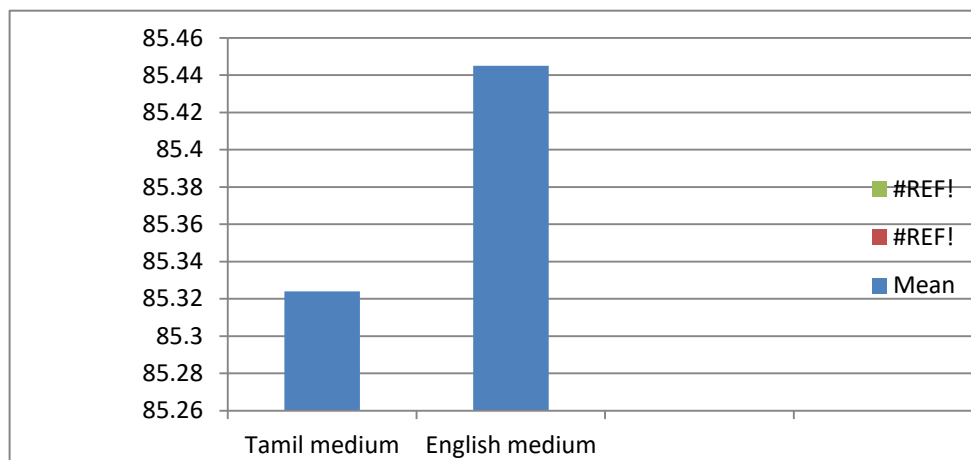
Variables	Sample	Mean	Standard deviation	Standard error	“t” value	Level of Significance
Tamil medium	77	85.324	6.430	1.0356	0.1168	NS
English medium	83	85.445	6.668			

Mean scores of X Standard Tamil and English medium students in using social media are 85.324 and 85.445. From the data obtained based on the scores, it can be concluded that Mean scores of X Standard English medium students in using social media were found to be greater than the mean scores of X Standard Tamil medium students in using social media.

From the above table, the Calculated “t” value, 1.0356, was found to be lesser than the table value at 0.01 level of significance. Therefore the null hypothesis, “There is no significant difference between the X Standard tamil and English medium students with respect to social media usage” is accepted and it is concluded that “There is no significant difference between the X Standard Tamil and English medium students with respect to social media usage”.

**Graph 4**

**Graph shows the performance of X standard students based on the medium of instruction in the usage of social media**



**Hypothesis 5**

There is no significant difference between the X Standard Government and Government Aided school students with respect to social media usage.

**Table 4.14.6**

**Table shows the Performance of X Standard Government and Government Aided school students in the usage of social media**

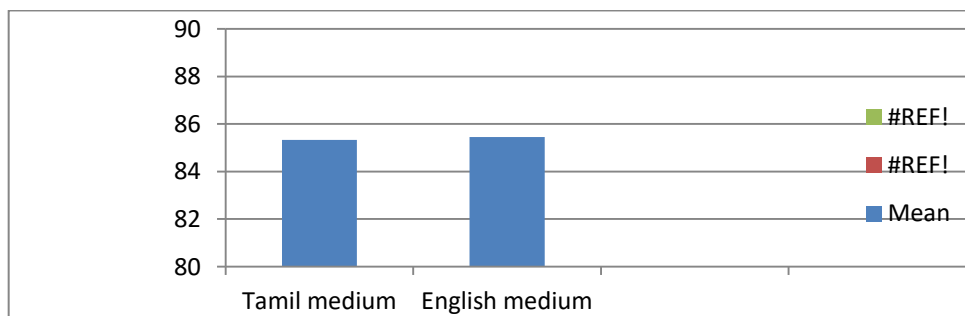
Variables	Sample	Mean	Standard deviation	Standard error	“t” value	Level of Significance
Government school	80	84.95	6.488	1.0219	3.924	S
Aided school	80	88.96	6.44			

Mean scores of X Standard Tamil and English medium students in using social media are 84.95 and 88.96. From the data obtained based on the scores, it can be concluded that Mean scores of X Standard English medium students in using social media were found to be greater than the mean scores of X Standard Tamil medium students in using social media.

From the above table, the Calculated “t” value, 3.924, was found to be greater than the table value at 0.01 level of significance. Therefore the null hypothesis, “There is no significant difference between the X Standard Government and Government Aided school students with respect to social media usage” is rejected and it is concluded that “There is a significant difference between the X Standard Government and Aided school students with respect to social media usage .”.

### Graph 5

**Graph shows the performance of students based on the type of school in the usage of social media**



### Hypothesis 6

There is no significant difference between the X Standard Urban and rural school students with respect to social media usage.

