



Impact of Social Networks on Student Academic Performance



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Abstract

A theoretical study on the impact of social networks on adolescents and their inappropriate use is presented. The objective is to determine its impact on academic performance in the students of the "Rocafuerte" educational unit. An exploratory type of investigation was carried out, with a qualitative-quantitative approach, using scientific, analytical, and synthetic methods. 78 third-year students of the Unified General Baccalaureate were selected. It was obtained as a result, that students spend between 5 and 6 hours surfing the Internet, especially in social networks, all this for entertainment purposes, leaving aside their academic tasks, few use it in the teaching-learning process affecting academic performance, impacting on his life, in all areas, thus becoming a person dependent on this tool; Also, there is a certain dependence on electronic devices, neglecting their daily activities, their studies, often generating isolation with the people around them. The use of social networks as a tool in the educational field, with supervision, could give good results.

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1 Introduction

The land that has been gaining the internet since its invention is unquestionable (Arab & Díaz, 2015) affirm that with the creation of the internet it has produced a technological revolution, which has been promoting the advance and global spread of cell phones, tablets, etc. ; changing prototypes and ways of conceiving communication. Currently, we are in an imminently technological era, where people of all ages have electronic devices at their fingertips, accessing the services offered by the web, often becoming allies, being these, the main company within the activities every day, becoming an addiction for those who use it improperly.

Social networks are sites and applications that operate at various levels; as the professional, of relationship, among others; but always allowing the exchange of information between people, groups or companies, there are many areas in which its use interferes, so, at the educational level, adolescents are not aware of the indiscriminate use that is given to these services, such as social networks (Bernard *et al.*, 1979; Ell, 1996). Therefore, it is difficult to discuss the claim that the internet and its services are changing us.

While it is true, social networks have established themselves in society and serve as an effective means for exchanging information, products, etc. (López, 2014) ensures that social networks are causing great impact on young people, establishing communication and social interaction between people, this being a positive aspect, also, it offers the opportunity to share interests, personal, professional opinions, preferences, etc. However, in many cases, the social networks in particular and the applications offered by the network are not used most appropriately and responsibly, so education plays a fundamental role in this context. It is true that some of these changes are positive and offer new opportunities that we should not miss; both in the field of communication and information, human relations, economics, education, etc.

Many questions have occurred on the web, about social networks. Often, information and communication technologies are not used properly, forgetting the educational benefits and possibilities that they can offer when using them in the classroom (López, 2014). Likewise, indiscriminate use is related to academic performance problems or lack of sleep and the alleged anonymity has allowed the bullying between peers to rebound, the so-called cyberbullying. Although, they have also served as an effective means in the relationship between companies and customers. However, it should not be forgotten that its misuse may result in the deterioration of certain human values, such as intimacy or truthfulness.

2 Materials and Methods

The present study was of an exploratory type, with a qualitative-quantitative approach, in which the scientific methods were used: synthetic analytical, in which a literature review was conducted based on studies conducted in recent years, where various researchers, they contributed their ideas related to the impact of social networks on student performance. This seeks to know and analyze the use that the student gives to social networks as a means of information and communication, taking into account the risks involved in accessing the content of all kinds, present on the web. With which the inductive-deductive method was used, also, the descriptive method was used, whereas an object of study it was possible to know the impact that social networks generate on the academic performance of students (Chamorro-Premuzic & Furnham, 2008; Samaha & Hawi, 2016; Duff *et al.*, 2004). The fieldwork was carried out in an Educational Unit of the Rocafuerte canton. To support the research, it was used as a data collection instrument, through a student survey.

3 Results and Discussions

3.1 Social networks

Talking about social networks is a topic that involves an entire society, being these, spaces created by groups of people to carry out social interaction, between groups, people, or institutions. It is usually the allusion that is made to social networks around the use of Information and Communication Technologies (ICT), such as those sites that allow generating a public profile, where the user shows personal data, with access to various

tools to interact online and keep abreast of their daily work (Torres, 2008). Further, It involves people with ideals as a whole who, according to Vidal *et al.* (2013), make up a system in permanent construction, which involves people who identify with the same needs. The social networks used in the educational field would serve as tools for the teaching and learning process.

