

MEASURING THE USE OF SOCIAL NETWORKS IN EDUCATION CASE STUDY: HIGH SCHOOL SOPHOMORES

MEASURING THE USE OF SOCIAL NETWORKS IN EDUCATION CASE STUDY: SECOND YEAR SECONDARY STUDENTS

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Abstract -- The purpose of this study is to measure the use of social networks in secondary education, specifically, in second year students. For the development of research, a sample of 34 students was used. The instrument used achieved a reliability of 0.81. The method used was a descriptive approach. The results obtained showed that the students have knowledge of ICTs, and that all of them have used them least once. Females use ICT more frequently. Both men and women use ICTs more frequently to communicate with their friends and to create groups in which they remember homework or discuss topics related to complicated classes.

Keywords: influence, ICT, secondary school.

Abstract -- The present study aims to measure the use of social networks in secondary education, specifically, in second-year students. For the development of the research, a sample of 34 students was used. The instrument used achieved a reliability of 0.81. The method used was a descriptive approach. The results obtained showed that the students have knowledge of ICT, where all have used them at least once. Women use ICTs more frequently. Both men and women, their main use is to communicate with their friends and create groups in which they remember the task or discuss topics related to complicated classes.

Key words: influence, ICT, secondary.

INTRODUCTION

Currently in Mexico there is a digital revolution in process, it has been seen that the way to communicate with people has evolved from writing in an agenda or calendar an exact day and place, to just make a call or send a text message. This has not only changed the way of communicating, but also the way in which information is received and interpreted, this is where the mass media play an important role in the retransmission of these elements, you can find a lot of news regarding various topics, however, it is only considering media such television and radio, we must consider that most of the people who use these media for information are adults or older people.

Internet access has had a huge impact on breaking news, it has changed the way to gather traffic reports, schedules for different stores, movie listings, among others. In order to achieve greater achievements in the educational field, it is necessary to implement ICT, promoting research and innovation [1].

However, due to the large flow of information, it is difficult to make a quality filter. The most common ICTs in the daily life of an adolescent will be investigated along with how much use he/she makes of these tools. It is intended to expose the evolution of ICTs in Mexico as well as how the concept of the adolescent has changed over time.

Due to the constant growth of technology, it has helped human evolution and has brought benefits, for example, facilitating communication between people with social networks, however, it was found that children perceive little control in the use of these tools and that parents have little or no knowledge of the subject.

OBJECTIVE

The purpose of this work is to measure the use of social networks (Facebook, YouTube and WhatsApp) in secondary education, specifically, in second year students.

PREVIOUS RESEARCH

Wengslinky [2] mentions that using a national test of knowledge in the United States indicates that technology can make a difference, but it depends on how it is applied. Sepúlveda and Calderón [3] were able to conclude through their research that the teaching-learning process has been enriched with the introduction of ICT in the classroom.

Meelissen and Drent [4] conducted a study in which they found that the use of ICTs in education fosters computational attitudes in students, improving their school performance. Llorens and Capdeferro [5] mention that the use of Facebook in the educational environment favors virtual community culture and social learning and motivates students. Ocampo et al. [6] during their study concluded that ICTs favor the teaching-learning process.

Contreras [7] obtained in his study that secondary school teachers show a favorable attitude towards the use of ICT. Muñoz [8] investigated on ICT resources, the result he obtained that the most used ICT are tablets or ipad with 50%, computers with 30% and Apps or applications with 20%.

Arismendy [9] developed a study in which he integrated ICT to strengthen mathematical logical thinking. The result obtained was positive, since the objective was achieved and, in addition, a new teaching-learning scheme was obtained.

Moguel [10] conducted a study in which he evaluated the use of ICTs to foster creativity. The

The result of this study was that students achieved greater knowledge acquisition, creativity and motivation. Ochoa [11] points out that the social network YouTube is used in the educational environment for content management, the constitution of learning communities and the formation of skills for the search, selection, storage and evaluation of audiovisual representations of own or foreign authorship.

