



**INTERNATIONAL WEBINAR APRIL 2024: QUESTIONNAIRE  
DESIGN TO ASSESS THE COLLEGE STUDENTS PERCEPTION OF  
THE IMPACT OF SOCIAL NETWORKS ON ACADEMIC  
PERFORMANCE AND UNIVERSITY DROPOUT**

**Pilar Gago de Santos; Framework: ABANREDES PROJECT 2021-2024.**

APRIL 24TH 2024, 11.30-13.30

VENUE: FACULTY OF COMMERCE AND TOURISM, AVDA FILIPINAS 3, MADRID. SPAIN



Moderators/ Organizers: Pilar Gago de Santos/ Juan Luis Peñaloza

Guest speakers: Adolfo Hernández, Johan Bergh, Pilar Gago de Santos



# AGENDA

Brief introduction

Research idea

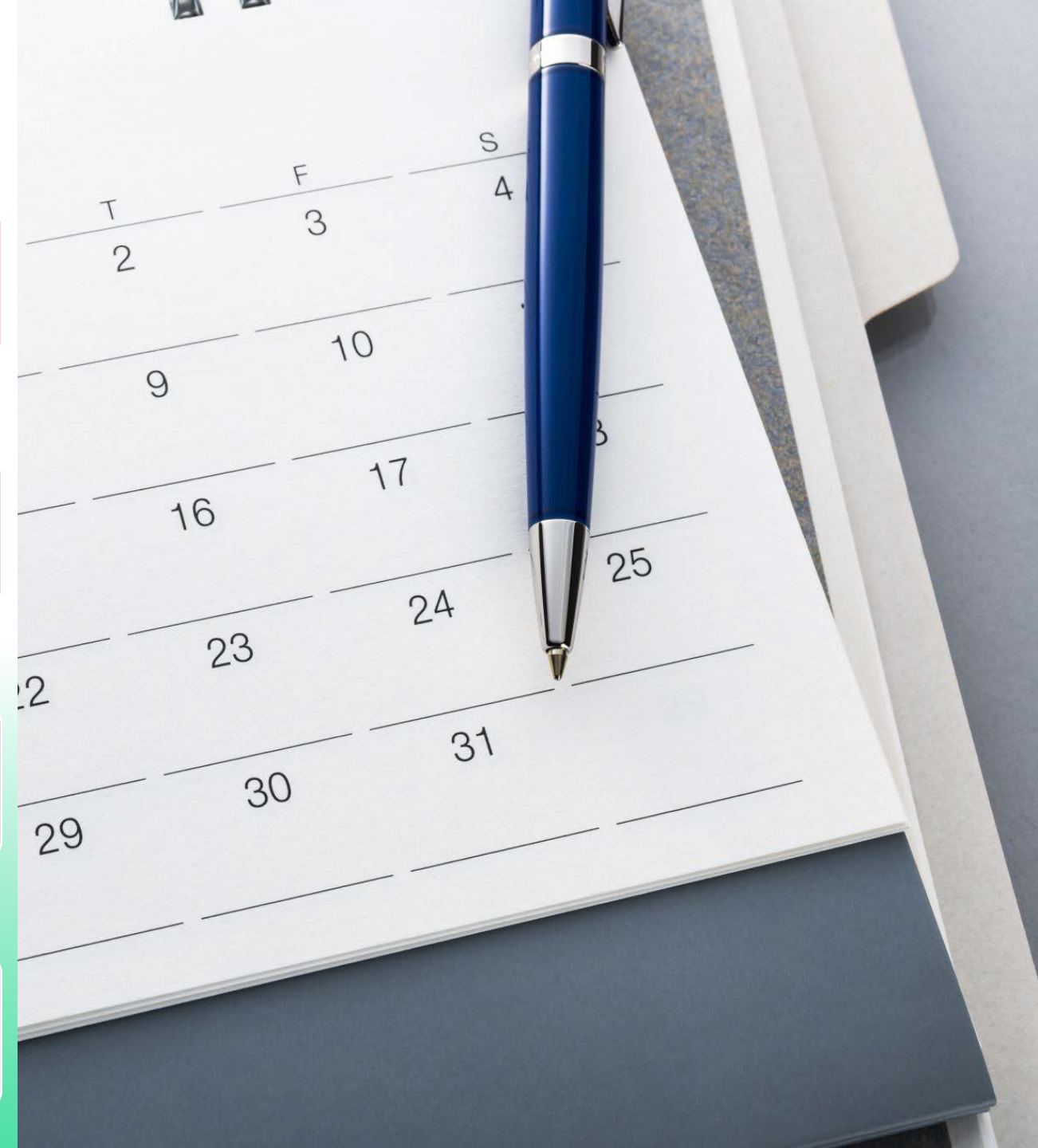
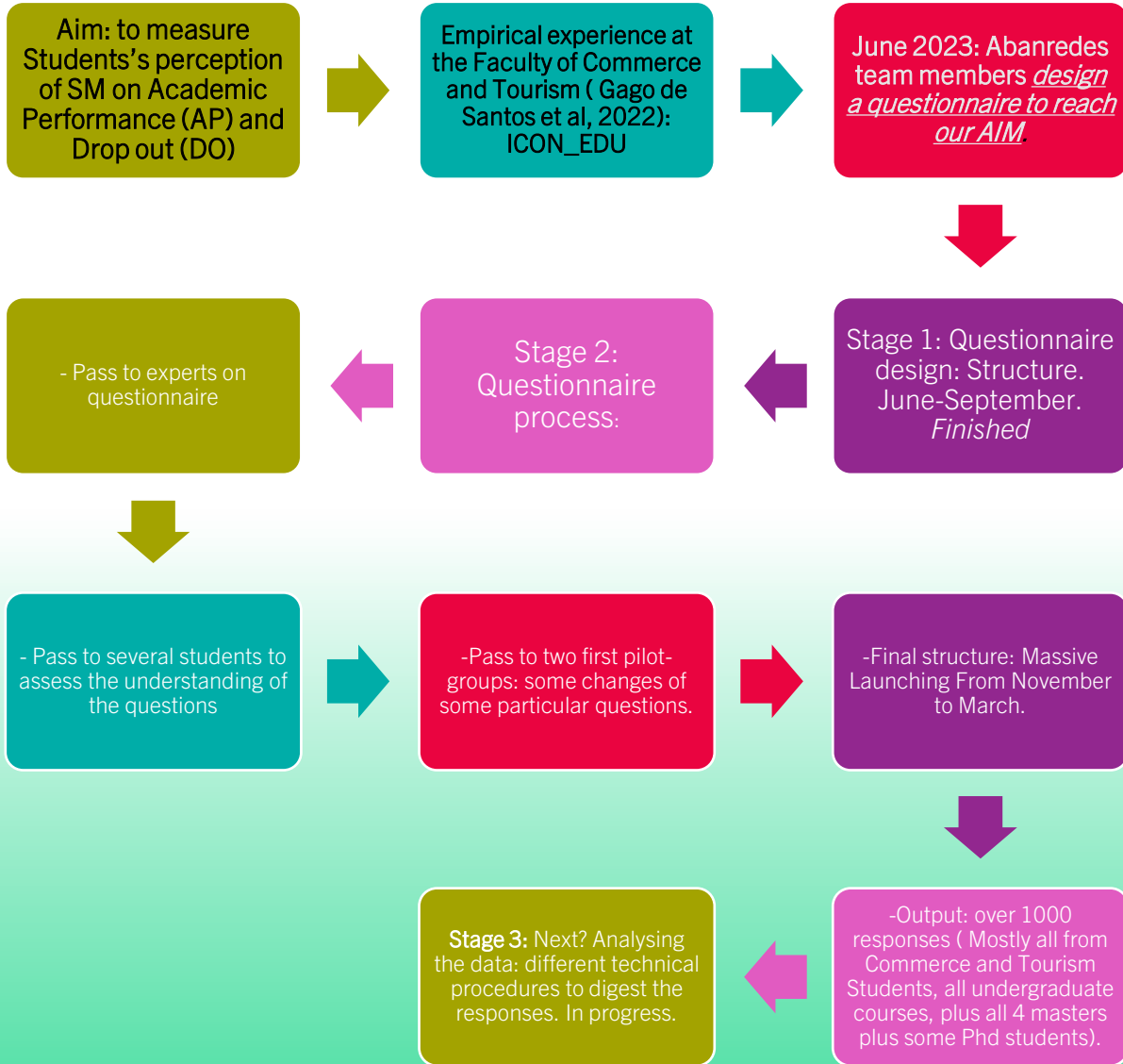
Research process