Networks have become a fundamental tool to carry out countless activities. According to Islands (2011), he argues that, given the social landscape that has led to the provocation of the digital revolution of the Web and the expansion of diverse and numerous types of social networks or virtual communities, it has been increasingly noticeable to use this continuous way to find out about news, participate in the purchase and sale of various products, receive information, establish contacts, play and execute professional collaboration activities, as well as chat and share diverse hobbies. This is why the environment in which we develop has changed clearly in the way we communicate and education does not escape it.

3.2 Advantages of social networks social

Networks, being innovative and easy to use spaces, have generated a great revolution. Torres (2008), states that due to the popularity that these sites have had, their use of the name social networks became popular for the management of this meaning; to indicate the personal relationships that are established through the web, through the use of sites such as: Myspace that registers 110 million, Facebook about 60 million, Hi5, among many other applications, Although the context of its name was due to the study of the relationships established between groups of people or organizations. These have been gaining ground. They are interactive and fast to handle because they help a mass to be immersed in society.

These websites, such as social networks, can be used as a tool in the educational or business field and serve as a means for interaction and action, constituting a participatory scenario that favors reciprocity between teachers and students, fostering an effective communication environment and cognitive. This is demonstrated by the teaching experience by sharing ideas, tasks, documents, and answering questions related to the subject (Alcoser, 2017). Indeed, using them as means or channels are of great importance to transfer information of any kind.

Over time, education has evolved, both in methodology and tools. Thus, information and communication technologies have come to revolutionize the teaching-learning process (Alcivar *et al.*, 2020). According to Bustos (2016), social networks are a sample of the advances that have become a threat to learning, this being a phenomenon of technological-social and communicative progress, which allows the interaction of global communication. When they are not used to improve academic activities and only base their use on communication or leisure, time is wasted, leading the student to school failure.

3.3 Impact of social networks on students

Currently living in a society bombarded by technology. Being these a key piece in life, making it easier, but at the same time, they can complicate it when they are not taken as a means and become an end, becoming a sickly obsession to acquire the latest technological novelty, putting in the background needs First order (Espinoza, 2018). Even replacing not only other material things, but fundamental interests to grow as people and relegating the family itself.

When addressing factors that influence school performance, social networks can be mentioned as a factor, since adolescents are a vulnerable group, who are at risk of situations of different kinds, are likely to be manipulated by advertisements or any situation that involve the use of electronic devices, to be social networks, are addictive and those who abuse them experience more problems of concentration, behavior and school failure. Ticona (2017), based on a work carried out, indicates that, students dedicate them to social networks, between 3 and 4 hours a day, which represents more than 50% of the population of students surveyed, and that this indicator is related to the percentage of absence, being a reason to fail a school year. This tool in the educational field not only affects the children but also adults and adolescents; also, its use causes addiction.

Teenagers exposed to network addiction may experience sleep deprivation and neglect of important activities such as family contact and studies. Also, the affected person feels the need to review their social networks at all times, to update their status, profile or upload photos, etc. (Pavón, 2015), says that thanks to

the advance and low cost of technological equipment, access has been facilitated, which has induced students of secondary school age, to free access to this type of technological tools, making them more likely to develop a type of addiction to be permanently connected to a social network, so, the hours of rest are reduced, by spending hours of realizing that they have not done anything, except surfing on Facebook, WhatsApp, among others. Teenagers often show attitude changes when they are immersed in addictions, in this case, to social networks. Many situations occur before parents notice the change in their child, often occurs when they begin to present school problems, and at that time they seek help in schools to understand what could be happening to them (Sandobal, 2018). This vice manifests itself in various ways: aggressive attitude, isolation, sedentary lifestyle, recurrent absences to class, and poor academic performance.

