www.gmcrjournal.com

GMCR
GLOBAL MASS COMMUNICATION REVIEW
communicating humanity

VOL. IX, ISSUE II, SPRING (JUNE-2024)

GMCR

GLOBAL MASS COMMUNICATION REVIEW
HEC-RECOGNIZED CATEGORY-Y

HumanityPublications
sharing research
www.humapub.com
US | UK | Pakistan

Article Title

Examining the Influence of Social Media on Educational Achievement among Students with Hearing Impairments

Abstract

The study sought to investigate the influence of social media on academic achievement among students with hearing impairments. A quantitative and descriptive technique was used to collect data from 55 deaf or hard-of-hearing undergraduate students at the University of Management and Technology. The research used a realistic sample strategy and a five-point Likert scale questionnaire with 20 items that were validated by experts. Cronbach's alpha was 0.89, which validated the dependability. SPSS 22 was used to conduct data analysis, which included descriptive and inferential statistics. The data suggested that social media had a considerable impact on pupils' academic achievement. According to the report, administrators, teachers, and parents should monitor social media usage and encourage its use for educational purposes. Social media may be used to promote educational goals, develop platforms, and build new sites to prevent academic failure in children.

Keywords: Social Media, Academic Achievement, Hearing Impairment

Authors:

Syeda Seerat Hassan: (Corresponding Author)
MPhil Scholar Hearing Impairment, Department of Special Needs Education, University of Management & Technology (UMT), Lahore, Punjab, Pakistan.
(Email: srthassan98@gmail.com)

Saima Rani: MPhil Scholar Hearing Impairment, Department of Special Needs Education, University of Management & Technology (UMT), Lahore, Punjab, Pakistan.

Maidaa Saboor Elahi: MPhil (Special Education) & Research Associate, Inclusive Education Development Centre (IDC), Lahore, Punjab, Pakistan.

Citing Article

09	Examining the Influence of Social Media on Educational Achievement among Students with Hearing Impairments				
	Author	Syeda Seerat Hassan Saima Rani Maidaa Saboor Elahi	**DOI**	10.31703/gmcr.2024(IX-II).09	
Pages	104 - 111	**Year**	2024	**Volume**	IX	**Issue**	II

Referencing & Citing Styles	**APA**	Hassan, S. S., Rani, S., & Elahi, M. S. (2024). Examining the Influence of Social Media on Educational Achievement among Students with Hearing Impairments. *Global Mass Communication Review*, IX(II), 104-111. https://doi.org/10.31703/gmcr.2024(IX-II).09
	CHICAGO	Hassan, Syeda Seerat, Saima Rani, and Maidaa Saboor Elahi. 2024. "Examining the Influence of Social Media on Educational Achievement among Students with Hearing Impairments." *Global Mass Communication Review* IX (II):104-111. doi: 10.31703/gmcr.2024(IX-II).09.
	HARVARD	HASSAN, S. S., RANI, S. & ELAHI, M. S. 2024. Examining the Influence of Social Media on Educational Achievement among Students with Hearing Impairments. *Global Mass Communication Review,* IX**,** 104-111.
	MHRA	Hassan, Syeda Seerat, Saima Rani, and Maidaa Saboor Elahi. 2024. 'Examining the Influence of Social Media on Educational Achievement among Students with Hearing Impairments', *Global Mass Communication Review*, IX: 104-11.
	MLA	Hassan, Syeda Seerat, Saima Rani, and Maidaa Saboor Elahi. "Examining the Influence of Social Media on Educational Achievement among Students with Hearing Impairments." *Global Mass Communication Review* IX.II (2024): 104-11. Print.
	OXFORD	Hassan, Syeda Seerat, Rani, Saima, and Elahi, Maidaa Saboor (2024), 'Examining the Influence of Social Media on Educational Achievement among Students with Hearing Impairments', *Global Mass Communication Review,* IX (II), 104-11.
	TURABIAN	Hassan, Syeda Seerat, Saima Rani, and Maidaa Saboor Elahi. "Examining the Influence of Social Media on Educational Achievement among Students with Hearing Impairments." *Global Mass Communication Review* IX, no. II (2024): 104-11. https://dx.doi.org/10.31703/gmcr.2024(IX-II).09.

