



The Effects of Social Media on Pupils' Academic Performance in Primary Schools in Guyana

Hadassah Abigail Gittens

Abstract

This study examined the effects of social media on pupils' academic performance in primary schools, focusing on Grade 6 students at Lachmansingh Primary School in Bush Lot, Guyana. Employing a mixed-methods research design, data were collected from 30 pupils aged 11-12 years using structured questionnaires. The findings revealed that YouTube, WhatsApp, and TikTok were the most used social media platforms, with the majority of pupils accessing these platforms daily for an average of 1-4 hours. Smartphones were the primary devices used, and most pupils owned their devices with limited parental supervision. Results indicated that social media served dual purposes: 83.3% of pupils used it for educational activities such as research and homework completion, while 90% used it for entertainment. Notably, 83.3% of pupils reported that educational content on social media improved their academic performance; however, 66.7% acknowledged that entertaining content distracted them from studying, and 60% reported reduced concentration during class. The study highlights the complex relationship between social media use and academic outcomes, emphasizing the need for collaborative efforts among educators, parents, and communities to promote responsible social media use. Recommendations include integrating social media as instructional tools, implementing digital literacy programs, establishing parental monitoring mechanisms, and improving technological infrastructure in schools.

Keywords: Social Media, Academic Performance, Primary School Pupils, Digital Literacy, Educational Technology, Parental Supervision

Introduction

Social media has become an integral part of modern life, fundamentally transforming how individuals communicate, access information, and engage with the world. In recent years, the penetration of social media platforms into the

lives of young children has accelerated dramatically, raising important questions about their impact on educational outcomes. Platforms such as YouTube, WhatsApp, TikTok, and Facebook have moved beyond adult social networking to become daily fixtures in the lives of



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primary school pupils, who increasingly own smartphones and spend significant hours online.

The twenty-first-century technological revolution has redefined communication processes, making them more interactive, open, and participatory (Rati, Ratna & Sariat, 2023). While social media offers substantial educational benefits—including access to instructional videos, collaborative learning opportunities, and enhanced teacher-student communication—concerns have emerged regarding its potential negative consequences. Research has documented issues such as reduced concentration, sleep deprivation, procrastination, and decreased time management skills among young learners who engage excessively with these platforms (Nimah et al., 2024; Laguna et al., 2020).

The COVID-19 pandemic accelerated the integration of social media into education, as institutions worldwide adopted online learning strategies, compelling students to rely on digital platforms for academic purposes (Mohammed et al., 2021; Zakariah, 2023). In Malaysia, studies have shown that 83.2% of internet users were children aged 5 to 17, with many spending an average of 19 hours weekly online (MCMC, 2017; Naquiah et al., 2017). Young children are particularly susceptible to the effects of excessive screen exposure during sensitive developmental periods, as their developing neural pathways remain vulnerable to environmental influences (Razis Ismail, 2020; Abdul et al., 2019).

While extensive research has examined social media's effects on university and secondary school students, limited studies have focused specifically on primary school pupils, particularly in the Guyanese context. This research gap is significant because primary school children represent a distinct population with different developmental needs, cognitive capacities, and social contexts.

This study, therefore, investigates the effects of social media on pupils' academic performance in primary schools, focusing on Grade 6 students at Lachmansingh Primary School in Bush Lot, Guyana. Specifically, it examines the types of

social media platforms used, frequency and duration of usage, impact on study habits and concentration, and the role of parental supervision and community support in promoting responsible social media use. By exploring both the positive and negative influences of social media on learning outcomes, this research aims to provide valuable insights for educators, parents, policymakers, and future scholars seeking to optimize the educational potential of digital platforms while mitigating their risks.

Chapter 1: Statement of Problem

1.0 Introduction

This chapter presented a relevant background of the research. It comprised the statement of the problem, the purpose of the study, and the significance of the study. This chapter also outlined the key research questions to be explored, defined the terms used in this study, and identified the assumptions and limitations involved. The goal of this chapter was to ensure that the assumptions were backed by empirical data, which could have motivated the practical and mental adjustments required to enhance performance. Social media had a great influence on a person's life, with both negative and positive effects, especially for primary school pupils. The term "social media," in one recent definition, was described as "digital platforms, services and apps built around the convergence of content sharing, public communication, and interpersonal connection" (Burgess et al., 2017).

1.2 Background of the study

Social media has been defined in various definitions. Social media encompassed all those forms of digital technology (Poore, 2016) that allowed a two-way flow of interactive participation (Manning, 2014). It also referred to web-based internet site (Joosten, 2012) for people to create profiles and extend relationships (Boyd & Ellison, 2007), a platform to facilitate social participation (Roopchand, Ramesh & Jaunky, 2019) or interaction in many ways (Joosten, 2012), and a social tool for sharing (Poore, 2016), imparting or exchanging information (Bowie,

2012) or content (Poore, 2016). Social media represents essential communication technology in everyday life. Using social media as a learning medium could encourage the quality of learning by taking advantage of all the facilities for communication. The outburst in the twenty-first century in the field of technology completely redefined the process of how individuals received information, communicated, and learned. Communication on social media was more interactive, open, and allowed everyone to participate in it (Rati, Ratna & Sariat, 2023). Social media was a media that was used online, by giving opportunities to users to open personal websites and connect with the community worldwide.

Social media also enabled individuals to build or contribute personal profiles/pages for themselves and connect with others worldwide. Individuals could meet new friends, remain friends with old friends and establish relationships with those who had similar interests through social media. Additionally, pupils had the ability to access resources such as educational materials, for example, instructional videos, tutorial videos, online forums, and digital educational materials. Pupils also had the opportunities to learn from and disseminate information in an educational environment. Teachers could use social media platforms to interact with their pupils outside of the classroom, post assignments for pupils to complete, and provide feedback to their pupils about their work.

Lastly, social media aided pupils in working collaboratively, therefore fostering collaborative learning experiences between pupils. Pupils might establish communities or groups through online social media where they collaborate to solve issues or problems, discuss academic topics, and share ideas with each other. This experience would enhance pupils' computer abilities, communication abilities, and analytical skills. Although there were numerous advantages associated with the use of social media for communication and education.

In education, social media could be used to share information with pupils, collect information while travelling or conducting research, share personal academic interests with others, engage pupils and understand what they were thinking during class, form student study groups, and improve e-textbook functions by connecting students with social media tools for collaborative purposes. Students' ability to build and stir interests in social media (Lau, 2017), and pupils could interact with working professionals more readily. Even though social networking sites such as Facebook were then regarded as vital educational resources, surveys revealed that students used them for pleasure, to kill time, to meet up with old friends, and to establish new ones (Karimi et al., 2014). Although it had been claimed that students spent a significant amount of time participating in social networking activities, with many students blaming the various social networking sites for their steady decline in grade point averages, it also appeared that only a tiny percentage of students were aware of the academic and professional networking opportunities offered by the sites (Shiva et al., 2016). According to Xing and Gao (2018), social media helped instructors, students, parents, and community members communicate and form online professional learning communities.

It was imperative that social media was used appropriately to encourage academic development as opposed to hinder it. Hence, social media had evolved into an incredible instrument in society that influenced the way we shared information, learned about things, and communicated with one another.

1.3 Statement of Problem

While social media offered numerous benefits such as enhanced communication and access to information, concerns had been raised about its potential adverse effects on pupils' academic performance in primary school. This study sought to address the gap in literature by systematically examining the relationship between social media usage and academic performance among primary

school pupils. The introduction of sites like Facebook, YouTube, Tik Tok, WhatsApp, Instagram, and Twitter were one of the biggest trends in today's society. The basic purpose behind those platforms was connecting with friends and family socially, especially adults. With time children, specifically primary school children, started using social media platforms. The emergence of devices such as smartphones and smartwatches has further blurred the boundaries between individuals and expanded the scope of socialization (Lu, 2020). Owing to the global health emergency caused by the COVID-19 pandemic in the early 2020, the majority of educational institutions worldwide were forced to modify their face-to-face teaching methods and replace them with new online learning strategies (Zakariah, 2023). As a result, students increasingly relied on social media to accomplish daily tasks ranging from lectures to completing assignments (Mohammed et al., 2021).

Primary education in Malaysia started from year 1 to 6 and accepted children aged 7 to 12 years. A study by the Malaysian Communications and Multimedia Commission (MCMC) found that 83.2 percent of the internet users were children aged 5 to 17. Even 93 percent of these children used smartphones to access text communication, social media, get information, and watch videos (MCMC, 2017). Various studies had been done to review the effects of using gadgets among children (Zain, 2022). According to Naquiah et al. (2017), there were many children in Malaysia who spent an average of 19 hours a week surfing the internet, while 9 out of ten children in Malaysia had been exposed to negative experiences while browsing the internet. According to Farah Aziz (2020), the result of a study by child education experts at Michael Cohen Group found that as many as 60 percent of parents who had children often used gadgets, 30 percent used them very often, and 36 percent of the children owned their gadgets. Too much exposure to gadgets could impact the growth and wellness of children greatly, especially during sensitive ages of neuron and brain development. Excessive exposure to

screens during these tender ages could undermine neural growth and might contribute to slower growth in the cognition section, emotion section, and physicality section. Young children were especially susceptible to these results because the brains of these children were still creating neural pathways to aid learning processes, memory-associated processes, and social processes (Razis Ismail, 2020). This was because the use of gadgets was too long and excessive and could interfere with balanced development involving physical, emotional, mental (cognitive), and social (Abdul et al., 2019). By way of proactive teaching and learning, educators could make learners properly equipped to handle the cyber world responsibly and to tap the potential of social media for individual and economic development (Starkey, 2020). Digital technology such as social media was used in education as a tool to help teachers and students learn from one another (Arridho et al., 2023). Using social media could negatively impact students' time management skills. Many students were sleepy during learning hours because they mostly watched social media, such as playing games, playing Tik Tok, and other social media applications (Nimah et al., 2024; Laguna et al., 2020). Additionally, the constant interruptions and alerts by social media could disturb the concentration and attention of the learners and render them incapable of being focused on learning. Social media monitoring would help parents recognize potential hazards, safeguard children against cyberbullying, and make them responsible users of digital information.

1.4 Purpose of the Study

The purpose of the study was to find out how using social media impacted the academic performance of primary school pupils, from test scores to classroom participation. The study set out to explore how often, why, and what kind of social media the pupils used. It aimed to detect how to shape their study habits, attention span, classroom participation, and overall grades. The study also aimed to explore how social media shaped learning outcomes, good and bad whether

it was a lively class discussion sparked by a shared post or a drop-in focus from constant phone alerts. It looked at whether sites like Facebook, YouTube, and Tik Tok could genuinely help teach pupils when used well, or if they mostly pulled the pupils attention away.

1.5 Research questions

Considering the aim of this study the following questions were prepared.

1. What types of social media platforms were most commonly used by primary school pupils?
2. How did communities, school, and families come together to encourage primary school pupils to make proper and productive use of social media?
3. How did pupils' learning outcomes react to the informativeness or the entertaining nature of social media content?
4. Did the socio-economic level of pupils impact the degree to which academic achievement was influenced by social media?
5. How did the use of social media by pupils' impact pupils' focus, homework, and class engagement?

1.6 Significance of the Study

This study mattered, it dived into a growing challenge in today's classrooms for primary school pupils: the way social media shaped how young children learned, from attention spans to how they shared ideas. This study explored how social media shaped the lives of primary school pupils. These results were helpful in several ways. For example, they might have helped pinpoint where a faint was coming from. For educators, it helped reveal how pupils' social media habits shaped their participation, influenced their performance, and pulled or held their attention during class, like a buzz cut through the quiet classroom. This knowledge could shape how digital tools slid into lesson plans, making it easier to handle the classroom. For school leaders and

policymakers, this research could inform instructionally targeted campaigns, catalyze programs for digital literacy, and inform school rules. For future scholars, this research provided a launching point to further research on how more junior pupils utilized digital media, a new addition to the swelling body of work on technology's contribution to education. Overall, it should have prompted a more enlightened, more balanced primary school approach to social media.

1.7 Assumptions of the Study

Assumptions made by the researcher for this study were:

- Permission to conduct the research was granted by the appropriate authorities.
- Schools, teachers, parents, and pupils fully cooperated and participated.
- The instrument was genuine and had a high degree of validity and reliability.
- This study was finished in the allocated period.
- The study was of help to teachers, pupils, parents, education officials, and other stakeholders in education.

1.8 Limitations of the Study

- This restricted timeframe for this study might have limited the comprehensiveness of the data gathered.
- Academic performance was measured using existing records at the educational institute or teacher's report.
- Pupils might have exaggerated or underrated their use of social media.
- Pertinent materials might not have been easily accessible or readily available.

1.9 Delimitation of the Study

- This study aimed to find out how social media shaped the academic performance of primary school pupils within the Bush Lot area. Schools beyond this Village were not part of the list.
- Only primary school pupils, usually ages 10 and 11 years old were counted.
- The study focused on platforms the pupils used

often, like Facebook, YouTube, WhatsApp, and Tik Tok. Other social media platforms were not included.

-This did not apply to pupils in secondary school or at university.

1.10 Definition of Keys Terms

Social media

The term “social media”, in one recent definition was described as “digital platforms, services and apps built around the convergence of content sharing, public communication, and interpersonal connections” (Burgess et al., 2017, p. 1)

Internet

An electronic communications network that connected computer networks and organizational computer facilities around the world. (Merriam-Webster Dictionary)

Primary school

A school usually includes the first three grades of elementary school but sometimes includes kindergarten. (Merriam-Webster Dictionary)

Academic -schooling or learning especially at an advanced level. (Merriam-Webster Dictionary)

Smart phone -a cell phone that included additional software functions (such as email or an internet browser). (Merriam-Webster Dictionary)

Digital literacy- was the ability to effectively use digital tools and platforms to find, evaluate, create, and communicate information. (University of the Potomac)

WhatsApp- was an American social media, instant messaging, and voice over IP service accessible via desktop and mobile app. It allows users to send text messages, video and voice calls, share images, documents, user locations, and other content. (Google- Wikipedia)

Facebook- was an American social media and social networking service owned by the American technology conglomerate Meta. It could be accessed from devices with internet connectivity, such as personal computers, tablets and smartphones. (Google- Wikipedia)

YouTube- the name of a website that allowed people to show videos they had made. (Cambridge Dictionary)

Tik Toc- the name of a social media service where people could share short videos they had made, often of themselves doing activity and including music. (Cambridge Dictionary)

Performance- how well a person, machine, etc. did a piece of work or an activity. (Cambridge Dictionary)

Chapter 2: Review of Literature

2.0 Introduction

The wide penetration of social media caused a paradigm shift in the way individuals communicated, acquired knowledge, and socialized in their daily lives, both generally and specifically among pupils in primary schools. There were various controversies related to the effect of social media on academic achievement due to its widespread usage in everyday life. This chapter was based on the literature review, as its main focus was on positioning the study on the usage of social media alongside the academic performance of pupils. The chapter also focused on the theoretical framework, conceptual framework, empirical review, and a summary of the review.

2.1 Review of Literature

According to Weyant (2022), a literature review was a comprehensive analysis of existing scholarly work on a specific topic or field of study. The impact of social media use on academic performance has been a topic of much discussion and research in recent years. The results of these studies had been mixed, with some indicating a negative relationship between social media use and academic performance, while others suggested that social media could have a positive impact. In a study, social media was categorized as online communication where users created content, shared it, recorded it, and interacted with others to exchange information on a large scale (Asur & Huberman, 2010). Social media, which also appeared as social networks or

social networking sites (Boyd & Ellison, 2007), determined the manner in which people communicated (Jošanov, Pucihar, Vrgović, & Marošán, 2016).

One study by Skiera et al. (2017) found that Facebook activities during class were negatively related to academic performance. The researchers suggested that this might have been because Facebook activities during class distracted pupils from paying attention to the lecturer and taking notes (Skiera et al., 2017). Habes et al. (2018) found that a large number of university students actively used social media, particularly Facebook, which might have negatively affected their academic performance. The authors suggested that students needed to approach their use of social media with responsibility to ensure that it did not have a negative impact on their academic performance (Habes et al., 2018). In another study, Kaur, Bharali, and Pradeep (2012) observed that parents and teachers had the perception that such online trends caused distraction among school children in their academic and social lives. Based on their findings, they suggested that there should have been a new interactive structure within the school environment for communication and socialization integrated with educational learning (Kaur, Bharali, & Pradeep, 2012). Abdulgalil and Abuelgasim (2018) conducted a case study to investigate students' attitudes toward the use of social media for learning purposes. They concluded that students who used social media to share knowledge, search for information, and solve problems in their learning activities were actively adopting social media to perform various tasks in order to enhance their learning. They further added that instructors (in the school context, teachers) needed to understand students' attitudes and expectations toward social media in order to gain a clear understanding of how students used social media in their learning process (Abdulgalil & Abuelgasim, 2018). On the other hand, it was found that communication with peers through social media could help students socialize, find new friends, and discuss issues related to their studies, which ultimately had a

positive impact on their academic performance (M. Talaue et al., 2018). In addition, many studies identified individual and contextual factors that moderated the relationship between social media use and academic performance (Al-Azawei, 2019; Hitchcock & Young, 2016; Piki, n.d.; van den Beemt et al., 2020).

