

Use of Social Networks and their Impact on the Academic Performance of University Students in the Highlands of Peru

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Abstract

The objective was to determine the relationship between the use of social networks and the impact on academic performance in students of the Professional School of Secondary Education (EPES), Faculty of Education Sciences (FCEDUC) of the National University of the Altiplano (UNA) Puno. The methodology follows the positivist paradigm, with a quantitative, non-experimental approach, with a cross-sectional correlational design. The population was 622 students and the sample was 259 students, selected by probability sampling. The survey and documentary analysis were applied and the instruments used were the questionnaire and the report card. The Kolmogorov-Smirnova normality test was performed, where $p = .000$ being nonparametric data. The result was according to $r_s = -.056$; placing it in a very weak positive correlation. The conclusion is that the use of social networks has an impact on the academic performance of university students, and that the networks should be used appropriately.

Keywords: *academic performance, students, social networks.*

1. Introduction

The use of social networks as a common form of communication among youth is increasingly frequent, driven by the proliferation of devices that allow access to these platforms in the era of digital society, the figures show that young people are active in these applications (Álvarez-de-Sotomayor & Muñoz, 2021). In this sense, the use of social networks is an activity that has gradually increased worldwide (López et al., 2017) the global network, the internet, is widely used by people as a means of communication, data exchange and entertainment, however, its excessive and compulsive use can have negative consequences that interfere with the fulfillment of obligations as well as academics (Estrada-Araoz et al., 2023).

On the other hand, the use of social networks has an impact on issues of crimes that affect the integrity, privacy and dignity of people, these crimes, such as grooming, cyberbullying, sexting and sextortion, occur more frequently due to excessive use of platforms like Facebook, Tik Tok and Instagram, so it is necessary to conduct an analysis of this situation (Endara, 2008). Consequently, digital platforms pose risks for adolescents, including being victims of malicious people, the decline of family and social relationships, the formation of superficial friendships with the consequent loss of human values, and the development of dependency, which can lead to isolation, anxiety, low self-esteem and poor academic performance (Espinoza et al., 2018).

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A survey of 142 countries found that 59% of regular internet and social media users worldwide are concerned about online misinformation (Naciones Unidas [ONU], 2023). Today, we are immersed in an era of continuous technological advances, in which the use of social networks in information systems is essential to expand the presence before the users (Retuerto-Marzano et al., 2023).

In education, social networks are becoming more and more relevant and there are several approaches to their use in this environment (Espinoza et al., 2018) in recent years has had an impact in higher education on the development of undergraduate learning (Morales et al., 2021). On the other hand, despite the fact that younger generations use social networks regularly to communicate, in education, some teachers have not yet widely adopted them as a teaching tool, so it is important to understand the satisfactions that new generations experience when using social networks that will give teachers the ability to use these media in a stimulating way in secondary and university education (García-Ruiz et al., 2018). Likewise, according Ariza & Pons (2021) the inclusion of social media and social networking platforms represents an educational option in general courses.

2. Theoretical framework

Social networks

Social networks are defined as groups of individuals interacting with each other and are composed of two essential elements: people and the ability to connect (Lopez, 2019). Social networks were created with the intention of facilitating the creation and maintenance of interpersonal relationships, allowing fast and efficient communication with friends and family, regardless of location (Endara, 2008). Likewise, according to Aruguete (2001) una red social en línea es una plataforma virtual que permite a grupos de individuos interactuar con base en intereses comunes, compartiendo contenido en diferentes formatos de comunicación y estableciendo relaciones interpersonales a través del intercambio dinámico de información entre personas y grupos en diversos contextos complejos citado por (Mendoza, 2018).

Complementing this, social networks offer the possibility of communicating regardless of physical location and provide a variety of tools that facilitate online coexistence between people (Santillán et al., 2019). They are online sites that simplify data transfer, communication and cooperation between people using them (De La Hoz et al., 2015). The social networks preferred by students are platforms such as Facebook, Instagram, Twitter, Pinterest, WhatsApp, Tik Tok, Telegram among others. These platforms provide services that allow sharing information, images or videos according to the interests of their users (Espinoza et al., 2018).

