

# PERCEPTION ON WHATSAPP AND ACADEMIC ACHIEVEMENTS AMONG HIGHER SECONDARY THE SCHOOL STUDENTS

**Dr. C. SUBBULAKSHMI**

*Assistant Professor, Women's Studies Centre  
Madurai Kamaraj University, Madurai*

## Abstract

*This study investigates how students' academic performance and opinions of the popular messaging app are affected by WhatsApp. Since its founding in 2009, WhatsApp has grown to be a vital tool for student communication, promoting resource sharing, cooperation, and informal learning activities. The purpose of the study is to gauge how Madurai District's upper secondary pupils feel about WhatsApp and whether or not it has affected their academic performance. In terms of academic achievement, the results show that students' performance is significantly influenced by school locality, with urban students outperforming their rural counterparts. Gender and school type did not have a significant influence on academic achievement. The study comes to the conclusion that although WhatsApp is highly valued by students, it has no direct effect on academic achievement, despite being an essential tool for cooperation and informal learning. These results imply that WhatsApp's contribution to education is expanding, but further research is needed to fully understand its application in formal educational settings. The study emphasizes the need for educators and policy-makers to consider both the opportunities and challenges posed by social media platforms like WhatsApp in enhancing students' learning experiences.*

**Keywords:** *perception on whatsapp, academic achievement and school students*

## Introduction

WhatsApp was established by Brian Anton and Ian Koom in 2009. It is a text messaging mobile application for smart phones. Users can exchange text-based chats, images, videos and audio media messages through Internet. It mostly depends on the active Wi-Fi network system to provide online users the ability to send and receive different social applications. WhatsApp is a unified messaging app which is connected directly to one's phone number without any password or login. WhatsApp facilitates online collaboration and communication and promotes students' school performance. For instance, between January 2015 and February 2016, the number of active users had grown sharply from six hundred million to one billion. According to Beebe and Masterson (2003), What people say, how they say it, and to whom they say it are all components of human communication. This implies that people's speech is influenced by their surroundings. As a result, people will always alter their communication

style in response to their surroundings. WhatsApp Messenger is a smart phone- and web-based instant messaging program that enables information sharing between users via text, picture, video, and voice conversations. WhatsApp is a free, user-friendly, quick, practical, and private communication tool. It is found that WhatsApp was one of the most popular SNSs among university students. Students' learning outcomes and attitudes towards blended learning were positively and significantly impacted by the usage of WhatsApp to support mixed learning.

## Need for the Study

WhatsApp is an effective and affordable platform of communication. Now a day's people use WhatsApp frequently to remain in touch with their friends and family members. Most importantly organizations have also created WhatsApp group for communicating with their employees. This has played a key role to let us know

about the preferences of the student. Students use WhatsApp for communication with their friends and family members. The students submit links to course-related subjects and resources, create study groups, schedule meetings with classmates, ask for assistance from students who have already completed the course, discuss course ideas with their peers, and set aside time for studying. According to the results, only a small percentage of pupils used WhatsApp for studying, and those who did so engaged in non-formal learning activities. They make it simple to exchange films, images, and information. New ways of communication has been laid by WhatsApp which is helping students share content of their use in a limited span of time.

### Terms and Definitions

**Perception on WhatsApp:** refers to perception on social media app where can simply communicate with your family, friend etc. Here you can also simply be able to do video calling and phone calls free of cost but you need a internet connection for all these features.

**Academic Achievements:** refers to the XI and XII standard students got scores from half-yearly a examination that is rounded into 100.

**Higher secondary students:** refers to those who are studying XI and XII standard in higher secondary schools in Madurai District.

### Variables of the Study

#### Dependent Variables

1. Perception on WhatsApp scale
2. Academic achievement

#### Independent Variables

1. Gender : Male / Female
2. School locality : Rural / Urban
3. School Kind : Unisex / Co-education

### Objectives of the Study

Following are the specific objectives framed for the study:

1. To measure the level of perception on WhatsApp among the higher secondary students.
2. To find out the significant influence of independent variables viz., Gender, School locality, School kind on

dependent variable perception on WhatsApp among the higher secondary students.

