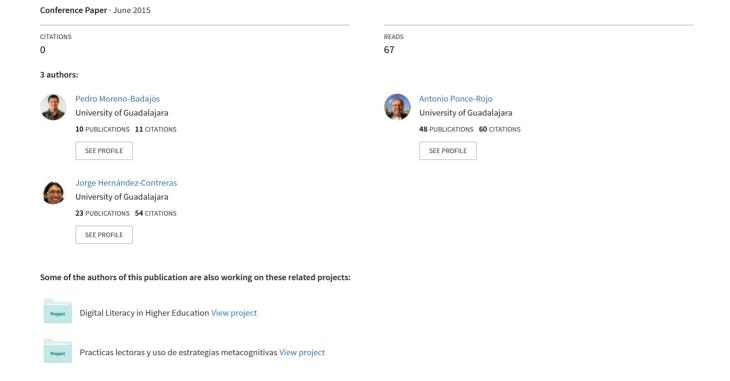# Survey on Social Networks use in the Teaching-Learning Process and its Correlation with Student' Socioeconomic Status in two Public Higher-Education Institutions in México

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SURVEY ON SOCIAL NETWORKS USE IN THE TEACHING-LEARNING PROCESS AND ITS CORRELATION WITH STUDENTS SOCIOECONOMIC STATUS IN TWO PUBLIC HIGHER-EDUCATION INSTITUTIONS IN MÉXICO

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Abstract

In this survey, we study the frequency on use of social networks for academic activities and their relationship with the user's socioeconomic status. The measurement was performed at a single moment, in the summer of 2014, in an unrepresentative sample of 340 students in two of the most important public education institutions in Mexico. After analyzing the results, we identified that there is a frequent use of social networks in the daily life of students, but only a few use of these in their scholar activities. The total of the sample use social networks, most commonly Facebook, YouTube, Google+, Twitter and Instagram. Only some of these networks are used in academic activities such as Facebook, YouTube, Google+, Slide Share while others like Twitter, and Instagram, although popular in everyday life, are not involved in educational activities. We didn´t find a significant correlation between socioeconomic status and the use of social networks in educational activities, however it was found that there may be a influence in the use of some social networks by their peers and teachers

Keywords: *New Technology & education, Socioeconomic Status, social network & education, Web 2.0 & higher education.*

1. Introduction

In the current context, the students of public institutions of higher education in Mexico used with higher frequency the social networks in their common life and the professors begin to implement these tools to improve the educational process. In the survey, the types of social networks involved in the educational process and their frequency of use was identified from a non-representative sample of college students from two Public Higher Education Institutions in Mexico, the University of Guadalajara (UdeG) and the Autonomous University of Nayarit (AUN), as well as the probable correlation with the socioeconomic status of the users.

2. Social Networks Usage within the scholar activities, its current scene in Mexico

An internet social network makes reference to online network platforms with open systems and in permanent construction where people are grouped together, connected by one or several types of relationships and issues and whom get organized to strengthen their resources. Therein these networks, services such as entertainment, friendship building or maintenance, among others, can be provided as well as other types of relationships mainly used for these purposes, measured by technological platforms that make interaction of social nature possible (Brito, Laaser, & Toloza, 2012; 2010; Morduchowicz, Marcon, & Sylvestre, 2013; Ponce, Hernandez, Moreno, 2010). In accordance with the Mexican Internet Association (Segui, 2013), the most used social networks by Mexicans are those of an horizontal type, by order of usage: 1 Facebook; 2 YouTube; 3 Twitter; 4 Google+; 5 Hi5.

In the scholar context, Gamboa (2010), mentions that the incorporation of Information and Communication Technologies (ICT) necessarily implies a pedagogic paradigm change. It requires the transition from an educational model centered on teaching to an educational model that revolves around learning. Social networks and, in general, the Web 2.0 tools can be considered as a learning strategy because they would have the role of facilitating information and means for integration and communication; students would voluntarily access them and they would give an added value to their

learning processes (Islas Torres & Carranza Alcántar, 2012). About it Cobo and Pardo (2007) cited by Amat, F et al. (Amat, 2011) point out four learning forms that this new environment allows, the same that support the relevance of this study: Learning-by-doing; Learning-by-interacting; Learning-by-searching; Learning-by-sharing.

3. Socioeconomic Status and the Usage of Internet Social Networks

For this survey, the socioeconomic status (SES) definition used by the Mexican Asociation of Market Research and Public Opinion AC (AMAI) would be used, which defines it as "the most used classification to discriminate the social, political and products and media consuming behaviors" (Lopez Romo, Amai, & Investigaciones Sociales, 2011) of people and therefore they analyze four main concepts or variables: Social class, Lifestyle , Income and Welfare. In this rank AB is the top category and E is the lowest socioeconomic status. About the profile and SES status of social networks users in Mexico, Consulta Mitofsky conducted an interesting study during 2011 (Campos, 2011) in which an analysis is presented, this analysis allows us to identify some differences in-between the profiles of the users of two of the most popular social networks of the country: Facebook and Twitter.

