

Influence of Social Media Use on Academic Performance of Secondary School Students

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Abstract

Background: Globalization and the spread of social media in recent years have affected people in various fields and levels. Their most significant impact was on the younger generation, especially school students, which affected their academic performance in educational institutions. This study aims to determine the influence of social media use on students' academic performance.

Method: A descriptive study is conducted from December 2022 to May 2023. A purposive "non-probability" sample of (364) students is selected. An adopted questionnaire has been selected for the study, which consists of three parts. The first part is the student's socio-demographic characteristics, "Social Media Engagement Scale for Adolescents SMES-A," and the third is the student's grade point average (GPA).

Results: This study shows that most students (68.1%) have moderate social media use, and most students (51.4%) have low academic performance. This study shows that the social media platforms mainly used are Instagram (67.6%), Telegram (61.3%), and YouTube (59.3%), which are used mainly for socialization, information, and academic purposes and most Students (34.1%) report that they spend more than 4 hours per day using social media platforms and sites. Also, this study found no significant influence of social media use on the academic performance of secondary students.

Conclusions: The study concludes that Although students' use of social media was high and their academic performance was low, this use did not directly affect their academic performance. The result of this study suggests that the possible impact of social media use on student academic performance is related to how much or how to manage time a student spends on social media platforms.

Recommendations: The researcher recommended that educational institutions emphasize the risks and challenges that current and future generations face due to excessive use of social media and the advantages and disadvantages of such use.

Keywords: Influence, social media, Academic Performance, Secondary School Students

Introduction

We live today in a complex world of informatics and means of communication, an inevitable result of globalization and the breaking of boundaries on the level of life as a whole, education and learning in particular (1). Social networks occupy the list of the most popular websites now in the world, especially in light of the political, cultural and social changes that the whole world is witnessing (2). It is a

detector platform used to measure users' activities in the real world (3). Social media is an open space for acquiring information and making various relations in the virtual atmosphere (4).

Social media is one of the tools that make it easier for individuals to share their emotions with others, as the response of individuals may be intense and emotional (5). The school and various educational institutions are critical

cultural forces in shaping and modifying student behavior. Society has created this institution and entrusted it with the responsibility of raising young people and shaping the minds that take it upon themselves to create the future (6). High school-age students widely use social media. So, they will affect students' life because they are at a sensitive age, and we need this age group to grow up and become the future creator (7). Social networking sites also satisfy their needs to build their personalities through integration into their society, which motivates them to establish social relationships, language development and the ability to express themselves (8).

Although social media has many positive aspects, the negative effects on children and adolescents are also numerous (9). The difference between social media and social networks is noteworthy hereto be mentioned. Social media can be a web-based communication application that lets users share and interact with each other. On the other side, social networks are social platforms technology that allows users to communicate with each other in a group list (10). Social networking sites affect the personality and behavior of students through the contents of fashion and entertainment, and the impact of social networking sites on students' relationships with their families, with quick anger when a family member interrupts them (11).

In today's generation, the rapid and ever-changing technological advances and interconnectivity through networking have dramatically influenced the learning and knowledge acquisition culture (12). Social media has become more popular because it significantly impacts networking, entertainment, and education, making it easy to share and get online information quickly (13). As more and more students use social media, there are more worries about how this could affect how well they do in school. Social media use by high school students affects their academic

performance in terms of grade point average since they use it frequently and while doing schoolwork. As a result, students use social media a lot. Students have less time to devote to their academic work as they spend more time on social media (14).

Methodology

3.1 Design of the Study:

A descriptive correlational design study is carried throughout the present study to assessment of social media use among the last grade students at secondary schools in Baghdad city from December 2022 to May 2023.

3.2 Ethical Considerations

The University of Baghdad/College of Nursing's Scientific Research Ethical Committee has given the study official ethical approval. The Rusafa Directorates of Education I, II, and III Ethics Committee has granted permission to conduct the research. The schools obtained this permission to ensure their agreement and cooperation in collecting data. participants in the study have signed consent forms for their agreement of participation in the study.

3.3. Settings of the Study

The study was conducted in eight preparatory (secondary) schools in the Directorates of Education of Rusafa in the city of Baghdad; Which include Al-Aghadir School, Al-Manar School, Jannat Al-Firdous School, Sama Bismayah School for Girls, Al-Buraq School, Sibawi School, Al-Qalam School, and Al-Shakreen School for Boys. We noticed that the number of schools and students involved was higher than in previous local studies conducted on students (15–17).

3.4. Sample of the Study

A purposive "non- probability" sample, of (364) high school students were selected for the present study. Students who used social media were set purposively for this study.

