Influence of Social Media Activities on Higher Secondary Students

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Abstract
Social media is a convenient network of communication for people nowadays. This study is an attempt to examine the application and usefulness of social media activities in academics. The main objective of the study is to find out the level of social media activities of the higher secondary students concerning gender, class, locality of the school, and types of school. The sample size for the study comprised 707 students. The investigator used the social media activities scale prepared and validated by D.Johnraj David and Dr.P.Muthupandi. A Simple random sampling technique was used to collect the sample from various schools. Data was analysed through mean, standard deviation, and "t" tests. The findings of the study indicate that (i) male students have significantly higher use of social media activities than female students (ii)students studying in XII standard have significantly higher use of social media activities than students studying in XI standard students (iii) urban locality school students have significantly higher use of social media activities than rural locality school students(iv) students studying in aided schools have significantly higher use of social media activities than students in unaided schools.
Keywords: Social media activity, Internet, Higher Secondary student, social network, Learning, Locality of school, Type of school, Gender and class.

Introduction

Social media includes web 2.0 or interactive internet-based application that is interchangeably used as social software. Social media is a group of internet-based applications that allows the creation and exchange of user-generated content. Social media is a raw term consisting of blogs, microblogs, forums, dialogues, images, sound, video, network, social web profile, and other social networks. We can also consider social media as a comprehensive umbrella term consisting of network-based applications that enable users to create their content on social media and share text, audio, video, image, setting individually or in groups.

Users of social media are no longer passive receivers of information but active creators of their meanings. Users create their content learning from social media. In addition, as an internal part of the rich school experience, it supports the informal side of teacher, self-orientation and self-determination cell of the time and space, independent opportunity to contact the peers and manage their learning activities. Hence the researcher wants to study whether the students feel the same as the social media activities they follow to educate themselves.

Need for the Study

Social media is an interactive digitally-mediated technology that facilitates the creation or sharing/ exchange of information, ideas, career interests, and other forms of expression via virtual communities and networks. Usage of social media differs from place to place depending on the gender, class, location of the school, medium of education, availability of computers, internet accessibility, staying with parents, and depends on the rooms allocated in their houses. The researcher wants to identify social media activities in the Madurai district depending on certain variables.

Objectives of the Study

The specific objectives of the study are as follows:

- To find out the significant difference between male and female higher secondary students in social media activities.
- To find out the significant difference between XI and XII higher secondary students in social media activities.
- To find out the significant difference between urban and rural locations of higher secondary students in social media activities.
- To determine the significant difference between aided and unaided schools' higher secondary students in social media activities.

Hypothesis of the Study

The formulated hypothesis of the study is as follows:

- There is no significant difference between male and female higher secondary students in social media activities.
- There is no significant difference between XI and XII higher secondary students in social media activities.
- There is no significant difference between urban and rural locations of higher secondary students in social media activities.
- There is no significant difference between aided and unaided schools' higher secondary students in social media activities.

Design of the Study
Method

A survey method was adopted for this study.

Sample

A random sampling technique was used to select the sample of 707 higher secondary students who were studying in schools situated in Madurai.

Tools

The tool used for data collection was social media activities scale constructed and standardized by D.Johnraj David and Dr.P.Muthupandi.

Statistical Techniques

1. Mean, 2. Standard deviation and 3. to test for significance of the difference between the measure of a large independent sample.

Analysis and Interpretation

Table The significant difference in the Social Media activities among higher secondary students concerning background variables

Hypothesis	Variable	Sub-Variable	N	Mean	SD	't' Value	Remark at 5% Level
H0-1	Gender	Male	252	105.087	22.5588	3.182	S
		Female	455	100.057	18.6543		
H0-2	Class	XI	291	98.474	19.6532	3.739	S
		XII	416	104.212	20.365		
H0-3	Locality of School	Urban	367	102.861	21.7570	1.379	NS
		Rural	340	100.759	18.4815		
H0-4	Type of School	Aided	134	105.963	24.0702	2.621	S
			573	100.888	19.1593		

Further, it is observed from the above table when compared with the means score.

1. Male students have more social media activity (105.087) when compared with female students (100.057). Hence the hypothesis stating that there is no significant difference in the social media activity of higher secondary students based on gender is rejected.

2. Students studying in XII standard have significantly higher social media activity (104.212) when compared with students studying in XI standard (98.474). Hence the hypothesis stating that there is no significant difference in the social media activity of higher secondary students based on class is rejected.

3. Students studying in urban locality schools have higher social media activity (102.861) when compared to students studying the rural localities (100.759). Hence the hypothesis stating that there is no significant difference in the social media activity of higher secondary students based on school locality is accepted.

4. Students studying in aided schools have significantly higher social media activity (105.963) when compared to students studying in unaided schools (100.888). Hence the hypothesis stating that there is no significant difference in the social media activity of higher secondary students based on the type of schools is rejected.

Educational Implications

- Teachers may also publish student-friendly activities on social media, faculty activities, homework, and assignments, which would prove beneficial. Using social media, students can improve their involvement in education, improve their technological ability, achieve a great sense of collaboration in the classroom, and build good communication skills.

- Students must learn to distinguish the skill required to locate information online from their understanding of the information. Using social media to cultivate and demonstrate deep learning is possible, but that requires overcoming the persistence of distraction, the surfeit of irrelevant information, and the temptation to wander. Students should try to develop a capacity for practical reasoning when using social media. Educators and students should have multiple, purposeful discussions on the pros and cons of social media.

- Social media can either enhance or impede student learning. Educators can use real case studies to help students identify trade-offs. For example, the use of social media in educational settings may incorrectly suggest that learning should be easy and quick. If so, students should be shown the value of reinvesting the time and effort saved by technology into higher-order tasks that matter to their learning, such as writing a complex argument, reading difficult texts, and debating ideas with others.

- While using social networking sites, students must be informed why it's important to keep information like their name, Social Security number, address, phone number, and family financial information like bank or credit card account numbers to themselves. They should not share personal information about themselves, other people in the family, or their friends. Privacy must be maintained to avoid cybercrime.

Conclusion

Students today are intimately involved with social media at every stage. The benefits of social media for academic entities are many. Social media exerts a huge impact on human life. Life has become more convenient because social media is a very useful tool for us in the 21st century, as it helps us improve our quality of life. If students use social media smartly, it will be useful for their career and academic aspects. Social media activity offers educators a great activity to expand the minds of these students.

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