According to Al-Maatouk et al. (2020), social media impacted students' academic achievement and user happiness. In fact, social groups developed on Facebook have been proven to make learners' growth easier. However, there were a few unique cases where statistics revealed a favorable link between platforms such as Twitter and Facebook, and their integration improved education. Pata et al. (2021) explained that students used social media as a form of self-expression and to gain recognition from peers. This had an impact on decreasing learning time and disrupting the process of internalizing educational values. In the context of learning, Rabbani and Najicha (2023) showed that uncontrolled technological developments disrupted students' social interaction and academic performance. Moreover, Lestari et al. (2020) stated that social media addiction was a form of psychological disorder characterized by compulsive and unproductive use. In a previous study, it was stated that the integration of ICT (in the context of this research: social media) in the teaching of writing encouraged individualization and cooperation (Mullamaa, 2010), learners' independence (Mullamaa, 2010; Yunus et al., 2013), and self-discovery skills such as searching for educational materials online (Yunus et al., 2013). As a part of ICT, social media supported the learning of writing by motivating and engaging students during lessons. Social media, which was defined as a type of web-based application (National Academies of Science, Engineering, and Medicine, 2012), served as an environment that supported student-centered learning and increased students' motivation (Mullamaa, 2010) in language learning. Jeremy Hyler, an eighth-grade English teacher at Fulton Middle School in Michigan, asserted that learners

were reading and writing more than ever when they were on social media (Noonoo, 2017). Hyler described these platforms as informal spaces where students wrote casually; however, he also wanted his students to understand the importance of writing in formal contexts. He introduced his class to the text *The Outsiders* and adapted activities using examples from social media platforms such as Instagram, Snapchat, Twitter, and Facebook. His students enjoyed learning to write through social media and believed it was more engaging than completing traditional worksheets, which they often found boring.

This finding supported the position proposed in the previous study by Jiménez-López and Rodríguez-Campillo (2016), which stated that social media offered a tool for developing writing strategies and was effective for teaching writing. It was highlighted in the findings of Karpinski (2009) that users of social media platforms such as Facebook and WhatsApp devoted less time to their studies compared to non-users. It was also noted by Karpinski and Duberstein (2009) that social media platforms remained a major source of distraction for the current generation. According to Kubey, Lavin, and Barrows (2001), there was a correlation between academic performance and dependency on social media platforms. Researchers conducted various studies to examine the influence of social media use. For instance, a study on the “Impact of Facebook on Undergraduates’ Academic Performance” stated that social media platforms had a negative impact on students. The findings indicated that students’ academic performance declined as their use of Facebook increased. It was also found that social media platforms were mainly used by students for socializing rather than for academic purposes (Oye, 2012).

In addition, Oye (2012) stated that the majority of students felt that social media platforms had a positive impact on academic growth. Shana (2012) found that students mainly used social media platforms for chatting and making new friends rather than for academic purposes. In a study by Young (2006), it was observed that the

internet had become widely integrated into teenagers’ school lives. Young also noted that students had become more dependent on the internet to access information related to both their academic work and entertainment. Additionally, Young stated that although the internet consumed a significant amount of time, it had less impact on studies. The literature reflected a complex relationship between the use of social media and academic achievement. While some studies indicated potential negative consequences of using platforms such as Facebook, other studies considered the use of social media in academic settings and suggested that these platforms could promote engagement in academic activities and foster interaction between students and teachers. The researcher found that the impact of social media depended largely on how it was used, as it could have either negative or positive effects on pupils’ academic performance.

2.2 Theoretical Framework

The history of social media was traced back to the emergence of early online communities and bulletin board systems, which were online channels that supported simple content posting and discussion among Internet users (Aichner et al., 2021). Internet users were able to utilize a variety of websites, apps, and online platforms to stay connected with others, access news, and obtain information from different sources (Halkiopoulos & Giotopulos, 2022). Scholars also recognized the potential of social media as a tool to enhance student well-being (Mitev et al., 2021)

Theory of Multitasking

Social media use has been a topic of interest in recent years, particularly with regard to its impact on students’ academic performance. The theory of multitasking suggested that students who engaged in the simultaneous use of social media while studying experienced a decrease in their ability to focus on a single task, which led to reduced academic performance. This phenomenon, commonly referred to as multitasking, has been found to negatively affect students’ cognitive ability, academic performance, and overall self-

efficacy. Additionally, research showed that social media usage and multitasking were associated with students' self-efficacy and academic performance (Mohammed et al., 2021). This theory highlighted the importance of understanding the effects of social media use on pupils' academic performance and emphasized the need for responsible and mindful usage of these platforms.

Theory of Information Overload

The theory of information overload posited that excessive use of mobile networking sites resulted in pupils feeling overwhelmed by the volume of information they were exposed to, which led to negative effects on their well-being. Research found that perceptions of information overload were a significant predictor of depressive symptoms and negatively affected an individual's well-being over time (Matthes et al., 2020). This theory was further supported by the cognitive overload theory, which stated that the human mind had a limited capacity for processing new knowledge and that excessive cognitive load, or an overload of complex information exceeded this capacity (de Jong, 2010; Isaken & Oslo, 2014). Information overload took three forms: too much information, insufficient time, and poor-quality information (Agnew & Szykman, 2010).

Theory of Social Support

The Buffer Social Support Theory, proposed by Alloway and Bebbington (1987), suggested that social support acted as a buffer against stress, protecting individuals from negative effects and promoting well-being. In the context of students' social media use, this theory suggested that social support received through social media helped to reduce stress and promoted positive outcomes such as improved academic performance. This included emotional support, encouragement, and guidance from peers, family, and teachers, which helped students cope with academic challenges and increased their motivation and engagement in their studies. Furthermore, the use of social media to connect with others who shared similar interests and experiences provided a sense of belonging

and community, which further enhanced well-being and academic success.

Previous studies indicated that the effects of social media on education and academic performance differed significantly depending on various cultural, social, and political factors. In countries such as China, South Korea, and Taiwan, the use of social media in education was widely accepted and encouraged as a means of facilitating learning and collaboration (Athukorala, 2018; Tang et al., 2021). In these countries, specialized platforms and services were developed specifically for educational purposes. In contrast, in countries such as the United States and the United Kingdom, the use of social media in education was more controversial (Krutka et al., 2019; Taylor et al., 2012). While some educators and institutions embraced its potential to enhance student engagement and collaboration, others expressed concern about its potential to distract students and undermine academic integrity.

In developing countries, access to technology and the internet remained a major barrier to the widespread adoption of social media in education. However, some initiatives were undertaken to provide technology and internet access to schools and communities so that students and teachers could benefit from the educational potential of social media. In countries with strict censorship laws and limited internet freedom, the use of social media in education was often restricted or banned altogether (Wu & Alaimo, 2018). In such contexts, educators and policymakers carefully considered the potential benefits and risks of social media use in the classroom and sought to balance academic freedom with the need for security and stability.

The relationship between social media use and academic performance was complex and influenced by a variety of individual and contextual factors. Some studies suggested a negative relationship between social media use and academic performance, while others indicated a positive impact. The theories of multitasking, information overload, and social support helped to

explain the potential effects of social media use on students' academic performance and well-being. More research was needed to fully understand this relationship, as well as the role of individual and contextual factors in moderating it. It was important for pupils to approach their use of social media in a responsible and mindful manner to ensure that it did not negatively impact their academic performance. When families, schools, and communities worked together, children learned to use social media responsibly, safely, and in ways that promoted learning.

2.3 Conceptual Framework

What types of social media platforms were most commonly used by primary school pupils?

Numerous primary school pupils in Guyana participated in social media use at home, mostly via mobile phones. The platforms most frequently used were WhatsApp, YouTube, and TikTok. WhatsApp was often used for homework reminders and group chats with family members. YouTube was popular, as pupils enjoyed videos that were instructional, educational, and entertaining, especially those based on regional topics such as Guyana's rivers, rainforest, and crops. TikTok was primarily used for short, entertaining videos, such as dance competitions and local comedies, and it occasionally drew students away from academic tasks in which they had been engaged.

How did communities, schools, and families come together to encourage primary school pupils to make proper and productive use of social media?

Families, communities, and schools worked together to support children in their use of the internet. Parents supported their children by establishing limits on screen time, restricting the use of electronic devices in certain spaces, and reminding children of the importance of not sharing personal information. Parents also modeled respectful and thoughtful online behavior (Tech.gov Bhutan, 2024). Schools provided pupils with opportunities to learn how to use the internet

effectively. Teachers embedded lessons on digital citizenship, such as understanding what was safe to click and thinking carefully before posting. There were also targeted programs designed to help pupils develop positive online behaviors (Contemporary School Psychology, 2024).

The community also supported families and schools by providing workshops, facilitating discussions about online safety, and organizing initiatives that encouraged kindness online. Communities promoted the idea that children should use social media positively to support and uplift others (Common Sense Education, n.d.).

How did pupils' learning outcomes respond to the informativeness or entertaining nature of social media content?

In Guyana, primary school pupils had become increasingly engaged with social media. Some pupils participated in TikTok dance challenges, which sometimes distracted them from their studies. However, educational content was also accessible on platforms such as YouTube and WhatsApp, where videos provided information about Guyana's environment, culture, and school subjects. Additionally, projects were implemented in hinterland communities to provide online, interactive learning for primary pupils, while the Ministry of Education encouraged parents to guide their children in using social media responsibly (Guyana Times, 2021; Education.gov.gy, n.d.).

Did the socio-economic level of pupils impact the degree to which academic achievement was influenced by social media?

Yes, the socio-economic level of pupils impacted the extent to which academic achievement was influenced by social media. A pupil's socio-economic status significantly influenced how social media functioned as a factor in their academic performance. Pupils from higher socio-economic backgrounds were more likely to use social media for educational purposes, such as participating in online study groups and accessing learning materials, due to better access to technology, faster and more reliable internet

connections, and stronger parental support. In contrast, pupils from lower socio-economic backgrounds often had limited access to technology, relied on older devices, and experienced less adult supervision due to household challenges. As a result, they were more likely to use social media for socialization rather than academic purposes. Therefore, socio-economic status acted as a moderating factor, influencing whether social media served as a distraction or a beneficial learning tool (Oguguo et al., 2020; Yigiter, 2025; Munir et al., 2023).

How did the use of social media by pupils impact their focus, homework, and class engagement?

The use of social media by pupils had both positive and negative effects on learning. It often contributed to behavioral changes, such as reduced class engagement and incomplete homework or assignments. While social media had the potential to engage pupils in ways that traditional classroom methods sometimes could not, it also created challenges for maintaining focus due to multitasking and constant notifications. Nighttime use of social media disrupted sleep patterns and negatively affected academic performance. However, when used appropriately, social media supported peer collaboration, increased access to educational resources, and enhanced interactive learning experiences, thereby improving pupils' motivation and engagement. The key principle was to use technology in a manner that minimized distractions and maximized educational value (Vaughan, 2024).

A complex relationship between social media usage and academic achievement was reflected in the literature. While some studies indicated potential negative consequences of using platforms such as Facebook, others considered their use in academic settings and suggested that social media could promote engagement in learning activities and facilitate interaction between pupils and teachers.

2.4 Empirical Review

Although studies on the effects of social media on pupils' academic performance in primary schools were scarce in Guyana, research conducted in other countries showed that social media had both positive and negative effects on pupils' academic performance. The Pew Research Center found that children aged 11 and younger typically used the internet to watch videos and play online games (Auxier et al., 2020). However, 37% of parents of children aged 9–11 reported that their child had their own smartphone, and between 10% and 30% of children in this age group used social media sites, with usage rates varying depending on the platform. The extent to which younger children interacted with digital technology raised concerns about their vulnerability to online risks (Finkelhor et al., 2000; Holloway et al., 2013; Livingstone & Haddon, 2009; Mitchell et al., 2011; Rice et al., 2025).

Primary education in Malaysia started from Year 1 to Year 6 and included children aged 7 to 12 years. A study conducted by the Malaysian Communications and Multimedia Commission (MCMC) found that 83.2% of internet users were children aged 5 to 17. Additionally, 93% of these children used smartphones to access text communication, social media, information, and videos (MCMC, 2017). Various studies had been conducted to examine the effects of gadget use among children (Zain, 2022). According to Naquiah et al. (2017), many children in Malaysia spent an average of 19 hours per week surfing the internet, while 9 out of 10 children had been exposed to negative experiences while browsing online. Recent studies indicated that social media usage remained high among young people and pupils. Global statistics showed that 63.9% of the world's population used social media, with an average daily usage time of approximately 2 hours and 21 minutes as of February 2025. For school-age pupils, access to digital devices was nearly universal. For example, a 2025 report from the Pew Research Center showed that 95% of teens had access to a smartphone, 88% had access to a computer, and 70% had access to a tablet.

The National Center for Education Statistics (NCES) indicated that 77% of public schools prohibited pupils from using cell phones during class time. Additionally, 53% of school leaders reported negative impacts of phone use on academic performance, while even higher proportions identified negative effects on mental health and attention span.

Another recent study from Walter Sisulu University found that 84.5% of surveyed students spent more than four hours daily on social media, and 39.4% agreed that it had a negative impact on assignment completion. These findings pointed to key mechanisms through which social media hindered academic performance, including multitasking, reduced focus, procrastination, decreased study time, and disrupted sleep patterns. To gain a deeper understanding of children's experiences with social media, children in Grade 5 (N = 28; girls = 17, boys = 11) from Southeast Queensland, Australia, were interviewed about the types of social media applications they used, the individuals they connected with online, and their purposes for doing so. The interviews were video recorded, transcribed verbatim, and analyzed to map children's social media networks and explore key themes related to their experiences with family, friends, and teachers. The study found that all the children used social media to connect with friends, family, and teachers, primarily for communication, chatting, and exchanging information.

2.5 Summary of Literature

Research on how social media use influenced academic performance produced results that often contradicted each other. Some scholars reported positive effects, such as improved interaction with peers, while others claimed that social media use, particularly platforms like Facebook, was distracting and negatively impacted students' ability to focus, with outcomes shaped by contextual factors and individual differences. Several theories were used to explain these relationships. Multitasking theory suggested that using social media while studying resulted in

diminished attention, which negatively affected academic performance. Information Overload theory proposed that students who spent excessive time online became overwhelmed and experienced symptoms of stress and depression. Conversely, Buffer Social Support theory indicated that social media could provide emotional support to students, serving as a buffer against stressors and contributing positively to student performance.

The use of social media in education was also influenced by political and cultural contexts. For example, in the USA, barriers to effective use included academic cheating and distractions, whereas in countries like China, barriers related to censorship and restrictions on available content. These differences demonstrated the importance of balancing and considering multiple factors when evaluating social media in educational contexts. Overall, it was important for pupils to use social media in a responsible and reflective manner. Families, schools, and community members needed to work collaboratively to help pupils engage in safe and productive online behavior. Even in contexts where schools banned the use of phones, high levels of social media use among children in Malaysia raised concerns about procrastination and reduced study time. In one Australian study of fifth graders, all respondents reported using social media primarily to connect with friends, family, and teachers. Their networks reflected the central role of social media in the lives of young learners, with communication and information exchange serving as the primary motivations for use.

Chapter 3: Methodology

3.0 Introduction

This chapter detailed the methodology employed in the study that explored social media's effect on pupils' academic performance. Methodology acted as a plan for the study and delineated how the researcher collected, analyzed, and interpreted data in a systematic and dependable manner. The chapter began with a discussion of the research design that was utilized to achieve the study's aim, followed by details on the selection of

participants. It also described the process of data collection, the instruments used to gather data, and the procedures put in place to ensure the accuracy of those instruments. This chapter focused on the research design, population, sample, instruments, validity, and reliability, as well as the procedures for data collection and data analysis. The chapter set the stage for the presentation of findings while ensuring that the results were trustworthy and applicable to teaching. According to Wellington (2000), methodology was the activity of choosing, reflecting upon, evaluating, and justifying the methods used. The researcher employed a variety of approaches to obtain information from pupils. The study used a mixed-methods research design, combining qualitative and quantitative data. This technique allowed for the collection of large amounts of data, providing stronger support for the research findings. Questionnaires were among the most utilized data collection strategies. The primary purpose of a questionnaire in research was to collect meaningful information in the most accurate and valid way possible. Therefore, the correctness and consistency of the questionnaires were considered crucial aspects of research methodology, particularly with respect to validity and reliability.