Questionnaire design

Questionnaire Structure

Responses analytics

# RESEARCH PROCESS





## QUESTIONNAIRE DESIGN: AIMS AND STRUCTURE

1. General AIM: Measure College students perception of the impact of SM on Academic Performance and University Drop Out.
2. Questionnaire structure:
  - SECTION 1: General socio-academic data ( age, sex, course, acces grade, field, others...). 10 questions
  - SECTION 2: Our students and the social networking: measuring their grade of involvement in general social networks ( Instagram, X, Facebook, Linkedin, tik tok, snap, others).
  - SECTION 3: Our students and their perception of the use of General Social Networks FOR the University. 28 questions
  - Time estimation for full compliance: 7 minutes
  - Questions forced to be answered to go on with the questionnaire

# THE IMPACT OF SOCIAL NETWORKS ON ACADEMIC PERFORMANCE AND UNIVERSITY DROPOUT—PART I

- Sample Individuals\_ “Older than 18” “ University Students” “ Social Sciences”
- Sample individuals\_ understand that their answers treated completely anonymously and used for academic research purposes”
- 2. Information\_AGE;
- 3. Information \_SEX;
- 4. Course currently enrolled with more credits (ECTS)? ( 1-6); Mark 6 if you are a master student
- 5. Information of\_ cumulative Work experience over 6 months? (B)
- 6. Information\_of Erasmus status? (B)
- 7. Information\_GEO area do you identify your parents; nationality? *Africa, America, Asia-Pacific, Middle East, Spain, Rest of Europe.*
- 8 Information\_FIELD of study enrolled? *Social and legal Sciences, Science, Arts and Humanities, Health Sciences*
- 9. Information\_Motivation: First Choice of the degree; *the one you wanted to study? (B)*
- 10. Information\_ of the pre-university grade ( taken into account to enter University).

# THE IMPACT OF SOCIAL NETWORKS ON ACADEMIC PERFORMANCE AND UNIVERSITY DROPOUT—PART II

- Measuring their level of involvement and use of Social networks ( followers, dedication, dependence, study time free of social networks)
- 8 questions

