

## Research Article

## Social Media and Achievement Motivation of High School Students

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### Abstract

Media plays a vital role in communication tools shaping public opinion. Due to the contribution of media in the education sector, the media sector is gaining an important place among students today. This study examines social media's influence on the Achievement Motivation of high school students. Simple random sampling was followed in the study, and the sample consisted of 100 students from the population of the Kanchipuram district. The analysis of data was performed using t-test and multiple linear regression analysis. The study found a significant relationship between social media and achievement motivation.

**Keywords:** Achievement Motivation, High School Students, Media, social media

### Introduction

A human is a social being and needs to socialise (Wakefield, 2000). Some individuals have to check their social media many times to cultivate large social networks for a sense of belonging and to access support (Cao, Guo, Vogel & Zhang, 2016) to reply as quickly as possible. Motivation is essential for success, such as academic success, and social media usage affects it. For example, a student's motivation involves establishing goals for finishing educational tasks, even when not interested (Pintrich and de Groot, 1990). Social media networks have many positive effects, such as staying in contact with friends, meeting new people, providing educational benefits, and quickly accessing mobility. Also, some adverse effects include identity theft, cyberbullying, decreased social interaction in real life, and social isolation.

Furthermore, an increase in mobile social networking could cause future health problems. Heikkinen (2012) argued that an overall integration of social media could attract students' attention through its simplicity, flexibility, and freedom of speech. On the other hand,

Greenhow and Lewin (2015) claimed that the function of social media is to promote individual users through profile pages.

### **Related Review**

**Stephany Julius et al. (2021)** described the use of social media towards Depression and Achievement Motivation among University Students. Through the cluster sampling method, the sample consisted of 174-degree students. The study indicated that moderate social media levels positively predicted achievement motivation.

**Jae-Eun Oh et al. (2020)** studied social media and E-Portfolios: Impacting Design Students' Motivation Through Project-Based Learning. The results clearly showed that the study argues for the conditional use of social media in project-based learning classes.

**Peter Osharive (2015)** administered a study on social media and students' academic performance. The study comprised 378 full-time undergraduate students from the University of Lagos. The study examined and revealed that many students at the University of Lagos are addicted to social media.

### **Objectives of the study**

The main aim of this research is to investigate social media and achievement motivation in high school Students.

- To predict high school student's achievement motivation with a linear combination of social media.
- To determine whether there is any significant difference in social media between boys' and girls' students in high school.

### **Research Question**

- What is the relationship between social media and academic motivation in high school students?

### **Hypothesis**

Based on the objective, the hypothesis was formulated for the study

- **Hypothesis 1:** A significant linear relationship between social media exists with achievement motivation.
- **Hypothesis 2:** There is no significant difference in social media between boys' and girls' students in high school.

### **Variables**

The present investigation is an attempt to study the “Social media and Achievement Motivation of High School Students. The variables involved are:

- Social media.
- Achievement Motivation

### **Methodology**

The investigators used a survey method in this research. The sample consisted of 100 higher secondary students from the population of the Kanchipuram district. A Simple random technique was used to select the samples.

### **Tools used**

The social media scale consists of 45 items and all the items are positive and negative statements. The reliability of this scale was established by Cronbach's Alpha Method. The obtained reliability coefficient is 0.8 revealing that the tool is reliable. The achievement motivation scale consists of 22 items and all the items are positive and negative statements. The reliability of this scale was established by Cronbach's Alpha Method. The obtained reliability coefficient is 0.75 revealing that the tool is reliable.

### **Statistical Techniques Used**

Data analysis was performed using t-test and multiple linear regression analysis. The tool used for data collection was a questionnaire comprising two sections. The first section of the questionnaire constitutes demographic information, and the second section contains questions on social media and achievement motivation. The analysis of data was done using regression. The scale is a liker type scale, with multiple choice responses. Responses range from Very Rarely, Rarely, Sometimes, Often and Always. In this five-point scale, the reactions are given weight from 1 to 5 given, shown: 5- Very Rarely, 4- Rarely, 3- Sometimes, 2- Often, and 1- Always.

### Analysis of Data and Testing of Hypothesis

In testing the hypothesis stated, the researcher used multiple linear regression analysis.

- **Hypothesis 1:** A significant linear relationship between social media exists with achievement motivation.

Regression analysis was carried out using the independent variable of social media and the dependent variable of academic motivation. The result of the regression analysis is presented in Table 1

**Table 1**

*Multiple Regression of Social Media with Academic Motivation*

Code	Independent Variable	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
	(Constant)	68.143	17.411		3.914	0.000
X <sub>1</sub>	Social media	0.449	0.138	0.381	3.258	0.002

Multiple R = 0.363, R<sup>2</sup> = 0.132, and F = 7.354

Table 1 shows the coefficient of the relationship between social media and the academic motivation of high school students of the Kanchipuram districts. Table 1 shows that the relationship coefficient between social media and academic motivation is 0.36. Hence, the independent variable of social media significantly contributed to the academic cause. Therefore, the null hypothesis is rejected.

Results shown in Table 1 were used to perform regression analysis, and the equation is given below. Where Y = Academic Motivation

$$Y = 0.449X_1 + 68.143$$

- **Hypothesis 2:** There is no significant difference in social media between boys' and girls' students in high school.

**Table 2**

*Table showing the Critical Ratio of the Difference in Gender in their social media*

Group	N	Mean	S. D.	't-value	Level of Significance
Boys	52	88.35	9.05	2.595	<b>0.03</b>
Girls	48	82.65	7.05		

Since the p-value is  $0.03 < 0.05$ , the null hypothesis is rejected. Hence there is a significant difference in social media between boys' and girls' students in high school.

### Findings of the Study

#### The Significant Findings of the Study Were:

- There was a significant positive relationship between social media and the academic motivation of high school students. In addition, the findings revealed that social media positively affects the theoretical basis of high school students because the educational sites and study material on the internet help the student perform better academically.
- There was a significant difference in social media usage among boys' and girls' students of the Kanchipuram districts. It was found that the mean score of boys was higher compared to girl students; therefore, it was observed that social media usage in boys was higher than in girls.

### Conclusion

From the above findings, it can be concluded that Students should be educated on the influence of social media on their academic motivation. Teachers and parents should regularly monitor the student's use of social networking sites effectively. Teachers should make sure that students use social media to improve their academic performance rather than wastage their precious study time. The students should manage their study time effectively, which can

prevent distractions that social media can provide. Finally, the students should try to balance their study hours and the hours spent on social media.

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