The Effect of Virtual Networks on Academic Performance of Student's Girls and Happiness in High School

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Abstract

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The aim of this research was to investigating the effects of virtual social networks (WhatsApp, tango and …) on academic performance and happiness of high school students. This research is the practical research type and in terms of style of data collection, is a descriptive research in type of causal-comparative. Statistical society has been the entire second course of Algooneh public high school students in district 3 of Shiraz that their number has been 360 people. 60 people are students that have been used virtual social networks in one hour or more than one hour in a day as well as 60 people are students that have been used virtual social networks less than one hour in a day. They have formed statistic society and they were selected by targeted sampling approach. For collecting data, we used Pham and Taylor academic performance questionnaire (1990) and Oxford Rjill, Martin and Crosland gaiety questionnaire (1989). For data measurement and analysis, we used SPSS software and descriptive and inferential statistics in level of punctual 0.5. In this research we used descriptive statistic indicators such as average, standard deviation and also inferential statistic tests such as T independent groups and pair of strings analysis of variance (ANOVA) and Post Hoc. The results of research showed that virtual social networks have no meaningful effect on academic performance and happiness, as well as there is no significant difference between majors.

Keywords: Virtual Social Networks, Academic Performance, Happiness.

Introduction

Virtual social networks are Indicator effects and features that second generation of internet has brought it for the world of communication and information. This technology is defined as a service that is network based and allows users to make your own profile (includes of information, pictures, etc.). People who like to share their information with them, placed in the list and as a result they create their own virtual community (Esfijani, 2011).

Virtual social networks encourage audience participation through computer-mediated discussions with other members of the community, friends or contacts. In fact, novel technologies have helped users produce and distribute their main content and subject through various channels on the Internet. Through online socialization, users become part of social and public networks and penetrate into members of virtual communities. There are hundreds of online social networks that each of them has differences and similarities with others (Ziyayi Parvar, 2012). The study of factors affecting academic performance over the last three decades has been more and more considered by education and training specialists. The sensitivity of education and training from one side and the complexity of the today's world, on the other hand, require more aware managers and teachers to provide a context for collective development. Today, training focus rather than providing educational programs or classroom behavior management, has changed to motivation and strategic education of students (Parsi and Winograd, 2012). According to Bloom's theory (1964), one of the basic variables in the learning process is the attention to cognitive input behaviors. This term refers to past student learning that is essential for new learning (quoted by Bakhshayesh, 2014).

According to Jenteri (2012), joy is not a simple excitement, it's a complex experience that is inspired by a healthy, satisfying, and emotional feeling. With the awareness of all the key elements affecting happiness, a joy can be considered for individuals. Joy is not really power, money, and success. Personality features can be developed to enhance happiness (translated by Keramati, 2011).

Weiner's theory (1986), quoted by Mozafarinia, Amin Shekravi and Heidarnia (2014), describes documents related to success and failure. He believes mental events have a mediator role between the variables related to the assignment and the subsequent behavior, and individuals rely on their behavioral outcomes to internal (personal), external (situational), stable, unstable, controllable or uncontrollable factors. These features, create different expectations for them in future and lead to positive or negative emotional responses. When success or failure is attributed to internal factors, pride, joy or shame and grief will be reduced. Camilia, O. N., Ibrahim, S. D., and Dalhatu, B.

L. (2013) paid attention to the impact of social networking sites on the education of Nigerian students. By examining 600 questionnaires from students at the Polytechnic University, a government university and a public health technology college, the results show that repeated use of social networking sites by students from third-era institutes in Dubai, Adamawa, Nigeria has no effect on their educational performance.

Barat Dastjerdi, Sayadi (2012) investigated the relationship between the use of social networks on Internet addiction and depression in students of Payam Noor University of Isfahan, using the Internet because of the fake attraction that it creates, gently adds them to yourself and can provide their psychological and emotional needs. So substituting social networks on the Internet instead of engaging with people in the real world will disrupt social and emotional communication.