There are several reasons why adolescents fail at the educational level. López (2017), ensure that students' school performance is conditioned by multiple factors; such as family, socioeconomic status, nutritional status, health, motivation, among others. Based on this consideration, the daily use of ICT is considered as a possible learning stimulator. However, also as a distractor of homework.

Morocho (2015), states that at a secondary level the academic performance that students reflect is very worrying since it is below normal, this concerns concern, both for those responsible for designing educational policies, researchers, teachers, and parents Family, a source of distraction at the educational level are social networks, where those who use them spend their time talking to their friends instead of studying, while those who do not abuse them increase their performance, since they would be spending more time to study Technology needs to be addressed in terms of opportunities for the future of young people and that requires a knowledge of the real influence and impact they are having on teenagers' lives. Parra (2016), states that information and communication technologies have revolutionized an entire society, causing permanent changes in people's lives, especially the younger ones, where they spend more and more time connected on the web, reaching Become an addiction When social networks cease to be a medium and become a goal, they become negative, as they become dependent on them causing changes in their behavior.

Guim (2017), refers that it has been shown that social networks favor personal growth, as well as the formation of an identity, role, or choice of the behavioral model to follow. For this reason, it is necessary to guide adolescents to make good use of them about technological structures so that they can be used in the best way. For children of this century and young people, in particular, new technologies are for everyday use, they can have great educational potential, but their inappropriate use can have negative consequences (Parra, 2016). Then, on the good or bad use that is given, success or failure will depend.

Society is immersed in a technological wave, according to Del Barrio Fernández & Fernández (2014), states that technologies have surprisingly taken root and with such rapidity, that existence is no longer conceived without the use of the services offered by the web. Such is the addiction to technology, which has become the first daily action. In light of the results in this work, many indicators show that the use of Social Networks is related to academic performance. Next, we reveal aspects that show, through surveys related to active accounts in social networks, it was possible to obtain that 100% of respondents do have active social networks.

Social networks have become a fundamental tool to carry out countless activities, nowadays they are very used because the easy access you have for the use of the internet makes both adults and teenagers immersed in this system. It is not surprising, that at this time a teenager does not have at least an active social network, they have gained significant ground in the last decade and due to the portability of mobile devices operations can be carried out from anywhere, even from classrooms. In the graph of figure 1, it is observed that the hours that students dedicate to the use of social networks is from 5 to 6, compared to 4% that only spend between 1 to 2 hours.

