

Effects of Social Media Networking Sites among Students with Their Academic Performance

Christian Jude B. Calunsag^{1*}, Cliven June B. Calunsag²

Jose Rizal Memorial State University

Corresponding Author: Christian Jude B. Calunsag fabicalunsag@gmail.com

ARTICLE INFO

Keywords: Social Media Network, Interactivity with Peers, Interactivity with Teachers, Collaborative Learning and Communication

Received : 05, March

Revised : 10, April

Accepted: 10, May

©2023 Christian, Cliven: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study aimed to determine the impact of social media networking sites on students' academic achievement in Zamboanga del Norte, Philippines. The descriptive correlation method was used to select 120 respondents from seven university colleges. The results showed that social media has grown in acceptance, value, and usefulness among professionals and students. However, students who engage in heavy social media use but not related to their academics perform worse in class. The influences, benefits, and drawbacks of social media are highlighted to demonstrate the potential of social media in academics.

INTRODUCTION

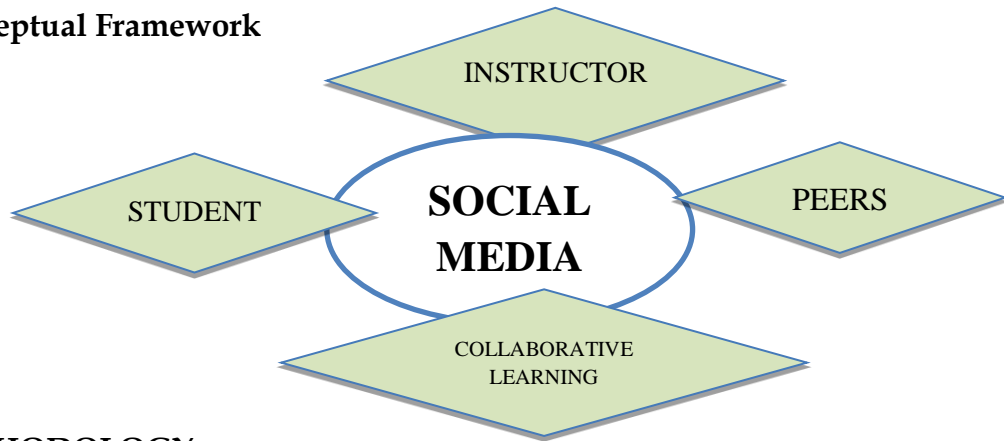
Students each have their personalities and methods of relating to others around them. While some individuals are reserved, others openly declare their open-mindedness. These personalities want social engagement to mix and have fun, even with new friends. Discuss and get to know one another.

Social media networks (SMN) in the current generation affect society, depending on how they are used locally. Numerous pupils can benefit from one another's knowledge virtually without ever meeting. The use of social media networking sites, on the other hand, has made several societal issues worse. Due to their excessive usage of these websites during their crucial study time, many students have lost concentration on their academic work. A social norm and a method for people worldwide to add diversity to their lives, using computers for leisure has become a pastime for specific technologically adept individuals (Boyd, 2007). Even though many people are unaware of it, young people also utilize social networking sites for communication, entertainment, and socializing. Social networking sites escape many problematic building components, even though many are worried about prospective social issues, including schooling and poor academic achievement.

According to Chua, B., social networking sites negatively affect academic achievement. (2009). More students dropped out of classes, which hurt their academic achievement. If students spend the majority of their time on social networking sites rather than studying, it will negatively affect their academic performance. In their study on the impact of online social networking on students' academic performance, Paul et al. (2012) found contradictory results. Their findings suggested a statistically significant unfavorable association between students' use of social networks and academic achievement. Their attention spans significantly influence how long students spend on social media. They found that people spend more time on social networks when their attention spans are lower. In addition, a strong correlation exists between attention span and personality characteristics that affect how students act, including how they utilize social networking sites, how simple they find them to use, and how they view them from a societal standpoint. This study aims to find out how social media networking sites affect students' academic performance.