**Table 4.14.7 Table shows the Performance of X Standard urban and rural school students in the usage of social media**

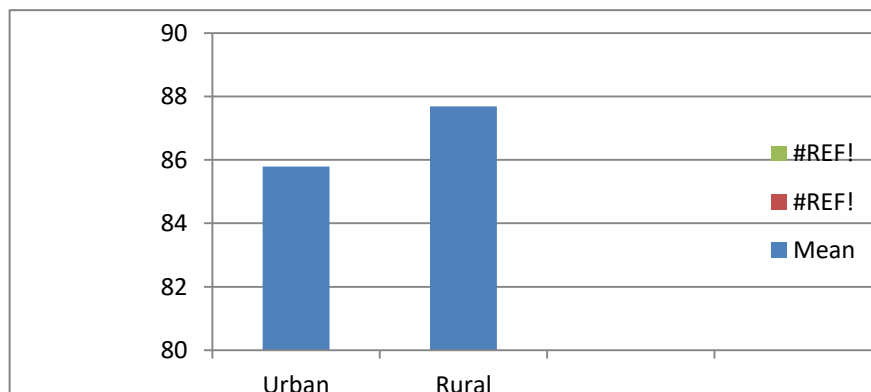
Variables	Sample	Mean	Standard deviation	Standard error	“t” value	Level of Significance
Urban	58	85.793	6.654	1.099	1.722	NS
Rural school	102	87.686	6.743			

Mean scores of X Standard urban and rural school students in using social media are 85.793 and 87.686. From the data obtained based on the scores, it can be concluded that Mean scores of X Standard rural students in using social media were found to be greater than the mean scores of X Standard urban students in using social media.

From the above table, the Calculated “t” value, 1.722, was found to be lesser than the table value at 0.01 level of significance. Therefore the null hypothesis, “ There is no significant difference between the X Standard Urban and rural school students with respect to social media usage ” is accepted and it is concluded that “There is no significant difference between the X Standard urban and rural school students with respect to social media usage”.

**Graph 5**

**Graph shows the performance of students based on the locality in the usage of social media**



### Hypotheses 7

There is no significant relationship between the social media usage and Academic achievement of X Standard students in Tiruvallur District.

**Table 4.14.8 Performance of X standard students in using social media and their Academic Achievement**

Variables	Sample Size	Mean	Correlation	Level of Significance
Academic achievement	160	78.5937	0.0728	0.01
Social media usage	160	85.3875		

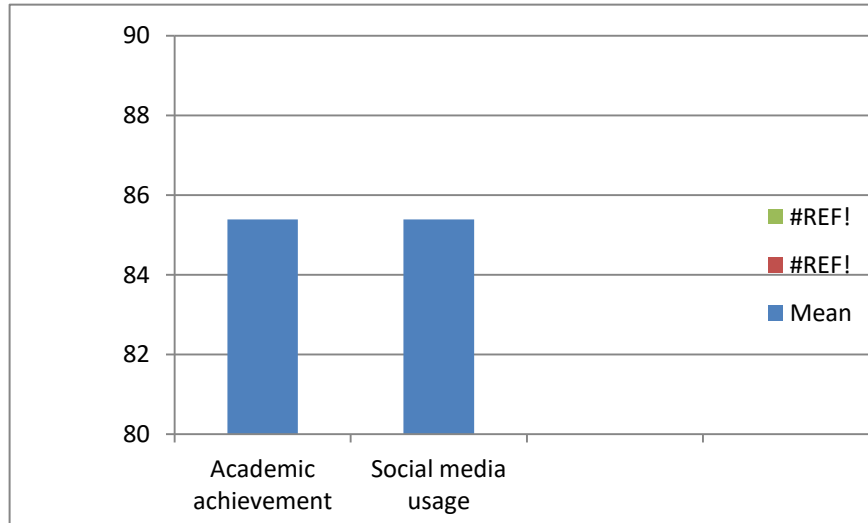
Table shows that the calculated 'r' value, 0.07328, is less than the table value (0.208) at 0.01 level of significance. The 'r' value 0.0733 implies that there is a very low positive correlation and reveals that there is a significant relationship between the academic achievement in X Standard Science and the usage of social media. (Fig. Compares the mean scores of students in the usage of social media and their academic achievement in X Standard Science.

“There is no significant relationship between the X Standard students in using the social media with their academic achievement” is rejected. There is a very low positive correlation between the usage of social media and their academic achievement in x standard Science and concluded that “There is a significant relationship in the X Standard students in using social media and their achievement”.



### Graph 7

Graph shows the relationship between Academic achievement and the usage of social media



### 4.15 Conclusion

Based on the Analysis and Interpretation, findings will be arrived. As a result, the Students who have spent more time a day on the social media sites have more academic performance than the counterpart. In addition, the study revealed that the Students who have used Spare Moment on the social media sites have more academic performance than the counterpart. It reveals that the Students who have used Whats App have more academic performance than the counterpart. It reveals that the Students who have used for Academic Purpose have more academic performance than the Non Academic purpose. The Students who have used Social Media positively, it impacts on Students' Education. The study further revealed that most students use the social media sites to chat for academic purpose and it helped to improve their academic performance.

**The following chapter presents the Findings, Educational Implications and Recommendations of the study.**

## CHAPTER V

### FINDINGS, EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

#### 5.0 Introduction:

In this chapter the investigator explains the findings of the study, conclusions that are drawn from the findings and recommendations that are suggested by the investigator. Findings are statements of factual information based upon the analysis of data. Conclusions are stated in relation to the specific objective of the problem or the proposed hypotheses of the study. This chapter is the most useful part of the research report because it could guide not only research scholars but also educational administrators, educationalists and people who are interested in that particular problem.

#### 5.1 Summary of the Work done:

##### Method of Investigation

**Survey method** was followed in the present study.

The topic for the investigation is **“Effect of Social Media on the Academic achievement of X standard students in Tiruvallur district”**.

