

Investigating the Relationship Between Social Networks and the Academic Performance of University Students (Case Study: Faryab University Students)

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ABSTRACT

In recent decades, with the increasing expansion of communication technology, the use of social networks has become one of the most important online activities. However, technology has not only had positive effects on human relationships and personal communication, but its negative effects on academic performance are also well-known. This research focuses on evaluating the negative effects of social networks on academic performance, with a focus on students of Faryab University. This research is applied in terms of classification based on the objective, and can be considered a descriptive-correlational research in terms of methodological classification. The total sample size includes all day students, which is 3000, and a sample of 268 individuals has been selected based on Morgan's table. The questionnaire is used as a data collection tool, and the SPSS software is used for descriptive and inferential statistics (relationship and correlation) for data analysis. The findings of the research indicate a pervasive negative relationship between the use of social networks and academic performance among Faryab University students. While positive interactions such as parental support and strategic personal and peer interactions can increase academic results, potential drawbacks such as distraction, stress, and addiction require a comprehensive approach to deal with the challenges arising from social media.

Keywords- Social networks, Academic performance, Students, Academic decline, Advantages and disadvantages of social networks.

I. INTRODUCTION

In recent decades, social media networks, as one of the prominent phenomena in the virtual space, have influenced society. These networks, as a new communication tool, provide individuals with the opportunity to establish widespread connections and social interactions. However, questions about the impact of these networks on various aspects of life, including academic performance, have been discussed and investigated. The aim of this research is to examine the delicate relationship between the use of social media networks and academic progress and to explore the

mechanisms through which social media networks may have detrimental effects on educational outcomes.

Many studies have examined the relationship between the use of social media and academic performance and have provided a foundation for this research. Recent research by Junco and Cotton (2021) showed a negative correlation between the time spent on social media and grades among students. In addition, Smith and colleagues. (2022) identified a correlation between excessive use of social media and a reduction in attention span, which potentially affects cognitive abilities essential for academic success. These studies highlight the need for a more comprehensive

understanding of the underlying mechanisms of the negative effects observed.

This research aims to contribute to the existing body of knowledge by providing an accurate understanding of the negative effects of social networks on academic performance. These findings will be valuable for educators, policymakers, and students, offering insights into potential interventions and strategies to reduce the adverse effects of social media on learning outcomes.

Excessive use of social networks can lead to reduced attention and focus, increased anxiety and stress, and consequently, a decrease in the academic performance of students and graduates. This issue is of great importance given the increasing trend of social network use and the significance of academic performance in individual and social success.

While previous studies have investigated the relationship between the use of social media and academic performance, there is a need for a comprehensive review that considers the evolving nature of social networks and their impact on the university outlook. This research aims to address the following key questions:

1. Is there a significant relationship between individual use of social networks and academic performance?
2. Is there a meaningful relationship between parents' use of social networks and academic performance?
3. Is there a meaningful relationship between friends' use of social networks and academic performance?

This research on the negative impacts of social networks on academic performance is of great importance for different stakeholders. It helps educational institutions make decisions and integrate technology while reducing distractions. Policy-makers can use the findings to develop policies to promote responsible use of social media. This study addresses the relationship between social media-induced stress and academic performance, which helps student well-being. By empowering students and parents with knowledge, it encourages responsible digital habits. Academically, this research enriches the literature and strengthens interdisciplinary insights. It prepares educational systems for future challenges and guides the creation of advanced learning environments, ultimately shaping a balanced approach to education in the digital age.

This research is applied in terms of classification based on goal. And in terms of classification based on the research methodology, it can be considered a descriptive-correlational study. The analysis of correlation approach has been used to examine the negative effects of social networks on academic performance. In this research, both field and library methods were used to collect information. And for the analysis of research findings, the SPSS software and Excel program were used.

II. EXPRESSION OF THE PROBLEM

In recent decades, social networks have emerged as one of the main phenomena of communication in modern societies. These networks provide social interaction, information sharing, and opinion exchange. However, excessive use of these networks may have negative effects on academic performance. Examining this issue is of great importance because it can help us identify the main factors causing a decrease in academic performance and provide appropriate solutions to address this problem.

Social media networks have a pervasive influence on contemporary society, creating considerable concerns about their impact on various aspects of individuals' lives, particularly on academic performance among students. The primary issue that led to this research is whether the negative effects of social media have a significant impact on the academic performance of students. Although all learning and learning resources are accessible to students, it is still observed that students do not have a strong and determined willingness to learn and study.

III. IMPORTANCE OF THE RESEARCH

In today's world, where information and communication technology is rapidly advancing, social networks have established themselves as one of the main communication tools among young people and modern societies. However, at the same time, excessive use of these networks may have negative effects on young people and society, especially in terms of academic performance. One of the most important reasons why this study is important is the deep connection between excessive social media use and academic performance. This connection can have social, economic, and cultural impacts. Moreover, understanding these effects can help us identify the best solutions and strategies for managing appropriate social media consumption and improving academic performance.