Title

Examining the Influence of Social Media on Educational Achievement among Students with Hearing Impairments

Authors:

Syeda Seerat Hassan: (Corresponding Author)
MPhil Scholar Hearing Impairment, Department of Special Needs Education, University of Management & Technology (UMT), Lahore, Punjab, Pakistan.
(Email: srthassan98@gmail.com)

Saima Rani: MPhil Scholar Hearing Impairment, Department of Special Needs Education, University of Management & Technology (UMT), Lahore, Punjab, Pakistan.

Maidaa Saboor Elahi: MPhil (Special Education) & Research Associate, Inclusive Education Development Centre (IDC), Lahore, Punjab, Pakistan.

Keywords:

Social Media, Academic Achievement, Hearing Impairment

Abstract

The study sought to investigate the influence of social media on academic achievement among students with hearing impairments. A quantitative and descriptive technique was used to collect data from 55 deaf or hard-of-hearing undergraduate students at the University of Management and Technology. The research used a realistic sample strategy and a five-point Likert scale questionnaire with 20 items that were validated by experts. Cronbach's alpha was 0.89, which validated the dependability. SPSS 22 was used to conduct data analysis, which included descriptive and inferential statistics. The data suggested that social media had a considerable impact on pupils' academic achievement. According to the report, administrators, teachers, and parents should monitor social media usage and encourage its use for educational purposes. Social media may be used to promote educational goals, develop platforms, and build new sites to prevent academic failure in children.

Contents:

Introduction

Social media life is defined as a type of automatic communication (for example, social sites) through which individuals engage in online correspondence to share thoughts, data, individual messages, and so on. Online networking has become well-known and important to people of all ages. As a result, internet-based existence has an impact on human living patterns and society, particularly among students. Despite various hopeful opinions, there are a number of risks associated with local usage, such as reduced review time, poor scholastic performance owing to excessive use of web-based networking media networks, and excessive social engagement, to name a few. At the moment, many types of web-based living are addressed to the day's relatives, such as Facebook, Twitter, Whatsapp, Linkedin,

and so on. Instead of a protracted gap, these allow people to converse with one another.

In a scatter diagram, the outcome of the measurement was plotted to show a plain picture of the connection or link between the variables. The study indicates that using social media hinders students' learning and directly affects their engagement in the classroom. Academic achievement and social media have an influence on one another. This basically means that when a pupil develops more familiar with social media, it has an influence on his academic progress. Khan (2010) asserts that social media has made a significant contribution to promoting learning in the twenty-first century. It has been demonstrated that students, including PhD students, who frequently use social media improve their grades.

The concept of online media: types, their good and bad influence on student's lives, the effects of web-based media in the education of severely weaker children, and their influence on the academic performance of students with hearing impairment.

Rationale

The overarching goal of this study is to investigate the influence of social media on students' academic achievement. Specifically, the goal of this study is to:

- To explore the impact of time suitability on the progress of learners while utilizing social media.
- To investigate how the type of consumption influences the progress of students

Conceptual Framework
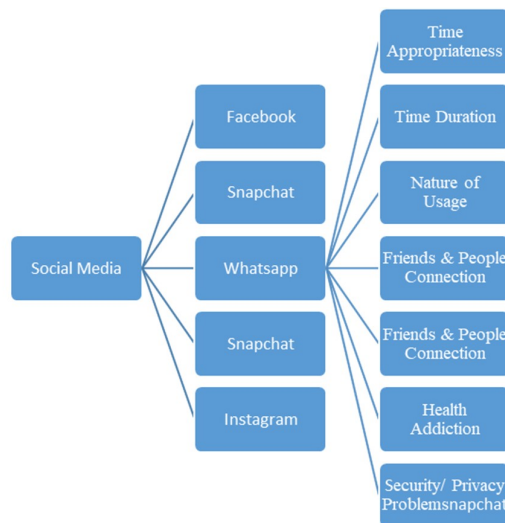
- To see how the length of time affects pupils' academic achievement.

Significance

The study will have noteworthy importance in the field of special needs education on the following grounds:

i. This study will arrange for a true picture of the effects of social media on SWHI's academic performance in universities.

ii. Teachers will use the recommendations of this study to make classroom adaptations and Experiences that meet the needs of Deaf learners so that they can develop into all-around individuals at school and after school.

iii. The Government will use the findings of this research to allocate more resources for infrastructure and learning materials to schools to improve the achievement of Deaf learners.

iv. Researchers and scholars may use the findings and recommendations of this study to conduct research in other areas of educational achievement using social networking sites.