Academic performance

According to Tobón (2006) What is crucial in academic performance is characterized by measurable and visible results, but the process of understanding information is often neglected. On the other hand, Ausubel (1983) points out that a student's learning process is influenced by his previous cognitive structure, which encompasses the concepts and ideas he already possesses in a specific area of knowledge and how they are organized, in that understanding meaningful learning occurs when knowledge is connected in a relevant and non-arbitrary way, and go beyond the mere repetition of what the student already knows, this connection implies that the new ideas are related to concrete and relevant aspects in the student's cognitive structure, such as symbols, concepts or propositions that already have meaning for him/her. Complementing this, according to Vygotsky (1978) the sociocultural view of learning holds that learning arises from engaging in activities linked to social life, and is influenced by tools and objects over time (citado por Jiménez-Cortés, 2019).

As mentioned above academic achievement refers to how students perform throughout their formal education (Grob et al., 2020).

3. Methodology

The research is framed within the positivist paradigm, with a quantitative, non-experimental approach, whose design was cross-sectional correlational (Hernández-Sampieri & Mendoza, 2018). The study technique consisted of a survey and documentary analysis, the research instruments were the questionnaire on the use of social networks and the report card. The study sample consisted of undergraduate university students of the EPES Sciences from I to X cycles. A sample of 259 students was taken from a population of 622 students by means of probability sampling with a confidence level of 95% and a margin of error of 5%. In terms of characteristics, 54.8% (n=142) were women and 45.2% (n=117) were men, ranging in age from 17 to 37 years. These characteristics are shown in Table 1.

Table 1. Sociodemographic characteristics of the sample

	Sex	n = 259	%	Total
Sex	Male	117	45.2%	259
	Female	142	54.8%	
Age	Enter 17 y 22	169	65.3%	259
	Enter 22 y 37	90	34.7%	

Note. Own elaboration

3.1 Instruments

The research instruments used to collect data were the social network addiction questionnaire taken from (Escrura & Salas, 2014; González et al., 2021) which were structured in three dimensions: obsession with social networks, lack of personal control in the use of social networks and excessive use of social networks consisting of 30 items, which were evaluated through a Likert-type scale from 1 to 5; where never (1), rarely (2), sometimes (3), almost always (4) and always (5); which psychological measurement characteristics were established in a previous research carried out. Likewise, before applying the instrument to the entire sample, the reliability of the instrument was tested to determine the internal consistency, which was applied to a pilot test of 30 students, resulting in a reliability of $\alpha = 0.92$, which was placed in a high reliability by Cronbach's Alpha. The second instrument was the transcript of grades that was requested to the academic coordination, the final average of the students of the semester 2023 I was taken into account to perform the correlation.

Data were tabulated, analyzed, interpreted and discussed using Spearman's Rho (rs) statistical design, which were determined by the normality test.

To determine the statistical design and test the hypothesis, the Kolmogorov-Smirnov^a normality test was performed to determine the normality of the data, where the significance value was $p = .000$, which means that $p < 0.05$ means that the data are non-parametric, therefore the Spearman's Rho correlation coefficient was applied. Table 2 shows the normality test.

Table 2. Normality test

	Kolmogorov-Smirnov ^a		
	Statistician	gl	Sig.
Academic performance	.159	259	.000
Use of social networks	.310	259	.000