3.1 Research Design

This study, which employed a mixed-methods approach comprising both quantitative and qualitative components, measured the impact of social media usage on pupils' academic performance. Quantitatively, the researcher gathered data on the frequency with which pupils used social media, the duration spent on each platform daily, and how often pupils accessed these platforms during study and school hours. The researcher then analyzed the quantitative data to determine the usage patterns of pupils for each form of social media and to assess the relationship between the frequency of social media usage and pupils' academic performance. Through this analysis, the researcher was able to identify patterns, such as whether increased social media usage was positively or negatively correlated with academic performance.

Qualitatively, pupils provided their perspectives and personal accounts concerning their use of social media as it related to study habits, concentration, completion of assignments, and overall academic performance. For instance, pupils indicated whether they perceived social media as a distraction from academics, as a tool to assist in learning new information, or as a means of collaborating with classmates on homework. From the researcher's perspective, the best way to understand the impact of social media on pupils' educational experiences was to examine what pupils said and what they had experienced while using social media. This study incorporated both quantitative data (how often pupils used social media) and qualitative data (why and how social media impacted pupils). Quantitative data allowed the researcher to examine usage frequency and potential relationships between social media use and academic performance, while qualitative data provided deeper insights and interpretation of these patterns.

Applying a mixed-methods paradigm to examine pupils' social media use produced greater insights into pupil engagement with these platforms. This approach allowed for presentations of pupils' social media use from a broader perspective, such as evolving patterns within social media, as well as from multiple individual perspectives, reflecting each pupil's unique usage. Ultimately, applying a mixed-methods approach enabled educational professionals and practitioners to better understand how pupils' social media use may have affected academic achievement and how it influenced their overall educational experiences, particularly in relation to connecting with others through these platforms.

3.2 Population

Best and Khan (2003) stated that a population was any group of individuals that shared one or more characteristics of interest to the researcher. Ary, Jacobs, and Sorensen (2010) expressed a similar view, noting that a population was the large group about which generalizations were made. This study used pupils in Grade Six from

Lachmansingh Primary School. The Grade Six level at Lachmansingh Primary comprised three classes, with a total of sixty-nine (69) pupils and three (3) teachers. The attainable sample consisted of thirty (30) pupils, which were obtained from Grades 61, 62, and 63. Ten (10) pupils were selected from each class. The age range of these pupils was between 11 and 12 years old. They were primarily of Indo-Guyanese, Afro-Guyanese, and mixed ethnicity. Seventeen (14) of the pupils were male, and thirteen (16) were female. These pupils were at a stage where they began to develop good study habits and had increasing access to digital technologies, particularly social media. As such, this age group provided an opportunity to explore how pupils participated in online activities and how such environments could impact academic achievement, either positively or negatively. Children in Grade Six were transitioning from basic numeracy and literacy learning to more advanced courses while developing greater social connectedness with their peers. Social media could serve as a platform for students to collaborate and learn from one another, but it could also distract them from their studies and reduce the effectiveness of both study time and concentration. This research explored the correlation between a child's early exposure to social media and their educational outcomes at this critical stage of development.

3.3 Sample

Best and Khan (2002) described a sample as a small portion of the population selected for analysis. According to them, sampling enabled the drawing of reliable conclusions or generalizations based on careful observations or variable manipulations within a comparatively small subset of the population. To examine social media use and its correlation with academic performance, thirty (30) pupils from all three grades were selected to serve as the sample for the study. The number of pupils selected to participate provided sufficient data about the influence of social media on academic performance, as well as its impact on study habits and concentration throughout their education. A simple random sampling technique

was employed in this study. According to Easton and McColl (1997), simple random sampling was the basic sampling technique in which a group of subjects (a sample) was selected from a larger group (population). The sample was balanced in terms of gender and included pupils from all three grades. Each pupil was selected at random, ensuring that every individual in the population had an equal chance of being included in the sample. Every potential sample of a given size had an equal chance of being chosen. This technique allowed the researcher to capture a variety of perspectives and experiences, thereby enabling generalizations from the sample to the entire population. Examining the effects of social media on children provided a deeper understanding of how these children exhibited academic behaviors, considering differences in gender and age.

3.4 Instrumentation

The best tool was chosen to examine this population and collect data that addressed the research topics. According to Cohen (2000), "The instrument selected must yield precisely what data you wish to collect." Questionnaires were utilized to gather the numerical data needed for this study. A sequence of questions and additional prompts were included in the questionnaires, which were research tools used to collect data from respondents. They were frequently designed for statistical analysis of the responses. Questionnaires had advantages over some other types of surveys in that they were inexpensive, required less effort from the researcher compared to verbal or telephone surveys, and often included standardized answers that made it easier to compile and analyze data (Fisher et al., 1991). Further, according to Milne (1999), the standardized responses in questionnaires made them more objective. The questionnaires ensured that no additional meaning was added to the questions and that they remained neutral in tone.

3.5 Validity

Validity explained how well the data collected covered the actual area of investigation (Ghauri & Gronhaug, 2005). Validity essentially meant

“measure what is intended to be measured” (Field, 2005). A study with high validity yielded findings that were consistent with the actual traits, attributes, and variances in the real world, whether social or physical. To achieve validity, the researcher consulted with competent professionals in questionnaire design, who reviewed the instrument to ensure that it was accurate and comprehensive in covering all the key components of the study’s content. These professionals included a Literacy Specialist with a Bachelor of Education degree and the Deputy Headteacher of Lachmansingh Primary School, who was acting as Headteacher and had over 25 years of experience. Additionally, the research course lecturer assisted by carefully reviewing the instrument and providing advice on how to modify statements as needed. These individuals had expertise in conducting research studies and were knowledgeable about questionnaires, so they understood what constituted a useful and effective questionnaire. Since every questionnaire was completed and promptly returned, the study was considered legitimate. Participants responded truthfully and made their best effort to answer all questions. Every participant was able to respond to the same set of questions using the selected instrument.

3.6 Reliability

Reliability concerned the extent to which a measurement of a phenomenon provided stable and consistent results (Carmines & Zeller, 1979). Reliability was also related to repeatability. For example, a scale or test was considered reliable if repeated measurements made under the same conditions produced the same results (Moser & Kalton, 1989). To improve reliability, the researcher ensured that all participants completed the survey while in the presence of the researcher. Using this method, the researcher limited the influence of outside factors on participants’ completion of the survey and ensured that responses reflected the highest accuracy possible without access to additional resources, such as Copilot, ChatGPT, Google, or assistance from others.

3.7 Ethical Consideration

The researcher adhered to all guidelines provided by the University of Guyana. Approval for the study was obtained from the parents, teachers, and Headteacher before beginning the study, and participation in the research was voluntary. Participants had the right to withdraw from the research at any time without any consequences. All information collected was kept confidential to protect the rights and privacy of participants. The researcher also followed copyright laws to ensure that all materials created were original, accurately referenced, and free of plagiarism.

3.8 Description of Procedures for Data Collection

The researcher asked the class teachers and parents for permission for the pupils to participate in the study. To determine how social media affected students’ academic performance, the researcher printed and provided questionnaires to thirty students, along with the relevant instructions. Each participant received a summary of the study. Additionally, they were informed that their identities would be kept private, and that participation was entirely voluntary. The data collection process lasted three days. After gathering the completed surveys, the researcher conducted the analysis and discussion.

3.9 Description of Techniques for Data Analysis

To analyze the information related to the impact of social networking sites on students’ academic performance, a significant basic statistical analysis was conducted. To assess the performance of the students in relation to their typical levels of daily use of social networking sites, descriptive statistics, such as measures of central tendency including means and percentages, were determined. According to the APA Dictionary of Psychology, “descriptive statistics are procedures for depicting the main aspects of sample data, without necessarily inferring to a larger population” and typically include measures like mean, median, mode, range, and standard deviation (APA Dictionary of Psychology, 2018).

Descriptive statistics were calculated to provide an overall picture of the performance of students who used social media extensively, as well as the average use of social media over a specific period of time. The researcher used Python software to analyze the data collected. Overall, the statistical techniques applied reflected widespread patterns in the numerical data and enhanced understanding of how social media use influenced students' learning outcomes.

Chapter 4: Data Analysis

4.0 Introduction

This chapter evaluates and interprets the data collected to measure the impact of social media on Grade 6 pupils' academic performance. The

purpose of this chapter is to present the results of the questionnaires that were completed by a purposeful sample of Grade 6 pupils at Lachmansingh Primary School in a manner that is both clear and organized. This chapter utilizes descriptive statistics such as tables and graphs to provide a visual representation of key trends and usages for social media in relation to pupils' academic performance. The purpose of this research study will be to examine how often pupils in Grade Six are using social media, which types of social media they use most often, and how using social media affects their ability to concentrate while completing homework and participating in class discussions.

4.1 Presentation of data and results analysis

Table 1 presents the gender of the participants.

Responses	No. of Respondents
Male	14
Female	16

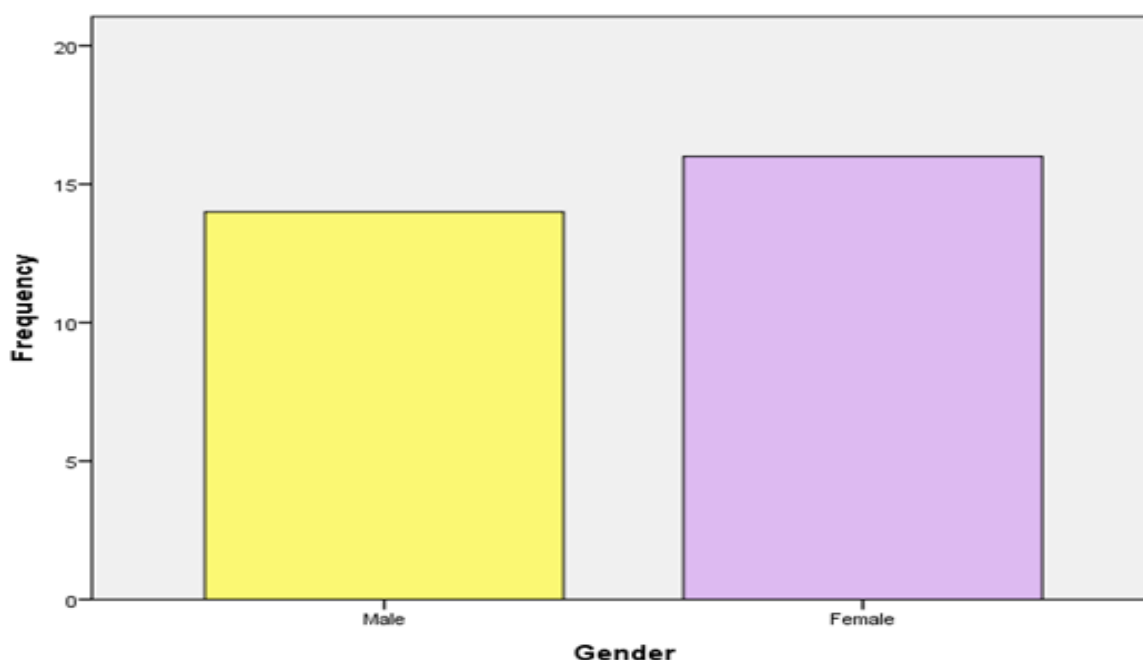


Figure 1 shows that the sample is relatively even, and it helps provide a fair representation of opinions and experiences of both genders through the data that was collected. There are sixteen (16) females and fourteen (14) males. This near-equal distribution should enhance the overall quality of the findings as it lessens the extent to which findings may be influenced by either gender. Therefore, the results of the findings can be representative of a broader population of pupils regardless of gender. The even sample also provides a more

holistic and comprehensive view of how pupils are using social media in regard to their education and everyday life in school.

Table 2 presents the age of the pupils.

Responses	No. of Respondents
11 Years	10
12 Years	20

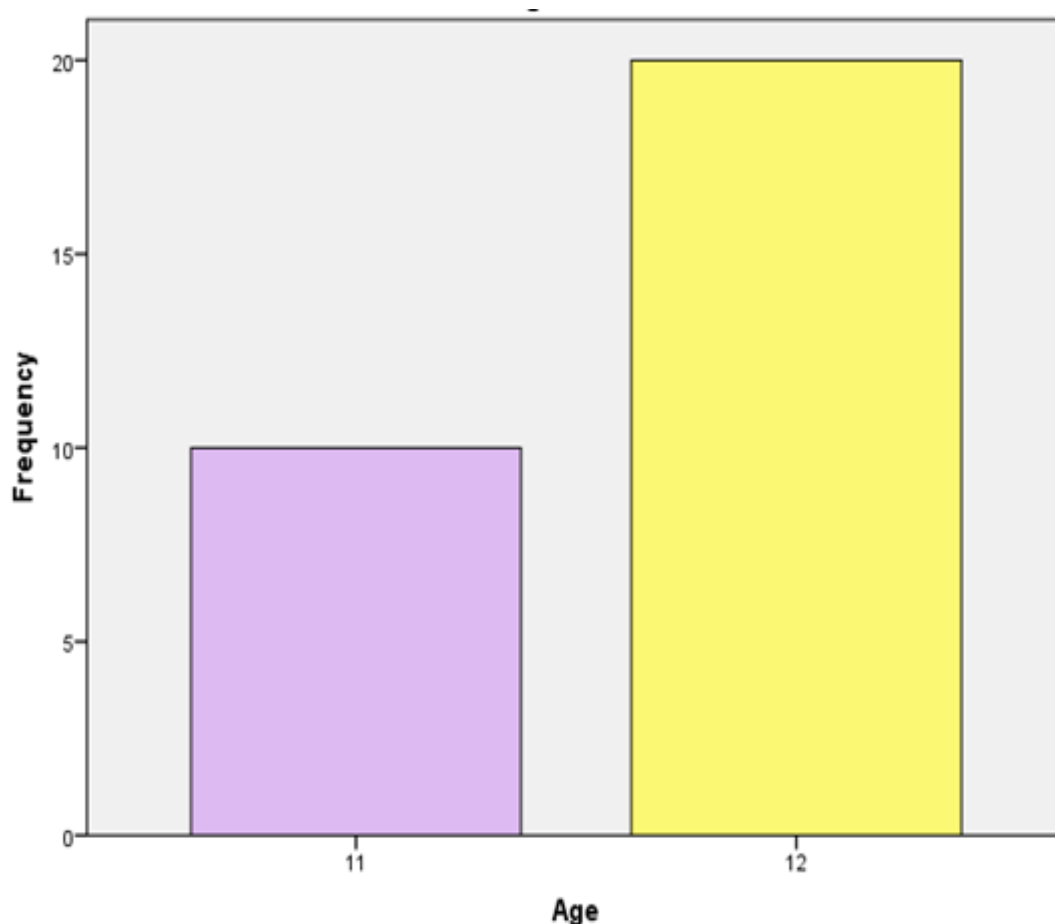


Figure 2 shows the ages of the participants who partake in the survey. Thirty (30) pupils participated in the survey of which twenty (20) pupils are 12 years old while ten (10) pupils are 11 years old. Every response in the data collected was a complete and legitimate response.

Table 3 presents the types of social media platforms used.