The sample of 160 students who are studying X Standard in 3 of the schools from Kadambathur, Poonamallee and Thiruvallur blocks were selected on the basis of their academic achievement and their interest towards learning through the social media. 55 X standard students from Government and Government aided school, Tiruvallur block, 50 X Standard students from Government and Government aided school, Poonamallee Block and 55 X standard students from Government High school, Kadambathur block were selected for the present study on the basis of their achievement, locality and gender from three schools to administer the questionnaire. Students were divided into 6 groups on the basis of gender. A Questionnaire consisting of 3 sections constructed by the investigator. Section A consists of the demographic profile of the respondent. Section B helps to explore the usage pattern and the Section C comprises statements to measure students' academic performance when using SNS. 25 statements were constructed by the investigator on the

basis of their previous knowledge on their attitude and interest towards learning through social media. With the guidance of the expert validity and reliability of the tool was attained. After the ESMSAPS was developed, it was piloted, and then finalized with necessary modifications based on the pilot study. After all reliability and validity studies and a structure consisting of 25 items in section C.

The ESMSAPS was multiplied and distributed to all the 3 schools. One day Orientation Programme was conducted for teachers to act as facilitator. The teachers were taught what to do during administration of the questionnaire with the X Standard students. The tool was administered to 160 students of 6 groups. A five point Likert scale is used to measure the social media usage. A questionnaire consisting of section B and C of 25 statements are given in Likert scaling to the respondent. The respondents must indicate the level of agreement and disagreement using a five-point Likert Scale graded with the frequency expressions in the range such as strongly agree =5, Agree =4, Neutral =3 Disagree =2, Strongly Disagree =1. The highest point to be taken from the whole of the scale is 125 and the lowest point is 25. Increasing the point to take from ESMSAPS means increase of social media usage. To help the interpretation of the points to be taken from the scale was detected and range coefficients were calculated in accordance with the five point Likert scale. Oral instructions regarding statements were given. The students were asked to mark what they feel against each statement. The tool score for each individual should be determined by summing up his responses to all items. Higher the score, Higher will be the degree on utilization of social media. The ESMSAPS was administered in the present study.

The same questionnaire was administered to the six groups after two weeks and analyzed performance to check the effectiveness of using social media unit like WhatsApp, Face book and tweeter. During administration of questionnaire various strategies were used for students. Students felt more comfortable to use the ESMSAPS. The collected data will be analysed using appropriate Statistical devices like range, percentage analysis, 't' test, F test and correlation coefficient. Statistical techniques have

contributed greatly in gathering, organizing, analyzing and interpreting numerical data. The data were scored, tabulated and analyzed with the help of Mean, S.D and 't' test. Descriptive Statistics were used. "t" test was used to find out the significance of difference in the study of effect of usage of social media among 160 High school students at  $p < 0.05$  and  $p < 0.01$ . The data regarding the utilization of social media among X Standard students were analysed. The analyses of performance of six groups will throw light on the effectiveness of teaching topics through social media. Based on "t" value, analysis and the interpretation was made. To find out the relationship between two paired variables "Correlation coefficient" was calculated. The Findings, Educational implications, suggestions and recommendations for further study were given.

## **5.2 Findings**

### **Hypothesis – 1**

The level of social media usage among X standard students is above average.

### **Hypothesis 2:**

There is no significant difference in the performance of students who spent more and less time in the usage of social media.

### **Hypothesis 3:**

There is no significant difference between the X Standard boys and girls with respect to social media usage.

### **Hypothesis 4:**

There is no significant difference between the X Standard Tamil and English medium students with respect to social media usage.

### **Hypothesis 5:**

There is a significant difference between the X Standard Government and Government Aided school students with respect to social media usage.

### **Hypothesis 6:**

There is no significant difference between the X Standard Urban and rural students with respect to social media usage.

### **Hypotheses 7:**

There is a significant relationship between the social media usage and the Academic achievement of X Standard students in Tiruvallur District.

### **The characteristics of social media usages**

The three main social media platforms that were focused in this investigation are Facebook, YouTube and Twitter. Based on the findings, each of the targeted social media platforms has different characteristics that are prioritized by the respondents.

The whole investigation was based on the three objectives as indicated below:

- (a) To determine the time spent on social media by students in secondary schools in Thiruvallur.
- (b) To determine the effect of Face book, whats app and YouTube on students' academic performance in secondary schools in Thiruvallur
- (c) To investigate the usefulness and satisfaction of students using social media in secondary schools in Tiruvallur district

### **Summary of the Findings**

The summary of the findings included information on demography and the three objectives as shown below.

#### **5.2.1 Information on Demography**

- (a) **Respondent gender** : Majority 85 ( 53%) are female and 75 ( 47%) are male.
- (b) **Response Rate** : The response rate was 100 %
- (c) **Age of Respondents** : All the respondents fall under the age group of 14-18.

**Objective One:** To ascertain the time spent on social media by students in secondary schools in Thiruvallur district.

#### **a) Useful time spent on social media**

Most of the students used the social media on weekends, and class time but few on holidays. which indicates that social media was not used during free time alone.

#### **b) Activities on You-tube by Students**

Students used You-tube mostly in doing their school assignments, provision of relevant resources to their syllabus, interaction and finally minimal on chatting.

#### **c) The Uses of whatsapp by Students**

Most students indicated that they use whatsapp for social chatting, interaction with class mates or school comrades. Some of them say whatsapp is relevant to their syllabus and assists in doing assignments.

The time used on social media is more compared to the normal time allocated for a student to study. This is because most of the time students engage themselves in browsing through the social media to search for new knowledge and also for entertainment in general. Most of the students use You-tube on a larger extent compared to Face-book and Whatsapp.