Table 1. Usage of Facebook and Twitter by Socioeconomic Status in Mexico

SES	Facebook User		Twitter User	
	YES	NO	YES	NO
A/B/C+	42.2	8.7	49.3	13.1
C/D+	51.5	56.8	44.1	57.2
D/E	6.3	34.5	6.6	29.7

4. Methods

The measurement was performed at a single moment, in the summer of 2014, in an unrepresentative sample of 202 students of the University of Guadalajara and 132 of the Autonomous University of Nayarit). An electronic survey was applied to identify the type and frequency of use of social networks both for educational purposes and daily life use, as well as an adaptation of the survey AMAI NSE 8X, used commonly in marketing to identify the socioeconomic level of the Mexican population.

5. Results

In the 340 of the applied surveys it was registered that 99% of students use social networks in their everyday life, being Facebook the most popular network with a 99%, followed by YouTube with an 83%, Google+ with a 60% and Twitter and Instagram with a 32% . The popularity in the usage of social networks in scholar activities is proportional to their everyday usage, being once again Facebook the most used one in a 99% of the sample, followed one more time by YouTube with the 62%, Google+ with 52% and SlideShare with an 11%. (Table 2).

The scholar usage of social networks is aimed mainly to maintain communication with professors and classmates, these are also the ones which have influenced the usage of these tools or school purposes (Table 3, 4).

Table 2. Use of social networks

Social Network	% Use in social life	% Use in learning
Facebook	99%	99%
YouTube	83%	62%
Google+	60%	49%
Twitter	32%	8%
Instagram	22%	1%
MySpace	11%	3%
SlideShare	11%	11%
Tumblr	9%	4%
LinkedIn	6%	1%
SoundCloud	6%	1%
Badoo	5%	0%
Hi5	4%	0%
Pinterest	2%	1%
Flickr	2%	1%
Tuenti	1%	0%
Other	5%	7%

Table 3. Scholar use of Social Network

To maintain communication with classmates and professors.	77%
To communicate with classmates about school works.	92%
To create a group to share homeworks with the teacher.	68%
To ask for information and have school procedures done.	56%
To share school products.	26%
Other	2%

Table 4. Influences in use of Social Network in Learning activities

Classmates	75%
Friends	70%
Professors	48%
Relatives	18%
Communication Media	8%
Advertising on Internet	3%

The most used devices to check social networks are Laptops with a 71%, cellphones with a 65%, displacing desktops with a 32% (Table 5).

Finally, the tests applied to obtain the correlation coefficients, between the number of social networks used in learning and SES, showed that the correlation coefficients were very low (0.00568), thus it is determined that it does not exist a significant correlation between them, following on table 6 the distribution is showed.

Table 5.Used Devices

Device	%
Laptop	71%
Cellphone	65%
Desktop	32%
Tablet	25%
Game consoles	4%

Table 6. Distribution by SES and % in uses of social networks

Frequencies of SES in the sample		% of use social Network y education activities by SES					
SES Level	%	*FaceBook*	*YouTube*	*Google +*	*Slide-Share*	*Twitter*	*My Space*
AB	*7%*	*100%*	*64%*	*45%*	*9%*	*9%*	*0%*
C+	*19%*	*100%*	*58%*	*45%*	*13%*	*6%*	*3%*
C	*21%*	*100%*	*53%*	*32%*	*12%*	*21%*	*6%*
C-	*13%*	*100%*	*59%*	*36%*	*5%*	*0%*	*9%*
D+	*21%*	*100%*	*74%*	*55%*	*21%*	*9%*	*0%*
D	*18%*	*100%*	*72%*	*52%*	*0%*	*3%*	*0%*
E	*2%*	*100%*	*67%*	*57%*	*0%*	*0%*	*0%*

6. Conclusion

After analyzing the results of the survey we identified that there is frequent use of social networks in the daily life of students, but they only use a few of these in their scholar activities. Also, we did not find a significant correlation in the use of the social networks and their socioeconomic status.

The total of the sample use social networks, the most common were Facebook, YouTube, Google+ and Twitter. Only some these networks are used in academic activities such as Facebook, YouTube, Google+, while others like Twitter, Hi5 and Instagram, although popular in everyday life, are not involved in educational activities. The influence on the use of social networks in educational activities is determined by other students, friends and teachers, such networks are frequently used to establish communication about homework with peers and teachers, likewise for creating groups. One of the most used tools is the chat. We found an increase in the presence of mobile connection devices like phones, tablets and laptops displacing desktop computers. We didn´t find a significant correlation between student's socioeconomic status and the use of social networks in educational activities, however it was found that there may be an influence in the use of some social networks by their peers and teachers

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