Responses	No. of Respondents
WhatsApp	9
Facebook	2
Tik Tok	7
YouTube	12

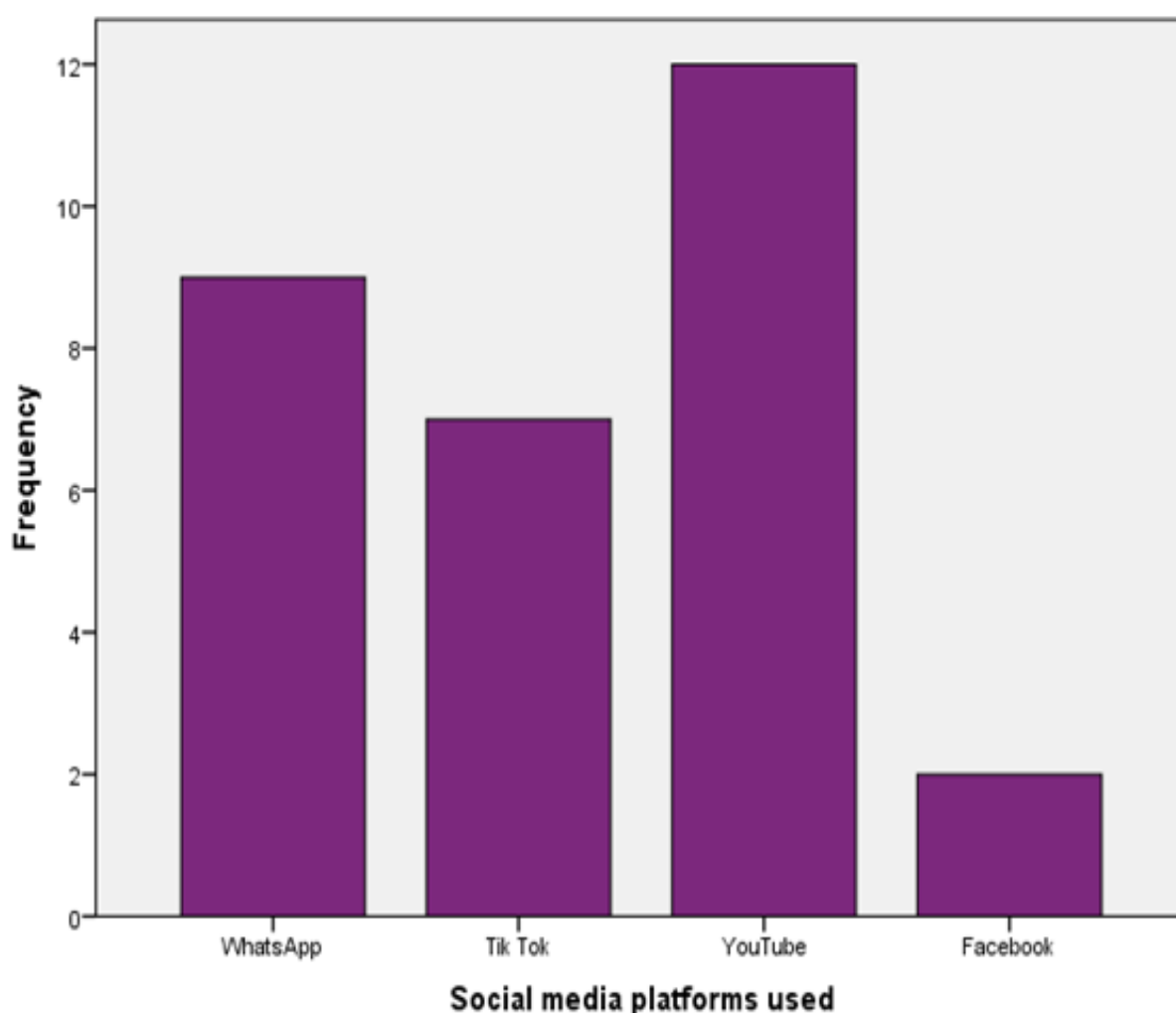


Figure 3 the bar graph provides data indicating that YouTube is the most used social media platform according to data collected from pupils as respondents in a survey of 30 pupils. WhatsApp and Tik Tok are also very popular and have high usage numbers when compared to all the other platforms. Facebook has the lowest level of user activity when comparing all platforms, which suggests pupils are not using Facebook as much as other visually oriented conversations-focused platforms. Pupils generally prefer both instant messaging and video-based content and interest in these types of applications may be why they are using YouTube and WhatsApp for both entertainment and simple communication.

Table 4 shows how often social media is being used.

Responses	No. of Respondents
Always	17
Often	5
Sometimes	7
Rarely	1

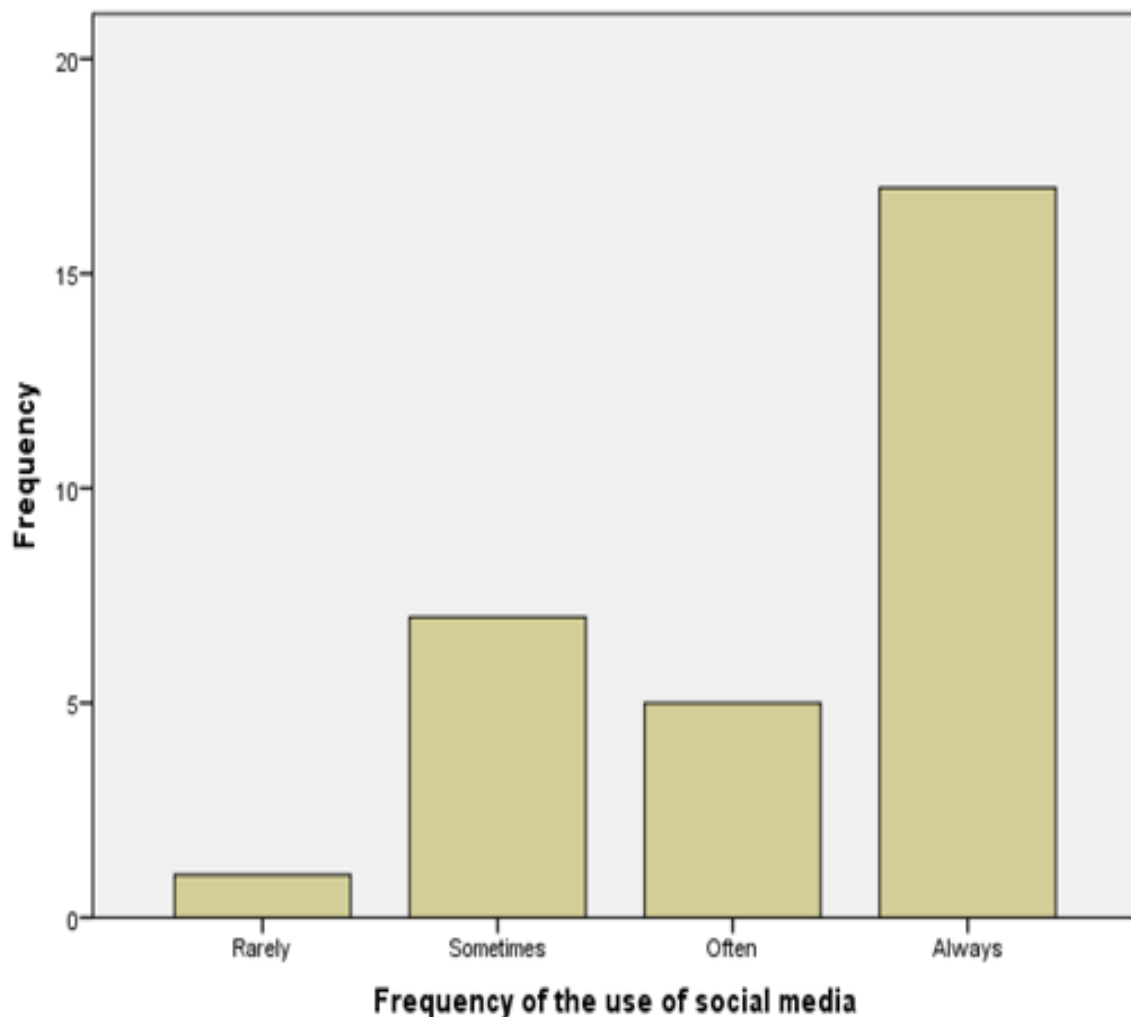


Figure 4 shows pupils’ engagement with social media is extremely high, with over half of all pupils saying “Always,” use it while a small group stated they use it “Often” or “Sometimes,” and only one pupil said they used it “Rarely.” The pattern clearly shows that social media is not an occasional activity but a very important and usual part of almost all pupils’ lives. This trend shows how important social media is and how pupils socially interact, find information, and spend their free time. This high-level of engagement implies that social media is an integral part of most pupils’ daily routines and is often replacing or competing with traditional activities, including studying, reading, and face-to-face interactions. Therefore, while this high level of engagement provides many opportunities for learning and developing social relationships, it also raises concerns about being independent of them, their potential to distract from other aspects of life, and the need for structured support in order to assist pupils in using social media appropriately and effectively.

Table 5 shows how many hours per day pupils spend on social media.

Responses	No. of Respondents
1 hour	8
2 hours	10
3 hours	7
4 hours	5

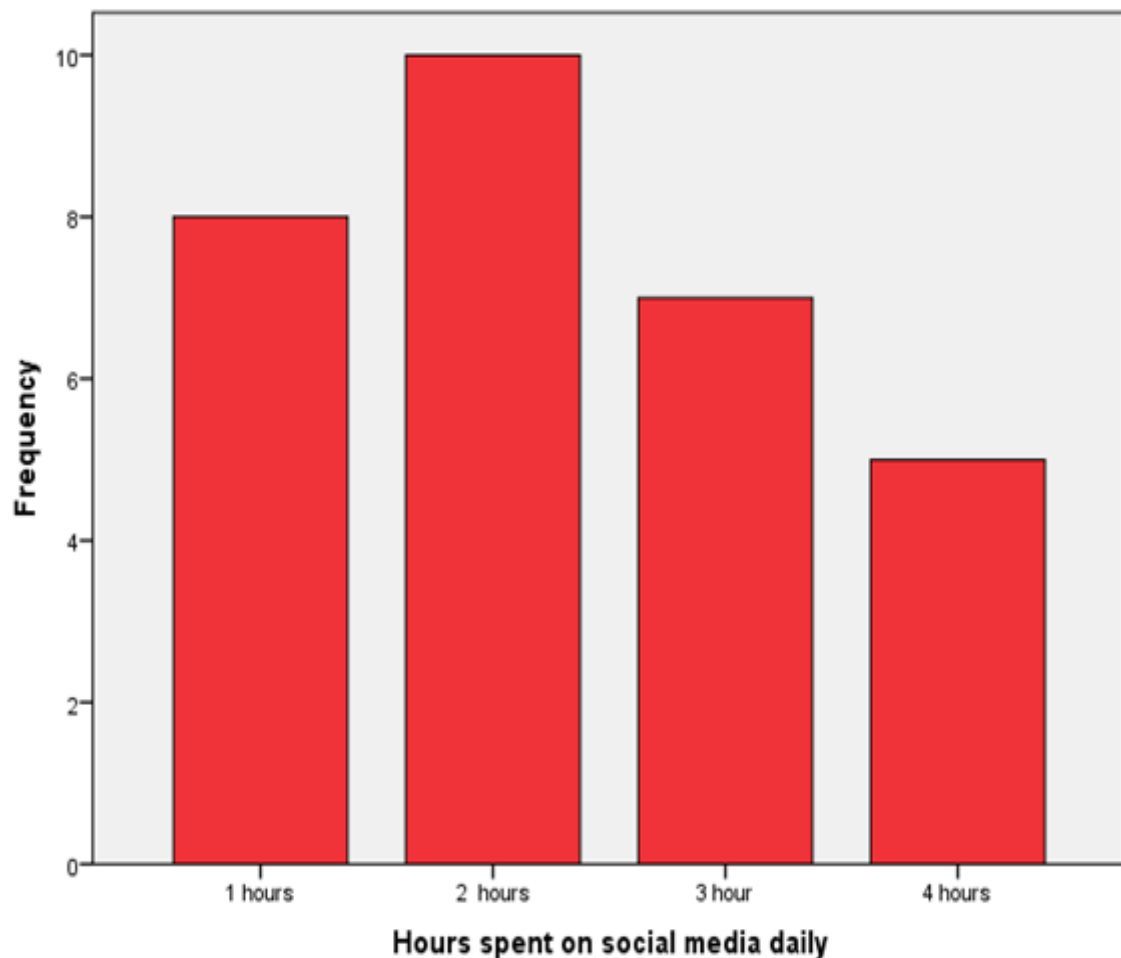


Figure 5 Pupils spend a long time on social media, and the reported average for time spent per day is two hours. However, there is a significant number of pupils that spend one hour, three hours, and even four hours per day on social media platforms. The responses demonstrate there is a general average usage of social media, but the actual behavior of individual pupils varies greatly, where some pupils have moderate levels of social media use and others have heavy levels of social media use. An average of two hours is enough for pupils to use social media. However, pupils spend more time each day than the average amount of time; therefore, it appears that they spend a lot of time online each day after school. The amount of time pupils spend online also indicates that they are using social media in place of many other essential activities like completing homework, playing sports, and spending time with their family. This raises concerns of whether they are using social media responsibly and if there are consequences for social media use.

Table 6 shows the device that is mainly used to access social media platforms.

Responses	No. of Respondents
Smartphones	18
Tablet	9
Computer	2
Television	1

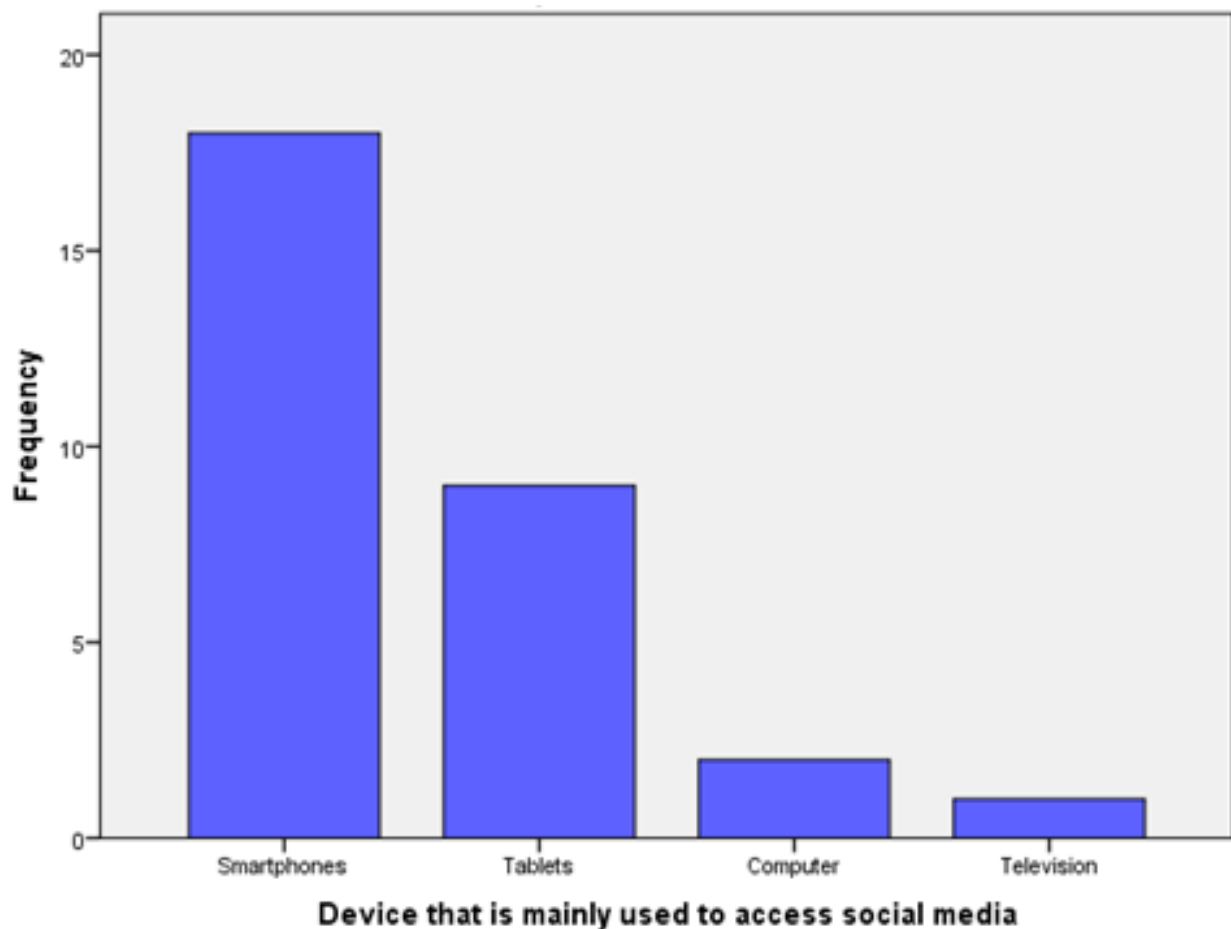


Figure 6 shows a bar graph representing devices used to access social media. Smartphones are unquestionably the most popular device for accessing social media. Eighteen (18) pupils used smartphones to access social media platforms. Nine (9) responses indicated that tablets are used, followed by two (2) pupils stating that a computer is used and one (1) pupil a television. Smartphones, in contrast to the other devices, combine several features into a single portable tool, enabling pupils to interact with content, communicate, and browse at any time and from any location.

With the increase in accessibility to social media, this highlights how technology has evolved into the everyday lives of pupils. The fact that smartphones are so extensively being utilized shows that social media is not only accessible but used continuously and personally by pupils themselves. Pupils can access social media platforms during any time of the day and from anywhere since these devices can be carried around and are generally owned privately. The continuous access can result in more prolonged periods of usage and more frequent check-ins, resulting in increased dependability and reducing the opportunity for focused academic time. Pupils' private use of smartphones may create barriers for parents or teachers in terms of controlling and encouraging appropriate behavior; therefore, there is a strong need for parents and teachers to monitor pupils' use of social media and provide proper guidance.

Table 7 shows whether parents or guardians monitor their child's social media use.