3. To measure the level of academic achievement on WhatsApp among the higher secondary students.
4. To find out the significant influence of independent variables viz., Gender, School locality, School kind on dependent variable academic achievement among the higher secondary students.
5. To find out the relationship between perception on WhatsApp and academic achievement among the higher secondary students.

### Hypotheses of the Study

The following hypotheses are formulated in the present study:

1. Perception on WhatsApp among the higher secondary students is above the average level.
2. Gender exerts a significant influence on perception on WhatsApp among the higher secondary students.
3. School locality exerts a significant influence on perception on WhatsApp among the higher secondary students.
4. School kind exerts a significant influence on perception on WhatsApp among the higher secondary students.
5. Academic achievement among the higher secondary students is above the average level.
6. Gender exerts a significant influence on Academic achievement among the higher secondary students.
7. School locality exerts a significant influence on Academic achievement among the higher secondary students.
8. School kind exerts a significant influence on Academic achievement among the higher secondary students.
9. There is a significant and positive relationship between perception on WhatsApp and academic achievement among the higher secondary students.

### Sample of the Study

A stratified representative sample of 350 among higher secondary students constituted from schools recognized by the Department of School Education, Tamil Nadu situated in Madurai District with due representation given

to the variables viz., Gender, School locality, School kind, School management, Medium of study, Group studying, Participation in sports and games and Participation in extra-curricular activities.

### Tools Used

The following tools were used by the investigator for the data collection:

1. General Information Sheet developed by the Investigator.
2. Perception on WhatsApp scale developed by Joicy,A.(2018).

### Statistical Treatments

The statistical treatments employed in the study are listed below:

- i. 't'- test for significance of difference between the means of large independent samples.
- ii. Correlation Analysis – Pearson's Product Moment Correlation-'r'.

### Hypotheses Verification

**Hypothesis 1:** Perception onWhatsApp among the higher secondary students is above average.

The average score of the Perception on WhatsApp among the higher secondary students is found to be 45, while the theoretical average is 36.This shows that the Perception on WhatsApp among the higher secondary students is above the average level. **Hence the hypothesis is accepted.**

**Hypothesis 2:** Gender exerts a significant influence on Perception on WhatsApp among the higher secondary students.

**Table 1 Statistical Measures and Results of Test of Significance of Difference between the Means Score of Perception on WhatsApp among the Higher Secondary Students: Gender-Wise**

Variable	Sub-category	N	M	S.D.	't'-value	Significance at 0.05 level
Gender	Male	167	47.97	7.14	-	Significant
	Female	183	45.19	6.69	2.230	

It is evident from table 1, that the obtained 't' value - 2.230 is higher than the table value 1.96 at 0.05 level of significance. This shows that there is a significant difference between the male and female students in terms of Perception on WhatsApp among the higher secondary students.Further, it is observed that female students possess more Perception on WhatsApp than male students. **Hence the hypothesis is accepted.**

**Hypothesis 3:** School locality exerts a significant influence on Perception on WhatsApp among the higher secondary students.

**Table 2 Statistical Measures and Results of Test of Significance of Difference between the Means Score of Perception on WhatsApp among the Higher Secondary Students: School Locality-Wise**

Variable	Sub-category	N	M	S.D.	't'-value	Significance at 0.05 level
School locality	Rural	187	45.09	6.47	-	Not Significant
	Urban	163	45.25	7.14	0.228	

It is evident from table 2, that the obtained 't' value - 0.228 is lower than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference between the rural and urban school students in terms of Perception on WhatsApp among the higher secondary students.Further, it is observed that school locality does not influence on Perception on WhatsApp among the students. **Hence the hypothesis is rejected.**

**Hypothesis 4:** School kind exerts a significant influence on Perception on WhatsApp among the higher secondary students.

