The Effects Of Social Media Networking On Student Academic Performances: An Investigatory Study

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ABSTRACT

The media constantly reminds us that we are in the "selfie" generation and should capitalize on it. This is an exploratory study which was conducted to determine the impact of social networking on the academic performance of first-year students. The respondents were chosen at random using Slovin's formula (301 out of 1,223 freshmen). The results were obtained using the t-test for independent samples. This survey concluded that everyone uses portable devices and smart phones to access the internet. Pearson's Coefficient of Correlation demonstrates the association between SNS visits and academic performance of students in a particular year. The significant majority of respondents used Facebook and YouTube at least twice a week and are also significant factor in students' scholastic performance. The study met students' needs especially academic enforcement that would always redound to them.

Keywords: Facebook, social media networking, social networking sites, YouTube

INTRODUCTION

Social networking sites (SNS) have played an essential role in the lives of the digital generation of today, and they continue to do so. Because with the emergence of portable devices such as tablets and smart phones, it is now feasible to connect to the internet from any location at any time, regardless of location (Mirici, 2019). Teenagers and people of all ages utilize a variety of social media platforms, with the most popular being Facebook, Twitter, Instagram, and YouTube, among others. All of these are affected by the same fashion trends and fads that are now popular (Burt, 2004; Mısır, 2018). Social networking sites are also used to establish who belongs to which in-groups and which out-groups (Borgatti, Mehra, Brass, Labianca, 2009). Students who do not have social networking accounts (SNA) are seen to be out of touch with the current generation of young people.

Information had also become more easily available as a result of the development of social media (Rivlin, 2006). It is now possible to perform research with the press of a button, rather than the time-consuming task that it was previously. Since then, information has been disseminated throughout the world via the Internet. Any social networking site or search engine could be used to obtain information by anybody at any time. It seems that almost everything, from official government statements to media commercials, has been broadcasted or shared on social networking platforms (Manglaus, 2010).

In today's world, it is well recognized that the World Wide Web provides chances for people to interact with one another (Ong, 2004; Dizon, 2005; Sadiri, 2007; Ahlqvist, 2008; Ling, 2008; Marinay, 2009). Netizens now have the power to create or edit, write or publish, as well as browse or read, internet-based material, thanks to technological advances (Scott & Davis, 2003). Websites allow visitors to view and publish all types of multimedia content. Along with the traditional news and publications, there are also photographs, films, and recordings to be viewed on the internet. Individuals can, in reality, use social media as a platform for the development of new ideas and imaginative thinking (Salazar, 2008).

The practice of social networking, on the other hand, has been misused and hijacked by some people and organizations (Kietzmann; Hermkens, 2011). It is reported in both local and international press that this comment was made. Cyberbullying and pornographic material have become widely available on the internet (Malayo, 2007; Mosqueda, 2008). There has also been an alarming growth in the number of pupils who are addicted to online gaming, which is concerning. It has also been reported in a few personal examples that social networking addiction has resulted in academic neglect.

As previously stated, the ideas outlined above were helpful in the preparation of the current study. This point is expounded on in further detail in the subsequent pages.

According to recent data, the number of people who use social networking sites is increasing at an exponential rate. Through the use of this, good and bad publicity, along with proper and incorrect information, are all a simple click away (Glasner, 2005).

Because of the digital age, it is possible that this generation would misuse information and communication technologies (ICTs) (ICT). The individualism and narcissism that social networking has produced have resulted in the subjectification of netizens in the context of social comparison. Self-esteem of individuals may or may not be affected as a result of the development. As previously indicated, cyber-bullying and pornography are on the rise as a result of the widespread usage of social networking sites that are devoid of any restrictions on their use. The number of cybercrimes is increasing at an alarming rate. In spite of this, House Bill No.3732, commonly known as the Freedom of Information Act, has not yet been signed into law, prohibiting the establishment of a framework for redressing grievances, abuses, and crimes committed in cyberspace. Separate laws such as Republic Act 8792, also known as the Electronic Commerce Act, and Republic Act 10175, also known as the Cybercrime Prevention Act of 2012, necessitate considerable government implementation.

