

## PARENTAL MONITORING ON SOCIAL MEDIA USAGE AND ACADEMIC ACHIEVEMENT AMONG SECONDARY STUDENTS

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### Abstract

The universal growth of social media has opened many opportunities for students worldwide to connect with each other and access a diverse range of information. Social media provides rich information which are very useful for various purposes in education. As social media use continues its constant growth, its application among college students is inevitable. Student's media usage has been linearly associated with their academic performance. Proper monitoring of will reduces the negative impact of social media usage among the younger generation. The main objective of the present study was to find out the parental monitoring on social media usage and academic achievement among secondary students in Thoothukudi district. Survey method was adopted in this study. The Sample consists of 300 XI standard students in Thoothukudi district. Parental Monitoring on Social media usage Scale(PMSMS) was developed by Michael Jeya Priya,E(2019) for collecting data. Academic achievement of the students was measured using their 10<sup>th</sup> public examination marks. Mean,SD, 't' test and  $\gamma$  were the statistical technique used for analyzing the data. The Present study revealed that, there was a significant difference among secondary students in their parental monitoring on social media usage, there was a significant difference among secondary students in their academic achievement and there was a significant positive correlation among parental monitoring on social media usage and academic achievement among secondary students in Thoothukudi district.

**Keywords:** Social media, parental monitoring, academic achievement

### Introduction

The New era of modern technology has a major contribution in modern style education. The use of multimedia and graphics much more popular in these days in every field of education( Bhavana,2016).New media technology has transformed the traditional classroom based learning and teaching with new borderless, anytime enriched and high interactive solutions (Chukwudi,N.J.,&Maduike,G,2015). Social media usage is more prevalent in higher education settings as instructors use technology to encourage students to take part and create thorough, detailed learning through communication, critical thinking and collaboration (Almin,Z.,Mansoor,A.,Hussain,S.R.,&Hashmat,F.2016). The over usage of social media such as facebook, youtube, twitter and whatsapp by the students may result mass failure in academic achievement (David,2014). Students are more likely to be faced with temptation of surfing the web, chatting with friends and visiting various social media websites rather than focus on getting their school work done in time (Almin,Z.,Mansoor,A.,Hussain,S.R.,&Hashmat,F.2016). The negative effects of social media cause decrease in productivity of many students such as encourages poor grammar usage, reduction in research capabilities, addiction towards media and

reduction in real human contact (Obi,N.C.,Bulus,L.D.,Adamu,G.M.,&Salaat,A.B,2012). Parental monitoring includes talking with children active mediation and restricting the amount of the content of media (Gentile,D.A.,Reimer,R.A., Nathanson,A.I.,Walsh,D.A,2014). Due to continuous monitoring parents can offer opinions of media content, educating children about the purposes of various media (Balalle,H.2018).Adolescence is an important time for parental media monitoring because it is a pessriod of development in which children are typically give increased freedom to make decisions ( Tiberio,S.S, et al.,2014).Parental monitoring of media has protective effects on a wide variety of academic, social and physical outcomes (Gentile, D.A., Reimer, R.A., Nathanson, A.I., Walsh, D.A,2014). The role of academic achievement is one of the predictors of in the students life success. The aspects of academic placements in schools to higher institutions as well as the level of employability in students's career is inevitable (Kyoshaba,2009).