**Table 3 Statistical Measures and Results of Test of Significance of Difference between the Means Score of Perception on WhatsApp among the Higher Secondary Students: School Locality-Wise**

Variable	Sub-category	N	M	S.D.	't'-value	Significance at 0.05 level
School kind	Unisex	146	45.44	7.06	0.684	Not Significant
	Co-education	204	44.94	6.57		

It is evident from table 3, that the obtained 't' value 0.684 is lower than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference between the unisex and co-education school students in terms of Perception on WhatsApp among the higher secondary students. Further, it is observed that school kind does not influence on Perception on WhatsApp among the students. **Hence the hypothesis is rejected.**

**Hypothesis 5:** Academic achievement among the higher secondary students is above average.

The average score of the Academic achievement among the higher secondary students is found to be 45, while the theoretical average is 36. This shows that the Academic achievement among the higher secondary students is above the average level. **Hence the hypothesis is accepted.**

**Hypothesis 6:** Gender exerts a significant influence on Academic achievement among the higher secondary students.

**Table 4 Statistical Measures and Results of Test of Significance of Difference between the Means Score of Academic Achievement among the Higher Secondary Students: Gender-Wise**

Variable	Sub-category	N	M	S.D.	't'-value	Significance at 0.05 level
Gender	Male	167	61.88	10.02	-	Not Significant
	Female	183	62.84	9.43		

It is evident from table 4, that the obtained 't' value - 0.713 is lower than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference between the male and female students in terms of Academic achievement among the higher secondary students. Further, it is observed that gender does not influence on Academic achievement among the students. **Hence the hypothesis is rejected.**

**Hypothesis 7:** School locality exerts a significant influence on Academic achievement among the higher secondary students.

**Table 5 Statistical Measures and Results of Test of Significance of Difference between the Means Score of Academic Achievement among the Higher Secondary Students: School Locality-Wise**

Variable	Sub-category	N	M	S.D.	't'-value	Significance at 0.05 level
School locality	Rural	187	62.63	10.10	-	Significant
	Urban	163	65.72	8.90		

It is evident from table 5, that the obtained 't' value - 2.096 is higher than the table value 1.96 at 0.05 level of significance. This shows that there is a significant difference between the rural and urban school students in terms of Academic achievement among the higher secondary students. Further, it is observed that urban students possess more Academic achievement than rural students. **Hence the hypothesis is accepted.**

**Hypothesis 8:** School kind exerts a significant influence on Academic achievement among the higher secondary students.

**Table 6 Statistical Measures and Results of Test of Significance of Difference between the Means Score of Academic Achievement among the Higher Secondary Students: School Locality-Wise**

Variable	Sub-category	N	M	S.D.	't'-value	Significance at 0.05 level
School kind	Unisex	146	62.95	9.12	0.495	Not Significant
	Co-education	204	62.45	9.85		

It is evident from table 6, that the obtained 't' value 0.495 is lower than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference between the unisex and co-education school students in terms of Academic achievement among the higher secondary students. Further, it is observed that school kind does not influence on Academic achievement among the students. **Hence the hypothesis is rejected.**

## Conclusions

The major conclusions arrived at from the study are listed below:

1. Perception on WhatsApp among the higher secondary is found high.

2. Perception on WhatsApp among the higher secondary is found dependent upon-Gender
3. Perception on WhatsApp among the higher secondary is found independent upon-
  - School locality
  - School kind
4. Academic achievement among the higher secondary is found high.
5. Academic achievement among the higher secondary is found dependent upon-School locality
6. Academic achievement among the higher secondary is found independent upon-
  - Gender
  - School kind

### Educational Implications

With the increasing use of internet technologies in terms of time, scope, and frequency, these tools have begun to shape how people create and share content, as well as their modes of communication. Social networks, particularly popular among young people, have gained prominence due to their ability to meet individuals' needs for socialization. By focusing on personal interaction, these platforms have reshaped user communication processes, becoming integral to daily life. The increasing number of people using these platforms—which are tools that let people and groups interact—highlights how much society depends on social networks, providing chances for social feedback and cultivating intricate social bonds (Boyd, 2003). Mobile versions of these networks have been created to meet the changing needs of users, allowing social structures to transcend time and location barriers and move from real-world to virtual environments. With the advent of mobile-focused messaging apps like WhatsApp, BBM, and Line, the trend in which was first made popular by web-based social networks like Facebook and Twitter has grown.