**Objective Two:** To assess the effect of Face book, Whatsapp and YouTube on students' academic performance in secondary schools in Thiruvallur District .

#### **Benefits of Social Media to Students**

a) Most students make academic discussions with their peers on social media and social media gives academic resources to study for examinations. Others agreed that their academic performance depends on social media when they get more knowledge by listening and watching social media.

#### **b) Effects of social media on students' performance**

The results showed that You-tube enhances students school performance followed by Face-book and finally whatsapp enhances school performance.

Most students make use of platforms to discuss academic issues, to give guidance to examination, research work is easier for their assignments and hence to attain good performance. On the other hand the school teachers and administrators suggest that the students should combine with the hard copy of books to broaden their knowledge.

**Objective Three:** To examine the efficacy and satisfaction of students using social media in secondary schools in Tiruvallur district.

a) Students' Gratification on Social Media in school performance. Most students strongly agree that social media plays an important role in school performance. Some disagreed with this notion of social media importance in school.

Students' involvement in platforms has assisted them in terms of getting valuable information concerning academics, varieties of resources and multiple opportunities of socializing but it's very addictive.

### **5.3 Recommendations**

The following recommendations could be given to enhance the social media usage.

(a) To balance the pedagogy the study recommends that the Education department in Tamil nadu should fully sponsor and train more teachers to use social media in their teaching.

(b) In embracing the social media the school administration should come up with strategies of acceptable blended learning for all secondary schools.

(c) Secondary schools should focus on making their students to create an awareness on social network as an instrument for communication, entertainment and learning in institutions.

(d) Policymakers are also required to understand the challenges faced by the students while using social media in academics. All possible threats can be managed by defining and implementing transparent and proactive policies. As social media sites are open in nature, security and privacy are the two major concerns.

(e) The Government of India should take a strong stand to control all big social media companies so that they may fulfil the necessary compliances related to students' security and privacy.

(f) The results will be very instrumental in future research on institutions especially in Schools, colleges and higher institutions of learning so that they can keep pace with the new technology pedagogy

(g) Curriculum developers should provide guidance to software developers in the creation of academic oriented sites related to learning activities expected to be used by students in learning institutions.

(h) The findings of this study will assist the Ministry of Education to lay down quality infrastructure to accommodate more ever growing population of students using internet.

#### **5.4 Recommendations of the present study**

In the light of the findings of the present study, the following recommendations are made:

- Schools should set modern computer labs for students to access internet with clear guidelines while monitoring and controlling their anxiety on using the internet negatively.
- Social media to be modified and used as a learning tool for students to access notes, E-books, academic videos, doing homework and consulting teachers.
- Both teachers and parents must take an active role in guiding and counselling students to minimize time spent on social media for non academic programs, discourage engagement on destructive social media sites and encourage them to maximize their time on academic activities.
- Create an awareness to students on the social media sites that are academic oriented for the students to operate them when engaged on internet.
- Teachers should be supported to cuddle usage of social media tools like laptops in their teaching for the students to imitate the constructive use of social media tools for academic purposes.
- Students should be educated on the negative influence of Social media on their academic performance.
- Students should be monitored by teachers and parents on how they use these sites.
- Teachers should ensure that they use the social media as a tool to improve the academic performance of students in schools.
- Students should better manage their study time and prevent distractions that can be provided by the social media. There should be a decrease in the amount of time spent by them on social media.
- Students should create a balance between chit-chatting and academic activities.



- More attention should be directed towards research.
- Students should be enlightened to pay minimal attention to social media and focus more on their academic activities
- Teachers should be encouraged to interact with the students on Social Media sites for instance having a group WhatsApp platform where they can exchange views about a particular subject even when they are on holiday. This will in turn encourage them to use social media positively.
- The creation of awareness on applications that are academically oriented, so that the students can utilize them whenever they are in the online such as ever note, goggle drive, drop box, e Books among others.
- Students should be enlightened on how to manage their time on social media to avoid addiction and to make them focus more on academics instead of entertainment.
- Parents on the other hand should try and monitor their wards usage of social media to avoid using it for illicit act since it has privacy.
- Students should be educated on the effect of Social media and their academic performance.
- Social Networking Sites should be expanded and new pages should be created to enhance academic activities and avoid setbacks in the students' academic performance.
- The use of Social media network by students should focus on the academic relevance of those sites instead of using them for negative purposes.
- There should be regulation on the use of social media by the students.
- Parents of teenage students should have a check on their children's activities on their mobile phones and they should make sure that they are using it for useful purpose.
- There should be an awareness programme for the students related to social media usage in educational institutions.
- There should be laws restricting what content they should access through social media for the better development of the students.
- There is a need as a parent to view ourself as responsible for directing and guiding the behaviour of our children as they grow up and use social media.

## **5.5 Educational Implication of Study**

### **5.5.1 Practical Implications**

Social media is very common in this day and age, and it is very normal to have different platforms of social media accounts. Social networks are becoming increasingly popular among school students as a new way to spend free time and as a different route for obtaining important information, both instructive and amusing. Social media is a very popular and trending medium for people to get the latest information, interact and stay connected to society nowadays. Individuals utilize social media to remain in touch with friends, family, and people from various groups. It is normal for everyone to have access to social media and utilize the usage of social media. Despite the fact that secondary school students are increasingly likely to use social media, most academics have paid little attention to the effects of social media on academic achievement. Certainly, technology breakthroughs and innovations have resulted in a new tipping point for education to shift from traditional to online teaching and learning methods. Despite the fact that digital media has definitely become a big and crucial component of many students' social lives in recent years. By researching the features and usage of social media on the academic performance of secondary school students, the research intends to bridge theoretical gaps surrounding the influence of social media on students and academic performance.