# THE IMPACT OF SOCIAL NETWORKS ON ACADEMIC PERFORMANCE AND UNIVERSITY DROPOUT—PART II



## III. USE OF SOCIAL NETWORKS IN THE UNIVERSITY ENVIRONMENT



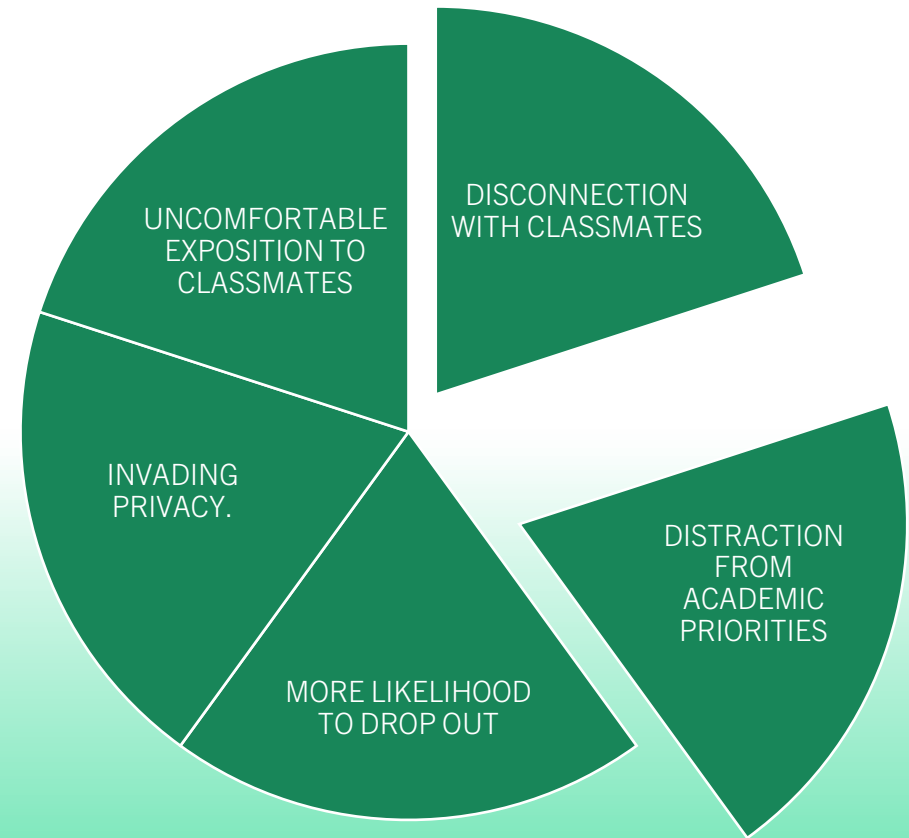
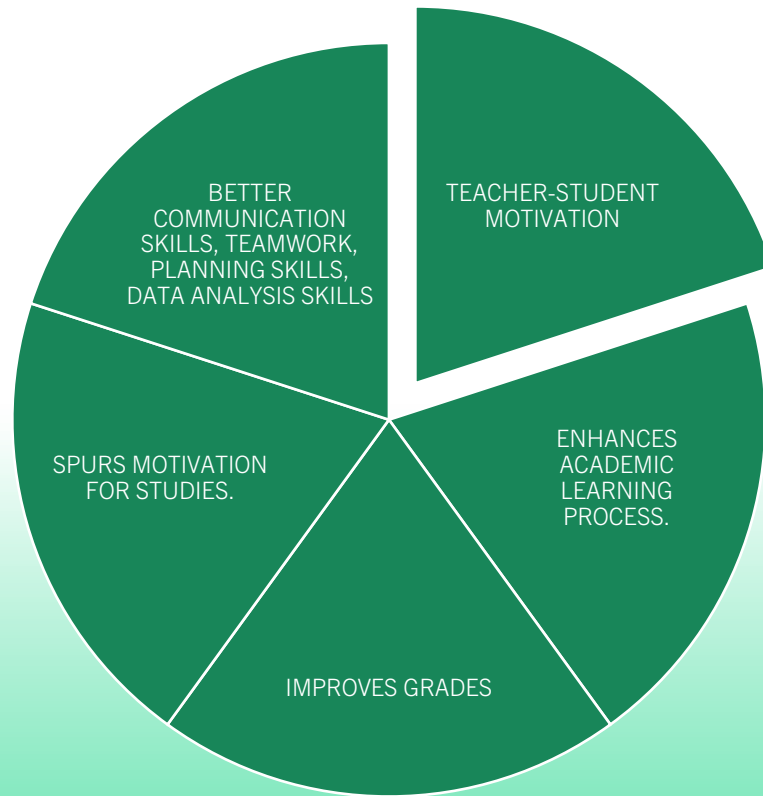
The following questions refer exclusively to the use of social media in the University environment---so using the *general social networks for University tasks*



*Some controversy around this*

- Note: we do consider that *Instagram, YouTube, X (oldTwitter), Facebook, Telegram, Whatsapp, Tik tok, Twich and others are considered general social media.*
- Versus educational social networks ( social networks specific for education)
- 5-point Likert Scale
- Binary: Yes/ No
- Ordinal answers: Negative, positive, neutral Impact

