

THE EFFECTS OF SOCIAL NETWORKING SITES ON STUDENTS' ACADEMIC PERFORMANCE IN LYCEUM OF THE PHILIPPINES – LAGUNA

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Abstract

In the advent of internet technology, social communication using the internet became the frontier of daily communication, collaboration and networking. This frontier is delineated by many social networking websites and portals. This study was conducted to determine the effects of Social Networking Sites (SNSs) on students' academic performance in Lyceum of the Philippines – Laguna. To determine the effects of SNSs on academic performance, the researcher used the descriptive correlational method of research. An online survey questionnaire designed using Google docs was distributed to 203 randomly-selected student-respondents from the six colleges in Lyceum of the Philippines – Laguna. The study found out that all students in Lyceum of the Philippines – Laguna have Facebook accounts and were significantly registered to more than one SNSs account. The results of the study showed a statistically significant positive relationship between time spent by students on SNSs and their academic performance. The student-respondents tended to use SNSs to interact with their friends and not use for academic reasons. Specifically, the study found out that the higher the time spent on SNSs showed the lower is the time spent on studying. Hence, correlation analysis showed an inverse relationship between the GPA and the number of SNSs accounts being maintained by the students, the frequency of SNSs use, since when they have SNSs, length of SNSs use, and the number of study hours. The results revealed that as these mentioned variables increases, the GPA also increases, showing that SNSs had made a contribution in the attainment of higher grades. However, such relationships are not significant. Therefore, the study found that SNSs usage had no significant relationship on student academic performance. The improvement in the grade relies on other factors within the teaching-learning process and thus could not be attributed to the use of SNS alone.

Keywords: Social Networking Sites, Academic Performance, Philippines

INTRODUCTION

Since the creation of Social Networking Sites (SNSs), they have quickly become a pervasive way for people to connect and interact online all over the world. The creation of Social Networking Sites is a phenomenal technological evolution in the world of Web applications. These sites are widely used throughout the world connecting millions of people simultaneously. The study of Ahmed et al. (2011) found that the first official Social Networking Site is Classmates.com that was founded in 1995. The purpose of its creation was to provide the students a means of social connection during or after their degree completion.

The study of Jabr (2011) found that SNSs are making a tremendous effect nearly in every aspect of life. In fact, it had shifted as a tool for extending academic learning and communication. SNSs are web-based application that allow individuals to create profile and share information with friends within the system. This “SNSs phenomenon” had permeated on the students and became the latest online avenue for social interactions, as well as academic interaction.

Every technological innovation has been a center of research attention and same is the case with the development and evolution of Social Networking Sites. Some noted researchers have conducted studies to find the several impacts of SNSs on their users, and they have arrived at mixed conclusions. For example, the study of Suhail and Bargees (2006) found that excessive usage of Social Networking Sites causes many psychological, physical, interpersonal, and educational problems to users. A number of studies have also been conducted to delineate the impact of Social Networking Sites on young generation and students. Ellison (2007) proposed that young people compete on the basis of their efficiency regarding the use of Social Networking Sites and the criterion of this competition is the number of friends one can accumulate using these sites.

As shown in the study of Choney (2010) due to the increased popularity of SNSs, economists and professors are questioning whether grades of students are being affected by how much time is being spent on these sites. Essentially, the environment and other factors may affect the way a student views learning and studying. Truly SNSs are one of the factors that can affect student’s time, insight, and outlook about learning and studying. With the prevalence of SNSs, the study of Karpinski and Kirschner (2010) validated that students’ study time and their academic performance could be affected. Moreover, the study of Karpinski (2009) shows that users who spend more time on SNSs like Facebook spend less time in studying. Hence, school authorities are one of the primary people who oppose its use particularly in schools, which is the reason why they

usually ban it during class hours. The teachers and administrators are likewise affected because of this negative implications. Many schools have opted for strict restrictions on SNSs usage in campuses amid concerns about safety, privacy and confidentiality, and lack of knowledge about how best to ensure it's appropriate use.