Note. Own elaboration

3.2 Results and discussion

Table 3. Descriptive statistics items in relation to the use of social networks

Ítems	Alternatives	n	%
1. ¿ What social networks do you use? (you can check more than one answer)	Facebook	205	79.2
	WhatsApp	238	91.9
	Tik Tok	139	53.7
	Instagram	55	21.2
	Telegram	44	17
	Twitter	16	6.2
	Google	168	64.9
2. ¿ Where do you connect to social networks? (you can check more than one answer)	In my home	155	59.8
	At my work	17	6.6
	In the internet booths	26	10
	Through cell phones	205	79.2
	In the computers of the	20	7.7
3. ¿How often do you connect to social networks?	I am online all the time	47	18.1
	13 to 20 times a day	41	15.8
	Seven to 12 times a day	35	13.5
	Three to six times a day	90	34.7
	Once or twice a day	38	14.7
	Two to three times a week	6	2.3
	Once a week	2	0.8
4. Of all the people you know through the network, how many do you know personally?	10 % or Less	36	13.9
	Between 11 and 30 %	37	14.3
	Between 31 and 50 %	46	17.8
	Between 51 and 70	45	17.4
	More than 70	95	36.7
5. ¿ Do your online accounts contain your real data (name, age, gender, address, etc.)?	Yes	178	68.7
	Not	81	31.3

Note. Own elaboration

Table 3 represents the items that have been collected for descriptive statistics and to have knowledge to what extent students use social networks, so we have for item 1 the social networks with the highest use is WhatsApp, followed by Facebook, then followed by Google, Tik Tok and in smaller proportion is followed by Instagram, Telegram and Twitter.

On the other hand, the students mentioned that they connect to social networks through their cell phones, others do it at home because they have internet, others in the internet booths, some in the university computers and in a smaller proportion at work.

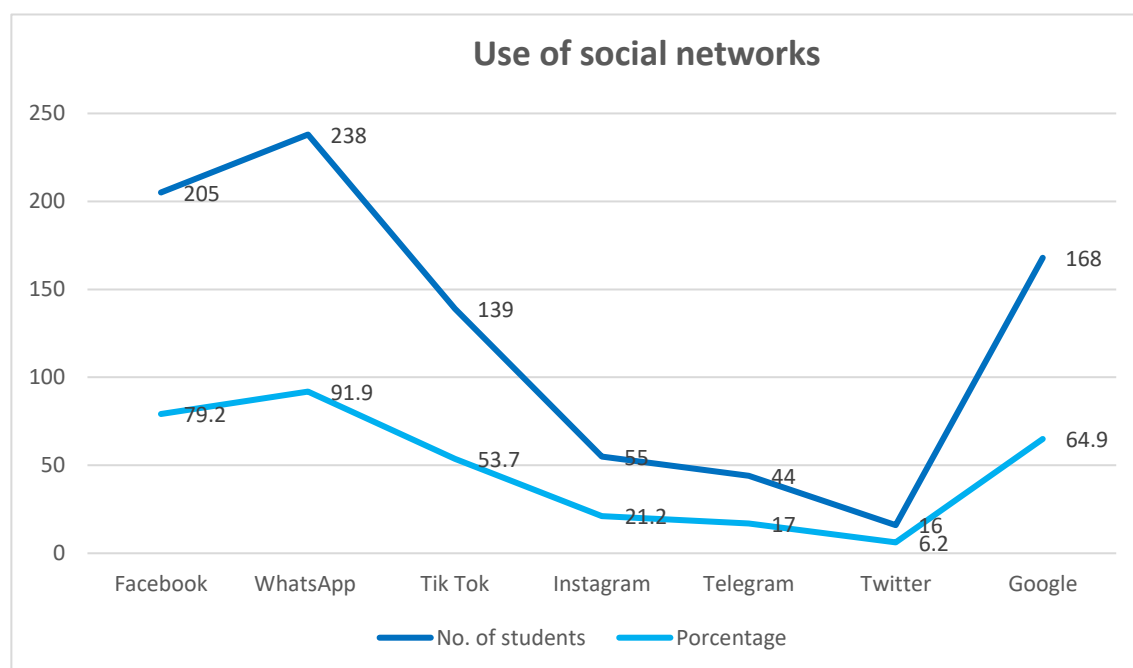
Likewise, the frequency with which they connect to social networks, the one that stood out the most was between three to six times a day, followed by students who indicated that I am connected all the time, also indicated that they connect between 13 to 20 times a day, while others once or twice a day, some between seven to 12 times a day, and in a smaller proportion two to three times a week, and 02 students indicated that they connect once a week.