Conceptual Framework

It is possible that the systems model will assist you in better comprehending this subject. In order to achieve a common purpose, a system is composed of a collection of interrelated elements that operate together as a cohesive whole to fulfill the goal. There are three phases to a system, which are as follows: input, processing, and output (or output) (or output). According Wasserman& Faust (1994), an aim is defined as a collection of factors that are connected with the common goal of achieving the objective. An aim is a collection of factors that are connected with the common goal of achieving the objective.

During the transformation process, the transformation of input resources into output resources occurs. Resources are transported from the input element to the transformation element, and then to the output element, as shown in the diagram. To ensure that the system gets the desired outputs, a control mechanism must be in place to keep track of the transformation process. The control mechanism is linked to the flow of resources through the use of a feedback loop. The feedback loop is responsible for storing and making information from the system's output available to the controlling mechanism. When it becomes necessary to make adjustments to the system's operation, the control mechanism compares the feedback signals to the objectives and directs signals to the input element in order to achieve the desired results.

Each freshman student's profile, their social media activity, and their academic success during their first semester are all included in the input data.

Analyzing whether or not there is a statistically significant relationship between the frequency with which freshman students frequent social networking sites and their academic accomplishment is the first step in the approach.

Statement of the Problem

Students' Academic Performance and Social Networking This study, titled "Social Networking and Academic Performance of Students," aimed to find out how much social networking affects academic performance among first-year students enrolled in the College of Arts and Sciences at Isabela State University's Echague Campus during the first semester of the school year 2014–2015.

More specifically, this study sought to answer the following:
1. What is the profile of the freshman students in terms of:
    1.1 age
    1.2 gender
    1.3 course
    1.4 parents' monthly income?
2. What social networks do the students visit and how frequent?
3. What is the level of academic performance of the freshman students?
4. Is there a significant relationship of the frequency of visiting social networking sites by the freshman students and their academic performance?

Hypotheses
1. There is no significant relationship of the frequency of visiting social networking sites by the freshman students and their academic performance.

METHODOLOGY
Research Design

An exploratory study was conducted to determine the impact of social networking on the academic performance of first-year students at Isabela State University's College of Arts and Sciences' College of Arts and Sciences. The results of this study were presented in a report. Among the descriptive methods are surveys, which,

according to Fraenkel and Wallen, allow researchers to summarize the characteristics of individuals or groups (such as abilities, preferences, and behaviors) or (in some cases) physical environments (such as schools) in order to gain a more complete understanding of people and things (2008). This technique involves a thorough evaluation of one's many aspects, as well as their relationships with one another, before it can be used (Bergstraesser, n.d.). The descriptive technique, according to Adanza (2009), is used in a study if the purpose is to gather information about current conditions, status, or trend, as well as if the study is concerned with current conditions, status, or trend According to Acero et al. (2006), descriptive research is concerned with the correlations between variables, the testing of hypotheses, and the formation of generalizations, principles, or theories that are applicable to all circumstances or populations in a given scenario or population. It is concerned with the interactions that take place between different functional components.

Respondents and the Sampling Methodology (Sampling Methodology)

The number of sample replies from among the freshman students was obtained through the use of Slovin's Formula. Out of a total population of 1223 participants, a random sample of 301 respondents was selected at random from the pool. The sample was collected from each program in a proportionate manner, and the sample was calculated by multiplying the constant by the number of participants in each program. There are a total of 2461 persons enrolled in each program (calculated by dividing 301 by 1223).

The Slovin's Formula is given below:

$$n = \frac{N}{1 + Ne^2}$$

Where　　n = sample
　　　　　N = population
　　　　　e = margin of error (.05 was used in selecting the sample)

Table 1: Distribution of Respondents by Program

Programs	Population	Sample
Criminology	680	167
English	228	56
Biology	52	13
Psychology	107	26
Mass Communication	101	25
Mathematics	55	14
Total	1223	301

Data Gathering Instruments

The information was gathered through the use of a questionnaire that had been specifically designed for this purpose by the researcher and administered to participants. Due to the fact that the questionnaire was built from scratch, the researcher delivered the instrument to a group of ten students who represented a variety of colleges within the University. It was hoped that respondents' profiles, their social networking sites of choice, the reasons for their frequent visits to such sites, and the influence such visits have on their academic accomplishment would be revealed through the questionnaire. In addition to the results of the questionnaire, the researcher added her own personal observations into the data analysis and interpretation in order to create a more full picture of the situation. In addition to the questionnaire, document analysis was carried out in order to improve the quality of the information collected.