The study of Lewis et al. (2008) found out that the influence of these SNSs continues to get increasingly more pervasive, making actual and virtual realities almost indistinguishable. Students are talking about the social networking related stuffs almost every single day; thus it would be a surprise if any student never got involved with Facebook, Twitter or any other SNSs nowadays. Moreover, students are paying more attention towards these social networking activities rather than utilizing their time to study which will surely affect their academic performance.

The research of Karpinski (2009) found that SNSs specifically Facebook usage is negatively correlated with Grade Point Averages (GPAs) of its users. She observed that the GPAs of non-users is relatively higher than the users of these sites. Also, the study found that 68 percent of students who used Facebook had a significant lower GPA than those who did not use the SNSs. But the most interesting finding was that 79 percent of Facebook users denied having any adverse impact of this usage on their GPAs. It means that they are not aware of the fact that networking habits affects their academic performance.

Hence, their academic performance must be managed efficiently without losing sight of all the factors that can positively or negatively affect their educational performance. For instance, Facebook has a phenomenal impact in the amount of influence and increasingly has a large percentage of users in schools. A study conducted by QuantCast (2007) found out that 46 percent of SNSs users like Facebook are 18-34 years of age, which actually permeate to current students, prospective graduate students, and young alumni. On the other hand, 27 percent are within the range of 12-17 years old, which belong to undergraduates.

With the above discussion, the researcher strongly argues that it is very important for teachers and to Lyceum of the Philippines University - Laguna (LPU-L), to study the effects of SNSs in students' academic performance. Academic institutions could initiate programs and formulate learning objectives that would help manage and organize learning on how student could maximize study time in connection with SNSs usage. This study was conducted to assess the level of student involvement in SNSs usage, and determine the positive and negative effects of these SNSs in student academic performance. The descriptive results of the study would then lead to using SNSs as an excellent tool in enhancing student academic performance and not a hindrance in academic learn-

ing.

OBJECTIVES OF THE STUDY

This research aims to determine the effects of SNSs on students' academic performance in Lyceum of the Philippines – Laguna. More specifically, to describe the demographics of the respondents' usage of SNSs; to establish the effects of SNSs; to determine the respondents' academic performance in terms of Grade Point Average of the First Semester School Year 2012-2013; to determine the perceived effects of SNSs to their academic performance; and to determine the relationship between SNSs usage and student academic performance.

METHOD

Research Design

The descriptive correlation method of research was used in gathering data on the effect of Social Networking Sites in students' academic performance in Lyceum of the Philippines – Laguna through the use of online survey questionnaire. By means of this research method, the researcher was able to provide a secure reliable, accurate and correct information and data that are necessary to assess the effect of Social Networking Sites in student academic performance.

Participants

This study was specifically designed for the Lyceum of the Philippines – Laguna students. In the advent of the Internet, students are considered as the primary customer and the most vivid users of SNSs. The respondents comprise 10% of the total population of students enrolled for the First Semester School Year 2012-2013. Hence, a total of 203 students from the six colleges responded to the questionnaires and answered the survey. The colleges are the College of Engineering, College of Computer Studies, College of Allied Medicine, the College of Arts and Sciences, College of Business and Accountancy, and the College of International Tourism and Hospitality Management.

Instruments

The researcher made use of the self-made questionnaire to gather the necessary data on the effects of SNSs in students' academic performance in Lyceum of the Philippines – Laguna. The questionnaire was divided into five parts. Part I was the demographics of the respondents in terms of gender, classification, college, SNSs membership, purpose of use, and student GPA's. Part II presented the level of involvement of student into SNSs, the frequency of usage and the amount of time student

spends in SNSs which used to establish the perceived effects of SNSs. Part III asked the questions that determine the student academic performance in terms of Grade Point Average of the First Semester School Year 2012-2013. Part IV highlighted questions that determine the perceived effects of SNSs to student academic performance. The last part, featured the perceived extent of student involvement in SNSs with the corresponding significant relationship in their studies, evaluate the extent to which SNSs can affect student academic performance in terms of areas such as, SNSs as a good communication tool, avenue to discuss assignments and projects, able to receive announcements, get help from friends and classmates in school work, improves interaction with classmates and instructors, help to keep in touch and fix appointments with instructors, and whether SNSs distracts students in their studies. This in turn to provide answer to determine the relationship between SNSs usage and student academic performance.