### **Significance of the study**

New media is helping students to take decisions regarding studies by exposing them to opportunities in their fields ( Varghese,N.2016). Children spend more time with electronic media than they do in any other activity apart from sleep. (Devi.2016). Social media is an effective tool in create groups meant for academic purpose, and textbook functions by linking students with collective ideas for the purpose of working together(Farhan,A.A., & Varghese,P.A.2018). According to the study conducted by Stacey, et al (2014), the children's media consumption has been consistently linked to childhood obesity. Students who spent much time in watching television has been linked with a lower likelihood of eating fruits and vegetables and a highly likelihood of eating junk foods (Bhavana.2016). The higher levels of screen time are associated with less sleep, more attention problems and lower academic performance and involvement (Gentile, D.A.,Reimer,R.A., Nathanson,A.I.,Walsh,D.A.2014). Parental monitoring in the social media usage can be monitored by restrictive mediation, active mediation and co-use. The evolution of internet technology has led to its use as the best medium for communication (Balalle,H.2018). Proper use of social media has emerge positive effect on the student's studies. Students spent most of their time on such activities and easily complete their home assignments and projects (Almin,Z.,Mansoor,A.,Hussain,S.R., &Hashmat,F.2016). Parental monitoring directly reduce total screen time and exposure to media. Decrease in screen time will influence in sleep time, school performance, prosocial and aggressive behavior of the students. So the present study focus on the parental monitoring on social media usage and academic achievement among secondary students.

### **Objectives of the study**

1. To find out the level of parental monitoring on social media usage among secondary students.
2. To find out the level of academic achievement among secondary students in their examination.
3. To find out the differences, if any, in the parental monitoring on social media usage of the secondary students with respect to the following background variables  
(i)Gender (ii) Locality of the home environment (iii)Medium of Instruction (iv)Father's educational qualification (v) Mother's educational qualification

4. To find out the differences, if any, in the academic achievement of the secondary students with respect to the following background variables  
(i)Gender (ii) Locality of the home environment (iii)Medium of Instruction  
(iv)Father's educational qualification (v) Mother's educational qualification
5. To find out the correlation between the parental monitoring on social media usage and academic achievement of the secondary students.

### Hypotheses of the study

1. Parental monitoring on social media usage of the secondary students are moderate.
2. Academic achievement of the IX ssecondary students in their examination are moderate.
3. There is no significant difference in the parental monitoring on social media usage of the secondary students with respect to the following background variables.  
(i)Gender (ii) Locality of the home environment (iii)Medium of Instruction  
(iv)Father's educational qualification (v) Mother's educational qualification
4. There is no significant difference in the academic achievement of the secondary students with respect to the following background variables.  
(i)Gender (ii) Locality of the home environment (iii) Medium of Instruction  
(iv)Father's educational qualification (v) Mother's educational qualification
5. There is no significant positive correlation between the parental monitoring on social media usage and academic achievement of the secondary students.

### Population and sample

The population for the present study was identifies as the XI Students who have completed their S.S.L.C exam in Thoothukudi district among the population, 300 students were selected as the sample. Simple random sampling was adopted by the investigator.

### Statistical Techniques used in the present study

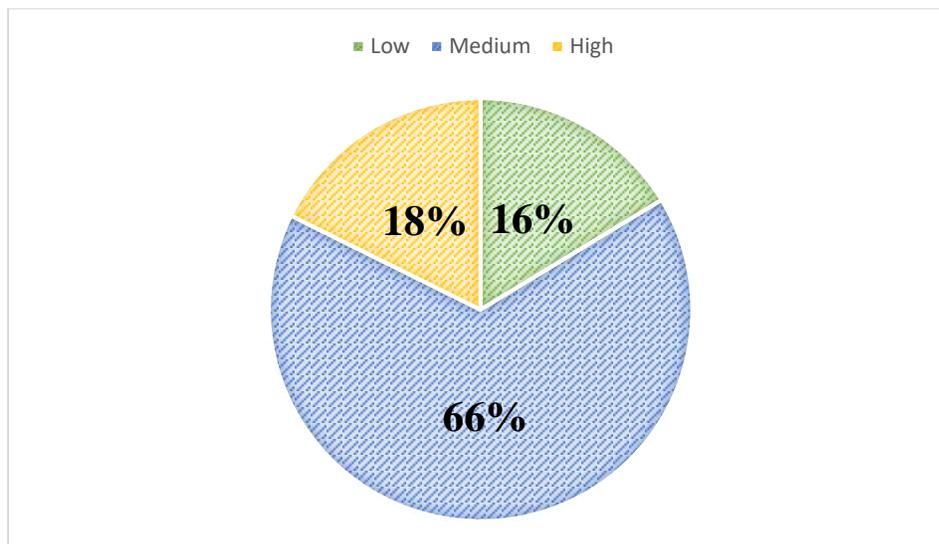
Parental Monitoring on Social Media Usage Scale was developed and validated by Michael Jeya Priya,E(2018) and academic achievement of the students are measured by using their 10<sup>th</sup> public exam marks. Mean,SD, 't' and  $\gamma$  were the statistical technique used for carrying out the analysis of data.