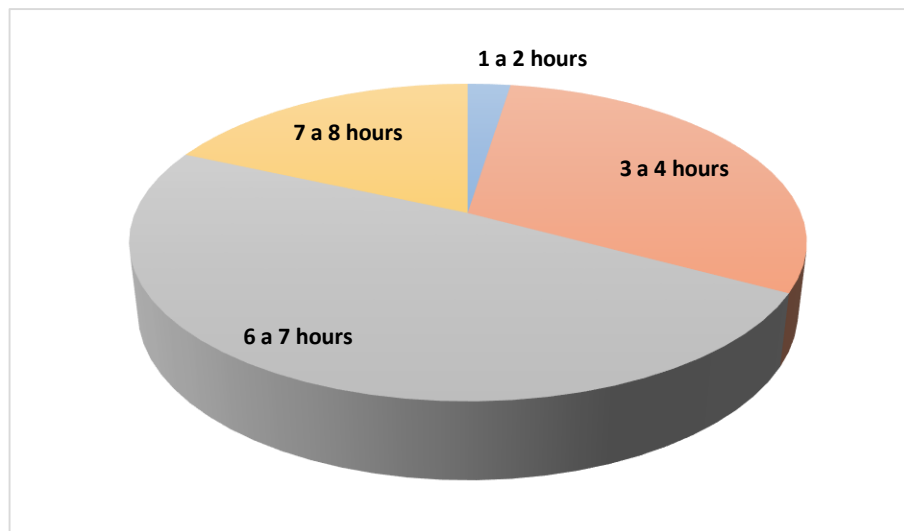


Figure 1. Hours dedicated to the internet
Elaboration: The authors

One of the activities of frequent use, both for adults and adolescents, is the dedication of time in the use of social networks. The number of hours that students dedicate to social networks is 5 to 6 hours a day, which represents 58%, (Ticona, 2017) indicates that, students dedicate them to social networks, between 3 and 4 hours a day, which represents more than 50% of the population of students surveyed, and that this indicator is related to the percentage of absence, being a reason to fail a school year. It can be concluded that the use of Social Networks has a negative influence on the academic performance of students.

Table 1
Hours used to surf the internet for academic purposes

Hours used	Frequency	Percentage%
3-4	10	13
1-2	46	59
0	22	28

This paper shows that students mostly use few hours of internet use with academic purposes This confirms what he says López (2014) that, frequently, information and communication technologies are not used properly, forgetting the educational benefits and possibilities they can offer when using them in the classroom.

Table 2
Annual GPA

Annual Notes	Frequency	Percent
9-10	4	5
8-9,99	11	14
7-7,99	37	47
5-6,99	26	33

Following the results obtained can be seen that 47% of students surveyed reflect an annual average of grades of 7 to 7.99, compared to 33% with an average of 5 to 6.99; resulting in a considerable amount of average

below what is stipulated to approve the year. Therefore, it is corroborated that: For children of this century and young people, in particular, new technologies are of daily use, they can have great educational potential, but their inappropriate use can have negative consequences (Parra, 2016). Then, on the good or bad use that is given to social networks, success, or failure at the educational level will depend.

Figure 2 shows the results applied to third-year high school students related to the first activity they do per day.

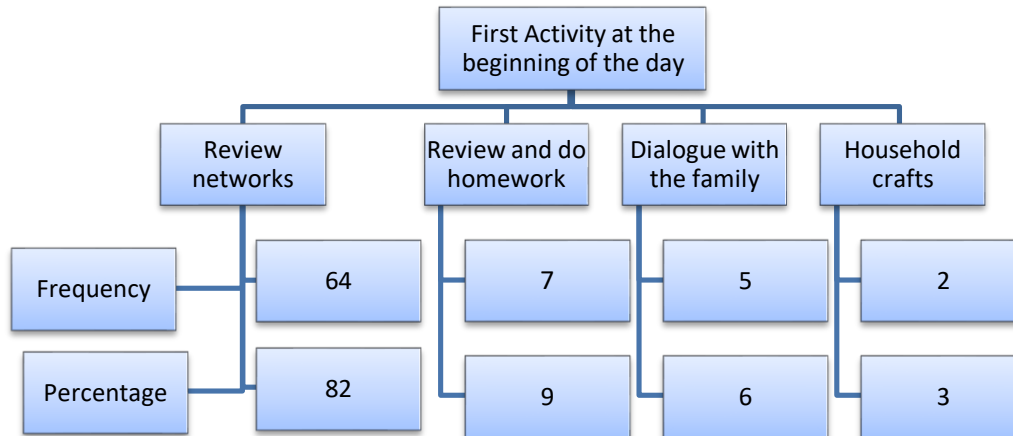


Figure 2. First activity

The results of Figure 2, shows the main activity of the students when getting up, is to review social networks, with an alarming percentage of 82%, which means that they have left other activities relegated, relating to what states (Del Barrio Fernández & Fernández, 2014), that technologies have surprisingly taken root and with such rapidity, that existence is no longer conceived without the use of the services offered by the web. Such is the addiction to technology, which has become the first daily action.

4 Conclusion

- 1) The social networks used improperly affect the academic performance of the students, impacting on their life, in all areas, thus becoming dependent person; also, the time they devote to these electronic devices ends up neglecting their studies, their normal activities and adopting inappropriate behavior.
- 2) The use of social networks as a tool in the educational field, with supervision, would give good results.



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