Statistical Treatment

Participants were asked to complete a questionnaire that had been specifically created for this purpose by the researcher and delivered to them in order for information to be collected. In order to test the questionnaire, which was created entirely from scratch, the researcher distributed it to a group of 10 students who represented a diverse range of colleges at the University of Toronto. It was hoped that the questionnaire would reveal information on respondents' profiles, their preferred social networking sites, the reasons for their frequent visits to such sites, and the influence such visits had on their academic achievement.

Besides including her own personal observations and observations from other sources in the data analysis and interpretation, the researcher sought to provide a more complete picture of the issue. Document analysis was performed in addition to the questionnaire in order to increase the quality of the data collected.

RESULTS AND DISCUSSION
Following are the answers to the problems of this study with supporting data obtained from the survey instrument.

1. Profile of the freshman students in terms of:
1.1 Age

Table 2: Frequency and percentage distribution of respondents according to age

Age	Frequency	Percent
11 - 15	4	1.33
16 - 20	286	95.02
21 - 25	10	3.32
26 - 30	1	0.33
Total	301	100.00

The majority of responders (286, or 95.02 percent) were between the ages of 16 and 20. Four (4) people, or 1.33 percent, are under the age of 15, while ten (10) people, or 3.32 percent, are between the ages of 21 and 25. One (1) person, or 0.33 percent of the population, is between the ages of 26 and 30. According to the data, students' ages (16 to 17 years old) correspond to the year level in which they are enrolled in college.

1.2 Gender

Table 3: Frequency and percentage distribution of respondents according to gender

Gender	Frequency	Percent
Male	148	49.20
Female	153	50.80
Total	301	100.00

Females constituted the vast majority of respondents (153, or 50.80 percent). Males outnumbered females by a slim margin, 148 to 49.20 percent. The male to female ratio among those who responded suggests that the College of Arts and Sciences is sensitive to gender issues, as evidenced by the fact that it has an almost equal number of male and female students in its community.

1.3 Course

Table 4: Frequency and percentage distribution of respondents according to course

Course	Frequency	Percent
BS Psychology	26	8.64
BS Biology	13	4.31
BS Mathematics	14	4.65
BA Communication	25	8.31
AB English	56	18.60
BS Criminology	167	55.48
Total	301	100.00

The majority of respondents (167 students, or 55.48 percent) were first-year college students enrolled in a Bachelor of Science in Criminology program. A considerable number of students, 56 in total, or 18.60 percent, registered in AB English. Two hundred and sixty-six (26) students were enrolled in Bachelor of Science in Psychology, twenty-five (25) were enrolled in Bachelor of Arts in Communication, fourteen (four and a half percent) were enrolled in Bachelor of Science in Mathematics, and thirteen (four and one-third percent) were enrolled in a Bachelor of Science in Biology. In accordance with the information gathered, the responders reflect a diverse range of programs offered by the College of Arts and Sciences.

1.4 Parents' Monthly Income

Table 5: Frequency and percentage distribution of respondents according to parent's monthly income

Monthly Income	Frequency	Percent
P5,000 – below	142	47.20
P5,001 – 10,000	82	27.20
P1,0001 – 15,000	51	16.90
P15,001 – 20,000	18	6.00
P20,001 – Above	8	2.70
Total	301	100.00

According to the most recent data, 142 parents, or 47.20 percent of the kids' families, had monthly salaries of P5,000 or less per month. In the typical month, eighty-two (82) parents, or 27.20 percent of the children's parents, earn between 5001 and ten thousand pesos each month. Parental earnings range between 10001 and 15000 pesos for the parents of 51 students, or 16.90 percent of the total number of students. There are just 26 parents, or 8.70 percent, of the kids' family members who have monthly wages in excess of 15000 pesos (about $1,500 USD). It appears that the respondent pupils hailed from families whose members work in low-wage employment that provide them with only a marginal income, according to the data.

