



SOCIAL MEDIA ADDICTION AND ACHIEVEMENT IN HISTORY AT THE HIGH SCHOOL LEVEL

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ABSTRACT

This article focuses on the theme of social media addiction and achievement in history at the high school level by adopting survey method with a sample of 510 students. The main objective of this study is to find out how the social media affect the achievement in history at the higher secondary level. Also this study has proved that there exists a positive correlation between social media addiction and achievement in history at the high school level. Hence this piece of research throws light on the social media addiction and achievement in history at the high school level.

INTRODUCTION

Social media plays a vital role in the sphere of all aspects in every body's life. It is placed as the first among all facilities for sophisticated life in the twenty first century. It predominantly occupies all age group from children to age old people. Especially teenagers use social media for all the time for everything by proper usage of social media it will help us to do things on time. It may also be the reason for lack of concentration in their studies. Procrastination can be overcome with regular study habits and improving one's study habits can become the key to better studying. Being organized and having homework routines are the most important things in helping a child/student develop good study habits.

NEED AND SIGNIFICANCE OF THE STUDY

The word "Social media" kindles the children's interest in knowing something they like more. Sometime it helps as source of knowledge about everything across the globe. It transmits the message of all types to every nook and corner of the world in a fraction of second. Social media helps school students as ready reckoner for instant reference; otherwise they have to go for reference to a scholarly people or various dictionaries, and hard copies of books. Social media like whatsapp, Instagram, twitter, facebook, byjus, YouTube, newspaper, etc. are inseparable from the life of men.

Thus the topic is entitled as "Social Media addiction and Achievement in History at the High School Level".

OBJECTIVES OF THE STUDY

1. To find out whether there is any significant relationship between Social media addiction and achievement in history at the high school level
2. To find out whether there is any significant difference between social media addiction and achievement in History at the high school level with respect to Gender.
3. To find out whether there is any significant difference between social media addiction and achievement in History at the high school level with respect to locality.

METHOD OF STUDY

This study adopts Normative Survey method

Research Tools

The following research tools will be adopted

1. Social Media Addiction Scale constructed and validated by CengizSahin (2018)
2. Achievement test

Sample of the study

Five hundred and ten ninth standard students were selected using random sampling technique from



various schools of Thiruchirappalli district for this study.

Statistical Techniques Used

This study utilizes descriptive, differential and correlation analysis

Testing of Hypotheses

Hypothesis 1

There is no significant relationship between Social media addiction and achievement in history at the high school level

variables	r	Table value
Social media addiction and achievement in history	0.84	0.139

The correlation between social media addiction and Achievement in history at the high school level is 0.84. The calculated 'r' value 0.84 is greater than the table value 0.139 at 0.05 level of significance. Hence the hypothesis is rejected. Therefore there exists

a positive correlation between social media addiction and Achievement in history at the high school level.

Hypothesis 2

There is no significant difference between social media addiction and achievement in History at the high school level with respect to Gender.

Gender	N	Mean	S.D	't' value
Male	190	2.23	0.423	1.93
Female	320	2.31	0.463	

The mean score of Achievement in history are 2.23 and 2.31 for Male and Female students at the high school level. The standard deviation score for Male and Female students are 0.423 and 0.463 respectively. The calculated 't' value 1.93 is lesser than the table value 1.96 at 0.05 level of significance. Therefore the null hypothesis is accepted. It could be concluded that there is no significant difference between social media

addiction and achievement in History at the high school level with respect to Gender.

Hypothesis 3

There is no significant difference between social media addiction and achievement in History at the high school level with respect to locality.

Group of study	N	Mean	S.D	't' value
Rural	290	2.32	0.468	2.36
Urban	220	2.23	0.420	

The mean score of Achievement in history are 2.32 and 2.23 for the locality with rural and urban high school students. The standard deviation score for rural and urban students are 0.468 and 0.420 respectively. The calculated 't' value 2.36 is greater than the table value 1.96 at 0.05 level of significance. It is observed that the significant difference exists between the samples. Therefore the null hypothesis is rejected. It could be concluded that there is a significant difference between social media addiction and achievement in History at the high school level with respect to locality.

- Boys and girls of high school students do not differ significantly in social media addiction and achievement in History.
- Higher secondary students whose locality was rural and urban differ significantly in social media addiction and achievement in History.

Recommendations

After analyzing and listing down the findings, it is found that students are very much influences and affected by social media especially in their academic performance

FINDINGS

- 63 percentage of high school students had an average level of social media addiction.
- There exists a positive correlation between social media addiction and Achievement in history at the high school level.

- Students should develop the cognitive and intuitive ability to analyze how much what really matters in their life and how much of this virtual life translates to real life.
- The teachers should also help the students on how to make used of social media and also tell



them the advantages and disadvantages of social media so that they can be aware of what to do and what not to do.

3. Teachers should ensure they use the social media as a tool to improve the achievement of students in schools.

CONCLUSION

This study has revealed that majority of the high school students in Tiruchirappalli district use the social media for a variety of reasons and majority spend long hours on the social media. This has negative effects on their academic achievement. The implication is that as good as the social media may be, obsession and addiction to it have serious consequence on the academic life of the students.

BIBLIOGRAPHY

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