3.5. Study Instrument:

3.5.1 Part I: Students' Demographic Characteristics

Students' demographic characteristics, including age, gender, and education level of the father and mother of a student, their parent's social status and family economic status, the type and number of social media sites used, and the actual time spent on social media each day.

3.5.2. Part II: Social Media Engagement Scale for Adolescents (SMES-E)

SMES-E is an 11-item, self-administered instrument designed to assess social media use conducted by (18). SMES-E items are categorized into three subscales: behavioral engagement (4 items) cognitive engagement (3 items) and affective engagement (4 items).

3.5.2. Part III: Grade point Average (GPA):

Measure academic performance; GPA is the universally accepted and acclaimed measure. GPA is a standard way to measure a student's performance in school. This is because it is thought that GPA is directly related to a person's general knowledge and career potential (19). Also, many previous studies used it as a measuring scale (14,20,21). We use a percentage grade system (25).

3.6. Data Collection

Data were collected from January 1 to February 28, 2023; data collection began after the schools' principals granted permission. The purpose of the study was conveyed to schools' principals before data collection to gain their granted permission. The purpose of the study was conveyed to the students before data collection to gain their consent.

Results

Table1: Distribution of Students according to age, gender and Types of social media used (N: 364)

| List | Characteristics | f | % | |
|------|--|----------------------|-----|------|
| 1 | Age M±SD= 18.2± 1.3 | 16- less than18 | 106 | 29.1 |
| | | 18- less than20 | 198 | 54.4 |
| | | 20-less than22 | 48 | 13.2 |
| | | 22- 23 | 12 | 3.3 |
| 2 | Gender | Male | 189 | 51.9 |
| | | female | 175 | 48.1 |
| 3 | Types of social media used | Instagram | 246 | 67.6 |
| | | telegram | 223 | 61.3 |
| | | YouTube | 216 | 59.3 |
| | | WhatsApp | 139 | 38.2 |
| | | ticktock | 135 | 37.1 |
| | | Facebook | 113 | 31.0 |
| | | Twitter | 54 | 14.8 |
| 4 | number of hours spent on social media | Less than 1 hour | 42 | 11.5 |
| | | 1- less than 2 hours | 90 | 24.7 |
| | | 2- less than 4 hours | 108 | 29.7 |
| | | 4 hours or more | 124 | 34.1 |

f: Frequency, %: Percentage

Table 2: assessment of academic performance among Students

| GPA | f | % | M | SD |
|------------------|-----|------|---|----|
| Fail (≤ 49) | 87 | 23.9 | | |
| Accepted (50–59) | 100 | 27.5 | | |

| | | | | |
|---------------------|------------|--------------|----------------|-----------------|
| Moderate (60–69) | 63 | 17.3 | 61.8791 | 14.77384 |
| Good (70–79) | 56 | 15.4 | | |
| very good (80–89) | 39 | 10.7 | | |
| Excellence (90–100) | 19 | 5.2 | | |
| Total | 364 | 100.0 | | |

This table shows that students' average academic performance is 61.87 ± 14.77 and 27.9% of students are at acceptable levels which indicates a low academic performance level. while 10.7% & 5.2% of students have very good and Excellence which indicates to high academic performance level.

Table 3: Overall Assessment of social media use among Students

| social media engagement | f | % | M | SD |
|-------------------------|------------|--------------|----------------|----------------|
| High | 78 | 21.4 | 34.6896 | 7.20803 |
| Moderate | 248 | 68.1 | | |
| low | 38 | 10.4 | | |
| Total | 364 | 100.0 | | |

This table indicates that most students are associated with high and moderate social media engagement as seen at 21.4% & 68.1% respectively ($M \pm SD = 34.689 \pm 7.208$).

Table 4: Regression analysis for overall social media use with academic performance of student

| performance variable | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|------------------------------|--------------------------------|---------------|------------------------------|--------|------|
| | B | Std. Error | Beta | | |
| Behavioral Engagement | .115 | .092 | .074 | 1.250 | .212 |
| Cognitive Engagement | -.125 | .082 | -.084 | -1.535 | .126 |
| Affective Engagement | -.163 | .077 | -.125 | -2.111 | .035 |
| Overall SM Engagement | -.183 | .100 | -.096 | -1.829 | .068 |

a. Dependent Variable: academic performance

This table reveals that there is a significant effect between affective engagement and academic performance at $p\text{-value} = .035$, which indicates that affective engagement on social media predicts influence on academic performance. But in general, there is no significant effect between social media use and academic performance.

