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A Study On Impact Of Social Media On Life Styles And Academic Achievement Of Secondary School Students

SHRI. KINDRI N.N.

Research Scholar,
University College of Education,
Dharwad (Karnataka)

DR. PRABHA S. GUDDADANVERI

Principal,
University College of Education,
Dharwad (Karnataka)

ABSTRACT

The present study aimed to examine the relationship between social media usage, lifestyle, and academic achievement among secondary school students in Gadag district of Karnataka State, with respect to gender, locality, type of school, and socio-economic status (SES). A sample of 200 students was randomly selected for the study. Data were collected using a Lifestyle Scale constructed and standardized by S.K. Bawa and S. Kour (2017), along with a Social Media Scale and an Achievement Test developed by the investigator. The tools were administered to secondary school students. Correlation analysis was employed to determine the significance of the relationship between the independent and dependent variables. Six objectives were formulated, and corresponding hypotheses were tested. The findings of the study revealed a positive and significant relationship between social media usage, lifestyle, and academic achievement among students, irrespective of gender (boys and girls), locality (rural and urban), type of school (government and private), and socio-economic status (high, middle, and low SES).

Keywords: Social Media, Lifestyle, Academic Achievement and Secondary School Students.

Introduction

In the present era, social media has become a favorite means for adolescents to satisfy their curiosity. A vast amount of information is readily available, along with opportunities to engage in various activities through different social media platforms. These platforms have both positive and negative effects on adolescents' minds and, in turn, on their academic achievement. Hence, in addition to fulfilling academic responsibilities, teachers are also expected to address the mental health needs of adolescents, despite often lacking adequate training in this area.

Platforms such as Facebook, Twitter, Instagram, Snapchat, YouTube, and Vimeo serve as major channels of social media. Social media refers to online communication platforms where users create, share, and interact with content in multiple ways. These platforms are easily accessible and user-friendly, enabling individuals to communicate freely and express their opinions to a wide audience. Social media is continuously evolving; however, certain fundamental concepts remain constant and are essential for understanding its broader impact.

Active and frequent participation in social media may influence students' studies and lifestyles and may hinder their path toward academic success. Academic achievement refers to the performance of students in the field of education. Learning is an interactive process between the learner and the environment. When the learning environment is favorable, students feel comfortable, concentrate better, and perform more effectively in their studies.

Objectives

The objectives of the study are as follows:

1. To examine the relationship between social media usage, lifestyle, and academic achievement among male and female secondary school students.
2. To examine the relationship between social media usage, lifestyle, and academic achievement among rural and urban secondary school students.
3. To examine the relationship between social media usage, lifestyle, and academic achievement among government and private secondary school students.
4. To examine the relationship between social media usage, lifestyle, and academic achievement among low and middle socio-economic status (SES) students.
5. To examine the relationship between social media usage, lifestyle, and academic achievement among low and high socio-economic status (SES) students.
6. To examine the relationship between social media usage, lifestyle, and academic achievement among middle and high socio-economic status (SES) students.

Hypotheses

In pursuance of the above-stated objectives, the following hypotheses were formulated:

1. There is no significant relationship between social media usage, lifestyle, and academic achievement among male and female secondary school students.
2. There is no significant relationship between social media usage, lifestyle, and academic achievement among rural and urban secondary school students.
3. There is no significant relationship between social media usage, lifestyle, and academic

achievement among government and private secondary school students.

4. There is no significant relationship between social media usage, lifestyle, and academic achievement among low and middle socio-economic status (SES) students.
5. There is no significant relationship between social media usage, lifestyle, and academic achievement among low and high socio-economic status (SES) students.
6. There is no significant relationship between social media usage, lifestyle, and academic achievement among middle and high socio-economic status (SES) students.

Research Design

Method

The present study is a survey-type research that aims to investigate the relationship between social media usage, lifestyle, and academic achievement among secondary school students in Gadag district of Karnataka State. The study also intends to examine the relationship of these variables with respect to gender, locality, type of school, and socio-economic status (SES) of the students.

Sample

A total sample of 200 secondary school students was selected for the present study. The investigator used a random sampling technique to collect data from different secondary schools located in Gadag district.

Tools

The following tools were used to collect the essential data:

- A Social Media Usage Scale developed by the investigator
- A Lifestyle Scale developed by S.K. Bawa and S. Kour
- An Academic Achievement Test developed by the investigator

Data Collection

To examine the relationship between social media usage, lifestyle, and academic achievement among secondary school students in different schools of Gadag district, the investigator administered all three tools in the selected schools. A systematic and detailed procedure was followed during the data collection process.

Analysis of Data

After the data were collected and classified, they were subjected to statistical analysis. The correlation coefficient technique was applied to test the significance of the relationships among the variables. The results of the analysis are presented in the following tables.

Table 1: Correlation of coefficient between Social media with life styles and academic achievement of boys and girls secondary school students

Variables	Social Media			
	Correlation coefficient (r)	t-value	P-value	Signi.
life styles	0.4645	5.3995	<0.01	S
Academic Achievement	0.6505	8.8179	<0.01	S

The above table shows that there is a positive significant relationship between social media scores with life styles ($r=0.4772$, $t= 7.6412$), and academic achievement ($r = 0.6446$, $t= 11.8630$) at 0.01 level of significance. This shows that social media scores are closely related with two dependent variables.