Bakhshayesh (2014) examines the relationship between thinking styles and learning strategies with academic performance in students. The results showed that there was not a significant relationship between thinking styles and deep and strategic learning strategies with academic performance. The three levels of thinking styles and the student variables were contributing variable. There was a significant difference in the variables of legal, conservative, hierarchy thinking style.

Shahnooshi and Taji (2012) focused on the impact of social networks on the life style of the youth in Shahr-e-Kord. The results of the research showed that there is no relationship between type of network, location (habitat), value coherence and lifestyle. But there is a significant relationship between gender variables, educational level, relationship cohesion, social accumulation and lifestyle.

In the present research, the following hypotheses have been considered:

- Virtual social networks influence the happiness of high school students.
- Virtual social networks have an impact on the academic performance of high school students.

Research Methodology

This research is an applied research method and is a causal-comparative descriptive study in terms of information gathering method. The statistical population is all students in the second grade is the state-run Elgooneh in 3rd district of the city of Shiraz, whose number was 360 people. A sample of 60 students who have been using virtual social networks for one or more hours and 60 people who used less than an hour a day, formed the statistical population and selected by targeted sampling method.

Research tools

1. Students' academic performance questionnaire (EPT):

The EPT questionnaire is an adaptation of Fam and Taylor's

research (1999) in the field of academic performance built for Iranian society (Fam and Taylor, 1999, quoted by Poortaheri, Zandvanian Naeni and Rahimi, 2014).

The number of questions in this questionnaire is 48, and it consists of 5 areas related to academic performance and can be seen in table (1). In order to estimate the validity of the tool, an item analysis was used which results in Table 2.

Table 1. Items of each component of the academic performance questionnaire.

Educational performance components	Items per component
Efficacy	3, 11, 12, 25, 30, 31, 33, 35, 36, 42, 44, 48
Emotional effects	13, 14, 15, 16, 17, 18, 19, 20, 26, 39, 46
Planning	1, 2, 4, 5, 32, 37, 39, 41, 45
Motivation	9, 10, 21, 22, 23, 27, 28, 29, 38, 40, 47
Lack of consequence control	6, 7, 8, 24, 34, 43

Table 2. Validity of academic performance questionnaire.

Titles	Efficacy	Emotional effects	Planning	Lack of consequence control	Motivation
Correlation Spectrum	0.52	0.42	0.47	0.45	0.39
Significance Level	0.021	0.023	0.012	0.031	0.011

Regarding the validity table of academic performance, the relationship of all the items with a score of **one** is significant and this indicates the validity of the academic performance questionnaire (Moradian, 2013).

Gholtash (1389) gained the validity level of each factor of the questionnaires as follows:

First factor: %91, second factor: %92, third factor: %73, fourth factor: %63, Fifth factor: %72.

2. Oxford Happiness Questionnaire:

The Oxford Happiness Questionnaire was created by Arjil, Martin and Croscledon (1989) to provide an overall measure of happiness. This questionnaire has 27 items and five components: life satisfaction (8 items), self-esteem (7 items), subjective well-being (5 items), satisfaction (4 items), and positive mood (3 items), which is observed in Table (3).

Table 3. Oxford Happiness Questionnaire items for each component.

The components of intelligence happiness	Items per component
Life satisfaction	1, 2, 3, 4, 5, 6, 7, 8
Self-esteem	9, 10, 11, 12, 13, 14, 15
Subjective well-being	16, 17, 18, 19, 20
Satisfaction	21, 22, 23, 24
Positive mood	25, 26, 27

In this questionnaire, which was translated into Persian by Alipoor and Noorbala (1998), with two-halves-off method, ending coefficient was reported 0.92 for the Spearman Brown method and 0.91 for Gutman method (Alipoor and Noorbala, 1998).

The reliability and validity of the Oxford Happiness Index in terms of internal consistency showed that all the propositions of this list had a high correlation with the total scores. The Cronbach Alpha for the whole index was equal to 0.91. The Pearson correlation between the Oxford Happiness Index and the Beck Depression Index, and the Outsourcing and EPQ subscales were equal to -0.48, 0.45 and -0.39, respectively Which confirmed the convergent and divergent validity of the Oxford Happiness Index. The results of factor analysis by extracting five factors of life satisfaction, self-esteem, subjective well-being, satisfaction and positive mood were able to explain with a specific value larger than one in total %49.7 of the total variance. Therefore, the research findings have shown that the Oxford Happiness Index has an appropriate reliability and validity for measuring happiness in Iranian society (Alipoor and Agah Haris, 2007).