Procedures

Classes of the students in the six colleges were randomly chosen to respond to the survey questionnaires. Data were gathered using a researcher-made instrument. The questionnaire was validated by researchers and statisticians based from their field of expertise. The items in the questionnaire were answered online by marking a choice in the given options. The statements measure the frequency and extent of use of SNS and the corresponding effects on the respondents. The questionnaires were administered via online using Google docs and used as the data collection tool. There were 35 items in the questionnaire that were required for each respondent to answer. A total of 203 fully completed answered questionnaires were retrieved online.

Data Analysis

The use of percentage, frequency and weighted mean were utilized to describe the profile of the respondents in terms of age, gender, college, program enrolled, year level and student Grade Point Averages (GPAs). Correlation analysis was used to determine relationship between GPAs and the various engagements in SNSs. Furthermore, SPSS 17.0 was used to analyze the collected data.

RESULTS AND DISCUSSION

Considering the gender, a little more than half of the respondents were female and the remaining were male so both categories represent a good strength. In terms of classification, majority of the respondents were sophomore student that comprise the highest percentage and freshmen students. The College of Engineering got the highest percentage of respondents with 20.69 percent followed by College of

Arts and Sciences and College of International Tourism and Hospitality Management. The list continues commutatively with the College of Business and Accountancy, College of Computer Studies, and College of Allied Medicine.

Table 1. Respondents' SNSs Membership, Frequency and Purpose of Use

SNSs	F	%
Facebook	203	100.00
Twitter	124	61.08
Tumblr	18	9.87
Yahoo	16	8.88
Instagram	8	4.94
MySpace	7	3.45
Youtube	5	2.46
Others	23	11.33
Frequency of use of SNS		
As need arises	63	31.03
Three times a week	99	48.77
Weekly	37	18.23
Two times a month	2	0.99
Monthly	2	0.99
Purpose of SNS		
Being connected to friends	155	76.47
Educational purpose	35	17.16
Find employment	3	1.47
Being connected to my family	1	0.49
Entertainment	1	0.49
Friends and education	1	0.49
Past time	1	0.49
All	4	1.96
No response	2	0.98
Total	203	100

The data in Table 1 show that all of the students have Facebook account and most of them have Twitter with 61.08 percent. Relating to the data on the number of hours students spend daily on using SNSs, it can be surmised that despite using SNSs, students are able to allocate reasonable time to their studies. Hence, according to the findings of the study, though students devote most of their time in using SNSs, this is not significant enough to affect the academic performance of student users negatively. The respondents were asked about the purpose of using SNSs and the result in Table 1.2 shows that the majority of the student respon-

dent confirmed that they use SNSs in the objective of getting connected to friends. Only 17.16 percent of the students responded that they use SNSs for educational purposes.

Table 2. Perceived Effects of SNSs

Effect of SNS	WM	VI
1. SNS helps us stay in touch.	4.58	Strongly agree
2. SNS enables us to receive announcements.	4.50	Strongly agree
3. SNS is a good communication tool.	4.30	Moderately agree
4. SNS helps us to get help from friends and classmates on assignments.	4.30	Moderately agree
5. SNS helps us discuss assignments and projects.	4.19	Moderately agree
6. Conferencing helps manage time.	4.01	Moderately agree
7. Using SNS improves my interaction with classmates and instructors.	3.94	Moderately agree
8. An appointment can be fixed with my instructor through SNS	3.62	Moderately agree
9. Using SNS improves my study habit.	3.12	Slightly agree
10. I find it hard concentrating on my studies using SNS.	2.94	Slightly agree
11. SNS distracts me from my studies	2.73	Slightly agree