Responses	No. of Respondents
Yes	10
No	20

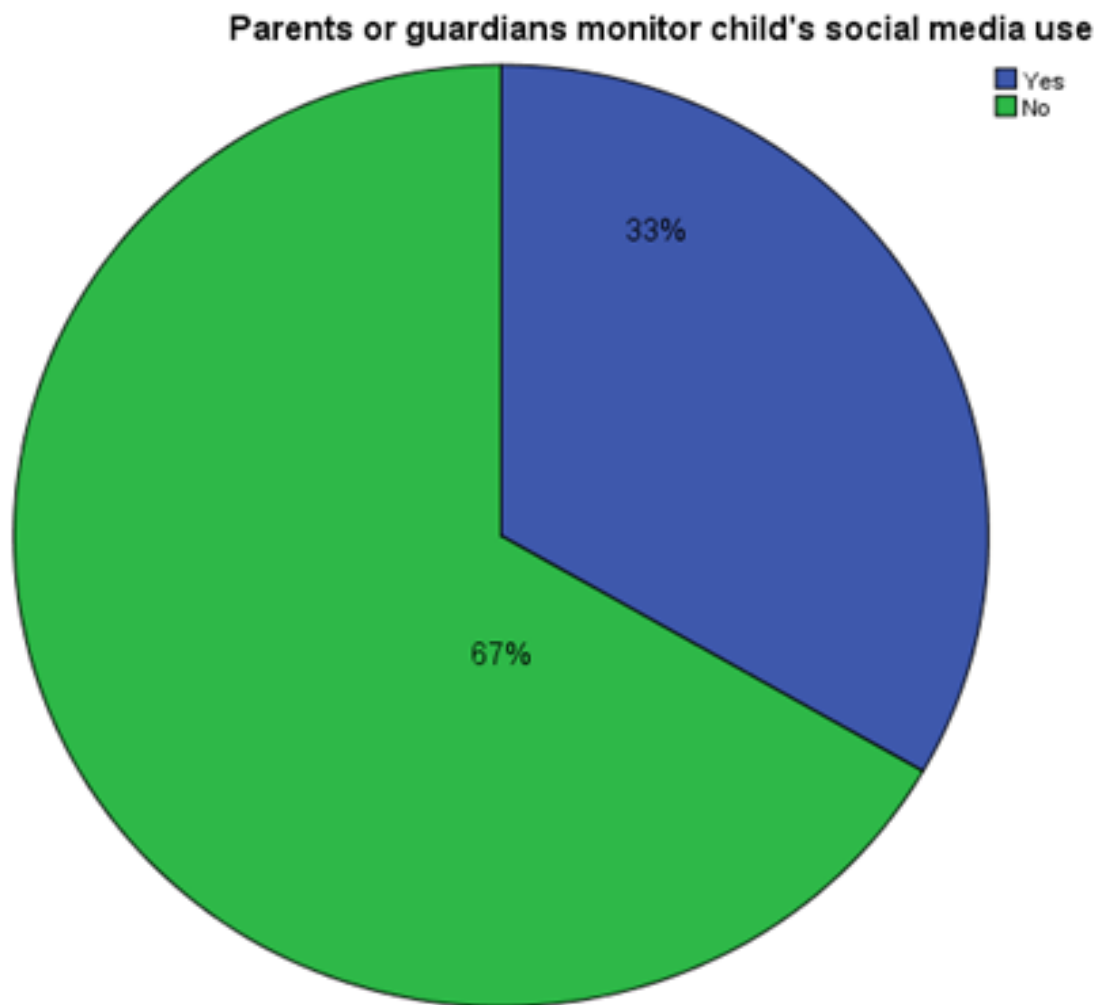


Figure 7 shows a pie chart with different levels of parental oversight for pupil's social media usage, it can be inferred that only 33% of pupils receive some type of monitoring from their parent or guardian, while 67% of pupils are not monitored in regard to their social media use. Therefore, a perceived difference of 67% of pupils used the internet by themselves without any adult supervision or restrictions. As a result of low levels of parental monitoring, pupils may be exposed to a higher risk of cyberbullying, inappropriate content, and overuse of screens. The lack of parental monitoring suggests that many parents may be unaware, or do not feel confident, or have not been involved in any way with digital platforms used by their child, and the impact these platforms will have on them. While some parents may not trust their child to use social media appropriately, the level of monitoring of this use reflects an additional need for parental engagement and education. Increased levels of parental engagement would assist pupils in making better decisions regarding the use of social media, promote balanced screen time, and encourage safe online behaviors.

Table 8 shows whether pupils use social media in school for learning activities or communication

Responses	No. of Respondents
Yes	25
No	5

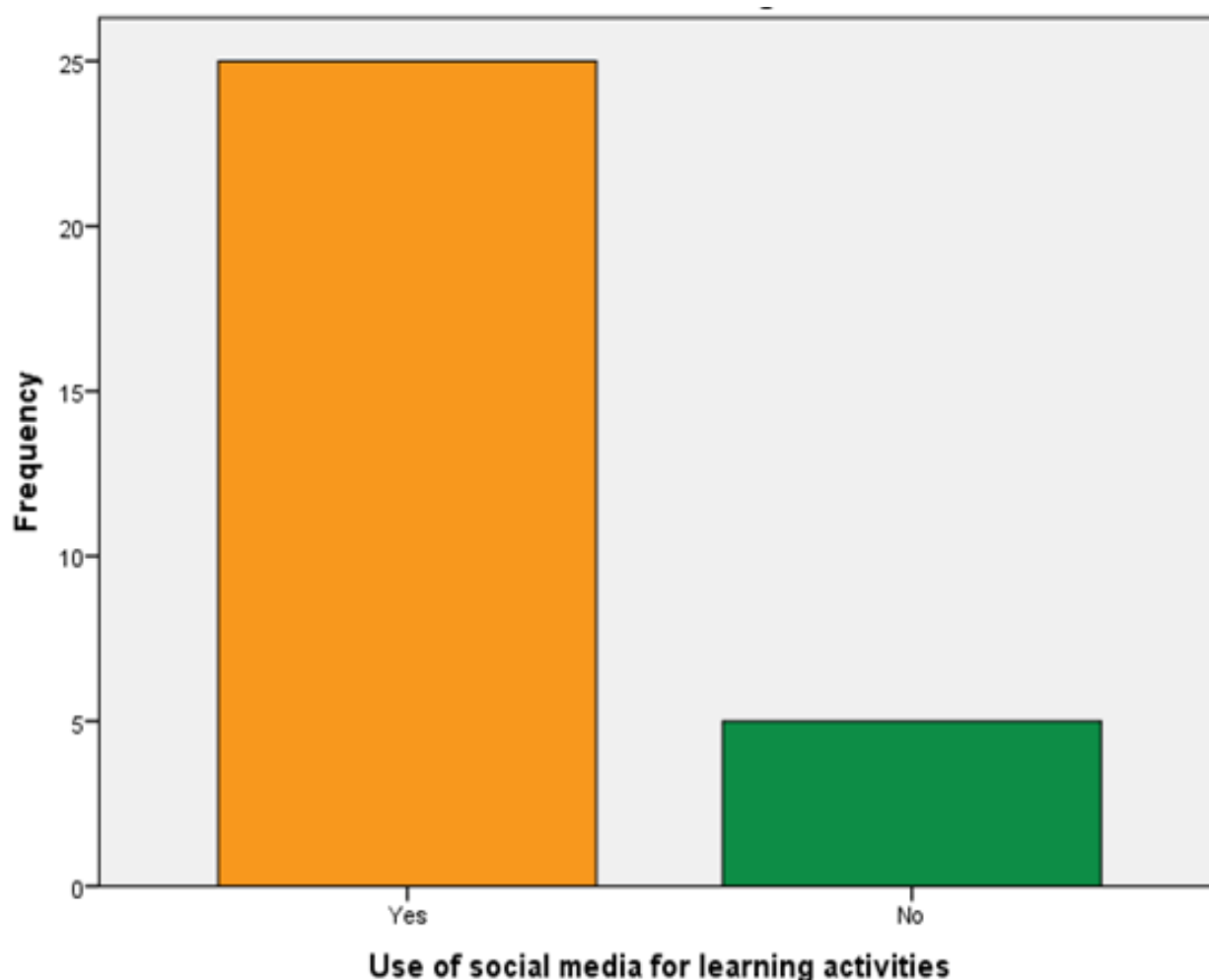


Figure 8 shows a survey carried out with thirty (30) pupils, indicating that five (5) did not use social media as an educational resource. In contrast, twenty-five (25) out of thirty (30) respondents did make use of various forms of social media for educational purposes. This reflects a strong consensus that the way pupils perceive their use of social media in relation to their education differs from solely being a tool for entertainment or social interaction. As a tool for education, pupils demonstrate this recognition by using social media to find information for use outside their homes, and also for sharing and developing ideas for assignments and work. Other types of learning through social media include, watching educational videos of different subject areas, and gaining access to general resources or information beyond what pupils may find in school. More effort will be required by all teachers to provide some type of support to assist pupils with determining the quality of potential sources of information available through media, as well as helping them use educational resources appropriately.

Table 9 shows parents who encourage the use of social media for schoolwork.

Responses	No. of Respondents
Yes	27
No	3

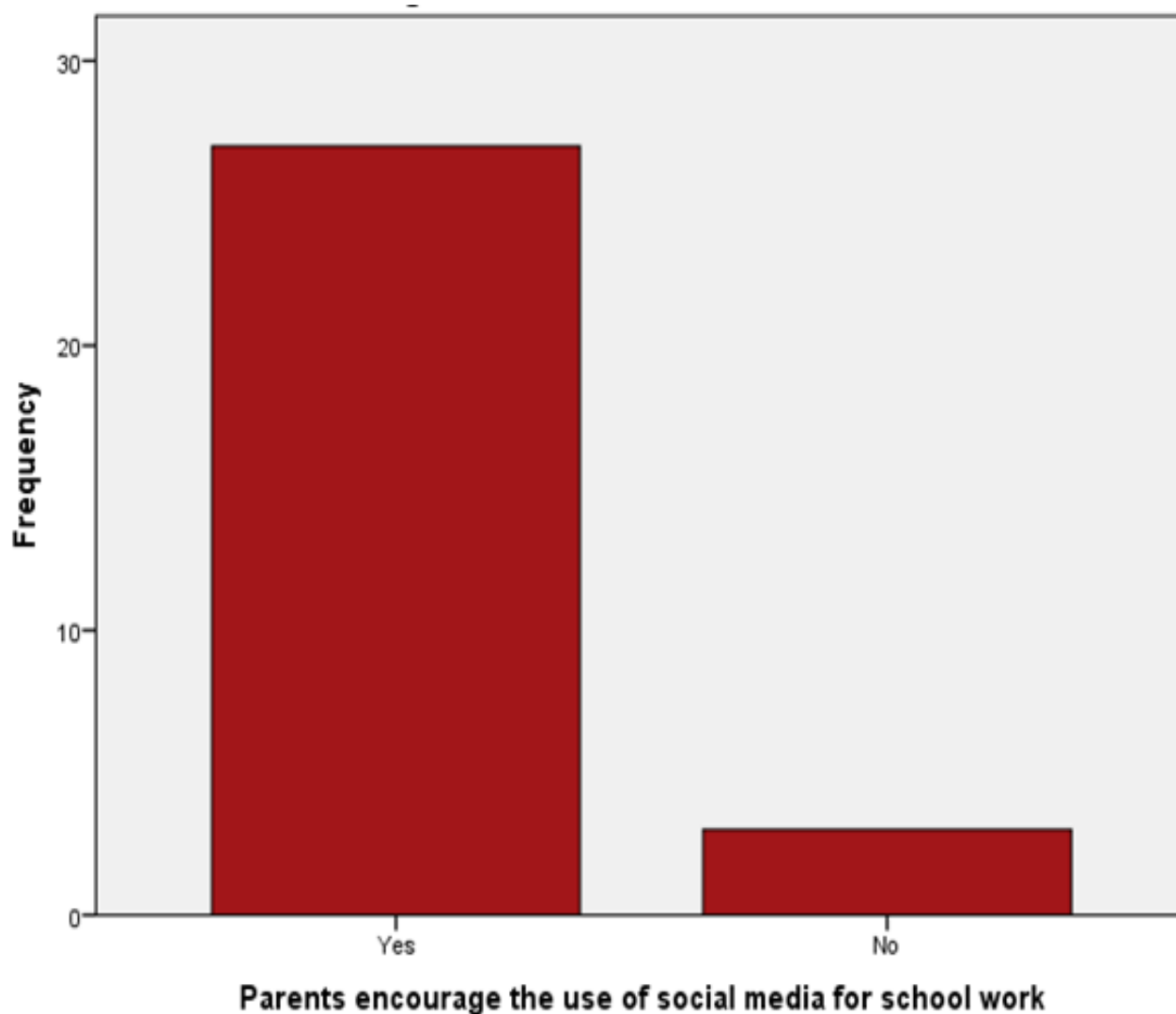


Figure 9 shows that most of the parents (twenty-seven) encourage their child to use social media for school related purposes. Three (3) parents do not want to see their children using social media for academic or educational purposes. The data imply that parents are very supportive of the use of social media for education, with an understanding of its usefulness for providing their child an educational advantage at home. For most parents, technology and digital platforms provide an effective means to enhance their child's learning, create better communication, provide access to educational tools or resources, improve homework and research assignments, etc. The data also indicate that parents are increasingly acknowledging that technology is an integral aspect of modern education. Parents see social media as providing more opportunities for their children to participate in academic endeavors as well as helping improve the overall quality of their child's education, rather than being simply as a potential source of distraction.

Table 10 shows if pupils ever attended a school or community program about social media safe and productive use.

Responses	No. of Respondents
Yes	21
No	9

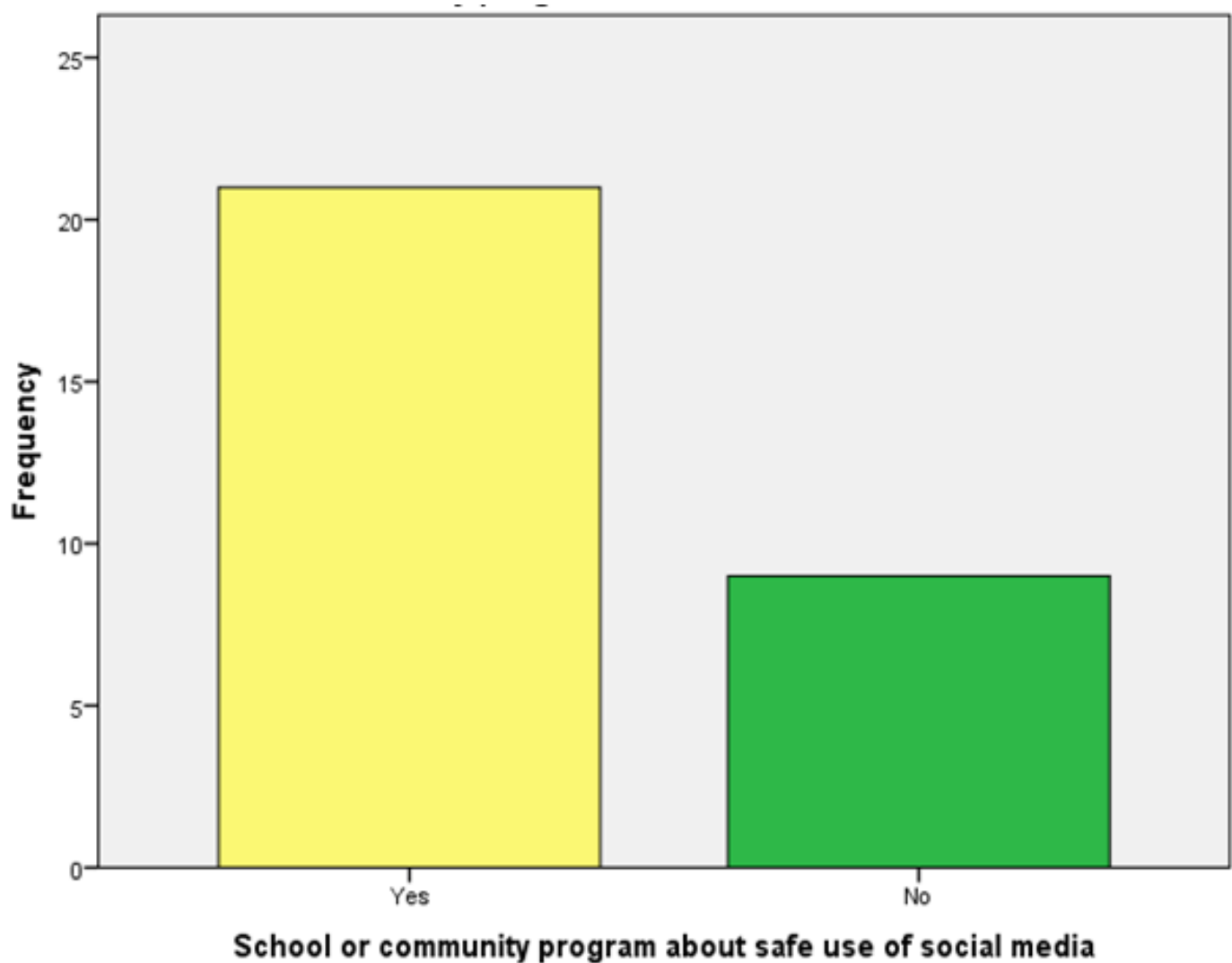


Figure 10 shows twenty-one (21) pupils indicate they have participated in a program focused on using social media safely and responsibly, versus nine (9) pupils who did not indicate that they participated in any such programs at the school or community level. Through either school or community programs, pupils are learning about a variety of important issues related to digital technology, including cyberbullying, the importance of protecting privacy, how to behave appropriately in an online situation, and the use of digital tools for educational purposes. There are still a significant number of pupils who have not yet been provided with these types of opportunities to learn through official means. Therefore, there is a need to increase the number of digital safety programs so that all pupils have the knowledge and skills necessary to use social media while living safely and responsibly in today's technologically advanced world.