However, the results of the current study have some implications for students in terms of seeking the number of hours students spent on social media whether directly affects their academic performance. Based on the findings of present study, there's a significant relationship between time spent on social media and academic performance among school students. However, there are various factors that might affect students' academic performance. For instance, several variables impact students' academic achievement, including their learning abilities, communication, proper guidance, family background, peer influence, teacher quality, and learning infrastructure. Time spent on social media is not one of the major factor that might influence academic performance of students. Major factors that affect academic performance are the student's attitude towards their study and academic achievement, followed by the pressure from peers.

To summarize, it was discovered that the internet has a special position in the lives of student respondents. The students must develop more self-control on the usage of social media as it is affecting their academic performance. The majority of them complete their schoolwork on the internet and surfing social media, yet it does not interfere with their education. There are good and bad sides to everything, it just depends on how the students balance their time spent on social media for their studies, how they arrange their schedule, how disciplined they are in self-controlling themselves of the usage of social media, how they interpret and digest the information on their own.

### **5.5.2 Theoretical Implications**

In short, this study has effectively identified the components that impact social media use on academic performance by utilizing the Uses and Gratification Theory which was attributed by Jay G. Blumler and Elihu Katz., as this theory is to describe people utilize media to satisfy various wants and needs (Gordon, 2022). People that chose media for uses and gratifications are engaged and driven in their choices (Vinney, 2019). The Uses and Gratifications Theory is a Mass Communication theory that focuses on media consumers' requirements, motivations, and gratifications. Unlike many media theories, which consider media users to be passive, uses and gratifications consider media consumers to be active agents with power over their media use (Gordon, 2022). The study specifically highlighted how the users control their media consumption and access based on the implication of the theory.

According to the data from the study, the implication of the theory fulfilled the needs and wants of the users depending on their demands. The characteristics of social media, time spent on social media, and academic performance did not and will not directly have an effect on students. Based on the theory, users have the power and right to choose which platform they want to use. It is able to fulfil the user's needs and wants with this theory based on different purposes such as entertainment, academics, research or access to news, and other purposes. In this case, it might influence students' academic performance as the outcome of social media usage and time spent on social media. For example, students need to take responsibility for their poor performances when they do not spend time on studying. However, there will be positive outcomes as well if they utilize the social media platform

for study purposes in the right way. There are few positive manners if students utilize social media platforms for academic purposes like resourceful information for studies, and make use of the provided resources and learning platforms. As a result, it is critical to investigate the impact of social networks on their users, particularly how the usage of social networks impacts students' academic progress. The present study was designed to find the difference between extraversion and introversion personality types in students for four identified factors of social media and their impact on students' academic performance. The education level and gender were also added to make it more comprehensive. The implications of this study are useful for institutions, students, teachers and policymakers. This study will help the institutions to identify the right mix of social media based on the personality, education level and gender of the students. For example, technological challenges are faced by all students. Students will also benefit from this study as they will be conscious of the possible pros and cons that exist because of social media usage and its association with students' academic performance. Teachers are required to design the curriculum by understanding the learning style of students with extraversion and introversion personality type. Innovation and customization in teaching style are important for the holistic development of students and to satisfy the urge for academic requirements. Teachers should also guide the students about the adverse impacts of each social media platform, so that these can be minimized. Students should be instructed to reduce the time limit of using social media

### **5.6 Suggestions for Further Studies**

- This study serves as a basis for further research study on effect of Social media addiction and the academic performance of students.
- Similar studies should be conducted in other states of the federation so as to bring about improvement in the academic performance of students through the use of Social media networks and to create more pages for research and academic activities, thereby avoiding distraction which leads to deviation from their academic works.

From this study, it was noted that students' access internet and social media sites and the frequented sites were Facebook, WhatsApp, and YouTube. It was also noted that students who access social media spend more than two hours on their own. Students

strongly agreed that they use social media for chatting, posting photos, entertainment, watching pornographic videos, getting news and sports. This access to social media has a negative impact on their academic performance .

Social media use among students has intensified in the modern era. The exploration of social media effects among students established that social media has more positivity than negativity according to self-reported perceptions of participants on academic performance. Further, by mitigating the negative effects of social media, the participants continue learning from social media to improve academic performance. Moreover, participants informed that by applying coping strategies, students could focus on their studies and limit the negative influence of social media that affects academic performance. The findings suggest that social media use depends on its users. The process of social media use introduces its users to find ways that are useful for learning and analyse to alleviate its effects for better academic development.

The findings stemmed from a small sample, hence, limiting generalizability. The objective of the study was to the effects of social media and ignore other contingent variables that would limit the scope. Thoughtful channelization of social media phenomenon in academia can uplift the quality of education in school education. Students need to learn to develop self-discipline and management skills to focus on studies than social media, which will help in academics.