### Data Analysis and Interpretation

**Table -1. Showing the percentage level of parental monitoring on social media usage of the secondary students**

Variable	Number	Low		Medium		High	
		No	%	No	%	No	%
Parental monitoring on social media usage	300	49	16.33	198	66	53	17.67

**Figure.1. Showing the percentage level of parental monitoring on social media usage of the secondary students**



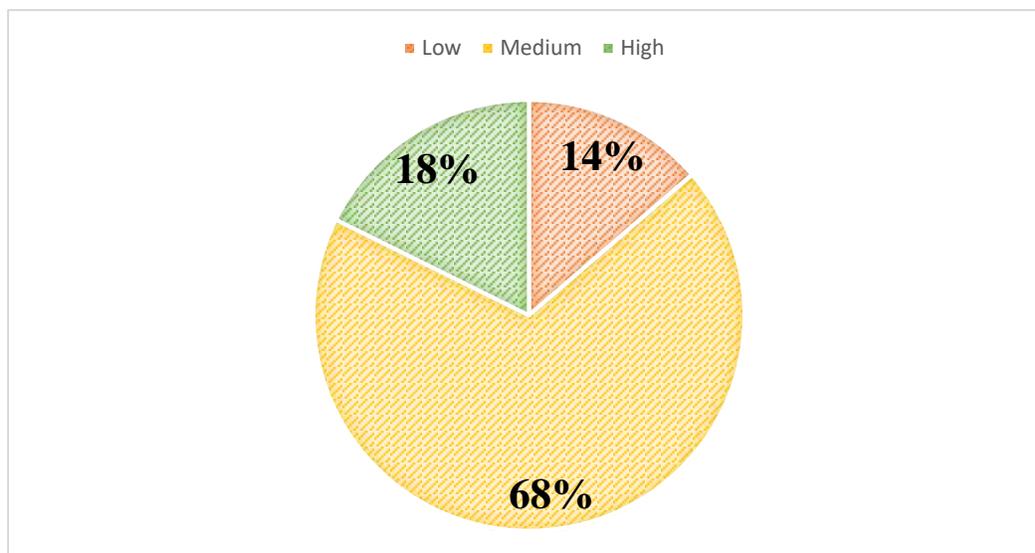
#### **Interpretation of table-1**

It is revealed from the table that 16.33% of secondary students have low, 66% of them have average and 17.67% Of them have high parental monitoring on social media usage among secondary students.

**Table-2. Showing the percentage level of academic achievement of the secondary students in their examination.**

Variable	Number	Low		Medium		High	
		No	%	No	%	No	%
Academic achievement of the secondary school students	300	41	13.67	206	68.66	53	17.67