Table 2 shows the perceived effects of SNSs. The students were also enquired about the perceived effect of SNS whether it is positive or negative in different aspects. The students strongly agree that SNSs help them keep in touch with others, 4.58 mean and enables them to receive announcements. The respondents strongly agree that SNSs help them stay with their friends with 4.58 mean, and SNSs enable them to create announcements with a mean of 4.50. They moderately agree that SNSs is a good communication tool with a mean of 4.30 and serve them to get help from friends and classmates on assignments, help them discuss assignments and projects with 4.19 mean. Furthermore, they moderately agree that SNS improved their interaction with classmates and instructors with 3.94 mean. On the negative side, students slightly agree that using SNS improves study habit, 3.12 mean and a mean of 2.73 of the respondents slightly agree that SNS distracts them from their studies and 2.94 find it hard concentrating on their studies using SNSs.

The Table 3 shows that almost half of the respondents' self-declared GPAs who are using SNSs is ranging from the significant grade score of 1.50 – 2.00, and 28.57 percent is ranging from 2.00 – 2.50. The figure shows that majority of the students' GPAs are in satisfactory GPAs score range. Hence, respondent's use of SNSs does not have an adverse negative effect on student academic performance though student study time is slightly affected by SNSs usage.

Table 3. Respondents' Grade Point Average (GPAs)

GPA Range	F	%
1.00 - 1.50	18	8.87
1.50 - 2.00	87	42.86
2.00 - 2.50	58	28.57
2.50 - 3.00	35	17.24
3.01 and below	5	2.46
Total	203	100

The study of Karpinski (2009) shows that users who spend more time on SNSs like Facebook spend less time in studying. Table 3.1 shows the effect of SNS usage on academic activities of the students. When responses were obtained about the time being spent on their studies, almost half of the student respondents were those who spend 1-3 hours per day on their studies, and almost four out of 10 or about 39.4 percent devote 15 minutes to 1 hour daily to their studies. Only 10.84 percent were spending more than 3 hours a day in their studies.

The students were also enquired about the pattern of their studies. The data in table 4 shows that 27.09 percent of respondents were those who study regularly on a daily basis; 13.79 percent of respondents were found to study weekly; 26.6 percent of the respondents used to study 3 times a week; and 30.54 percent claimed that they only study as need arises.

The students were asked about their attitudes whether or not the SNSs can be a positive tool in helping them improve their academic performance. Table 4 shows that half of the respondents of about 50.49 percent agreed that SNSs can help them in their studies. As mentioned in the findings of the Pasek & Hargittai (2009) study specifically found that there is no negative relationship between SNSs specifically Facebook use and academic performance.

Furthermore, students were asked if SNSs can be a hindrance to their studies and 72.55 percent affirmed that it is not a hindrance to their studies. Seven out of 10 or a significant 27.45 percent affirmed that

SNSs can be a hindrance to studies. Also, the respondents were asked if their academic performance is affected by SNSs. Less than seven out of 10 or 68.14 percent of the respondents answered relatively no.

Table 4
Respondents' Length and Frequency of Studying

Study time	F	%
Less than 30 minutes	28	13.79
30 minutes to less than 1 hour	51	25.12
1 hour to less than 2 hours	65	32.02
2 hours to less than 3 hours	36	17.73
More than 3 hours	22	10.84
Total	203	100
Frequency of studying		
As need arises	62	30.54
Daily	55	27.09
Three times a week	54	26.60
Weekly	28	13.79
Two times a month	2	0.99
Monthly	2	0.99
Total	203	100

As the study of Pasek et al. (2009) shows, users were no more or less likely to get good grades than non-users and in fact, they found evidence that Facebook use was slightly more common among individuals with higher grades. In order to achieve a specific objective of the study, the students were directly inquired about whether SNSs can improve academic performance. The result shows that a majority of student respondents are keen towards their learning progress.