2. Academic Performance of the Freshmen Students

Table 6: Frequency and percentage distribution or respondents according to academic performance

Academic Performance	Frequency	Percent
1.50-1.74	4	1.3
1.75-1.99	20	6.6
2.00-2.24	48	15.9
2.25-2.49	96	31.9
2.50-2.74	81	26.9
2.75-2.99	33	11.0
3.00-3.49	13	4.3
3.50-3.99	4	1.3
4.00-5.00	2	0.7
Total	301	100.00

A general weighted average (GWA) for the preceding semester was utilized to evaluate the academic performance of those who answered survey questions about their academic performance. On closer inspection, it can be seen that the vast majority (96.0 or 31.9 percent) has an overall average ranging from 2.25-2.49, which corresponds to an equal value of 83-85 on the scale, while 81 or 26.9 percent of the 301 respondents have an overall average ranging from 2.50 to 2.74, which corresponds to an equal value of 80-82. This indicates that the vast majority of persons who participated in the poll had a strong academic background.

3. Social Networks Visited by the Respondent Freshman College Students
Contained in Table 6 are the social networks frequently visited by the respondent freshman college students.

Table 7: Social Networks Frequently Visited by the Respondent Freshmen College Students

Social Networking Sites	Frequency	Descriptive Equivalent
Facebook	3.36	Sometimes
Youtube	3.02	Sometimes
Instagram	1.64	Seldom
Twitter	1.62	Seldom
Friendster	1.51	Seldom
Multiply	1.50	Seldom
MySpace	1.50	Seldom
Tumblr	1.44	Never
Deviant Art	1.40	Never
Flickr	1.32	Never

LinkedIn	1.26	Never
Plurk	1.24	Never
Imeem	1.23	Never

The academic performance of students who responded to survey questions about their academic performance was evaluated using a general weighted average (GWA) for the preceding semester, which was calculated using the data from the previous semester. Further examination reveals that the vast majority (96.0 or 31.9 percent) has an overall average ranging from 2.25-2.49, which corresponds to an equal value of 83-85 on the scale, while 81 or 26.9 percent of the 301 respondents have an overall average ranging from 2.50 to 2.74, which corresponds to an equal value of 80-82 on the scale, as shown in Table 1. This shows that the vast majority of those who took part in the poll came from a solid academic background, according to the results. As a result, students who are academically oriented continue to use social networking sites in order to obtain assistance, particularly with reading materials.

Relationship of The Frequency of Visiting Social Networking Sites By The Freshman Students And Their Academic Performance

Table 8: Test of Relationship Of The Frequency Of Visiting Social Networking Sites By The Freshman College Students And Their Academic Performance

SNS	Correlation Value	Sig.
Facebook	.016	.568
Youtube	**.095***	**.001**
Instagram	**.085***	**.003**
Twitter	-.022	.377
Friendster	**.111****	**.000**
Multiply	**.078***	**.004**
MySpace	.069	.013
Tumblr	**.100****	**.000**
Deviant Art	.034	.237
Flickr	.062	.027
LinkedIn	.072	.014
Plurk	.035	.215
Imeem	.038	.166

Legend:
Significant -* at 0.5
Highly Significant - ** at 0.5

The correlation between students' academic performance and their frequency of visits to the following Social Networking Sites (SNS) is shown in Table 10 by the correlation values of.095, 0.85,.111,.078, and.100, as well as the corresponding probabilities of.001,.003, and 000, for Youtube, Instagram, Friendster, Multiply, and Tumblr. More specifically, the data suggest that the greater the frequency with which respondents frequented the aforementioned social media websites, the higher the level of academic accomplishment achieved by the respondents in general. Visits to the indicated social networking sites are connected with improved academic accomplishment among respondents who are first-year students at a community college, to put it another way. Social tools in knowledge sharing, according to the findings of the Mehmood and Taswir (2013) study, might serve as useful paradigms for the formation of young knowing societies, which is a relatively new phenomenon. Similarly, according to the findings of a study conducted by Moghavveni and Sharabati (2018), Facebook can aid educational institutions in meeting the needs of their students. Additionally, a study conducted by Lacap, (2013) shows how the use of Facebook as an instructional medium influences the academic attainment of students in a variety of ways. Through the use of social media networks, academic approaches for an e-learning environment have been developed. Several researchers, including Acero and Leuterio (2006), have discovered that the misuse of technology, such as excessive usage of social media sites like Facebook, has a negative influence on the academic performance of the vast majority of undergraduate students. This is due to the fact that students were found to be more involved in the use of social networking sites for social activities than they were in the use of social networking sites for academic purposes (Helou, 2014). In a similar vein, Waldo (2014) investigated adolescents' internet addiction in Baguio City, where it was discovered that such addiction was