According to Al-Yafi et al. (2018), no evidence supports a connection between utilizing SNS and academic performance. To better understand SNS usage, this study looks at its characteristics. Users are divided into three categories: passive (low usage), engaged (normal usage), and addicted (high usage). Active users outperform their passive and dependent peers in terms of academic success. Additionally, there is no discernible difference between addicted and inactive users' academic performance.

Conceptual Framework



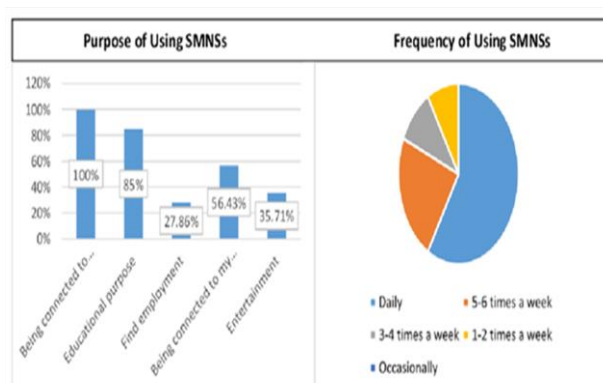
METHODOLOGY

In Zamboanga del Norte, Philippines, the descriptive correlation technique of the study is utilized to examine the impact of social networking sites on students' academic performance through interviews and genuine surveys with manipulated questionnaires (Morallo, 2014). The pupils in Zamboanga del Norte, Philippines, are the target audience for the study. The study's 140 participants, or 20 from each college, were enrolled in the second semester of 2018–2019. Two sections make up the questionnaire. The respondents' demographics regarding SMN, including the reason for and frequency of usage, are covered in Part I. The Grade Point Average (GPA) from the first semester of the 2018–19 academic year is used to measure academic progress. The perceived impacts of social media on relationships between students and teachers, the use of other SNS, and collaborative learning were discussed in Part II. The gathered data was also examined using Minitab and Excel tools. The Unit Head of the university's research ethics committee was consulted before the study began. Each person was asked to engage willingly in the experiment, and each participant provided informed consent. Strict confidentiality guidelines were observed when acquiring data or information, and the study's objectives, goals, and procedures were all described. The participants also knew they might withdraw from the study if they found the methods irrelevant or without purpose.

RESULTS AND DISCUSSION

Purpose and Frequency of Using SMNS

Figure 1. Profile of Respondents as to the Purpose and Frequency of Using SMNS



The statistics on the goal of employing SMN are displayed in Figure 1. All respondents, or 100%. said they used social media to connect with friends: 85% of the general population said they used it for education; 27.86% of students said they used it for employment; 56.41 percent said they used it to connect with family, and 35.71 percent said they used it for entertainment. This indicates that the majority is correct when they say that connecting with friends and family and, more importantly, using social media for education is the main reason people use them.

More than half of the students use the social media network daily, 25% use it five to six times per week, and 7.14 percent of them claimed to use it at least three to four times each week. A minor percentage of pupils used SMN only sometimes, while some used it twice a week. This shows that most students use social networking sites (SMNS) daily to further their education. Examples include watching YouTube tutorial videos, chatting with friends on Facebook, Twitter, and other educational forums, and looking up information on Wikipedia, Yahoo Answers, BlogSpot, and many other academic and social networking sites.

Influences of SMN in terms of Interactivity with Peers, Interactivity with Teachers, Other Engagement and Collaborative Learning

Peer engagement on these platforms, which enables students to ask other students questions directly, has a more significant proportion of a student's academic performance. Since they can freely express questions without feeling awkward, they find it easy to interact with their peers. This shows that their learning process depends heavily on peer communication.

However, some students use social media to communicate with their teachers or do well in school. Some students struggle to talk to their teachers because they are timid. The findings demonstrate that students who frequently interact with their professors on social media and ask them for guidance about the subjects do well in school because they gain a deeper understanding of the academic activities that take place there from their lecturers.

Regarding the students' academic performance and other participation, it earns a respectable proportion. The data gathered shows students who use social media for non-academic purposes or with different goals perform worse academically. Most respondents actively engaged on social networking sites unrelated to their education typically have point averages between 2.5 and 3.0. This demonstrates how social media use for non-academic objectives might negatively affect students' academic performance.