MATERIALS AND METHODS

Participants

Permission was obtained from the directors of the school, located in Iztapalapa, CDMX. In the secondary school area. Thirty-four students between 12 and 13 years of age who are in the second year of secondary school were selected. An instrument elaborated by Salcedo Pardo Rosa, which is included in her thesis for her degree in secondary education, was applied to them. in Secondary Education, with specialization in education for work. It will show the measurement that social networks have had on young people, separating them into 3 (Facebook, YouTube and WhatsApp) in order to investigate which is the tool that most influences the learning process of adolescents.

Instrument

It should be noted that the questionnaire that was applied was created by Salcedo [12] and aims to measure the use of social networks: Facebook, YouTube and WhatsApp. It employs a measurement scale: high, medium and low. It consists of 26 items. It has a reliability in Cronbach's alpha parameter of 0.813, the minimum acceptable value for Cronbach's alpha coefficient is 0.7; below that value the internal consistency of the scale used is low [13].

Method

The present study is of the descriptive type. this method consists of systematically describing, analyzing and interpreting a set of facts related to other variables, as they occur in the present investigation [14].

RESULTS

The results obtained from survey were as follows:

As can be seen, the majority answered "never" in items 5 and 8, these correspond to the following questions

to publish their daily activities on social networks.

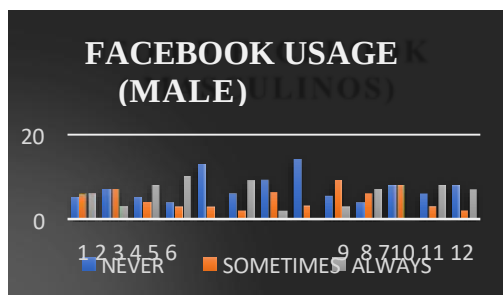


Figure 1. Results of Facebook use.

Item 7, which talks about staying connected while doing homework, only obtained a score of 2, the majority preferred to answer sometimes, which shows that the use of social networks for leisure and entertainment is intermittent while doing school activities.

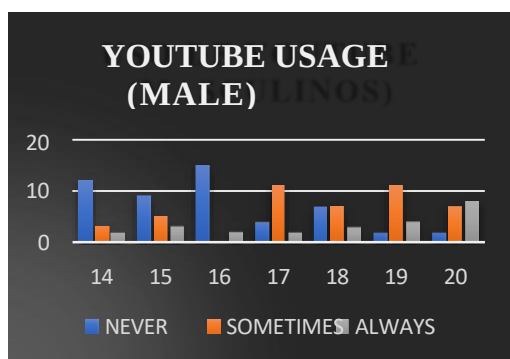


Figure 2. YouTube usage results.

It can be observed that in items 18 and 19, which talk about using YouTube for academic purposes such as searching and watching tutorials related to a specific subject or topic, there was an intermittent response from students who do visit channels to feed their homework and others who prefer to search on websites such as Google or Wikipedia.

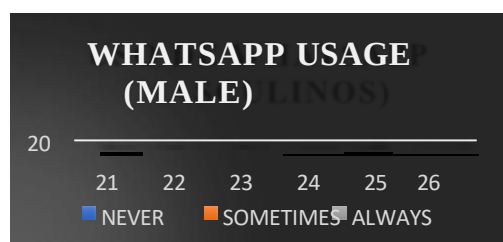


Figure 3. WhatsApp usage results.

It can be observed that items 22 and 26, which speak of the negative influence that this medium has as taking time away from concentrating on their studies or doing homework, also obtained an intermittent response; some young people commented that it often allows them to create groups to discuss homework or "pass" homework among themselves.