**Figure.1. Showing the percentage level of parental monitoring on social media usage of the secondary students**



### Interpretation of table-2

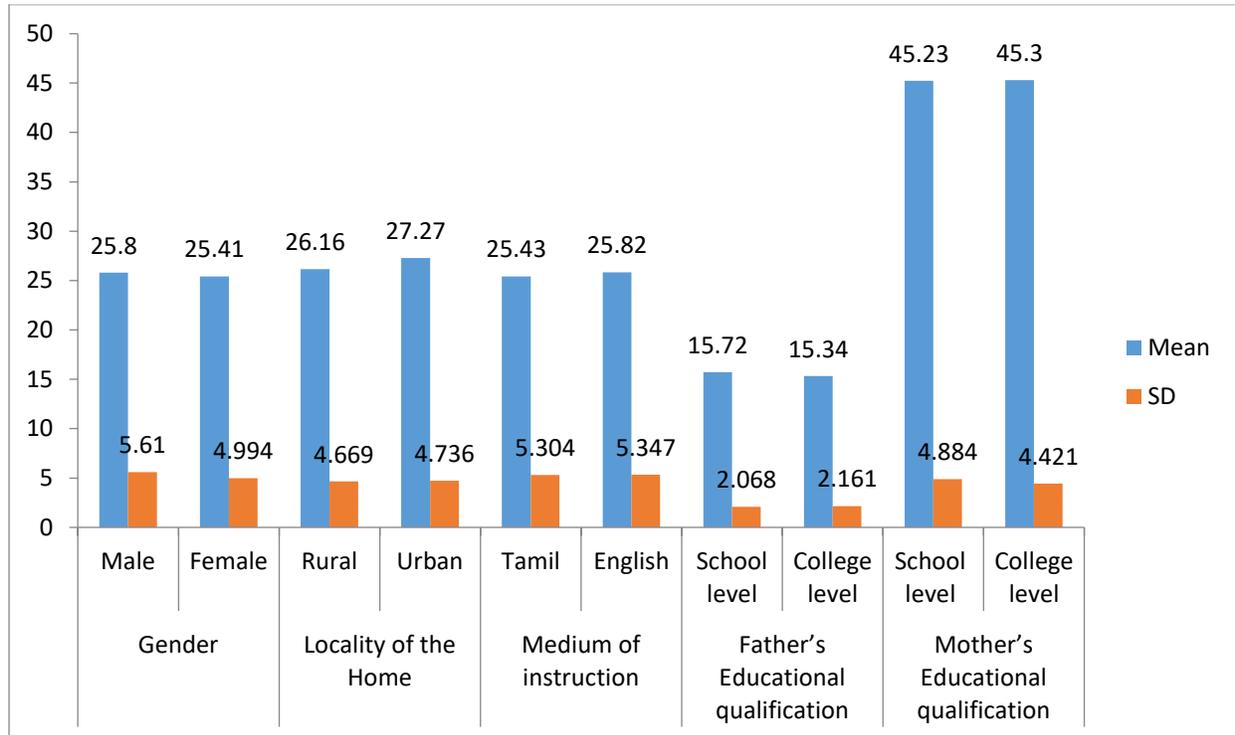
It is revealed from the table that 13.67% of secondary students have low, 68.66% of them have average and 17.67% Of them have high academic achievement among secondary students.

**Table-3. Showing the Parental monitoring on social media usage among secondary students in Thoothukudi district**

Variables	Category	Number	Mean	SD	CR Value	Remarks 0.05 level
Gender	Male	152	25.80	5.610	0.637	NS
	Female	148	25.41	4.994		
Locality of the Home	Rural	134	26.16	4.669	2.031	S
	Urban	166	27.27	4.736		
Medium of instruction	Tamil	162	25.43	5.304	0.645	NS
	English	137	25.82	5.347		
Father's Educational qualification	School level	164	15.72	2.068	1.55	NS
	College level	136	15.34	2.161		
Mother's Educational qualification	School level	163	45.23	4.884	0.13	NS
	College level	137	45.30	4.421		

(At 5% level of significance the table value of 't' is 1.96)

**Figure-3. Showing the mean difference in the parental monitoring on social media usage among secondary students in Thoothukudi District**



### Interpretation of Table-3

It is inferred from the table that, there is no significant difference between male and female, Tamil and English medium, school level and college level educated fathers' and school level and college level educated mothers' of secondary students in their parental monitoring on social media usage. Whereas there is a significant difference between rural and urban secondary students in their parental monitoring on social media usage.