Table 2: Correlation of coefficient between Social media with life styles and academic achievement of rural and urban secondary school students

Variables	Social Media			
	Correlation Coefficient (r)	t-value	P-value	Signi.
life styles	0.4720	5.8657	<0.01	S
Academic Achievement	0.6111	8.4573	<0.01	S

The above table shows that there is a positive significant relationship between social media scores with life styles ($r = 0.4720$, $t = 5.8657$), and academic achievement ($r = 0.6111$, $t = 8.4573$) at 0.01 level of significance. This shows that social media scores of are closely related with the above two dependent variables.

Table 3: Correlation of coefficient between Social media with life styles and academic achievement of government and private school students

Variables	Social Media			
	Correlation coefficient (r)	t-value	P-value	Signi.
life styles	0.4828	4.8065	<0.01	S
Academic Achievement	0.6988	8.5166	<0.01	S

The above table indicates that there is a positive significant relationship between social media scores with life styles ($r = 0.4828$, $t = 4.8065$) and academic achievement ($r = 0.6988$, $t= 8.5166$) at 0.01

level of significance. This implies that the social media scores are closely related with the above two dependent variables.

Table 4: Correlation of coefficient between Social media with life styles and academic achievement of low and middle SES students

Variables	Social Media			
	Correlation coefficient (r)	t-value	P-value	Signi.
life styles	0.4645	5.3995	<0.01	S
Academic Achievement	0.6505	8.8179	<0.01	S

The above table shows that there is a positive significant relationship between social media scores with life styles ($r=0.4645$, $t= 5.3995$) and academic achievement ($r =0.6505$, $t= 8.8179$) at 0.01 level of significance. This implies that the social media scores of low and middle SES students are closely related with the above two dependent variables.

Table 5: Correlation of coefficient between Social media with life styles and academic achievement of low and high SES students

Variables	Social Media			
	Correlation coefficient (r)	t-value	P-value	Signi.
life styles	0.4711	5.4985	<0.01	S
Academic Achievement	0.5529	6.8320	<0.01	S

The above table indicates that there is a positive significant relationship between social media scores with life styles ($r = 0.4711$, $t=5.4985$) and academic achievement ($r= 0.5529$, $t=6.8320$) at 0.01 level of significance. This implies that the social media scores of low and high SES students are closely related with the two dependent variables.

Table 6: Correlation of coefficient between Social media with life styles and academic achievement of middle and high SES students

Variables	Social Media			
	Correlation coefficient (r)	t-value	P-value	Signi.
life styles	0.4394	4.6656	<0.01	S
Academic Achievement	0.4647	5.0063	<0.01	S

The above table indicates that there is a positive significant relationship between social media scores with life styles ($r = 0.4394$, $t = 4.6656$) and academic achievement ($r = 0.4647$, $t =5.0063$) at 0.01

level of significance. This implies that the social media scores of middle and high SES students are closely related with the two dependent variables.

Findings of the Study

The findings of the study reveal that there exists a positive and significant relationship between social media usage, lifestyle, and academic achievement among secondary school students. This relationship is consistently observed across different categories such as gender, indicating similar patterns among male and female students. Likewise, a positive and significant relationship is found among students from both rural and urban localities, as well as among those studying in government and private schools. Further, the analysis based on socio-economic status (SES) shows that this relationship holds true among students belonging to low and middle SES, low and high SES, and middle and high SES groups. Thus, it can be concluded that social media usage is significantly associated with the lifestyle and academic achievement of secondary school students irrespective of their demographic and socio-economic variations.

Discussion and Conclusion

Some of the previous studies support the findings of the present study, while others present contrasting results. Studies conducted by Yasmin Hashem (2015), Wasim Akram (2018), Shukla M. (1986), and Rekha Rani (2014) reported that there is no significant relationship between social media usage and academic performance, as reflected in students' overall grade averages. However, social networking sites can also be used effectively for communication and networking purposes. Social media influences how students, particularly girls, think, interact, communicate, and shape their social lifestyles. It is observed that most respondents use social media primarily for chatting rather than for academic purposes.

On the other hand, studies such as those by Joshua Chukwura (2017) and Owusu-Acheaw (2015) found a positive correlation between social media usage and academic achievement among students at different levels. In line with these findings, the results of the present study indicate that there is a positive and significant relationship between social media usage, lifestyle, and academic achievement among secondary school students. This relationship is consistent across gender (boys and girls), locality (rural and urban), type of school (government and private), and socio-economic status (low, middle, and high SES) among students studying in different secondary schools of Gadag district.

Educational Implications

Based on the findings of the present study and the observations made by the investigator, several educational implications can be drawn to enhance students' academic achievement and improve the educational system. Nowadays, school and college students are closely associated with social

media; therefore, they need proper guidance on how and when to use it for both personal and academic purposes. The results indicate that social media has both advantages and disadvantages. Hence, its use should be need-based and purposeful.

Social media can provide academic benefits to students through activities such as reviewing educational content, engaging in group learning and discussions, reading, and accessing published articles and other learning resources. Therefore, students should be encouraged to use social media constructively for their academic development. Additionally, teachers and parents should guide students in utilizing social media to develop better lifestyles and to explore career opportunities based on their interests and aptitudes. Such guided use of social media can contribute positively to students' overall development and help them achieve success in life.

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