Future research must focus on identifying the frequency and intensity of social media and its relationship with academic performance. The results of this study suggest that teachers should come up with a template on how their students can maximize the benefits of Social media, that school management should incorporate rules and regulations on the use of the social media in the school and, that the government should put in place adequate control measures to regulate their use among students and teachers. The personality trait of a student plays a vital role in analysing the effect of social media on their academic performance. For the future research, might use other variables besides social media in which also affected academic performance of the students. For example, the effects of using various gadgets by students on academic performance because of the advanced technology these days, large companies such as Apple and Samsung create

different types of gadgets such as smartphone, iPad, iPod and many others and also those companies tend to launch new products every year. It will be useful to know the effects of those various gadgets on academic performance of students for the future research

### **5.7 Discussion on Findings**

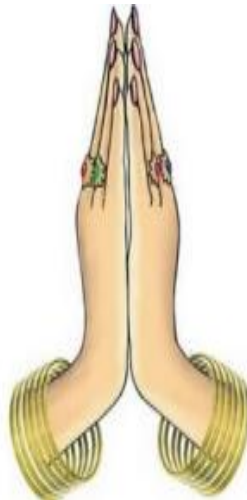
People who use social media should be aware that there is a greater potential for benefit, not only for themselves but also for society, in using it more effectively. Nobody ought to cause any damage to themselves or the people who are close to them just because they let themselves be improperly influenced in the wrong way by anything that is said or shown on social media. Awareness is fundamental and significantly affects how people characterize and categorize their behavior on social media platforms. The concept of social media as a form of technology that will also play an important role in the future is already a fact in our current world. Every generation will be able to profit from the goods and services obtained through social media and the connections established with the help of these platforms. For that reason, it is of the utmost significance to disentangle the benefits and drawbacks associated with using this technology. If students use social media properly, it will help their academic performance. Peter (2015) states that a positive relationship exists between social media usage and academic performance. Other studies show that students can enhance their knowledge through social media. Social media plays an important role in improving students' knowledge

### **5.8 Conclusion**

According to research and discussion on the topic of the connection between students' use of social media and their academic performance is something that continues to take place. While some research has found a correlation between increased use of social media and poorer academic performance, other studies have concluded that there is no significant link between the two. Students may find that using social media distracts them, which takes away from their valuable study time and reduces their ability to concentrate on academic tasks. It may be one of the reasons there is a negative correlation between the use of social media and academic performance. The use of social media can also become addictive, resulting in a loss of motivation to finish academic work and leading to procrastination. On the other hand, several studies have concluded that making moderate use of social media

platforms for educational purposes can benefit students' academic performance. For instance, social media can be utilized as a tool for collaborative learning, enabling students to connect with their contemporaries and share their knowledge and the resources at their disposal. The nature and frequency of one's use of social media, individual differences in study habits and levels of motivation, and the particular academic activities being carried out are essential for students to be conscious of their use of social media and to devise methods for maintaining a healthy balance between their use of social media and their academic responsibilities. According to the results of the study, the use of social media by students does not affect their overall academic performance. Social media platforms are a powerful instrument that can significantly improve academic performance. However, students should put only a little stock in it as their sole resource the study.

**To sum up we can say that every technology has its positive and negative aspects  
therefore we have to be cautious that whether  
we are using it for good cause.**



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## QUESTIONNAIRE

### Effect of Social Media on the Academic achievement of Secondary School Students. Research Project - 2023 – 2024

<b>Respondent Profile</b>	
Name of the student	
Name of the school	
Class	
Gender	
Age	
Type of school (Govt/Aided)	
Medium – Tamil / English	
Locality- Urban/Rural	

S.No	Time spent on Social media	Tick <input checked="" type="checkbox"/>
1	Study Hours	
2	Holidays	
3	Class Time	
4	Weekends	
S.No	Time Spent on Social media per day	Tick <input checked="" type="checkbox"/>
1	Less than 1 Hour	
2	1 - 2 Hours	
3	3 - 4 Hours	
4	5 - 6 Hours	
S.No	Use of You-tube	Tick <input checked="" type="checkbox"/>
1	Academic activities	
2	Students' interaction	
3	Knowledge access	
4	Social chatting	
S.No	Use of Whatsapp	Tick <input checked="" type="checkbox"/>
1	Academic activities	
2	Students' interaction	
3	Knowledge access	
4	Social chatting	
S.No	Use of Facebook	Tick <input checked="" type="checkbox"/>
1	Academic activities	
2	Students' interaction	
3	Knowledge access	
4	Social chatting	
S.No	Using social media gives efficacy and satisfaction to the students	Tick <input checked="" type="checkbox"/>
1	Strongly Disagree	-----
2	Disagree	-----

3	Neutral	
4	Agree	
5	Strongly Agree	

<b>Rating scale</b>						
<b>1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree</b>						
<b>S.No</b>	<b>Usage of Social Media with respect to Gender</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
1	Boys and Girls use social media networks differently in different frequencies.					
2	Girls use social networking sites more to explicitly foster social connections.					
3	Gender determines the level of social media network usage.					
4	Boys use social networking sites more for non academic purposes.					
<b>S.No</b>	<b>Usage of Social media with respect to age</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
5	Age has an impact to use social media.					
6	Social media gets boring as I use it for a longer time.					
7	Social media is not relevant to people of older generation.					
8	The younger generation are the most active users of social media.					
<b>S.No</b>	<b>Benefits of Social Media to Students</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
1	I use Social media for academic guidance and reference to study for my examination					
2	I get academic reading materials related to school work from social media					
3	My academic performance depends on social media					
4	I use social media for academic discussions with students.					
5	I make use of social media for learning and achieve cognitive skills					
	<b>Purpose of use of social media</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
6	I use social media to make friendship with my peers.					
7	I use social media for messaging and updating profile information					
8	I use social media to interact with my friends					
9	I use social media for academic purposes					