The Objectives of the Study

i. To study the effects of social media on student academic success.

ii. To understand the advantages that social media use has achieved.

iii. To assess what kind of students use social media platforms.

Literature review

According to Maton and Kervin (2008), using media creativity to assist undergraduates in improving their academic performance might be beneficial. Throughout the occasion, numerous professors and guardians underlined that their young people and understudies waste a lot of energy on social media sites. Many colleges and instructors forbid the use of web-based school life, implying that it has a negative impact on undergraduates' interest, investment, and GPA.

Nowadays, thanks to technological advancements, the world has shifted substantially from the realm of reality to the virtual domain. Sites centered on creating online connections for people with common passions. The extreme applications of social media have grown globally during the last two centuries. Because words may have multiple meanings in various contexts, social networking has been highlighted to enable people to disseminate their thoughts, views, hobbies, programs, and so on. Masood, Luqman, Feng, and Ali (2020). At the same time, social media platforms are a type of surfing use in which people submit information and make it available to others, particularly those with similar interests. Greenhow and Lewin (2016). Tumblr, Facebook, Vine, Twitter, Instagram, and LinkedIn are examples of popular social networking sites. Consumers of social media platforms appreciate gaining knowledge from online materials since they are portable, less expensive, and motivational, and a large amount of writing may be kept on their laptops or mobile devices (Md Mahadhi & Faridah Ibrahim, 2017).

Subsequently, Creativity not only progresses individuals but also connects them. People from many walks of life benefit from internet networking. Undergraduates from schools, universities, and colleges are frequently captivated by cell phones in order to interact with numerous web-based lifestyles. It was discovered by Karpinski (2009) that in web-based life stages (Facebook, WhatsApp, and so on) consumers dedicate less time to their research demands than non-users, and have worse GPAs. Karpinski and Duberstein (2009) have pointed to the big disruption of the contemporary period that the internet-based life stage (such as Facebook,

WhatsApp, and so on) remains a significant disturbance in this way. According to Kubey, Lavin, and Barrows (2001), there is a connection between educational presentation and reliance on web-based networking media stages.

Variables Analysis

This part gives an overview analysis of the factors of past research on the basis of four divisions: social media, social media, and academic performance.

Social Media

According to Hepworth, Rooney, Rooney, and Strom-Gottfried (2016), social networking sites are developing an internet-based social network in which individuals may exchange information and the general public may sign up or create content that serves as a data transmitter and receiver. According to Buettner (2016), social networking sites are "fundamental online technologies that enable the consumers and businesses to develop, exchange data, thoughts, photos, trades, and digital systems." As a consequence, social networking sites refer to websites and/or programs that allow consumers to create and sell things as well as participate in online communities.

Academic Performance

According to Fredricks, Filsecker, and Lawson (2016), learning achievement relates to a man's ability to achieve certain goals of activities in academic contexts such as school, college, and university. York, Gibson, and Rankin (2015) defined academic performance as an intellectual goal within academic frameworks that can be characterized via the amount of learning acquired that can be called attention to by assessment, examination point, test scores, and GPA, or basic reasoning, self-adequacy, subjective improvement, and non-psychological growth space. As a result, in the frame of this work, learning achievement refers to a pupil's academic results that represent the amount to which he or she has reached particular goals that were the major focus of educational activities.

Theoretical Framework

This theoretical structure illustrates the interconnectedness and independence of traits such as gender and the regular use of social media platforms.

In this case, academic performance is dependent on the use of social media websites; hence, educational achievement is a dependent variable, while the use of social media platforms is independent.
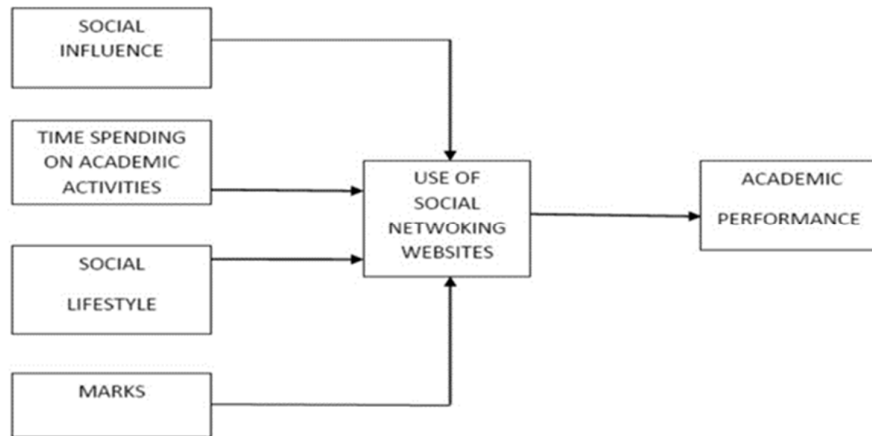
Methodology

The present research was descriptive in nature, with data acquired via the survey approach.