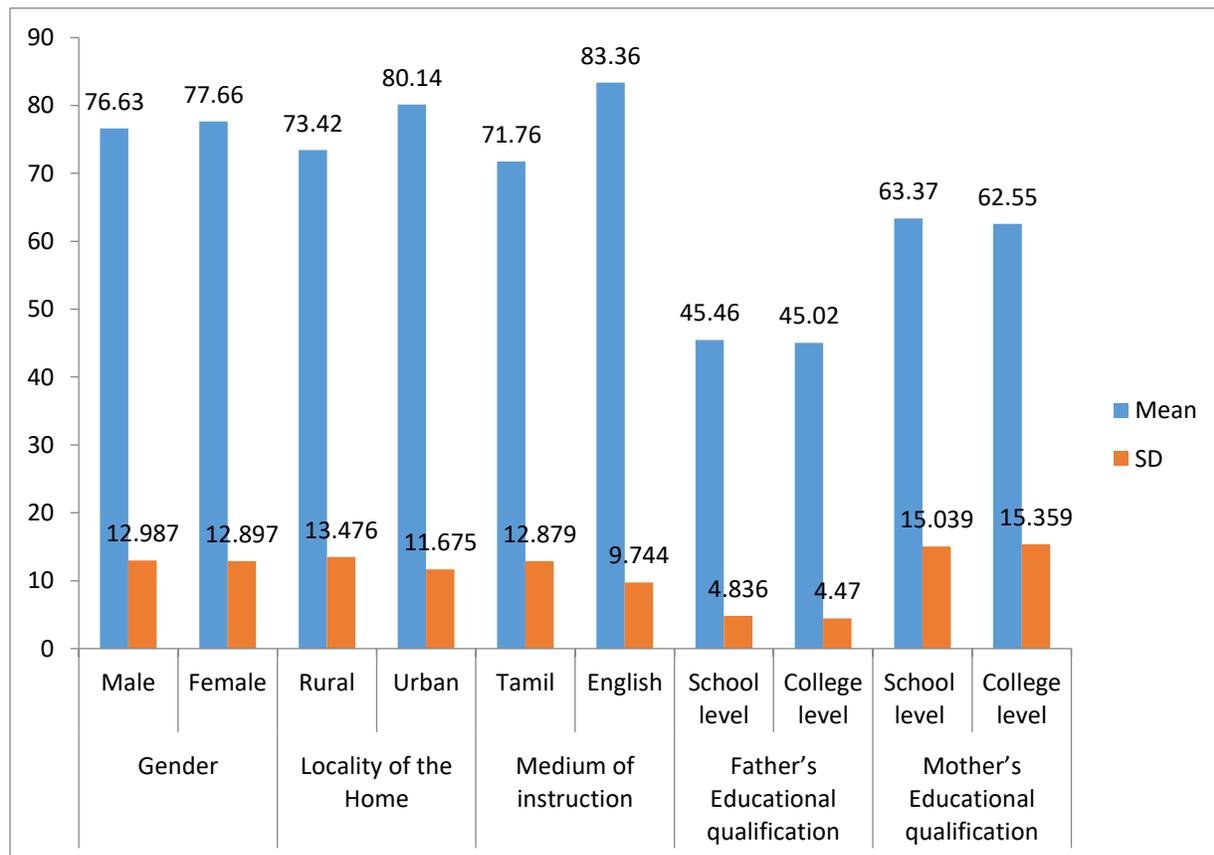
There is significant difference between rural and urban secondary students in their parental monitoring on social media usage.

In the present study the mean of parental monitoring on social media usage scale of urban students (27.27) is greater than that of rural students (26.16) this may be due to the fact that students in the urban areas have high level of internet skills and internet literacy compared to rural children. They have high level of parental restrictive mediation and aware of harms such as theft of passwords and money stolen online. Parents of urban students always monitor their online behaviours such as online game playing and time spent in online screening. They are aware of health issues caused due to over usage of social media such as eye defect, obesity, etc. This result support the study conducted by Chang,C.F et al (2016). In their study they found a clear difference between rural and urban students in their parental internet mediation and adolescent's internet risks. They found that both rural parents and their children being less experiences and knowledgeable of the risks associated with use of the internet. Rural children are exposed to more risk and experience more harm compared to urban students.