Data analysis methods were used to collect information from each questionnaire and information was encoded. The questionnaires were entered into the computer and analyzed using SPSS software. To measure and analyze the data, descriptive and inferential statistics were used at a significant level of 0.5. In this research, descriptive statistics such as mean and standard deviation, as well as inferential statistics such as independent t groups and variance analysis were used.

Findings
The first hypothesis

- Virtual social networks influence the happiness of high school students.

Table 4. Mean and standard deviation of research variables.

Variable		Mean	Standard Deviation
Happiness		88.59	18.22
Academic Performance Dimensions	Efficacy	37.46	6.96
	Emotional effects	31.27	7.88
	Planning	27.24	4.94
	Motivation	35.19	4.12
	Lack of consequence control	17.88	4.04
Total Academic Performance		146.78	14.23

The table 4. shows the mean and standard deviation of the research variables.

Table 5. Comparison in terms of the use of social networks in relation to happiness.

Variable	Less than one hour (N=60)		More than one hour (N=60)		t	df	P<
	M	SD	M	SD			
Happiness	85.85	20.47	91.33	15.35	1.66	118	N.S

Table 6. Comparison in terms of the use of social networks in relation to academic performance.

Variable	Less than one hour (N=60)		More than one hour (N=60)		t	df	P<
	M	SD	M	SD			
Academic Performance	147.81	15.88	145.75	12.39	0.79	118	N.S

Table (5) is showed that in relation to the happiness among students who used less than an hour of social networks and students who used more than an hour Social networks, there is no significant difference.

Second hypothesis

- Virtual social networks have an impact on the academic performance of high school students.

In Table (6), there is no significant difference in the effect of virtual social networks on students' academic performance.

Table 7. Differences in the students' academic performance levels based on the amount of use of virtual social networks.

Variance Resources	The dependent variables	Total Squares	Degree of Freedom	Average of Squares	F	P<
	Efficacy	151.87	1	151.87	3.18	N.S
	Emotional effects	1.63	1	1.63	0.02	N.S
	Planning	0.40	1	0.40	0.01	N.S
	Motivation	75.2	1	75.2	4.55	0.03
	Lack of consequence control	93.63	1	93.63	5.95	0.01
Error	Efficacy	5623.91	118	47.66		
	Emotional effects	7365.83	118	62.42		
	Planning	2907.58	118	24.64		
	Motivation	1949.38	118	16.52		
	Lack of consequence control	1856.73	118	15.73		
Total	Efficacy	174151	120			
	Emotional effects	124680	120			
	Planning	91961	120			
	Motivation	150639	120			
	Lack of consequence control	40328	120			

Table (7) shows that there is a significant difference in the dimensions of motivation and lack of outcome control among students who used less than an hour of social networks and students who used more than an hour of social networks. It should be noted that the Pillai's effect in this analysis is equal to 0.15 and is significant at 0.002 levels.

Table 8. Comparing the difference between the two groups in the dimension of motivation.

Variable	Less than one hour (N=60)		More than one hour (N=60)		t	df	P<
	M	SD	M	SD			
Dimension of Motivation	35.98	4.09	34.40	4.03	2.13	118	0.03

According to Table (8), there is a significant difference between the motivation among students who spend less than an hour on social networks and students who spend more than an hour on social networks, which is in the interest of students who used social networks for less than an hour.

Table 9. Comparison of the difference between the two groups in the dimension of the lack of control of the outcome.

Variable	Less than one hour (N=60)		More than one hour (N=60)		t	df	P<
	M	SD	M	SD			
dimension of the lack of control of the outcome	17	4.61	18.77	3.19	2.43	118	0.01

In Table (9), there was a significant difference between the lack of outcome control among students who used less than an hour of social networks and students who used social networks for more than an hour. This difference was in the interest of students who used social networks for more than an hour.