Participants

55 undergraduate students with hearing disability at the University of Management and Technology are chosen as a sample of this study with convenient sampling. All the students with hearing disability from the undergraduate program who were enrolled in UMT became the population of this study. The questionnaire was used as a data collection tool. The study suggests that the effects of social media can be helpful which is identified with the help of a questionnaire and it is evaluated with descriptive statistics.

Instrument

Using a 5-point Likert scale methodology, the researcher created a close-ended questionnaire where (S. D=5, D=4, N=3, A=2, S. A=1) entitled" The effects of social media on academic achievement of hearing disability students. It consisted of 20 items.

Validity of the test

The validity of a test is determined by how effectively it assesses what it is intended to examine. A teacher must ensure that the test used in the classroom is genuine.

According to Airasian (Payne, 2003), validity is the ability to assist teachers in making proper judgments. It is a critical factor in achieving high levels of quality and meaningful evaluation judgment. Evidence of the validity of the test material is very crucial for achievement tests, but not so much for aptitude tests because they serve distinct purposes (Best & Kahn, 2006). Following the completion of the items, the instrument was discussed with professionals, including the esteemed supervisor, psychologists, speech therapists, and teachers. The test was presented to fifteen experts, including three psychologists, three speech therapists, and nine teachers of students with hearing impairment.

Pilot Testing

The goal of pilot testing was to assess the test's dependability. For the pilot test, a total of 20 distinct items were chosen with the help of

qualified teachers. Students with hearing impairments filled out this instrument.

Reliability of test

Cronbach alpha was used to determine the reliability of the test.

For this purpose, the instrument was administered to a sample of students with hearing impairment. The Cronbach alpha for the pilot test was 0.89. After the pilot testing, the Instrument was finalized for the final gathering of data.

Data Collection

Researchers collected data. The researchers individually handed out surveys across the university and described the study's goal.

Data Analysis

In this study, the collected data will be quantitatively examined. Because statistical analysis enables researchers to acquire expressive data via mean output (Carrol,1991). If the mean

agrees with the viewpoint, the percentage will help with the survey (Saunder et al, 2007).

To evaluate the data, descriptive questionnaire data will be acquired using SPSS to determine the normalcy of the survey responses using the t-test on gender.

For the CGPA study, a one-way variance test was performed, and the frequency distribution was utilized for the question named "most popular social site analysis." The remaining questions were analyzed using frequency distribution.

Following that, the SPSS was used to conduct the reliability and validity tests, correlation and regression, and determine the size of the sample in order to evaluate the information gathered for the findings of the research. This allows the researcher to assess if the participants agree with it.

Results and Discussion

The purpose of the research was to investigate the impact of social media on pupil academic achievement and how it can benefit students with hearing impairments in their education.

Table 1

Comparison of the Gender-Independent Sample T-Test

Group						T	df
Male			Female				
N	Mean	S.D	N	Mean	S.D		
Students 37	30.08	17.01	18	23.72	13.16	1.39	.169

(p ≤ 0.05)

Table 1 presented that the independent-sample t-test was conducted to compare the male and female participants. There were significant variations in

the score for the male, M=30.08, S. D=17.01, and Female, Mean= 23.72, S. D=13.16 conditions t (1.39), p= (.169).