Table 5 shows that 70.10 percent of the student responded that SNSs help improve student academic performance, and 29.90 percent responded that it does not contribute to improve the student grades. The primary reason of the respondents why SNSs improve academic performance is that SNSs can help them communicate and discuss with their classmates and instructors about schoolwork and assignments. Students can even upload and download lectures and be updated about information that are being posted in these SNSs. The respondents' reason negatively perceiving that SNSs do not help improve academic performance shows that it can only take some of students' time to study and thus not much of a distraction.

Table 5. Perceived Effects of SNSs to Academic Performance

SNS help	F	%
Little	38	18.63
Much	103	50.49
Very much	62	30.88
Total	203	100.00
SNS a hindrance		
No	148	72.55
Yes	57	27.45
Total	203	100.00
Performance affected		
No	138	68.14
Yes	65	31.86
Total	203	100.00
SNS improved performance?		
No	60	29.90
Yes	143	70.10
Total	203	100.00

Table 6. Correlation Between GPA and the Usage of SNSs

Engagement in SNS	r-value	Probability (NS)
number of SNS	-0.017	0.834
Frequency of SNS use	-0.105	0.207
since when	-0.023	0.783
length of SNS use	-0.105	0.204
length of study	-0.041	0.62
SNS use	-0.013	0.876
frequency of study	0.111	0.182
Total	203	100

Table 6 presents the correlation analysis which shows an inverse relationship between the GPA and the number of SNSs, the frequency of SNSs use, since when they have SNSs, length of SNSs use, and the length of study. This reveals that as these mentioned variables increases, the GPA also increases, showing that SNSs had made a contribution in the attainment of higher grades. However, such relationships are not significant. As shown in Table 5, the correlation coefficient and probability has a mean of -0.059 and 0.53 respectively, which shows a very slim average of correlation and probability, hence a negligible relationship between

SNSs and academic performance. Therefore, the result shows that SNSs usage had no significant relationship on student academic performance. This supports the study according to Karpinski (2009), that student grade point averages and SNSs use have insignificant correlation. Even 79 percent of SNSs users like Facebook members did not suppose that their GPA was associated to their networking habits. The study of Pasek et al. (2009) found that there is no positive correlation between the use of Facebook and lower grades of the students, rather they found that SNSs to be more commonly used among students with higher grades. Hence, the study concluded that there was no difference in academic performance among users and non-users of SNSs.

It is therefore imperative that the student use of SNSs is a way of life and serves as a powerful tool for social interaction. Furthermore, the improvement in the student grade relies on all other factors within the teaching learning process and could not be attributed to the use of SNS alone. On the other hand, it is found out that the proper and reasonable use of SNSs could help the students in one way or another in their assignments, class discussions and interactions with their instructors.

CONCLUSIONS

Majority of the respondents are female, 16-19 years old, from the College of Engineering and College of Arts and Sciences and have Facebook or SNSs account. The established effects show that SNSs decrease students' study time and increase leisure time. They use SNSs mainly for non-academic purposes or entertainment activities and for communicating with friends and classmates about school work and assignments. The student academic performance in terms of GPA of the First Semester School Year 2012-2013 shows that the mean GPA ranges from 2.0 to 1.50, which is equivalent to 87 to 95 percent.

The perceived effects of SNSs to the students' academic performance show that SNSs contribute in the attainment of higher grade by interacting online about school work. The results show that there is no significant relationship between SNSs usage and student academic performance because correlation coefficients show a negative relationship between SNSs use and academic performance. The probability result has a very small average of correlation, thus the study found a negligible relationship between SNSs and academic performance.

RECOMMENDATIONS

The administrators of Lyceum of the Philippines Laguna may

look at ways on how to use SNSs in academic learning so that students could maximize the use of SNSs by fully utilizing the purpose and functionalities of SNSs in the learning process. The teachers and academic institutions who are directly responsible for the students' academic performance may regulate SNSs usage by providing strict rules and regulations in using SNSs so that students will use their online time wisely, maintain focus, and improve academic performance. Future researchers may replicate the study by employing other variables not tested in this research.

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