10	I use social media for entertainment e.g watching movies					
<b>S.No</b>	<b>Social media and academic performance</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
11	Facebook positively affect my study timings in routine life					
12	Social media distracts me from my studies					
13	Social networking sites are an effective tool for for students E-learning?					
14	I use Face book for learning things related to school syllabus					
15	Addiction to online social networks is a problematic issue that affects my academic life					
16	Hours spent in the online can never be compared to the number of hours spent for my reading.					
17	There is no progress in the achievement in studies as I engaged into these social networking sites.					
18	I usually have an unlimited access to Facebook which affects my academic performance					
19	I usually engage in academic discussion which improve my Academic participation.					
20	I make use of Whats App to disseminate knowledge to my classmate					
21	The usage of Wikipedia for record writing has enabled me to improve my grades					
22	Engaging in academic forum on You tube reduces my rate of understanding.					
23	I will not perform well in my academics even if I stop using Social media					
24	I submit my assignments on time even though I spend time on Facebook					
25	Facebook has a positive impact on students academic performance.					

**மேல்நிலைப் பள்ளி மாணவர்களின் கல்விச் சாதனையில்  
சமூக ஊடகங்களின் தாக்கம்.  
ஆராய்ச்சி திட்டம் 2023 – 2024  
கேள்வித்தாள்**

<b>மாணவ/ மாணவியரின் சுயவிவரம்</b>	
மாணவ/ மாணவியரின் பெயர்	
பள்ளியின் பெயர்	
வகுப்பு	
பாலினம்	
வயது	
பள்ளி வகை (அரசு/உதவி பெறும்)	
மீடியம் – தமிழ் / ஆங்கிலம்	
வட்டாரம் நகர்ப்புறம்/கிராமப்புறம்	

வ. எண்	சமூக ஊடகங்களில் செலவழித்த நேரம்	டிக் ✓
1	படிக்கும் நேரம்	
2	விடுமுறை நாட்கள்	
3	வகுப்பு நேரம்	
4	வார இறுதி நாட்கள்	

வ. எண்	ஒரு நாளைக்கு சமூக ஊடகங்களில் செலவிடும் நேரம்	டிக் ✓
1	1 மணிநேரத்திற்கும் குறைவானது	
2	1 – 2 மணி நேரம்	
3	3 – 4 மணி நேரம்	
4	5 – 6 மணி நேரம்	

வ. எண்	யூ-டியூப் பயன்பாடு	டிக்க ✓
1	கல்வி நடவடிக்கைகள்	
2	மாணவர்களின் தொடர்பு	
3	அறிவு அணுகல்	
4	சமூக அரட்டை	

வ. எண்	வாட்ஸ்அப் பயன்பாடு	டிக்க ✓
1	கல்வி நடவடிக்கைகள்	
2	மாணவர்களின் தொடர்பு	
3	அறிவு அணுகல்	
4	சமூக அரட்டை	

வ. எண்	முகப் புத்தக பயன்பாடு	டிக்க ✓
1	கல்வி நடவடிக்கைகள்	
2	மாணவர்களின் தொடர்பு	
3	அறிவு அணுகல்	
4	சமூக அரட்டை	

வ. எண்	சமூக ஊடகங்களைப் பயன்படுத்துவது மாணவருக்குத் திறனையும் திருப்தியையும் தருகிறது	டிக்க ✓
1	முழுமையாக ஏற்கிறேன்	
2	ஏற்கிறேன்	
3	நடுநிலை	
4	மறுக்கிறேன்	
5	முழுமையாக மறுக்கிறேன்	



மதிப்பீடு அளவுகோல்		
முழுமையாக ஏற்கிறேன்	Strongly Agree	SA - 5
ஏற்கிறேன்	Agree	A - 4
நடுநிலை	Nuetral	N - 3
மறுக்கிறேன்	Disagree	D - 2
முழுமையாக மறுக்கிறேன்	Strongly Disagree	SD - 1

வ. எண்	பாலினத்தைப் பொறுத்து சமூக ஊடகங்களின் பயன்பாடு	1	2	3	4	5
1	சிறுவர்களும் சிறுமிகளும் வெவ்வேறு அதிர்வெண்களில் சமூக ஊடக நெட்.வொர்க்குகளை வித்தியாசமாகப் பயன்படுத்துகின்றனர்.					
2	சமூகத் தொடர்புகளை வெளிப்படையாக வளர்க்க பெண்கள் சமூக வலைதளங்களை அதிகம் பயன்படுத்துகின்றனர்.					
3	சமூக ஊடக நெட்.வொர்க் பயன்பாட்டின் அளவை பாலினம் தீர்மானிக்கிறது.					
4	சிறுவர்கள் சமூக வலைதளங்களை கல்வி சாரா நோக்கங்களுக்காக அதிகம் பயன்படுத்துகின்றனர்.					
வ. எண்	வயதுக்கு ஏற்ப சமூக ஊடகங்களின் பயன்பாடு	1	2	3	4	5
5	சமூக ஊடகங்களைப் பயன்படுத்துவதற்கு வயது ஒரு தாக்கத்தை ஏற்படுத்துகிறது.					
6	நான் அதை நீண்ட நேரம் பயன்படுத்துவதால் சமூக ஊடகங்கள் சலிப்பை ஏற்படுத்துகின்றன.					
7	சமூக ஊடகங்கள் பழைய தலைமுறை மக்களுக்கு பொருந்தாது.					
8	இளைய தலைமுறையினர் சமூக ஊடகங்களை அதிகம் பயன்படுத்துகின்றனர்.					