Studies reveal that social networks have both positive and negative impacts on various educational outcomes, encompassing social interaction, academic achievement, motivation, and communication. When utilised properly, these platforms facilitate peer engagement, boost academic achievement, promote student motivation, create a feeling of community, and improve collaboration—

all of which make learning possible at any time and from any location. However, issues with informal language, privacy, security, distraction, overuse, and even harm to academic attention have also been noted. Social networks are growing more and more important in education in spite of these obstacles.

Among mobile-based social networks, instant messaging applications like WhatsApp have emerged as widely favored tools (SimilarWeb, 2016; Statista, 2016). Church and de Oliveira (2013) highlight WhatsApp's popularity, citing its real-time messaging, low-cost nature, and privacy features. Research on instant messaging in education has demonstrated its potential to enhance learning (Smit, 2012), promote active participation (Cifuentes & Lents, 2010), foster a sense of belonging (Doering et al., 2008; Sweeny, 2010), reduce social barriers (Doering et al., 2008), and boost student motivation (Plana et al., 2013).

Specific studies on WhatsApp (Bouhnik & Deshen, 2014; Church & de Oliveira, 2013; Nguyen & Fussell, 2016) suggest it is an effective tool for collaborative, anytime-anywhere learning. Similar to Facebook and Twitter, WhatsApp has the potential to alter social life and educational settings. It has been said that social networks have revolutionary transforming potential when they are in line with scientific and educational requirements (Zaidieh, 2012). Their impact on education is expanding quickly thanks to internet-enabled mobile devices. These platforms are useful in education because they facilitate cooperative, synchronous, and asynchronous communication, which is further enhanced by multimedia elements. Given the growing popularity of instant messaging among younger users (Cetinkaya & Sütçü, 2016; Harrison & Gilmore, 2012; Lenhart et al., 2010), additional research is necessary to fully understand how these platforms affect teaching and learning processes. Additionally, their role in fostering social development highlights the importance of understanding their impact on academic outcomes and expectations.

### References

1. Beebe, S. A., & Masterson, J. T. (2003). *Communicating in small groups: Principles and practices* (7th ed.). Pearson Education.

2. Boyd, D. M. (2003). *Social network sites: Public, private, or what?* In *Proceedings of the 2003 conference on Human factors in computing systems* (pp. 1-8). ACM. <https://doi.org/10.1145/642611.642613>
3. Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210-230. <https://doi.org/10.1111/j.1083-6101.2007.00393.x>
4. Bouhnik, D., & Deshen, M. (2014). WhatsApp goes to school: Mobile instant messaging between teachers and students. *Journal of Information Technology Education: Research*, 13, 217-231. <https://doi.org/10.28945/2059>
5. Church, K., & de Oliveira, R. (2013). What's up with WhatsApp? Comparing mobile instant messaging behaviors with traditional SMS. *Proceedings of the 15th international conference on Human-computer interaction with mobile devices and services*, 352-361. <https://doi.org/10.1145/2493190.2493225>
6. Cifuentes, L., & Lents, N. H. (2010). Collaborative learning via mobile devices: A case study. *Journal of Educational Technology Systems*, 38(3), 311-324. <https://doi.org/10.2190/ET.38.3.g>
7. Doering, A., Veletsianos, G., Scharber, C., & Miller, C. (2008). The evolution of distance education in the age of Web 2.0: A case study of Web 2.0 tools in the classroom. *Innovations in Education and Teaching International*, 45(3), 311-319. <https://doi.org/10.1080/14703290802147441>