Based on university students' academic performance, collaborative learning, and social media use, they obtained an average rating since it encourages peer and teacher collaboration and other forms of class participation. This is because it makes learners feel at ease utilizing social media. This study aims to comprehend how students use social media in the classroom to improve their grades. Creating an overall feeling of happiness with social media and encouraging student use of the platforms for collaborative learning may enhance students' knowledge and experience.

Table 1. Relationship on the influence of SMNS and Academic Performance

Indicators	Mean	r-value	p-value
Academic Performance	3.95		
Interactivity with peers	3.96	0.664	0.000
Academic Performance	3.95		
Interactivity with the instructor	4.03	0.585	0.000
Academic Performance	3.95		
Other engagement	3.86	0.353	0.000
Academic Performance	3.95		
Collaborative learning	3.79	0.548	0.000

Based on the comparison of academic achievement with the following measures of social media network site influence, including interactions with peers and teachers, the results are presented in Table 1. Other commitments and group learning. It shows a substantial positive link between academic accomplishment and peer contact, with an R-value of 0.66 and a very high probability at a 0.05 level of significance. This implies that peer interactions significantly impact students' academic success. The more WINS-based co-learning there is, the more its impact on student's academic performance is felt. Interacting with professors and teachers had an r-value of 0.585, indicating that students' academic performance is significantly impacted by their close adherence to announcements from their professors via SMN. It implies that the more interaction students have with teachers regarding announcements and postings, the greater the effect and impact on their academic achievement. The r-value of 0.548 indicates that collaborative learning is also statistically significant and essential to students' learning, leading to outstanding academic success. This implies that there is a strong positive correlation between the two variables. However, using other social media platforms unrelated to academic achievement shows a somewhat positive relationship with a t-value of 0.353, positively impacting students' learning process and academic performance.

These results demonstrate the influence and connection between students' academic achievement and interactions with classmates, teachers, and other non-academic activities. Therefore, various factors affect students' academic progress depending on the sort of SMN exercise.

CONCLUSIONS

Based on the findings and the study's findings, it is strongly advised that teachers encourage their students to regularly interact with them via social media to stay informed of any announcements and seek advice if they have any

questions about assignments, tasks, or other related requirements. Students should be required to limit their use of social media for activities other than academic ones. Teachers and lecturers should also discuss the advantages and disadvantages of social media networking sites with their students.

REFERENCES

- Ahmed et al. (2011). A look out for academic impacts of Social networking sites (SNSs): student based perspective, *African Journal of Business Management*, 5(12), 5022-50-31.
- Al-Yafi, K., El-Masri, M. and Tsai, R. (2018). "The effects of using social network sites on academic performance: the case of Qatar", *Journal of Enterprise Information Management*, Vol. 31 No. 3, pp. 446-462.
<https://doi.org/10.1108/JEIM-08-2017-0118>
- Aziz, P. F. & Gupta, R. (2009). The introversion-Extroversion Inventory. *National Psychological Association*. Agra Boyd, D. M. & Ellison, N. B. (2007). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210-230
- Banquil, K. & Chua, N. A. (2009), Social Networking Sites affects one's academic performance from adversely. Retrieved
<http://www.scribd.com/doc/28919575/SOCIALNETWORKING-SITES-AFFECTONE%E2%80%99S-ACADEMICPERFORMANCE-ADVERSELY>
- Cboney, Suzanne (2010). Facebook Use Can Lower Grades by 20 Percent. Study Says http://www.msnbc.com/id/39038581/ns.technology_and_sciencetech_and_gadgets/. Retrieved March 30, 2013
- Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210-230,
- Morallo, I. M. (2014). "The Effects of Social Networking Sites on Students' Academic Performance In Lyceum of the Philippines - Laguna", *Graduate School Research Journal*, 7(2), 2013-2014.
- Paul, J. A., Baker, H. M. & Cochran, J. D. (2012), Effect of online social networking on student academic performance. *Computers in Human Behavior*, 28(6), 2117-2127