Table 2

Analysis of Students' Responses

No	Variable	SA	Agree	Neutral	Disagree	S D	Mean ± S. D
1	Smartphone	44(80)	7(12.7)	3 (5.5)	1 (1.8)	0 (0.00)	1.29 ± 0.658
2	Effects Work	12 (21.8)	38 (69.1)	5(9.1)	0 (0.00)	0 (0.00)	1.87 ± 0.546
3	More effective	14 (25.5)	31 (56.4)	6 (10.9)	4 (7.03)	0 (0.00)	2.00 ± 0.816
4	Check posts	10(18.2)	32 (58.2)	7 (12.7)	6 (10.09)	0 (0.00)	2.16 ± 0.856
5	Hard to get into bed	10(18.2)	26 (47.3)	11 (20.0)	7 (12.07)	1(1.08)	2.33 ± 0.982
6	Improve grade	11 (20.0)	30 (54.5)	13 (23.6)	1 (1.08)	0 (0.00)	2.07 ± 0.716
7	Engaging	15 (27.3)	28 (50.9)	12 (21.8)	0 (0.00)	0 (0.00)	1.95 ± 0.705
8	Group discussion	12(21.8)	27 (49.1)	14 (25.5)	1 (1.08)	1 (1.08)	2.13 ± 0.840

No	Variable	SA	Agree	Neutral	Disagree	S D	Mean ± S. D
9	Addicted	8 (14.5)	30 (54.5)	10 (18.2)	7 (12.7)	0 (0.00)	2.29 ± 0.875
10	Distract me	13 (23.6)	31 (56.4)	5 (9.01)	5 (9.01)	1 (1.08)	2.09 ± 0.928
11	Never compared	10 (18.2)	28 (50.9)	15 (27.3)	1 (1.08)	1 (1.08)	2.18 ± 0.819
12	Negative effects	5 (9.01)	18 (32.7)	23 (41.8)	6 (10.9)	3 (5.05)	2.71 ± 0.975
13	No improvement	7 (12.7)	20 (36.4)	21 (38.2)	7 (12.7)	0 (0.00)	2.51 ± 0.879
14	Find myself	10 (18.2)	15 (27.3)	23 (41.8)	5 (9.1)	2 (3.06)	2.53 ± 1.016
15	Bore without it	13 (23.6)	28 (50.9)	8 (14.5)	4 (7.3)	2 (3.06)	2.16 ± 0.996
16	Neglect work	10 (18.2)	9 (16.4)	13 (23.6)	23 (41.8)	0 (0.00)	2.89 ± 1.149
17	Deteriorated	8 (14.5)	19 (34.5)	20 (36.4)	8 (14.5)	0 (0.00)	2.51 ± 0.920
18	Find difficulty	17(30.9)	11(20.0)	8 (14.5)	18 (32.7)	1 (1.08)	2.55 ± 1.288
19	Allow it	12(21.8)	10(18.2)	22(40.0)	2(3.06)	9(16.4)	2.75 ±1.308
20	Challenging	6(10.9)	32(58.2)	14(25.5)	2(3.06)	1(1.08)	2.27 ±0.781

Table 4.6 showed that all the variables were equally important for the effects of social media on academic achievement. Neglect work is higher in the Mean which is 2.89. The standard deviation of a variable such as a university allowing social sites during study hours is 1.308, which is greater than the other factors. The findings of this survey indicated that the majority of students agreed, that social media have an influence on academic achievement but it is also a waste of time.

Conclusion

The utilization of social networks has a considerable impact on learning achievement for children with hearing impairment. This study's findings indicate that online social networking use has a substantial influence on the academic performance of students with hearing impairments.

Online media has become a vital part of today's students' lives. The findings of this study suggest that students' success on online media networks has a significant impact on their academic achievement.

The results of the research revealed that using social media has negative consequences on children, such as a loss of security, diverting them from their studies, and taking a significant portion of their valuable time, furthermore, it also has beneficial benefits and may be utilized responsibly. Students, for example, can join virtual communities to prepare for a task, engage in group conversations about class topics, or utilize social systems administration sites (SNS) to stay in connected when an absent student requires a report on current scholastic data.

The results of this and previous investigations pointed to certain critical results. The key trial variable influencing researchers' instructional exercise execution that is, online media assistance, was negatively connected to Students' results, but the opposite autonomous factors were strongly related to Students' results.

Recommendations

According to the study's findings and conclusions, the researchers made the following suggestions.

1. Students should be taught the impact of social media on their academic presentations.
2. Students should be tracked by Students and guardians on how they use these resources.
3. Students should ensure that they use internet media as a tool to boost their scholastic exhibition of Students in schools.
4. Students should manage their exam time more effectively and avoid distractions from web-based media. Students should spend less time on the internet.
5. Informal communication. Sites should be widened, and new sites should be created to upgrade academic activities and avoid errors in students' academic presentations.
6. The students should strike a balance between talking and academic tasks. More thought should be coordinated to explore.
7. Engagement with social networking platforms by students should focus on the intellectual

value of such locations rather than using them for bad reasons.