Also, of all the people you know through the network, how many do you know personally? Responding that they know more than 70 % in first option, followed by between 31 and 50 %, some indicate that they know between 51 and 70 % in a smaller proportion between 11 and 30 % finally 36 students indicate that they know 10 % or less.

Finally, regarding item 5.178 (68.7%) said yes and 81 (31.3%) said no, whether their network accounts contain their real data such as names, age, gender, address.

Figure 1. Use of social networks by university students

Usos de redes sociales en estudiantes universitarios



Note. Own elaboration

Figure 1 shows that the social networks with the highest use were WhatsApp with 91.9 %, Facebook 79.2 %, Tik Tok with 53.7 % and Instagram with 21.2 %. On the other hand, Telegram was used by 17 % and finally Twitter by 6.2 %.

Results are similar to the findings of García-Ruiz et al. (2018) where they indicate that high school students prioritize being more socially connected and taking care of their reputation, while university students seek more leisure and fun activities on social networks such as Facebook, Instagram and YouTube. Likewise, Santillán et al. (2019) in

their results indicate that the most used network is Facebook with 100%, followed by WhatsApp 93%, Instagram is used by 33% and Twitter by 18% of 337 students.

As can be seen in the results of Table 3 and Figure 1, currently due to the advancement of science and technology students are addicted to social networks for the purpose of interacting with their peers, family and other people, spending many hours connected on the networks affects the development of skills, academic stress, headache, red eyes and according to studies it is proven that one of the factors is the use of electronic devices and spending much time is significantly related to the symptoms of dry eye (Ayala & Contreras, 2022). Therefore, it is important that students are aware of how to use social networks properly, focusing on their exclusively academic use so as not to compromise their health.

Table 3. Correlation between social network use and academic performance

			Use of social networks	Academic performance
Spearman's Rho	Use of social networks	Correlation coefficient	1.000	-.056
		Sig. (bilateral)	.	.369
		N	259	259
	Academic performance	Correlation coefficient	-.056	1.000
		Sig. (bilateral)	.369	.
		N	259	259

Note. Own elaboration

Table 3 shows the results between social network addiction and academic performance, where the correlation between the study variables was $r_s = -.056$, a very weak negative correlation, which implies that the excessive use of social networks affects academic performance, which implies that social networks should be used in an appropriate and controlled manner.

The results are similar to the study by Vilca-Apaza et al. (2022) where they indicate that there is a relationship between the use of social networks and the level of academic performance, which was $r = -0.342$; with $p = 0.004$ and a weak negative correlation, which implies that the more the social network distractor is used, the lower the academic performance of university students.

On the other hand, the study by Estrada-Araoz et al. (2023) differs with the result showing according to $r = 0.639$ and $p < 0.05$ had a positive mean correlation, i.e. students showed moderate levels of internet addiction and tended to postpone their academic tasks. Like Yana-Salluca et al. (2022) evidenced a positive correlation mean $r = 0.710$ with a $p = 0.001$ which means, the higher the level of addiction to social networks, the higher the academic procrastination.

Another result is from Mosquera-Gende (2023) in his study shows that students using digital tools actively participate in the development of proposed activities and obtain better grades with a significance value of $p < 0.00$, concluding that the proper use of digital tools affects academic performance. Indeed academic performance and social networks are connected, although surprisingly they do not have a negative impact on the average result, but offer benefits by reinforcing or improving skills such as teamwork, organization and willingness to seek help when needed (Santillán et al., 2019).

Table 4. Correlation between social network obsession and academic performance

		Obsession with social networks	Academic performance
Spearman's Rho	Obsession with social networks	Correlation coefficient	1.000
		Sig. (bilateral)	.442
		N	259
Academic performance		Correlation coefficient	-.048
		Sig. (bilateral)	.442
		N	259

Note. Own elaboration.