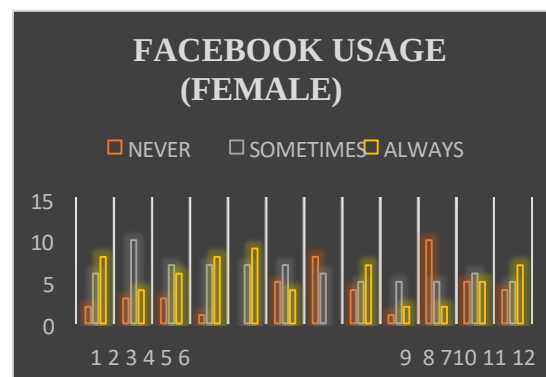


Figure 4. Results of Facebook use.

On the other hand, in the female population, a higher response rate was obtained for item two, which talks about staying connected most of the time to talk to acquaintances or friends.

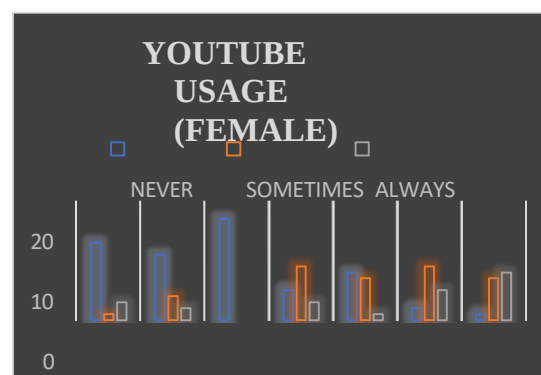


Figure 5. YouTube usage results.

In questions 18 and 19, intermittent answers were obtained; according to the students, these must be specific topics or a very difficult subject for them to consult a tutorial.

The highest response rates were obtained in items 25 and 26, which speak about the limitation they have to have a physical conversation through this medium, as well as the male group mentioned that this tool allows them to communicate with their friends and create groups.

in which they remember homework or discuss topics related to complicated classes (such as math and physics).

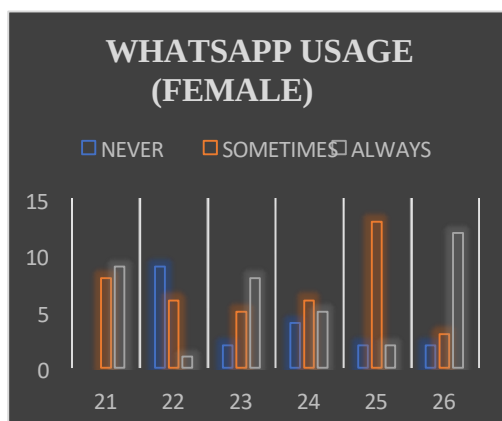


Figure 6. WhatsApp usage results.

CONCLUSION

ICT's have come to affect many areas of human life, in the way in which one can access information in addition to the management of daily activities and it is in this section where a doubt arises Are these resources good, bad, neutral? Although it is not possible to give a clear and concise answer, there is one thing that is accepted by the majority and that is that these tools will be what the user does with them, it can something that can help human or social development and even something that does the opposite, for this reason it is necessary to be responsible for the activity in these media.

The historical event it is going through is the generational and digital divide, which has been increasing in recent decades thanks to the arrival of new media. The changes they have undergone have been for the social good, for example, their use in education with modern and innovative pedagogical resources, however, this does not mean that having access to this means an automatic change, on the contrary, you must have a structure and conditions that help to maximize and make the most of these.

García [15] affirms that the success of social networks in adolescents is due to a specific quality which is to allow playing and exposing different ways of being in a virtual way, as a simulation of roles, ways of showing oneself, of existing. In other words, social networks allow us to play with the identity of the

teenager, until they define it as they want to be, may in turn be based on the opinion of other people, for example, the number of "likes" obtained on Facebook or Instagram.

The importance of these tools lies in the fact that they have made it possible to bridge gaps that have been an obstacle to education, but if they are not properly trained, they may not be used correctly and this can become an obstacle.

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ANNEXES



Annex 1. Second year students.