Suggestions for Further Studies

This examination fills in as a reason for additional exploration to concentrate on the impacts of Social media on the scholarly accomplishments of Students with hearing hindrances.

Comparable examinations ought to be directed in different conditions of the league in order to achieve improvement in the scholarly exhibition of Students using Social media networks and to make more pages for exploration and scholastic exercises, in this manner evading interruption which prompts deviation from their scholarly works.

References

Airasian, P. W. (2003). *Classroom assessment: Concepts and applications* (4th ed.). McGraw-Hill

Google Scholar   Worldcat   Fulltext

Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). Pearson Education Inc

Google Scholar   Worldcat   Fulltext

Buettner, R. (2017). Getting a job via career-oriented social networking markets. *Electronic Markets*, *27*(4), 371–385. https://doi.org/10.1007/s12525-017-0248-3

Google Scholar   Worldcat   Fulltext

Carrol, J. B. (1991). *Manual for the Minnesota Multiphasic Personality Inventory*. University of Minnesota Press

Google Scholar   Worldcat   Fulltext

Fredricks, J. A., Filsecker, M., & Lawson, M. A. (2016). Student engagement, context, and adjustment: Addressing definitional, measurement, and methodological issues. *Learning and Instruction*, *43*, 1–4. https://doi.org/10.1016/j.learninstruc.2016.02.002

Google Scholar   Worldcat   Fulltext

Greenhow, C., & Lewin, C. (2015). Social media and education: conceptualizing the boundaries of formal and informal learning. *Learning, Media and Technology*, *41*(1), 6–30. https://doi.org/10.1080/17439884.2015.1064954

Google Scholar   Worldcat   Fulltext

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). *Direct social work practice: Theory and skills* (10th ed.). Cengage Learning

Google Scholar   Worldcat   Fulltext

Karpinski, A. C. (2009). A description of Facebook use and academic performance among undergraduate and graduate students. *Paper presented at the Annual Meeting of the American Educational Research Association*, San Diego, CA.

Google Scholar   Worldcat   Fulltext

Karpinski, A. C., & Duberstein, A. (2009). A description of Facebook use and academic performance among undergraduate and graduate students. *Paper presented at the Annual Meeting of the American Educational Research Association*, San Diego, CA

Google Scholar   Worldcat   Fulltext

Khan, S. (2010). Social media's contribution to promoting learning in the twenty-first century. *Journal of Educational Technology*, 21(3), 45-56.

Google Scholar   Worldcat   Fulltext

Kubey, R. W., Lavin, M. J., & Barrows, J. R. (2001). Internet use and collegiate academic performance decrements: Early findings. *Journal of Communication*, 51(2), 366-382. https://doi.org/10.1111/j.1460-2466.2001.tb02885.x

Google Scholar   Worldcat   Fulltext

Masood, A., Luqman, A., Feng, Y., & Ali, A. (2020). Adverse consequences of excessive social networking site use on academic performance: Explaining underlying mechanism from stress perspective. *Computers in Human Behavior*, *113*, 106476. https://doi.org/10.1016/j.chb.2020.106476

Google Scholar   Worldcat   Fulltext

Maton, K., & Kervin, L. (2008). Bringing it all together: Using media creativity to assist undergraduate students' academic performance. *Australasian Journal of Educational Technology*, 24(2), 149-170. https://doi.org/10.14742/ajet.1214

Google Scholar   Worldcat   Fulltext

Md Mahadhi, N., & Faridah Ibrahim, M. S. (2017). The usage of digital texts among social networking sites users. *Journal of Information Systems and Digital Technologies*, 2(1), 112-127.

Google Scholar   Worldcat   Fulltext

Saunder, M., Lewis, P., & Thornhill, A. (2007). *Research methods for business students* (4th ed.). Prentice Hall

Google Scholar   Worldcat   Fulltext

York, T. T., Gibson, C., & Rankin, S. (2015). Defining and measuring academic success. *Practical Assessment, Research, and Evaluation*, 20(5), 1-20. https://doi.org/10.7275/hz5x-tx03

Google Scholar   Worldcat   Fulltext