Discussion

Table 1 shows that all the students (100%) had accounts on social media; more of the undergraduate secondary students reported that they have more than one social media application come, Instagram (67.6%), Telegram (61.3%), and YouTube (59.3%) in most social media apps used among students. At the same time, it reported that WhatsApp (38.2%), ticktock (37.1%), Facebook (31%) and Twitter (14.8%) are less frequently used among them. While a study in Pakistan found that Facebook is the most used social media among students at a rate of 94%, followed by WhatsApp and Instagram (26). A study concluded that in India, among higher secondary school students; According to the study, the most popular websites among students were WhatsApp, Facebook, Messenger, and YouTube (27).

Table 1 also shows that 128 (34.1%) students spent more than four hours daily on their favorite social media sites. While one hundred eight (29.2%) of students spent between 4 and 2 hours, ninety of them (24%) spent between 1 and 2 hours, and just forty-two (11.5%) spent less than an hour. In the literature, in a study published in the Journal of Economic and Social Review in 2022 by Uddin et al., the researchers analyzed data from 150 students of the Islamic University in Bangladesh. They discovered that most students visited social networking sites in residential halls and at home, spending an average of more than 4 hours per day, primarily between 6 in the evening and 6 in the morning. According to a study by Oguguo et al. (2020) in the International Journal of Evaluation and Research in Education, students spend between two and four hours daily on social media.

Table 2 showed that students' average academic performance is 61.87 ± 14.77 , and only 27.5% of students are performing at acceptable levels, indicating low academic performance. While 17.3% and 15.4% of students got a "moderate and good" performance rating, 10.7% and 5.2% of students had "very good" and "excellence," respectively, indicating high academic performance. A study by Bhumika et al. (2022) showed that 69% of the students have a grade point average between 60 and 80 percent. Students with a grade point average of 60–80% generally use social networking websites for entertainment. It is important to remember that each student is different, and academic performance can vary for many reasons. Kumar (2021) states that students' abilities, motivation, study habits, and learning styles are influenced by their school and home environments and the critical things to them. Attention should be paid to the level of students in this study was unexpected, as this indicates the presence of factors that impact their academic performance and will be discussed later. However, education makes acquiring knowledge, attitudes, values, and skills difficult. Instead, life is a lengthy and challenging journey. Students are expected to study and graduate with high grades (31).

Table 3 revealed that the level of student social media use in a secondary school's final grade was moderate, as indicated by ($M \pm SD = 34.689 \pm 7.208$) in which 68.1% ($n = 248$) of students showed moderate engagement. This result is similar to the study conducted in 2023 in Romania. Using the same scale we used to measure social media use among school students, and we found that the mean was ($M \pm SD = 34.52 \pm 9.80$), indicating a moderate level of social media engagement (32). Another

study measuring social media use and adolescents' sleep showed that the mean frequency of social media use among adolescents was 23.01 (SD = 8.10) on average, indicating a moderate level of Frequency (33). Dinçer and Kiliñç (2019) reported in a study published in the Asian Journal of Education and Training that the average level of social media use among the participants was (49, 40), which means they used social media at a medium level.

Table 4 revealed no significant differences between students' social media use and academic performance. Along the same line, a study conducted in Bulacan, Philippines, revealed that social media platforms do not significantly affect students' academic performance (35). Another study determined "the relationship between social media usage and academic performance." The findings show no significant association between students' academic achievement and social media usage (36). These findings support the correlation suggesting that using social media for academic purposes and multitasking did not affect students' academic performance (37). Although students' academic achievement was low and their use of social media was high, this use did not directly affect their academic performance. We suggest that there may be other factors involved in these two variables. Where factors that are believed to affect students' academic performance are addressed, the majority belong to the categories of institutional and home environmental factors and student-centric factors, such as motivation level, study habits, and learning ability (19). A study of senior high school students found that skipping school significantly affects academic performance and can even cause students to drop out. The study also found that parents' education and income, the availability and accessibility of textbooks, libraries, practical labs, meal service, and teachers significantly affect how well teenagers do in school (38).

Conclusion:

The study concludes that Although students' use of social media was high and their academic performance was low, this use did not directly affect their academic performance. The result of this study suggests that the possible impact of social media use on student academic performance is related to how much or how to manage time a student spends on social media platforms.

Recommendations:

- The Ministry of Education should intensify the dissemination of awareness and the culture of using social media among students, families, and school teachers.
- Educational institutions should emphasize the risks and challenges that current and future generations face due to excessive social media use and the advantages and disadvantages of such use.
- Families should talk openly about how they use technology and set clear rules for how it should be used. Parents should monitor their children's technology use and provide guidance and support as needed.

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