வ. எண்	மாணவர்களுக்கு சமூக ஊடகங்களின் நன்மைகள்	1	2	3	4	5
1	எனது பரீட்சைக்கு படிப்பதற்கு கல்வி வழிகாட்டல் மற்றும் குறிப்புக்காக சமூக ஊடகங்களைப் பயன்படுத்துகிறேன்					
2	நான் சமூக ஊடகங்களில் இருந்து பள்ளி வேலை தொடர்பான கல்வி வாசிப்புப் பொருட்களைப் பெறுகிறேன்					
3	எனது கல்வித் திறன் சமூக ஊடகங்களைப் பொறுத்தது					
4	மாணவர்களுடனான கல்வி விவாதங்களுக்கு சமூக ஊடகங்களைப் பயன்படுத்துகிறேன்.					
5	நான், கற்றல் மற்றும் அறிவாற்றல் திறன்களை அடைய சமூக ஊடகங்களைப் பயன்படுத்துகிறேன்					
வ. எண்	சமூக ஊடகங்களைப் பயன்படுத்துவதன் நோக்கம்	1	2	3	4	5
6	எனது நண்பர்களுடன் நட்பு கொள்ள சமூக ஊடகங்களைப் பயன்படுத்துகிறேன்.					
7	நான், செய்தி அனுப்புவதற்கும் சுயவிவரத் தகவலைப் புதுப்பிப்பதற்கும் சமூக ஊடகத்தைப் பயன்படுத்துகிறேன்.					
8	எனது நண்பர்களுடன் பழக சமூக ஊடகங்களைப் பயன்படுத்துகிறேன்.					
9	நான், கல்வி நோக்கங்களுக்காக சமூக ஊடகங்களைப் பயன்படுத்துகிறேன்.					
10	நான் சமூக ஊடகங்களை பொழுது போக்கிற்காக பயன்படுத்துகிறேன் எ.கா. திரைப்படம் பார்ப்பது.					

வ. எண்	சமூக ஊடகம் மற்றும் கல்வி செயல்திறன்	1	2	3	4	5
11	ஃபேஸ்புக் எனது வழக்கமான வாழ்க்கையில் படிக்கும் நேரத்தை சாதகமாக பாதிக்கிறது.					
12	சமூக ஊடகங்கள் என் படிப்பில் இருந்து என்னை திசை திருப்புகின்றன.					
13	சமூக வலைப்பின்னல் தளங்கள் மாணவர்கள் மின்-கற்றலுக்கு ஒரு பயனுள்ள கருவியா?					
14	பள்ளி பாடத்திட்டம் தொடர்பான விஷயங்களைக் கற்க முகப்புத்தகத்தைப் பயன்படுத்துகிறேன்.					
15	ஆன்லைன் சமூக வலைப்பின்னல்களுக்கு அடிமையாதல் என்பது எனது கல்வி வாழ்க்கையை பாதிக்கும் ஒரு சிக்கலான பிரச்சினை.					
16	ஆன்லைனில் செலவழித்த மணிநேரங்களை எனது வாசிப்புக்கு செலவழித்த மணிநேரங்களுடன் ஒப்பிட முடியாது.					
17	இந்த சமூக வலைதளங்களில் நான் ஈடுபட்டதால் படிப்பில் எந்த முன்னேற்றமும் இல்லை.					
18	நான் வழக்கமாக பேஸ்புக்கிற்கு வரம்பற்ற அணுகலைப் பெற்றுள்ளேன், இது எனது கல்வி செயல்திறனை பாதிக்கிறது.					
19	எனது கல்வி பங்கேற்பை மேம்படுத்தும் கல்வி விவாதத்தில் நான் வழக்கமாக ஈடுபடுவேன்.					
20	எனது வகுப்புத் தோழருக்கு அறிவைப் பரப்ப நான் வாட்ஸ்அப் ஐப் பயன்படுத்துகிறேன்.					

21	பதிவு எழுத விக்கிபீடியாவின் பயன்பாடு எனது தரங்களை மேம்படுத்த எனக்கு உதவியது					
22	யூ டியூப்இல் கல்வி மன்றத்தில் ஈடுபடுவது எனது புரிதல் வீதத்தை குறைக்கிறது.					
23	நான் சமூக ஊடகங்களைப் பயன்படுத்துவதை நிறுத்தினாலும் எனது கல்வியில் சிறப்பாக செயல்பட முடியாது.					
24	நான் முகநூலில் நேரத்தைச் செலவிட்டாலும் எனது பணிகளைச் சரியான நேரத்தில் சமர்ப்பிக்கிறேன்.					
25	மாணவர்களின் கல்வி செயல்திறனில் பேஸ்புக் சாதகமான தாக்கத்தை ஏற்படுத்துகிறது.					

**PHOTOS**



**GHSS, RAJAJI SALAI, THIRUVALLUR**



**SAROJINI VARADAPPAN  
GHSS, POONAMALLEE**



**CSI GOUDIE HSS, THIRUVALLUR**



**SACRED HEART GHSS, KILACHERRI,  
KADAMBATHUR**