Alongside these, this research can help the scientific and educational community identify the best methods for improving the quality of education and research and contribute to the development of knowledge-based societies through better education and proper organization.

This research is conducted to investigate these effects and identify solutions to improve the academic performance of individuals. The importance of this research can be highlighted by the following points:

1. The impact on education and upbringing: Analyzing the impact of excessive social media consumption on individuals' academic performance helps us offer improvements in educational policies and strategies to enhance academic performance.

- The impact on mental health: Excessive use of these networks may lead to mental health issues such as increased stress and anxiety, which ultimately affects academic performance.
- Optimal use of technology: Understanding how to use digital technologies intelligently can help improve academic performance and better prepare individuals for personal and social challenges.

Therefore, this research is of great importance and can be used as a strong foundation for making policy and educational decisions to improve academic performance and enhance the quality of education and research.

IV. RESEARCH BACKGROUND

The background of this topic based on earlier research shows that overuse of social networks can have a negative impact on academic performance.

Shahla Milani conducted a study of "negative effects of social media on parents" in 1401 using Pearson's correlation method. Make our children away from facing and talking to us.

Ductor tahmina Sharvardi in the year 1398 conducted research on the negative effects of social networks on the academic achievement of Asfanhan Industrial University students and, using descriptive and correlation method, concluded that the excessive use of social networks has distracted students and the effects of the students. Negatively puts on the subject of students.

Ibrahim Salehi and Mina Kazemi conducted research on the impact of social networks on the academic performance of Mazandaran University students in the year (1400) and concluded that social networks have the positive and negative impacts of university students' academic performance. It has Mazandaran.

Main research question

How can social networks affect the academic performance of students at Farabi University?

Sub-questions of the research

- Is there a significant relationship between individual use of social networks by students and their academic performance?
- Is there a significant relationship between parents' use of social networks and academic performance?
- Is there a meaningful relationship between friends' use of social networks and academic performance?

V. RESEARCH HYPOTHESES

The main hypothesis of the research

It seems that there is a meaningful relationship between social networks and the academic performance of students at Faribah University.

Sub-research hypotheses

- There is a significant relationship between the use of social networks by parents' and children's academic progress.
- It seems that there is a significant relationship between the use of social networks by friends and academic performance.
- It seems that there is a significant relationship between the use of social networks by students and their academic performance.

VI. FINDINGS OF THE RESEARCH

1. Research Validity (Cronbach's Elef Coincidence)

Reliability Statistics	
Cronbach's Alpha	N of Items
0.886	40

Through the calculated alpha coefficient (0.886), it can be concluded that the measurement or measurement tool in its set has an acceptable level of stability and strength that values above 0.7 are considered acceptable. This conclusion shows that the questions used on a scale are well in harmony with each other.

2. Normal Data Test (Normality Test)

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Percentage of grades	0.274	364	0	0.789	364	0
Educational level of parents	0.148	364	0	0.915	364	0
Parents' income	0.094	364	0	0.759	364	0
Level of property and living	0.093	364	0	0.878	364	0
the environment	0.082	364	0	0.892	364	0
Parental employment	0.13	364	0	0.952	364	0

a. Lilliefors Significance Correction

The results show that the distribution of the examined variables (parents, friends, individual, academic performance) does not agree with the standard normal distribution, that is, it is not a normal distribution (Asymp. Sig. < 0.05). These results may indicate the lack of normal distribution in the data

Testing the sub-hypotheses of the research

The first hypothesis of the research

Zero hypothesis: There is a no significant relationship between the use of social networks by parents' and children's academic progress.

Opposite hypothesis: There is a significant relationship between the use of social networks by parents' and children's academic progress.

Correlations				
			use of social networks by parents'	academic progress
Spearman's rho	use of social networks by parents'	correlation	1	-0.779
		Sig. (2-tailed)	.	0.016
		N	268	268
	academic progress	correlation	-0.779	1
		Sig. (2-tailed)	0.016	.
		N	268	268

The table review indicates that there is a significant negative relationship between parents' use of social media and the academic performance of students at Faryab University. Here, the value of Spearman's rho correlation coefficient is -0.779, indicating a strong inverse relationship between the two mentioned variables.

This means that as parents' use of social media increases, the academic performance of students at Faryab University decreases. Additionally, the p-value, which is 0.016, is less than the significance level of 0.05, indicating that this relationship is significant. Therefore, based on the table and the analysis conducted, it can be concluded that the contradictory hypothesis (the presence of a significant relationship between the use of social networks by parents and the academic performance of students) is acceptable.

The second hypothesis of the research

Safari hypothesis: There seems to be no significant relationship between the use social networking with friends and academic performance. Opposite hypothesis: There seems to be a significant relationship between the use of social networks with friends and academic performance.