Table 11 shows whether social media platforms help with pupil's homework or research

Responses	No. of Respondents
Yes	29
No	1

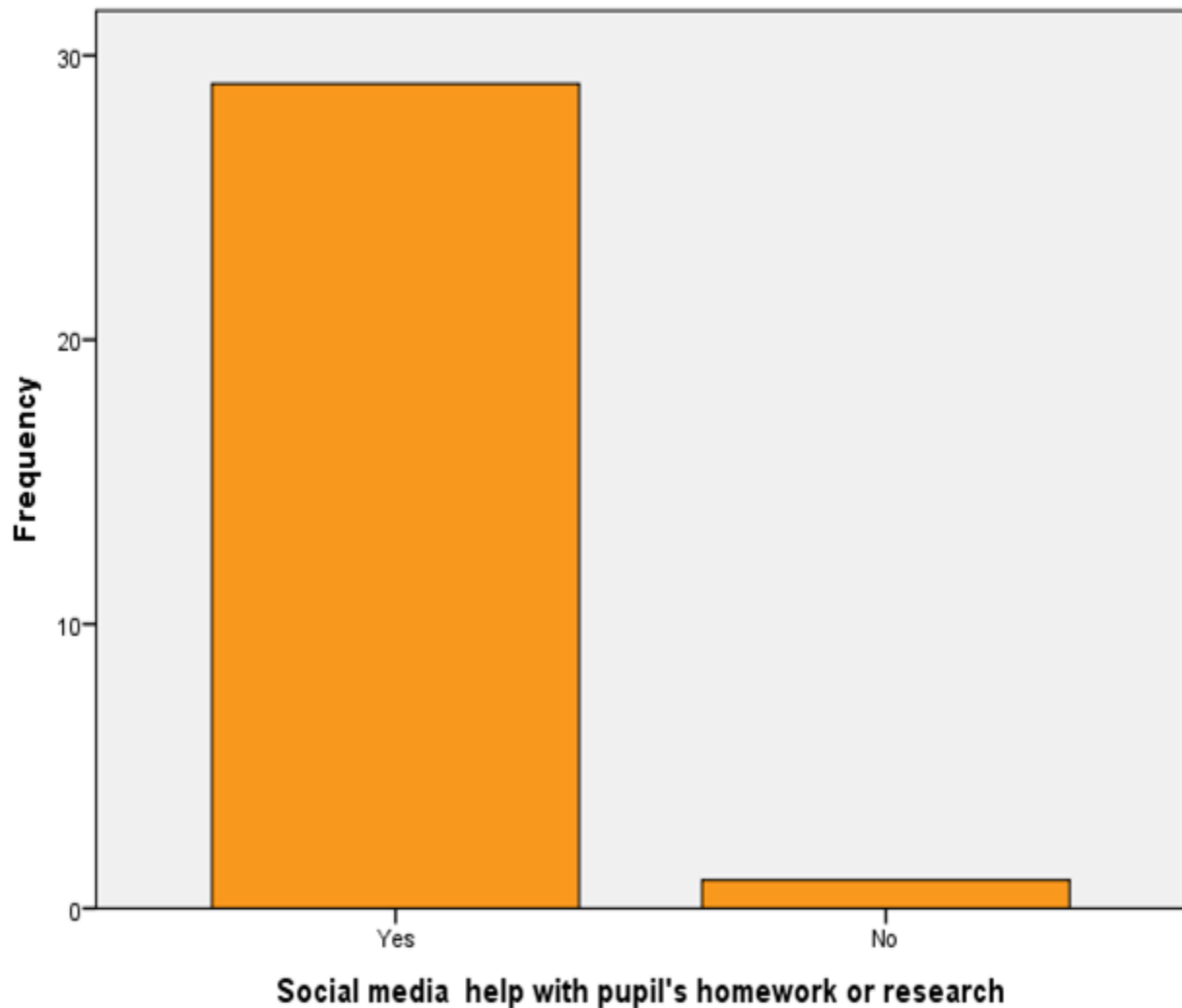


Figure 11 the bar graph shows that twenty-nine (29) respondents agreed that social media is beneficial to them as a resource for educational purposes, and only one (1) pupil stated it had no effect on their academics. This reflects how important social media has become in pupil's education. Many pupils are using social media sites like YouTube and WhatsApp for instructional video; for sharing resources with their classmates; participating in collaborative forums; and locating resources for assignments. The data supports that many pupils now use social media as a learning tool and are benefiting from it beyond simple communication or entertainment. Pupils generally find social media sites to be user-friendly, readily available, and useful tools in understanding and improving their academic performance in relation to the subjects they are learning in the classroom. The overall agreement among respondents illustrates the extent to which digital communication technologies have infiltrated today's education and pupils' everyday activities.

Table 12 shows whether the pupils used social media platforms for entertainment

Responses	No. of Respondents
Yes	27
No	3

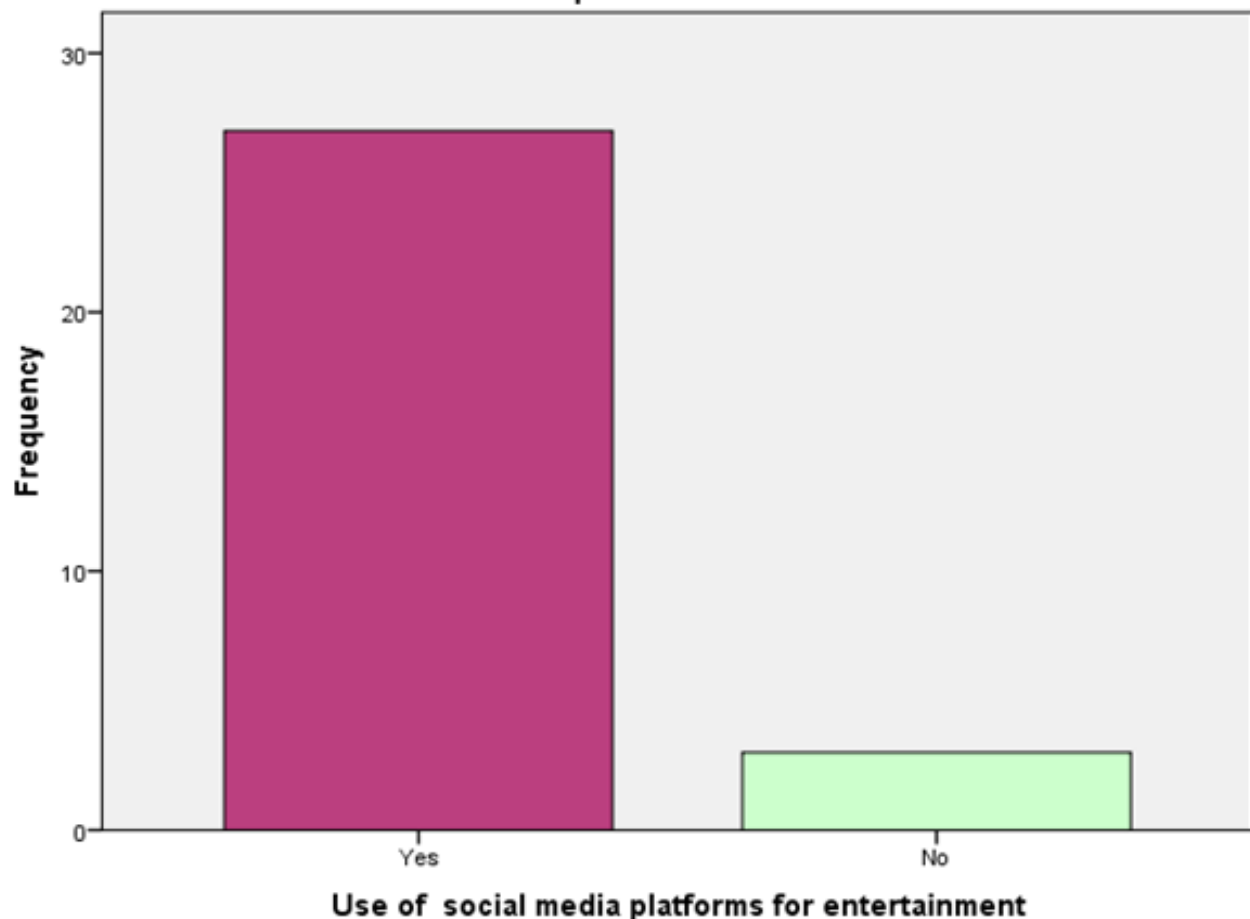


Figure 12 shows a bar graph representing the use of social media for entertainment indicating that twenty-seven (27) pupils used social media networks for mainly contacting other people and for fun, while three (3) respondents did not. Pupils utilize social media networks not only for the educational value they provide, but also for the entertainment, recreation, and opportunities to interact with their peers. Therefore, this indicates two different purposes of social media within pupils' lives. One being a form of entertainment or leisure, and the other being a source of education or instructional support. After completing their schoolwork and responsibilities for the day, many pupils use social media for relaxing, watching videos, sharing ideas with each other, connecting with new friends, and staying informed about events. According to these findings, it is obvious that social media is now an integral part of pupils' lives and will continue to play a significant role in how pupils learn, communicate, and spend their free time.

Table 13 presents whether educational content on social media platform improves academic performance

Responses	No. of Respondents
Strongly Disagree	2
Disagree	3
Agree	17
Strongly Agree	8

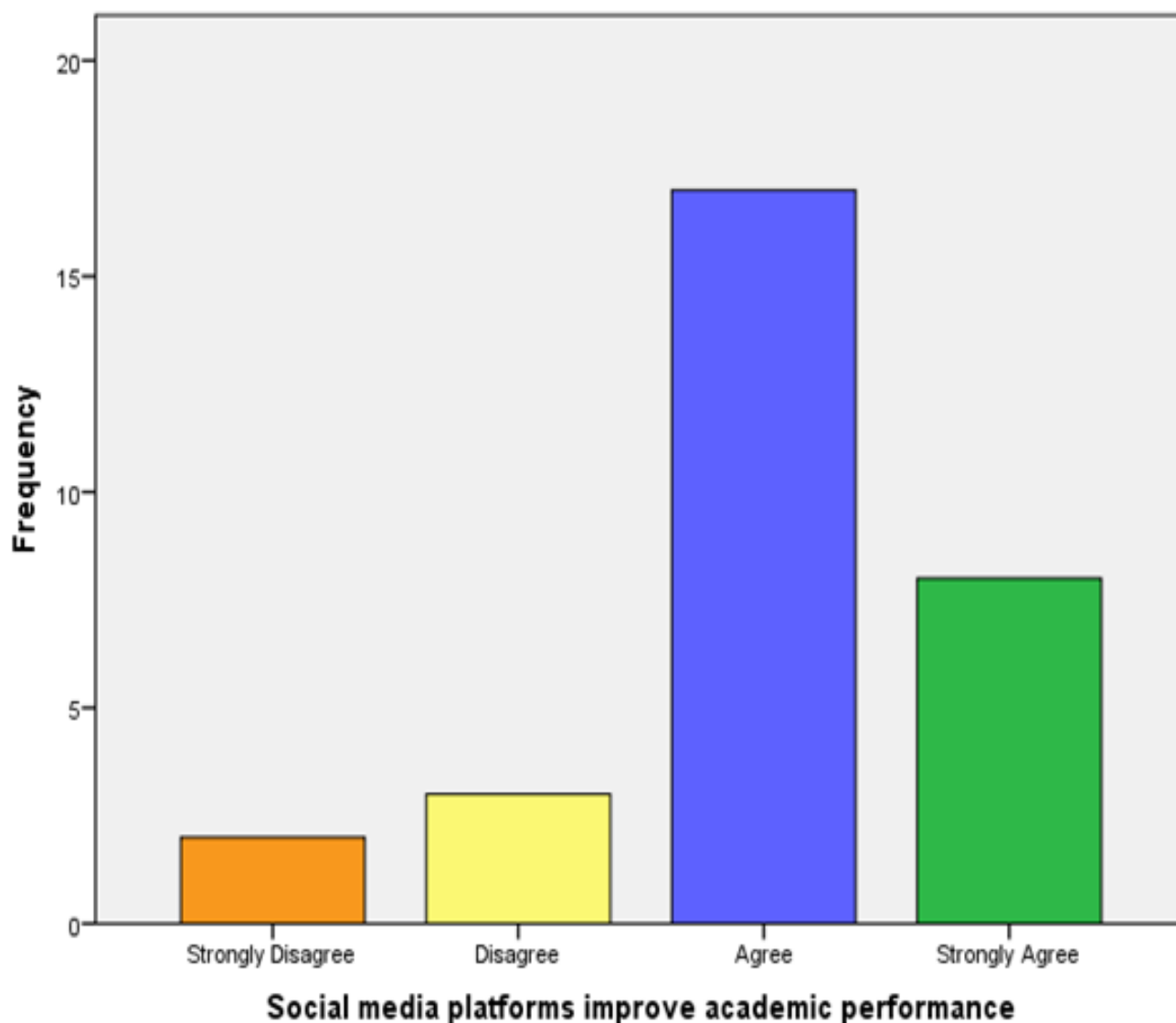


Figure 13 shows that the majority of the pupils responded positively to whether educational content on social media improved their academic performance. Seventeen (17) pupils agree that social media improves academic performance, followed by eight (8) pupils strongly agree, three (3) disagree while two (2) pupils strongly disagree with the statement. Pupils feel there is a connection between how often they use social media and how well they do in school. They believe that being able to find different pieces of educational materials, such as videos and connecting with other pupils and teachers on social media platforms, they are able to better understand subject material, complete assignments more efficiently, and enhance their grades.

Table 14 shows whether entertaining content on social media distracts pupils from studying

Responses	No. of Respondents
Strongly Disagree	6
Disagree	4
Agree	13
Strongly Agree	7

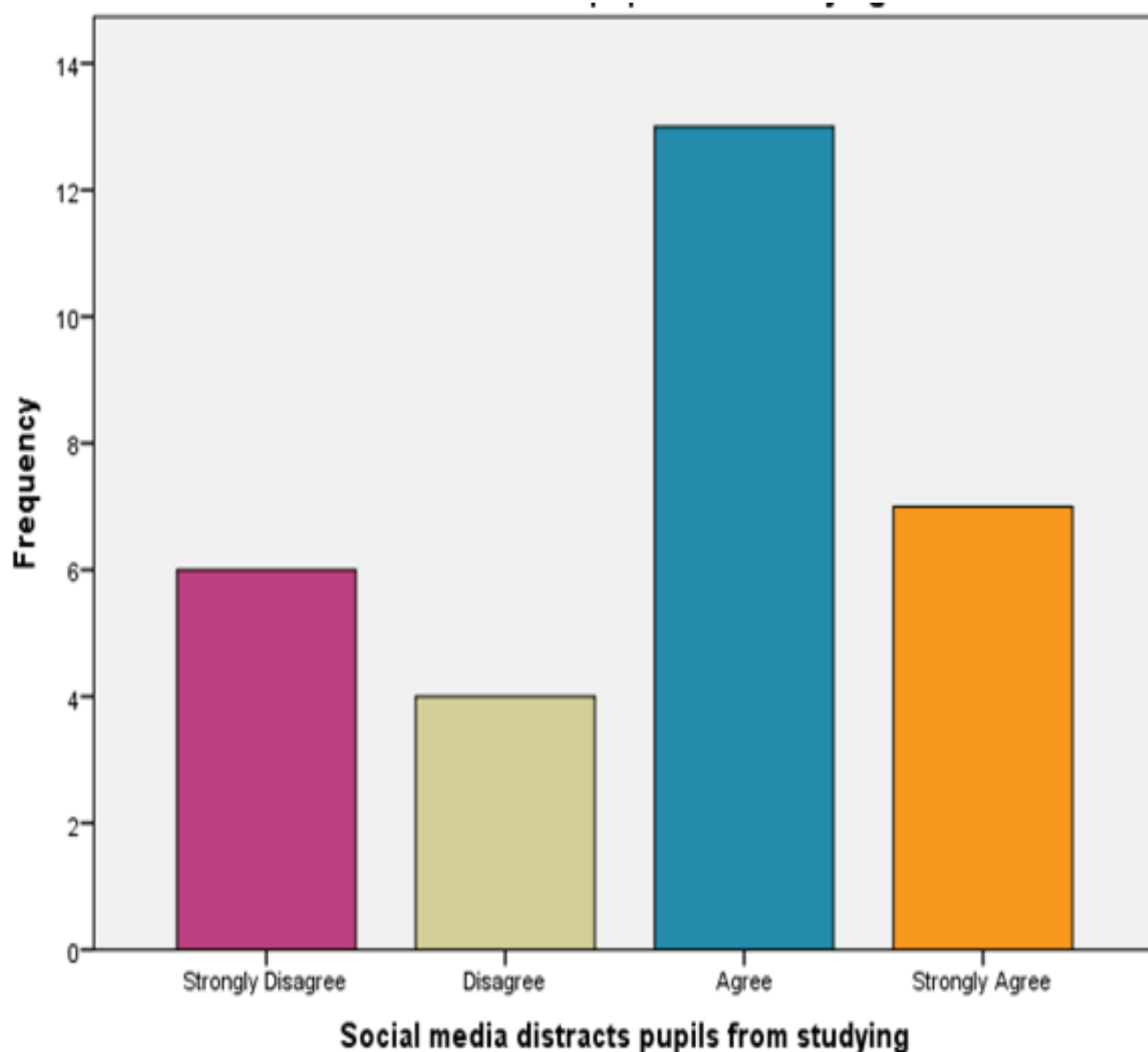


Figure 14 the bar graph shows an overwhelming number of responses from pupils who chose to agree or strongly agree with the statement that social media can be a distraction to studying. Thirteen (13) pupils agree while seven (7) pupils strongly agree, and four (4) pupils disagree with the question. While pupils can see how using social media in a positive manner can provide a great amount of educational support through online resources, communication, and access to information, many can also see not only the benefits of using social media but also the negatives.