# POTENTIAL **NEGATIVE** AND **POSITIVE** IMPACTS: MOTIVATION, SKILLS ENHANCEMENT, EFFICIENCY, TEAMWORK

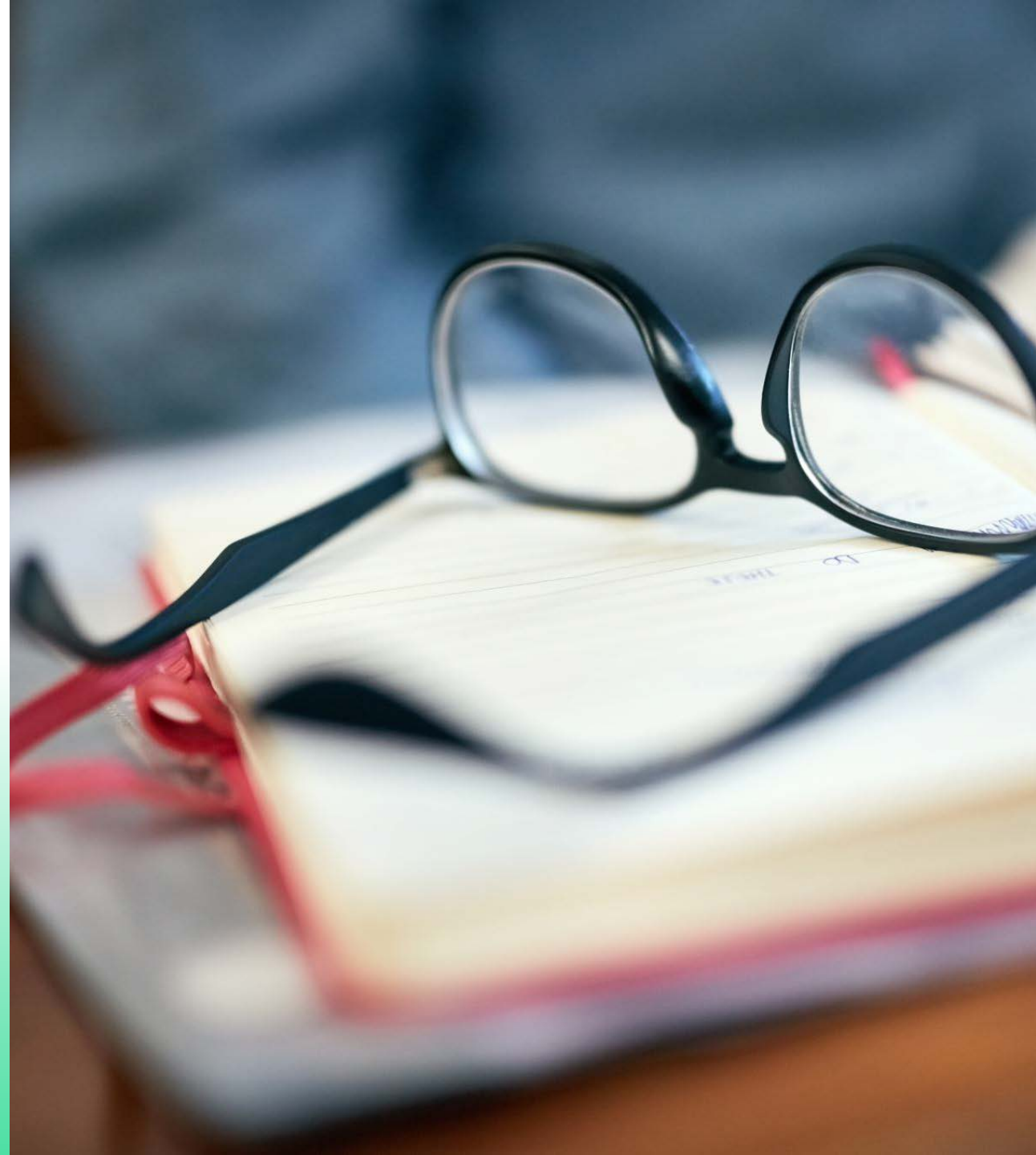


# FINAL QUESTIONS: ATTITUDE TOWARDS THE IMPACT OF SOCIAL NETWORKS USE FOR THE UNIVERSITY

- Do you believe that the use of social networks **for the University** can improve academic performance? Yes/ no/ neutral
- Do you believe that the use of social networks **for the University** can reduce the risk of dropping out of University? Yes/ no/ neutral

# CONCLUSIONS AND Q&A

- Our goal today was to share with you the process undergone in this research Project within a BIG Project ( ABANREDES).
- Some literature about the use of Social Networks in University education, though not abundant
- Stage 3:
- Try to identify differences or similarities in the responses.
- Positive/ Neutral/ Negative attitudes for using social networks for University Tasks.
- Email: [pgago@ucm.es](mailto:pgago@ucm.es)



## REFERENCES

- Limas, S. J. y Vargas, G. (2020). Redes sociales como estrategia académica en educación superior: ventajas y desventajas. *Educación y Educadores*, 23(4), 559-574. <https://doi.org/10.5294/edu.2020.23.4.1>
- Nurudeen, M., Abdul-Samad, S., Owusu-Oware, E. *et al.* Measuring the effect of social media on student academic performance using a social media influence factor model. *Educ Inf Technol* 28, 1165–1188 (2023). <https://doi.org/10.1007/s10639-022-11196-0>