**Table-4. Showing the academic achievement of secondary students in Thoothukudi district**

Variables	Category	Number	Mean	SD	CR Value	Remarks 0.05 level
Gender	Male	152	76.63	12.987	0.690	NS
	Female	148	77.66	12.897		
Locality of the Home	Rural	134	73.42	13.476	4.560	S
	Urban	166	80.14	11.675		
Medium of instruction	Tamil	162	71.76	12.879	8.851	S
	English	137	83.36	9.744		
Father's Educational qualification	School level	164	45.46	4.836	0.88	NS
	College level	136	45.02	4.470		
Mother's Educational qualification	School level	163	63.37	15.039	0.46	NS
	College level	137	62.55	15.359		

(At 5% level of significance the table value of 't' is 1.96)

**Figure-4. Showing the mean difference in the academic achievement of secondary students in Thoothukudi District**

#### Interpretation of Table-4

It is inferred from the table that, there is no significant difference between male and female, school level and college level educated fathers' and school level and college level educated mothers' of secondary students in their academic achievement. Whereas there is a significant difference between rural and urban, Tamil and English medium secondary students in their academic achievement.

There is significant difference between the rural and urban secondary students in their academic achievement.

In the present study the mean value of urban students (80.14) is greater than that of rural students (73.42). This is may be due to the fact that urban students parent's improve the level of control and care of their children. They show more interest and concern in the academic work of their wards by way of providing conducive atmosphere for studies by providing materials for studies and helping students in their studies. Urban students are well aware of the learning apps, websites and TV programmes which help them in academic achievement. Their study habits are often monitored by their parents and teachers. Parents of urban students often attend the Parent's-Teacher's association meeting and enquire about the students' progress. Urban students enroll themselves in the learning apps and avoid distraction. Parents in the urban area provide more facilities to children for social media use as well as the provision of the wifi at house to help the children in the studies. This result support by the study conducted by Prabandari,K.,& Yuliati,L.N(2016) in their studies they showed that the social media use in urban area was high than that in rural areas and they also had better academic achievement than those in rural areas.

There is significant difference between the Tamil medium and English medium secondary students in their academic achievement.

In the present study the mean value of English medium students (83.36) is greater than that of Tamil medium students (71.76). This is may be due to the fact that English medium students read more online books and articles compared to Tamil medium students. Since many of the new research articles and study materials in the online are in English they feel easy to read and understand. Their involvement in the social media usage helps them to download many learning apps to enhance their education.

**Table-5. Correlation between the parental monitoring on social media usage and academic achievement of the secondary school students**

Variable	Number	'r'Value	Table value	Remarks
Parental monitoring on social media usage and academic achievement	300	0.134	0.113	Significant at 0.05% level

#### Interpretation of Table-5

From the above table it is inferred that there is significant positive correlation between parental monitoring on social media usage and academic achievement of the secondary school students. Thus parental monitoring helps to improve the performance in the subjects. Their media knowledge helps them to use the various media to clear their subject doubts. The guidance of the parents such as reducing the media usage time, movie rating, etc. helps the students to achieve high in their examination.

## Conclusion

Social media usage have become an ingrained part of Children's lives today. Students spend their precious time constantly on Instagram, Facebook, Twitter and other Online programs. Many schools increase Online social networking such as Google class rooms, blogs, virtual science labs etc., to connect students, enable them to collaborate with each other and form virtual communities. Students activities such as sharing content and creating or maintaining relations, engage in peer-based, self-directed and interactive learning will help to engage them in the education by giving deep learning. Tweets and Blogs usage improve English language education and improve their performance in education. Therefore, it is suggested that the parents, teachers and peers have a very crucial role to use social media. Their monitoring in social media usage is highly important for children's educational success.

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