Table 15 presents whether pupils have reliable internet at home

Responses	No. of Respondents
Yes	26
No	4

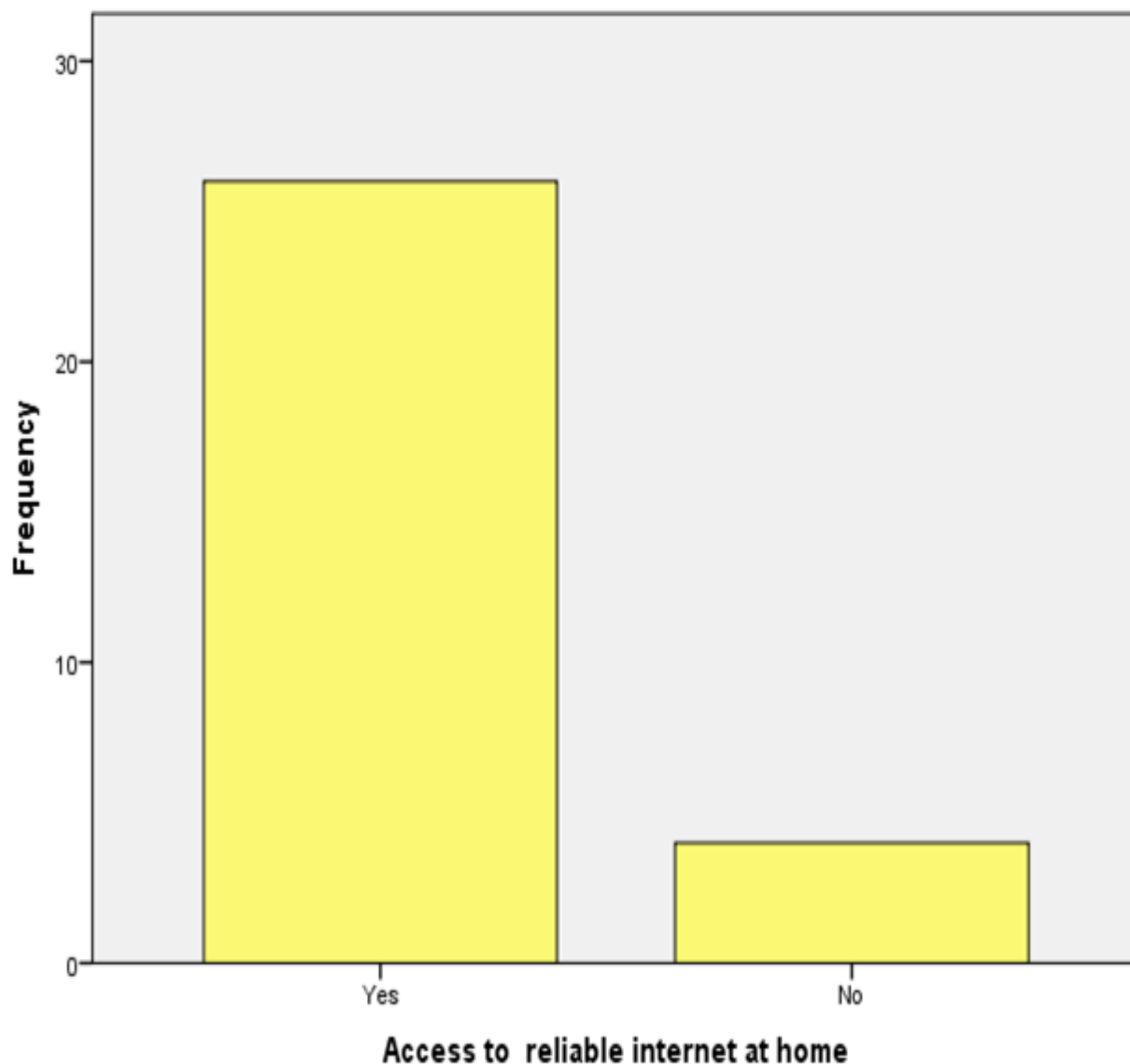


Figure 15 shows that twenty-six (26) pupils stated that they have reliable internet, while four (4) pupils indicated that they do not have reliable internet access at home. Because of reliable internet access, pupils are able to use social media platforms with greater ease to communicate with others, to obtain entertainment like playing games, and educational purposes such as being able to watch many educational videos from YouTube. Pupils without the internet are likely to face a number of problems related to completing their assignments, obtaining educational resources, and participating in digital activities related to their education. They can therefore be at a disadvantage in comparison to the pupils who have reliable internet access.

Table 16 shows ownership of the device that is used to access social media platforms.

Responses	No. of Respondents
Parent	7
Child	23

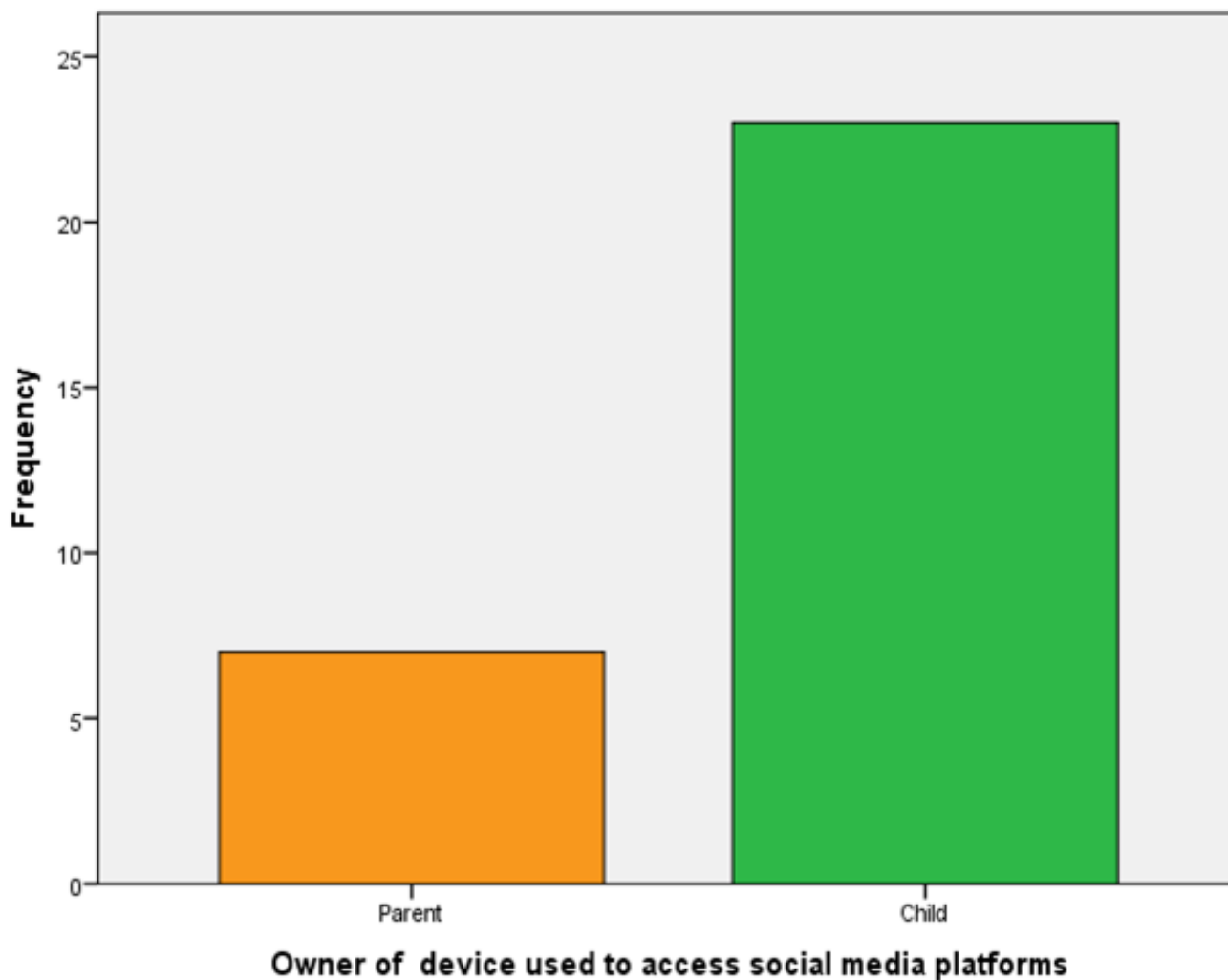


Figure 16 the bar graph shows that twenty-three (23) pupils are the owners of the devices which are used to access social media, followed by seven (7) pupils who used their parent's device to access social media platforms. Since pupils own their devices, they are more self-sufficient, and they can access social media 24/7 whether they are in school or after school. It is likely that these pupils will use social media more frequently than their peers. Having their own device may also limit the amount of monitoring by parents or guardians and lead to increased screen time and possible interruptions to academic work. The use of personal devices by pupils has a significant impact on social media habits and behavior of pupils.

Table 17 presents having better access to technology would improve pupil's academic performance.

Responses	No. of Respondents
Strongly Disagree	2
Disagree	5
Agree	10
Strongly Agree	13

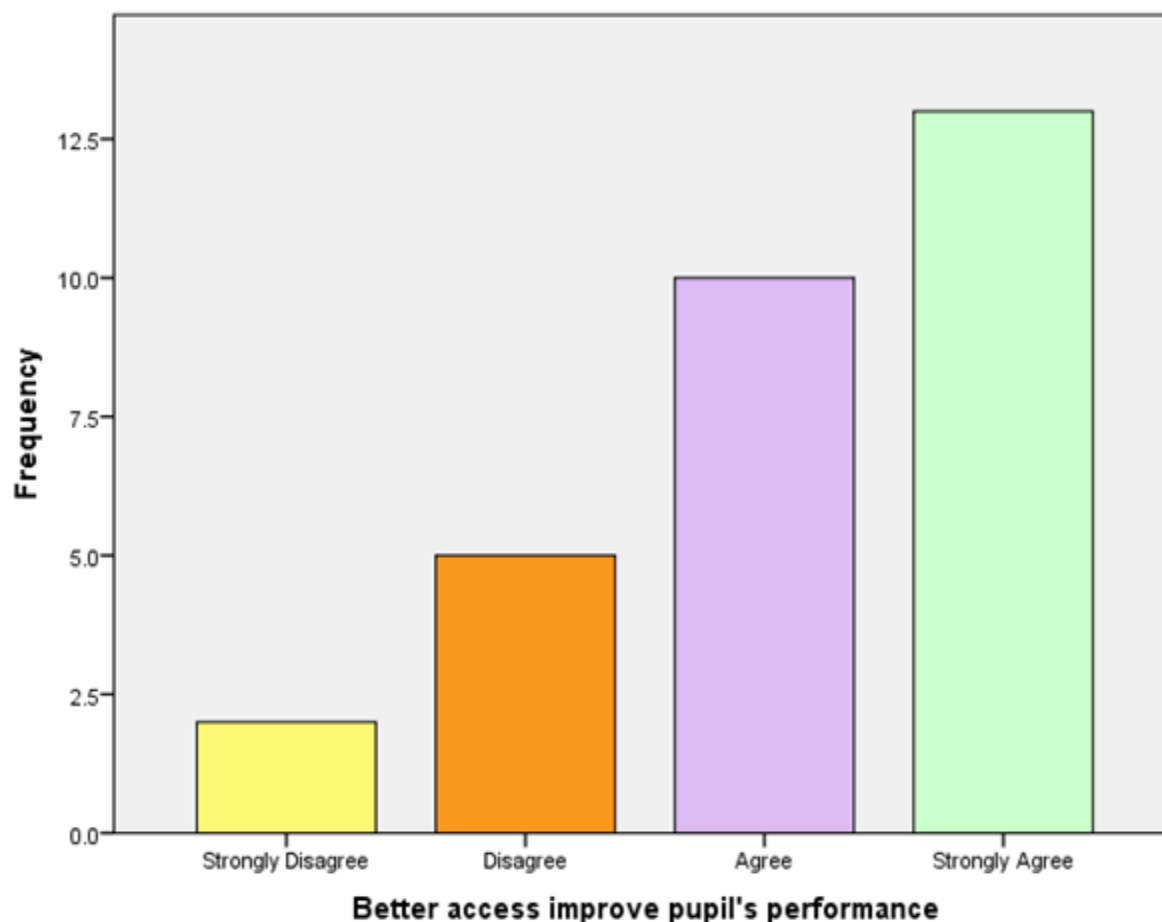


Figure 17 shows that the survey reveals that most pupils believe having greater access to social media will help them perform better in school. Thirteen (13) pupils strongly agree, followed by ten (10) pupils who agree with the statement that better access to social media will improve pupil's performance. Five (5) pupils disagree while two (2) pupils strongly disagree with the statement. Pupils believe that providing them with a more reliable and easier way to access these platforms will improve their ability to learn, communicate and effectively complete their assignments or homework. This data illustrates how important technology is becoming in today's classrooms, and how pupils now realize digital literacy, as well as reliable internet access, are essential components of academic success.

Table 18 shows whether social media reduces pupil's concentration during class.