Correlations				
			use social networking with friends	academic performance
Spearman's rho	use social networking with friends	correlation	1	-0.539
		Sig. (2-tailed)	.	0.023
		N	268	268
	academic performance	correlation	-0.539	1
		Sig. (2-tailed)	0.023	.
		N	268	268

In this study, the relationship between the two variables "friends' use of social networks" and "academic performance" was investigated using Spearman's

correlation coefficient. The results showed that more use of social networks was related to the decrease in students' academic performance. This relationship is negative and statistically significant, in the sense that an increase in the use of social networks causes a decrease in academic performance.

The third hypothesis of the research

Safari hypothesis: There seems to be no significant relationship between individual use of social networks and academic performance.

Disagreement: There seems to be a significant relationship between individual use of social networks and academic performance.

Correlations				
			use of social networks by students	academic performance
Spearman's rho		correlations	1	-0.823*
		Sig. (2-tailed)	.	0.004
		N	268	268
	use of social networks by students	correlations	-0.823*	1
		Sig. (2-tailed)	0.004	.
		N	268	268

In this statistical analysis, the Spearman's correlation test was used to examine the relationship between individual use of social networks and academic performance. The results indicate that individual use of social networks leads to a decrease in academic performance. The correlation coefficient of -0.823 indicates a significant negative relationship. This statistical significance is confirmed by the Sig. (2-tailed) value of 0.004. In other words, individuals who use social networks more frequently have lower academic performance.

VII. Null Hypothesis of the Research

Safari Hypothesis: There seems to be no negative relationship between social networks and academic performance of students in Faryab University.

Opposite hypothesis: There seems to be a significant negative relationship between social networks and academic performance of students in Faryab University.

Correlations				
			social networks	academic performance
Spearman's rho	academic performance	correlation	1	-0.715
		Sig. (2-tailed)	.	0.016
		N	268	268

social networks	correlation	-0.715	1
	Sig. (2-tailed)	0.016	.
	N	268	268

In this statistical analysis, Spearman's correlation test was used to examine the relationship between the use of social networks and academic performance. The results show that the use of social networks leads to a decrease in academic performance. The correlation coefficient of -0.715 indicates a significant negative relationship. This statistical significance is confirmed by the Sig. (2-tailed) value of 0.016 . In other words, individuals who use social networks more often have lower academic performance.

VIII. CONTROVERSY

Social networks have become an indispensable part of daily life for students, however, concerns have been raised about the potential negative impact of using social media on students' academic performance.

The review of parents' use of social networks and academic performance shows that there is a strong negative relationship with academic performance. According to previous research (Johnson and Smith, 2018), excessive participation of parents in social networks has caused a decline in students' academic performance. The influence of friends on using social media, which causes distraction and lack of focus, negatively affects academic performance. According to previous research (Doctor Minneh Shahrudi, 1398), excessive use of social networks causes distraction among students and has negative effects on their academic progress.

The research findings indicate a negative and widespread relationship between the use of social media and academic performance among students at Farab University. While positive contributions such as parental support and strategic individual and peer interactions can increase academic outcomes, potential drawbacks including distractions, stress, and addiction require a comprehensive approach to address the challenges arising from social media.

IX. CONCLUSION

This research investigates the negative effects of social networks on the academic performance of students at Faryab University. Based on the findings of this research, an increase in the use of social networks is inversely related to the academic performance of students, and this relationship has been confirmed when considering variables such as parents, friends, and individual factors for the study.

As a result, the study of the negative effects of social networks on academic performance shows that

while social networks offer valuable ways for communication, collaboration, and sharing information, they also create significant challenges for the focus, time management, and overall academic participation of students. Widespread use of social media is accompanied by increased distractions, leading to a decrease in study hours and concentration levels. Moreover, the prevalence of social comparison and the pressure to conform to online norms can contribute to increased stress and anxiety, putting academic well-being at greater risk. The continuous and engaging nature of digital immediate gratification often diverts attention from academic responsibilities, resulting in postponement and reduced productivity.

PROPOSALS

Proposals for Hypothesis One

1. Creating a balance between the real and virtual spaces by parents.
2. Promoting the culture of reading to compensate for the time parents may spend using social networks.
3. Be a good role model for your parents and use social networks reasonably.
4. Proposals for the second hypothesis
5. Friends should encourage each other to engage in healthy and beneficial leisure activities.
6. Friends should encourage each other to create a positive and supportive study environment.
7. Proposals for the third hypothesis
8. Consider a reasonable schedule for using social networks and studying.
9. Be on the lookout for diversity and balance between your academic and leisure activities.
10. Use control and limiting technologies to avoid spending too much time on social media.
11. Disabling ads that usually cause me to lose focus and go back to the phone again.

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