Discussion and conclusion

There was no significant difference in the happiness of students in the impact of virtual social networks on student happiness, using independent T-test. Students who used one hour or more of virtual social networks overnight did not have the highest sense of happiness compared to students who benefited less from virtual social networks. In explaining this, it can be said that the sense of happiness in both personal and social dimensions has been examined from the viewpoint of many theorists, but virtual social networks, which are rapidly becoming commonplace among people in the community, especially students, should be further investigated. To be a place for happiness in individual personality and social well-being. Although the result of this study rejected the impact of social networks on the happiness of female students, it requires more research and further research.

With regard to the impact of virtual social networks on students' academic performance, according to data analysis, it can be concluded that one hour of use per day from virtual social networks did not affect the academic performance of female students. Therefore, the research hypothesis is rejected. In explaining this research, the impact and value of planning in academic performance is mentioned. Immediately, it can be said that the effect of the planning factor has been higher in comparison with virtual social networks in academic performance. Of the five dimensions measured in

academic performance, only two dimensions of motivation and lack of consequence control were significant. Students who used less than an hour of virtual social space were shown to be more powerful in measuring their motivation dimension. On the other hand, students who spending time more than an hour in a virtual social space, show better performance in the dimension of the lack of control of the outcome.

The hypothesis of using virtual social networks has not had any effect on student's happiness. Similar investigations were not carried out in this field to investigate whether or not they were aligned, but it was possible to draw conclusions based on Marziye and Panahi (2008), Barat Dastjerdi, Sayyadi (2012), Shahnooshi and Taji (2012) researches.

As seen in the research, the impact of social networks, in addition to happiness, does not affect the lifestyle of young people, and it can be said that the roots of happiness play a more colorful role in the individual's environmental and personality factors than in virtual space; This can be achieved by creating a happy environment and reducing anxiety and raising family intimacy.

One of the related views is Giddens's theory of modernity and its implications. Giddens (1998) believes that modernity has reduced the risk of danger in some areas, but at the same time has replaced other dangers and insecurities. From the point of Giddens view, among the factors that threaten happiness are: The violent threats posed by the industrialization of war, the shaking of the roots of trust in abstract systems and the feeling of insecurity and existential anxiety. Among Giddens' happiness providers, one can also point out the trust with caution towards abstract systems, the trust and assigning life affairs to the hands of specialized systems and the transformation of intimacy and the formation of a pure relationship (Giddens, 1998 quoted by Chalabi and Moosavi, 2009).

The hypothesis of the effect of virtual social networks on students' academic performance is rejected. This research finding is consistent with the research by Raj Komari Kalra, Periti (2013), Onika Nidi Kamilia and et al (2013), Azadikhah (2010), Ghavidel (2010) and Bakhshayesh (2014).

Dominoski (2006) concluded in a research that if students develop processes such as: review, investigating, planning, and other meta-cognitive processes, they will have a better result in academic performance. The planning strategy includes the following: Determine the purpose of the study, predict the time needed for study and learning, determine the speed of the study, analyze how to deal with the subject of learning, and select the appropriate cognitive strategies for learning and the ordering strategy, including the moderation of the speed of study and modification Or change the cognitive strategy (quoted by

Ghalavandi, Amani Saribegloo, Saleh Najafi and Amani, 2013).

As research limitations, it can be said that students did not have enough accuracy and time to answer the questions of the questionnaire and it was difficult to create an intrinsic motive for all people in all situations. On the other hand, external motivation is not available to student scholars, and it will certainly reduce the validity of the results.

It is recommended that school officials and other educational institutions provide students with a happy and educational communication environment by forming organized groups in virtual social networks. It is also suggested that course groups be set up to manage school teachers for students, and appear with educational material and critical lessons to improve academic performance. Given the significant difference in motivation in the Oxford questionnaire, researchers are recommended to examine the impact of virtual social networks on motivation with an appropriate questionnaire. The present study is aimed only at girls, which reduces their ability to generalize. Therefore, it is suggested that a similar research be carried out with the aim of comparing the sexes in other environments.

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