Table 4 shows the result between obsession with social networks and academic performance, where the correlation according to Spearman's correlation coefficient was $r_s = -.048$, which is a very weak negative correlation, meaning that the greater the obsession with social networks, the greater the laziness in academic performance.

The results have some similarity of findings that indicate that students in basic education prioritize social interaction and identity construction, while university students are more focused on pursuing leisure and entertainment activities (García-Ruiz et al., 2018).

On the other hand, the results differ with Yana-Salluca et al. (2022) where they indicate that it had a weak positive correlation according to $r = 0.483$ between social network obsession and procrastination of activities and a high percentage of students 83.6 %, who show obsession with social networks, spending most of the time connected, which causes them anxiety and worry, lacking commitment towards academic activities.

Table 5. Correlation between lack of personal control in the use of social networks and academic performance

		Lack of personal control in the use of social networks	Academic performance
Spearman's Rho	Lack of personal control in the use of social networks	Correlation coefficient	1.000
		Sig. (bilateral)	.788
		N	259
Academic performance		Correlation coefficient	-.017
		Sig. (bilateral)	.788
		N	259

Note. Own elaboration.

Table 5 shows the results between Lack of personal control in the use of social networks and academic performance, where the correlation between the study variables was $r_s = -.017$, which is a very weak negative correlation.

This study has some similarity to findings found, where they indicate that students at university are interested in finding distraction or fun analyzing these results have possible

repercussions in academic activities therefore social networks should be used in an educational and enriching way within the teaching and learning process (García-Ruiz et al., 2018).

Yana-Salluca et al. (2022) differ indicating that there was a weak positive correlation according to $r= 0.579$ lack of control over the use of social networks and procrastination of activities and 75.4% lack control over their use of social networks, which generates dependence and leads them to postpone school activities. Similarly, another result concludes that highlight the importance of investigating how social and family networks impact the evolution of language in interaction contexts, when they are used appropriately (Del Puy, 2016).

Table 6. Correlation between excessive use of social networks and academic performance

		Excessive use of social networks	Academic performance
Spearman's Rho	Excessive use of social networks	Correlation coefficient 1.000	-.052
		Sig. (bilateral) .	.404
		N 259	259
	Academic performance	Correlation coefficient -.052	1.000
		Sig. (bilateral) .404	.
		N 259	259

Note. Own elaboration.

Table 6 shows the results between the excessive use of social networks and academic performance, where the correlation between the study variables was $r_s = -.052$, which is a very weak negative correlation, expressing a de facto association.

The results are similar to the study conducted by Estrada-Araoz et al. (2023) where $r=-0.582$; $p<0.05$, which shows a negative correlation between internet addiction and academic self-regulation. Likewise, Vilca-Apaza et al. (2022) refer to the importance of educating young students and university teachers in digital literacy, because it is crucial since social networks have a great pedagogical potential when used for academic purposes. On the other hand, 76% of students state that their parents do not set restrictions while surfing the Internet. The main actions that parents prohibit their children from doing include: making online purchases, sharing personal information and contacting unknown people by mail. In addition, it has been observed that 49% of minors argue with their parents about the use of the Internet. It is also noted that females, compared to males, indicate that their families are more concerned about the content they access online and their contacts in social networks (Álvarez-de-Sotomayor & Muñoz, 2021).

Finally, Yana-Salluca et al. (2022) point out that 81.3% have an excessive use of these platforms, and a correlation of $r=0.532$ between excessive use of social networks and procrastination of activities, showing difficulties in controlling the time spent on them.

4. Conclusions

It is concluded that there is a weak negative relationship between the use of social networks and academic performance in university students, due to the obsession to be connected in social networks such as WhatsApp, Facebook, Tik tok, Google, Twitter, Instagram, Telegram, among other social networks that leads students to a decrease in their academic activities, which has an impact on academic performance. Therefore,

university students should use social networks appropriately, taking advantage of the benefits they have for the development of academic activities, formative research, among other activities, thus improving academic performance.

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