associated with much higher levels of spiritual intelligence, psychological well-being, and social desirability than in the general population.

Implications of Visiting Social Networking Sites On the Educational Development Of The Freshman Students

Respondent freshmen college students' academic performance has increased as a result of their frequent visits to social networking sites such as YouTube, Instagram, Friendster, Multiply, and Tumblr on a regular basis, as indicated by the results of tests done on the collected data. It's true that social media websites like Facebook, Twitter, and LinkedIn can be a great source of information, entertainment, and a place for people to share ideas with friends and acquaintances, among many other things (Freeman, 2004; Kaplan & Haenlein, 2010). It can also function as a platform for the development of public opinion and the achievement of consensus on issues that are relevant to young people in particular (Granovetter, 1973). Those who desire to express themselves on a broad scale will find these to be extremely useful instruments. The ability to display one's abilities in order to be known and noticed by others is yet another application (Wasserman & Faust, 1994). Therefore, browsing social networks truly help students in accomplishing their educational objectives. It boosts scholastic endeavors of the students notably while analyzing educational goals on the social networks. It's not simply acquiring friends, but gaining additional knowledge and information that would actually redound to their academic enforcement.

CONCLUSION

It is believed that the arrival of computing devices paves the way for the development of the Internet, sometimes known as the "information superhighway." This information contains several different types of electronic data and multimedia that are being transmitted. In order to obtain access to the massive amount of data and information that is available on the information superhighway, several search engines have been developed. There are numerous distinct social networking sites that have been built for a number of various objectives. These platforms include the most prominent social networking sites, such as Facebook, YouTube, Friendster, Instagram, and other similar platforms.

Specifically, the purpose of this study was to establish whether or not these social networking sites have an impact on the academic performance of first-year students in the College of Arts and Sciences at Isabela State University.

Based on the findings of the study, the following conclusions are drawn:

1. There is no distinction between those who use social networking sites and those who do not. In other words, social networking sites are used by both young and old people.
2. Facebook and YouTube are two of the most popular social networking sites that internet users browse on a regular basis.
3. Because social networking sites were developed for certain goals, the respondent uses them in the manner that best suits his or her needs.
4. The respondents have received satisfactory academic results.
5. Students' academic performance can be improved by using caution when browsing social networking sites, according to the findings of the survey.
6. Social networking sites can be extremely beneficial to the educational growth of pupils if they are used properly and in a responsible manner.

RECOMMENDATIONS

In light of the most important facts and conclusions reached as a result of the investigation, the researcher suggests the following:

1. For example, teachers might assist their students by providing them with information about social networking sites where they can obtain knowledge about issues linked to the lessons that they have been assigned to investigate.
2. This will assist the students in narrowing their search to only those websites that are both beneficial and instructive in their respective fields of study.
3. To entice students to use social networking sites to the maximum extent feasible, teachers may offer assignments that will improve their learning if students use the social networking sites that have been recommended.
4. Third, teachers may encourage students to avoid using social networking sites for extended periods of time because they may become addicted to the activity.
5. In order to prevent squandering valuable study time on social networking sites that may be spent more efficiently on their own academics, students should exercise self-control when browsing social networking sites.
6. When students access social networking sites, they conduct themselves in a professional manner in accordance with proper netiquette.

7. Sixth, students only utilize social networking sites when they are instructed to do so by their teachers for the purpose of conducting research for projects and assignments only.

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