

Utilization of Social Media in Relation to Academic Achievement among Higher Secondary Students

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Abstract: *The rapid growth of social media has significantly influenced students' academic and personal lives. Platforms such as WhatsApp, YouTube, Instagram, and educational forums provide opportunities for learning, collaboration, and information sharing. However, the impact of social media depends largely on how effectively students utilize it for academic purposes. The present study investigates the extent of social media utilization and its relationship with academic achievement among higher secondary students. The findings revealed that social media usage does not significantly differ based on gender and medium of instruction, whereas significant differences were observed with respect to type of school. Further, the study indicated a low but positive relationship between social media utilization and academic achievement. The study suggests the need for guided and purposeful use of social media to enhance academic performance.*

Keywords: Social Media, Academic Achievement, Higher Secondary Students, Digital Learning, Online Platforms, Educational Technology

1. Introduction

In the digital era, social media has become an integral part of students' daily lives. It serves not only as a communication tool but also as a platform for knowledge sharing and academic interaction. Higher secondary students increasingly rely on social media for accessing study materials, watching educational videos, participating in discussions, and collaborating with peers. While social media can enhance learning opportunities, excessive or improper use may lead to distractions and reduced academic focus. Therefore, understanding how social media utilization influences academic achievement is essential for improving educational outcomes.

Significance of the Study

The study on utilization of social media in relation to academic achievement is highly relevant in the present technological context. Students are extensively exposed to digital platforms, which can either support or hinder their academic progress. This study helps in understanding whether social media acts as a beneficial learning tool or a source of distraction. The findings will assist educators, parents, and policymakers in promoting effective and responsible use of social media. It also emphasizes the need to integrate social media into teaching strategies in a structured and meaningful way to enhance student engagement and performance.

Utilization of Social Media in Education

Recent studies indicate that social media can positively influence learning when used appropriately. Educational videos, online tutorials, and collaborative platforms enhance conceptual understanding and promote active learning. Social media encourages peer interaction, knowledge exchange, and self-directed learning. However, research also highlights that unregulated usage can lead to time wastage, reduced concentration, and academic decline. Therefore, balanced and purposeful utilization of social media is crucial for improving academic achievement among higher secondary students.

2. Review of Related Literature

Several studies emphasize the **positive influence of social media on learning outcomes**. Junco (2012) found that the academic use of social networking sites was positively associated with student engagement and improved performance. Similarly, Tess (2013) reported that social media platforms enhance communication, collaboration, and participation in higher education settings. Ahn (2011) highlighted that social media supports knowledge sharing and peer interaction, which contribute to improved academic outcomes. More recent studies by Manca and Ranieri (2016) indicate that social media fosters collaborative learning environments and promotes active student engagement.

Research also shows that social media can support **self-directed and informal learning**. Greenhow and Lewin (2016) observed that students use social media to access diverse learning resources, develop digital literacy skills, and extend learning beyond classroom boundaries. Likewise, Selwyn (2012) noted that social media enables learners to participate in knowledge-building communities, thereby enhancing independent learning and critical thinking abilities.

On the other hand, several studies highlight the **negative effects of excessive social media usage**. Kirschner and Karpinski (2010) found that students who frequently use social networking sites tend to have lower academic performance due to distraction and reduced study time. Similarly, Rosen (2013) reported that multitasking with social media negatively affects concentration and academic productivity. Jacobsen and Forste (2011) also found a negative correlation between time spent on social media and academic achievement among university students.

3. Objectives of the Study

- To find out the significant mean score difference with regard to gender, medium of instruction, and type of school in social media utilization.

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- To find out the relationship between social media utilization and academic achievement among higher secondary students.

Hypotheses of the Study

- There is no significant mean score difference between boys and girls in their utilization of social media.
- There is no significant mean score difference between medium of instruction in their utilization of social media.
- There is no significant mean score difference between types of schools in their utilization of social media.
- There is no significant relationship between social media utilization and academic achievement.

4. Methods and Procedure

Sample - The sample consisted of 480 higher secondary students studying in Class XI from Government, Government-Aided, and Private schools in Coimbatore district. Stratified random sampling was used to ensure representation based on gender, medium, and type of school.

Tools for the Present Study

A self-developed Social Media Utilization Scale was used. Initially, 32 items were prepared, and after item analysis, 26 items were retained. The tool followed a 5-point Likert scale. The reliability coefficient (Cronbach’s Alpha) was 0.85, indicating high consistency. Validity was ensured through expert opinion.

Data Collection

Data were collected from selected schools with permission from authorities. The questionnaire was administered directly to students, and confidentiality was maintained.

5. Analysis of Data

Hypothesis 1

There is no significant mean score difference between boys and girls in their utilization of social media.

Variables	Mean	SD	N	t-value	Table Value	Remarks
Male	61.82	13.45	260	-1.024	1.965	Accept Ho
Female	62.94	12.98	220			

The calculated t-value (-1.024) is less than the table value (1.965). Hence, there is no significant difference based on gender.

Hypothesis 2

There is no significant mean score difference between medium of instruction.

Variables	Mean	SD	N	t-value	Table Value	Remarks
Tamil	60.75	14.12	210	-1.854	1.965	Accept Ho
English	63.28	12.36	270			

The calculated t-value (-1.854) is less than the table value. Hence, no significant difference based on medium.

Hypothesis 3

There is no significant mean score difference between types of schools.

Variables	Mean	SD	N
Government	58.42	13.10	160
Government-Aided	64.75	14.88	150
Private	62.91	12.67	170

ANOVA Table

Source	SS	df	MS	F-value	Table Value	Remarks
Between Groups	2,845.72	2	1422.86	5.218	3.02	Reject Ho
Within Groups	129,860.45	477	272.27			

Since F-value (5.218) > table value (3.02), there is a significant difference based on type of school.

Hypothesis 4

There is no significant relationship between social media utilization and academic achievement.

Variables	Mean	SD	N	r-value	Remarks
Social Media Utilization	62.36	13.22	480	0.214	Reject Ho
Academic Achievement	64.18	12.85			

The obtained r- value (0.214) shows a low positive correlation, which is significant.

6. Discussion

The findings indicate that social media utilization does not differ significantly based on gender and medium of instruction, suggesting equal exposure and access among students. However, differences based on type of school may be attributed to variations in access to digital resources and institutional support. The positive correlation between social media utilization and academic achievement suggests that appropriate use of social media can enhance learning outcomes. These findings align with previous studies emphasizing the importance of guided and purposeful use of digital platforms.

7. Conclusion

The study revealed that social media utilization does not significantly differ based on gender and medium of instruction. However, significant differences were observed based on the type of school, with Government-Aided school students showing higher utilization. The study also found a low but significant positive relationship between social media utilization and academic achievement. This indicates that when used effectively, social media can support academic learning. However, its impact depends on how students manage and utilize these platforms. Proper guidance from teachers and parents is essential to ensure productive usage. Educational institutions should encourage structured and academic-oriented use of social media to enhance learning outcomes.

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