Responses	No. of Respondents
Strongly Disagree	4
Disagree	8
Agree	6
Strongly Agree	12

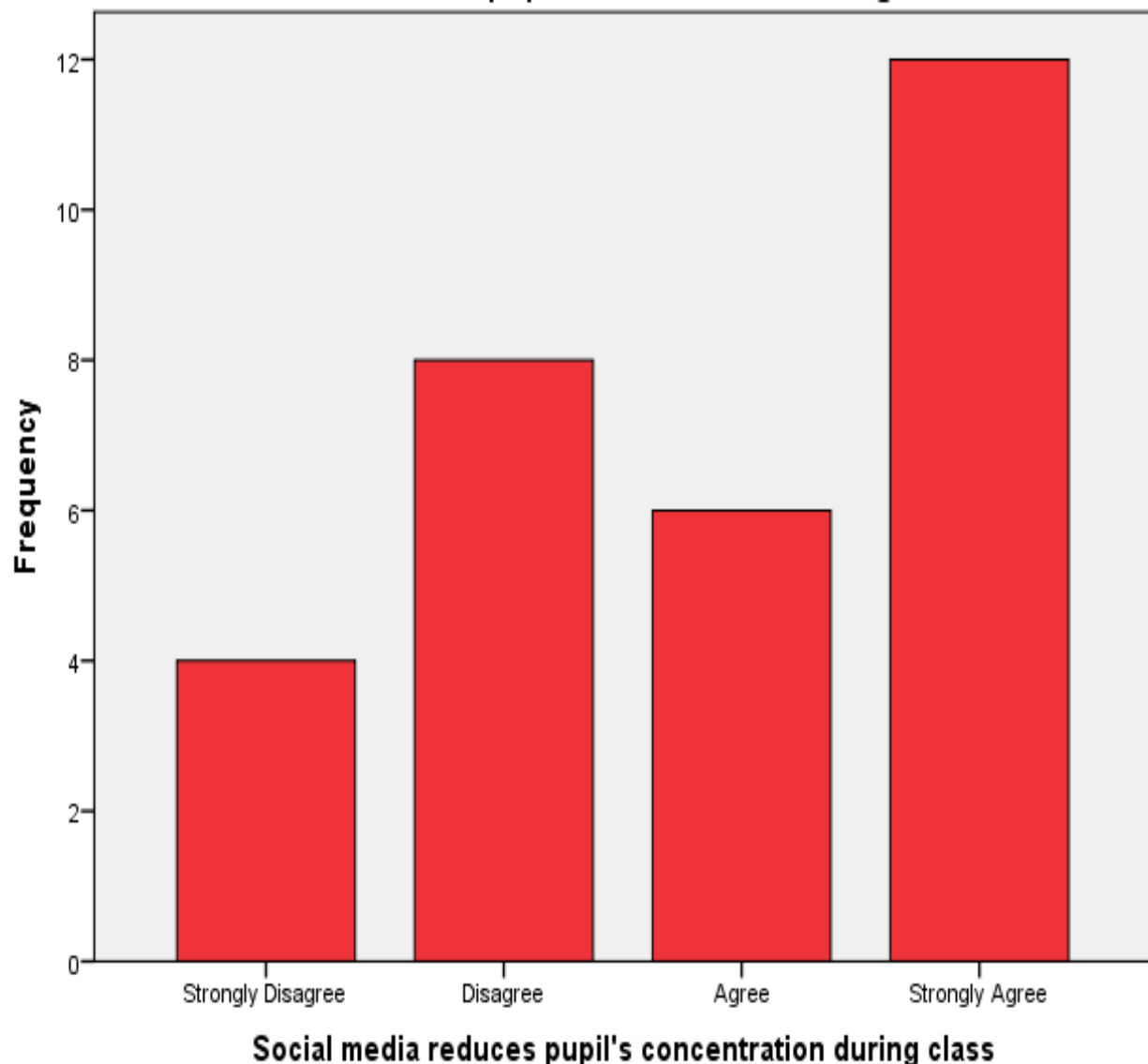


Figure 18 shows a significant number of pupils indicating that social media leads to less concentration in class. Twelve (12) pupils strongly agree to the statement, followed by six (6) pupils. However, eight (8) pupils disagree while four (4) pupils strongly disagree. The implication of this is that the effect of social media on classroom concentration varies from pupils to pupils. Pupils that have consonant notifications, messages and the urge to check social media, may find these distractions and make it difficult to pay attention to lessons or participate in activities. The information clearly shows technology has both benefits and challenges for teaching within the classroom. Social media can both aid in learning and also be a major distraction depending on how it is used and controlled.

Table 19 shows whether social media has caused pupils to delay or not complete homework.

Responses	No. of Respondents
Yes	10
No	20

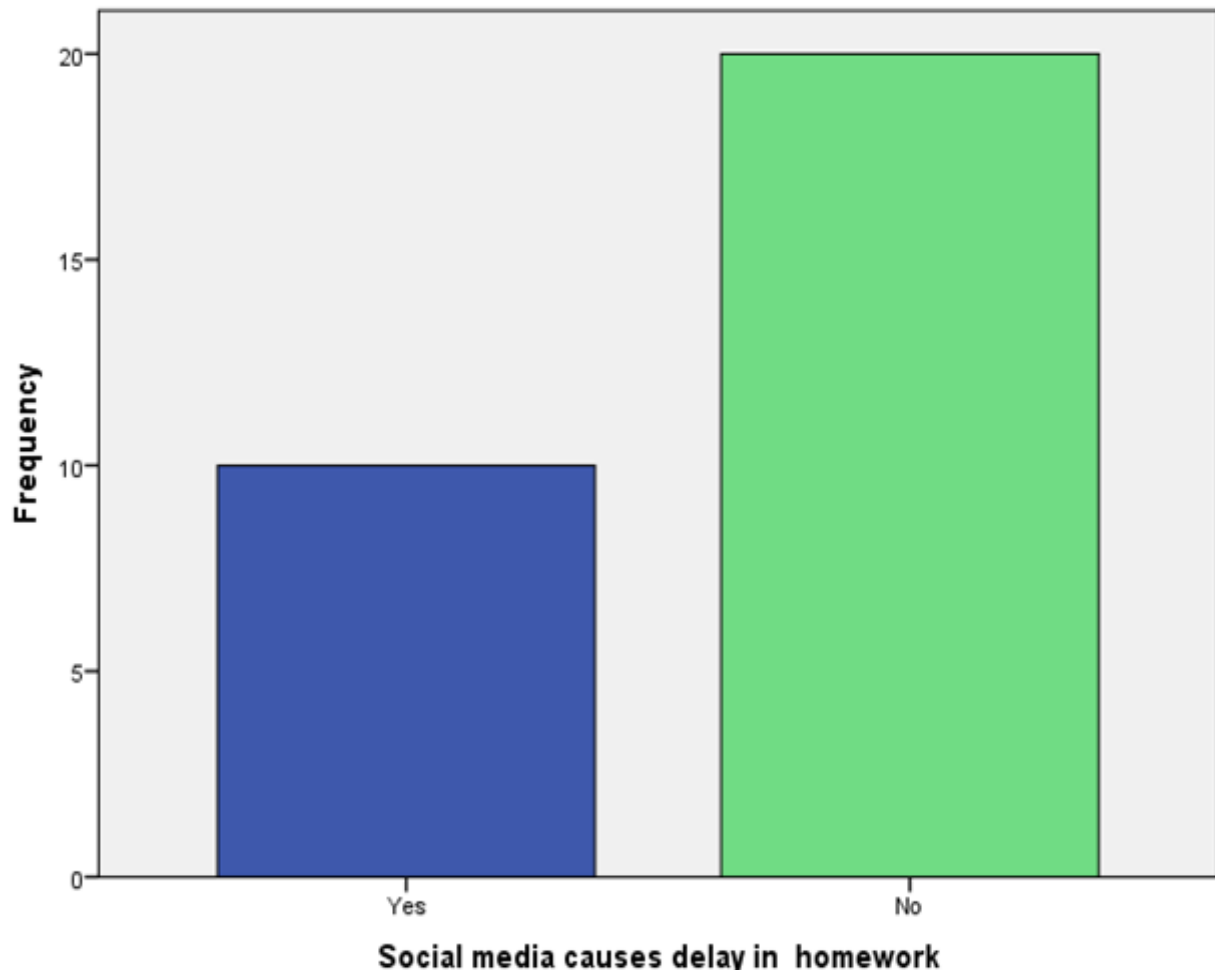


Figure 19 shows a bar graph that indicates that twenty (20) pupils have stated that social media does not delay the completion of their homework; whilst ten (10) pupils have stated they do experience delays from using social media to complete homework. These findings suggest that the majority of pupils feel they can successfully juggle both their online social life and their responsibilities of completing their homework without one influencing their ability to do the other. However, there remains a possibility that the set of pupils who stated that they do procrastinate, have been delaying their homework completion by using too much social media or not managing their time effectively.

Table 20 shows whether pupils feel more engaged in class when social media is used for learning purposes.

Responses	No. of Respondents
Strongly Disagree	1
Disagree	3
Agree	2
Strongly Agree	24

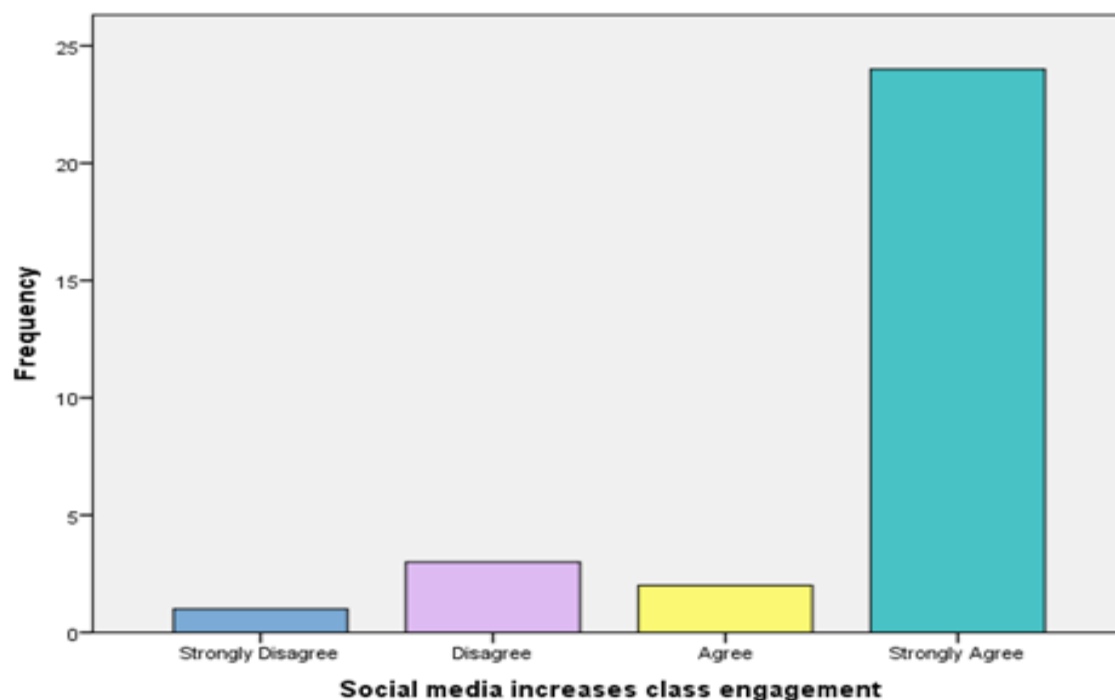


Figure 20 shows most pupils feel that social media positively affects how much they participate in classroom activities. Twenty-four (24) respondents strongly agree, while two (2) pupils agree to this statement. The remaining four pupils disagree with this statement. Many pupils indicated that social media allows them to enrich their physical classroom experience by providing an opportunity for them to connect to the content presented in class, therefore motivating them to participate in classroom types of activities. When these factors are combined, we see that all pupils' benefit from increased efficacy and ultimately increased participation due to social media. Thus, the findings support the position that the use of social media, used appropriately, can enhance pupils' overall learning experience.

According to the survey, the data illustrated that the pupils utilize social media not only for recreation but also as an essential tool in their life and education. Pupils demonstrate a high level of intelligence by using sites such as YouTube and WhatsApp to assist with their assignment, complete homework and participate in classes. The high level of integration results in challenges. Most pupils possess their own smartphones, which they use independently without parental control, thus posing potential for distraction. Although pupils agree that social media may cause them to be unfocused during class or when completing homework, many pupils believe that social media does not cause them to procrastinate when doing their homework. Social media ultimately serves the dual function of the best tool for academic success, and the largest potential source for distraction, all contained within one portable device.

Chapter 5: Summary

5.0 Introduction

This chapter gives a summary of the overall study, key findings from the research, effects of those findings and recommendations for improving the use of social media by primary school pupils. The purpose of this research was to examine the effects of social by on academic achievement among grade 6 pupils at Lachmansingh Primary School. Pupils in grade six answered a questionnaire to provide data for the research, and

then analyzed using descriptive statistics such as charts, frequency counts and percentages. The chapter examines the effects of social media on pupils' learning experiences, their concentration on work, completion of homework, participation in class activities and overall academic progress.

5.1 Summary of the main points

This research examined how social media networking sites influence the ability of grade 6 pupils to perform well academically. It specifically looked at what type of social

networking sites were the least utilized by the pupils, how often the pupils accessed these sites, the amount of total time spent online per day, and how using them impacted their attention in class, completion of homework assigned to them, and level of focus. It also examined ways that communities, schools, and parents can assist their children in using social networking sites in a responsible and productive manner. The research results show that the most frequently used social media sites are YouTube, WhatsApp and Tik Tok. Most pupils reported using social media every day, with the average amount of total daily time spent using social media sites being one to four hours.

Most pupils' own smartphones, which appear to be the most used devices for accessing social media. The study also found that social media is used for both entertainment and education. Most pupils agree that using social media helps them with research and assignments and to be engaged with the class. However, some pupils indicated that using social media to view entertaining information diminishes their ability to concentrate in class and stay focused on their studies. Although the majority of parents are generally supportive of their children's educational use of social media, many pupils reported that their parents do not keep a close eye on their children's online behavior. In conclusion, social media has had positive and negative impacts on pupils' academic performance. How the pupils use social media effectively and ethically determines how the pupil is impacted by social media.

5.2 Findings from the investigation

The study revealed several significant results concerning how social media impacts the academic performance of pupils. Firstly, these findings included that the most common social media platform used by the pupils was YouTube, followed by WhatsApp and Tik Tok. This indicates the platforms that focus on video or communication were the most attractive and popular to the pupils. Secondly, social media played a significant role in pupils' daily lives

because most pupils reported using it "always" while one reported using it "rarely". This indicates that pupils rely on digital media to communicate and enjoy entertainment. Thirdly, another important result was that a high number of pupils used social media for educational reasons. The majority of pupils who were surveyed responded to the question about whether or not the use of social media helped them in their educational process, and they indicated yes for the following areas: academic work, assignment and homework. By using social media pupils felt like they interacted with others in their communities and increased their ability to learn through engagement, watching videos, and participating in online discussion boards.

The results showed little parental supervision of how children use social media; although many parents encouraged their children to use social media as a resource for academic improvement, most of the pupils in this study reported that their parents do not closely supervise their online behavior.

Due to the lack of monitoring, long hours screen time was a common occurrence as well as greater access to inappropriate content. Finally, participants also indicated that they were more engaged with and interested in learning when social media was included in their classroom experience. Many pupils' motivation to learn new content was higher because they were using social media and digital tools to do so.

5.3 Conclusion Based on Data Presentation

The results of this study indicate that using social media can have both a positive and a negative effect on pupils' success in school. Pupils are actively engaging with social media everyday as a form of learning. It supports both informal and formal learning. Websites like YouTube and WhatsApp make it easy for pupils to find education resources, watch instructional videos, and collaborate with others. Social media provides pupils with access to information that engages them in their learning experience and, ultimately, increases their chances of completing homework,

assignments, or research projects. However, pupils also report experiencing negative effects on their academic performance because of being distracted by excessive use of social media. Given the ease of online communication and increased amount of entertainment, it is challenging for many pupils to focus on their academic goals and manage their schedules appropriately. The findings of this study emphasize the need for parents, teachers, and the community to partner together to help pupils use social media responsibly, including monitoring usage, providing digital literacy training, and encouraging pupils to have balanced amounts of time spent on screens, so that pupils can positively influence their academic progress through social media and have fewer distractions while using social media.

5.4 Implications

The conclusions of this report have serious effects on society, parents, and education. Teachers who integrate social media into their lessons will create dynamic lessons that will excite their pupils. Instructional videos such as YouTube can offer pupils additional inspiration and increase their participation in class. Therefore, teachers should encourage pupils to utilize social media responsibly as an educational tool.

It is crucial for schools to provide assistance to caregivers as they help their child understand their time spent on the internet in their social world because of the fact that many children will use their own cellular devices.

Guardians or parents should also establish limits for the amount of time their child spends on screens every day and be accountable for monitoring what kinds of pictures, videos or games their child is looking at on their cellular device. If parents or guardians can become involved in supporting their child's responsible use of social media through providing guidance on how to navigate social media sites and promoting appropriate uses of technology, then they will help to reduce distractions and encourage more

accountability in the manner in which their children utilize social media.

Headteachers and Regional Officers should create initiatives that create a digital literacy program for school-aged children and develop awareness campaigns to educate pupils about online safety, internet use that promotes academic success through the responsible use of technology.

While schools must prevent children from engaging in inappropriate online behaviors and promote the more appropriate and responsible use of social media as a new educational tool, they must continue to develop their technology capabilities and provide primary school pupils access to a reliable internet when using a computer or tablet.

Many studies indicate that access to technology and a stable internet connection will determine the manner in which the pupils will learn. Limited access to digital materials can influence whether or not a child is successful in completing his or her assignments or homework because of the fact that he or she may have limited opportunities to participate in an online environment, while the opportunities for pupils who have easy access to technology will result in an increase in pupil's success through the availability of online learning opportunities.

5.5 Recommendations

In light of the findings of the research study, the following recommendations are proposed for enhancing academic engagement and achievement.

1. Educators should incorporate the use of social media and other online content delivery methods into their classrooms as instructional tools.
2. Parents need to be vigilant with their children's use of social media and limit the time spent on screens to suitable levels to reduce distractions and prolonged periods of time on social media.

3. Schools should conduct regular training workshops and outreach activities for parents and pupils on digital literacy, cyber safety, and appropriate use of social media. Students should be encouraged to utilize social media as an academic collaboration, as a source for instructional video content and as a resource to conduct research rather than solely for leisure activities.
4. Educational authorities and other educational stakeholders need to continue to assist schools in developing reliable internet connections and resources for online learning. There is a need for further study into the effects of social media on pupil's academic performance across other countries, as well as additional schools and of varying levels of educational systems.

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