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Impact of social networks on the educational training of the students in Mexico

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Abstract: The following research work aims to publicize the use and importance that the student gives to social networks during their school education. Likewise, the work was carried out using the simple random sampling type, and it is known that the size of the universe to be studied is made up of 200 students, belonging to the Preparatory Academic Unit 14, of the city of Tepic, Nayarit, Mexico. So, the formula for finite and known populations was applied, determining a sample size of 131 students. It should be noted that, for the collection of information, a survey structured by 8 closed-type variables was used. For the statistical process the Statistical Package for the Social Sciences –SPSS- version 19 program was used, where the variables were processed in frequency tables, and finally the information is presented with their respective graphs. Thus, social networks have greater influence within the social and educational interaction of students, being these as support tools, contributing significant changes within the classrooms and contributing to knowledge and ease of learning.

Keywords: Education, students, learning, social networks, technology

Introduction

Social networks today are the means to communicate at great distances, as well as endless tools that accompany the coexistence of people. In this way, social network is not just the group of people, but to the system that houses them and provides them with the necessary services (Valenzuela, 2013).

So, a social network service is a means of social communication that focuses in finding people to interact online. It is made up of people who share some relationship, mainly friendship, keep interests and activities in common, or are interested in exploring the interests and activities of others (Moreno, 2015)

In this sense, Islas and Carranza (2011) affirm that the use of social networks in the universities of the world has facilitated communication and collaborative learning and has introduced new forms of work among the actors of the training processes.

From the above, social networks have been incorporated in an important way into the lives of human beings, so that they are present in practically all areas. Even those people who do not use computer equipment, at least, have heard about them (Valenzuela, 2013). Thus, a social network is a structure composed of a set of actors, individuals or organizations that are linked by interpersonal ties, which can be interpreted as relations of friendship, kinship or common interests (Fernández Sánchez, 2013).

It is worth mentioning that the article is structured as follows, the review of the literature on social networks and its influence on education is presented. Likewise, the objective is to know the use and importance that the student gives to social networks during their school education. A questionnaire with closed questions was used to collect the information, structured by 8 variables, for the statistical

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process of the same the program Statistical Package for the Social Sciences (SPSS) version 19 was used, where the variables were processed in frequency tables, and finally the information is presented with its respective graphics.

In this way, it is considered that technology marks the beginning of an era where collective work is promoted among students, teachers, managers and parents to spread the teaching online (Mejía, 2018). Thanks to the internet, accessibility to information is no longer a problem, since a good part of it is within our reach in a single click (Aleixandre-Benavent and Ferrer-Sapena, 2010).

They have invaded the world in response to a people's natural need to be connected with others. Dynamic communication simple and rapid that occurs between the members of a network allows taking better advantage of the resources possessed by the individuals that are part of it (Levato, 2013).

Likewise, social networks have been changing the way people communicate, interact, cooperate and learn. Through social networks, adults, youth and children send messages, comment on the news, come and post photos, watch videos, listen to music, play, and at the same time know and make friends (Mejía-Núñez and Bautista-Jacobo, 2014).

Thus, social networks have been successful almost exclusively as fun and entertainment but could be used to carry out collaborative work between professionals and between organizations (Ros-Matín, 2009). Finally, in educational social networks, users share their knowledge about a particular subject or discipline, show their work and make their experience available to others by helping them in specific tasks and through personalized attention and as a counterpart they can benefit from the contributions of the other members of the same (Abuín, 2009).

In this way, schools gave great importance to the learning technology, however, currently, and because the technological advances are already part of our life, the situation has changed, giving priority not so much to learn from technology, but to learn to through it (Fernández, 2013). therefore, an option to develop the digital competence of students is to take advantage of the interest that they raise social networks as a new space for socialization and exchange of experiences among equals (Romero-Andonegui and Garay, 2017).

As a result, they are platforms of connection and social coexistence based on the creation and public exhibition of self-image, aimed at generating all kinds of strong and weak social ties, and the creation of dynamics of sociability through behaviors shown with different levels of participation and activity (Lara-Navarra *et al.*, 2018).

Literature

The society of the information

The term Society of the Information is born to identify this new era in which the systems of communications, agile and cheap, combined with the technologies advanced information, they will provoke a renewal in all the orders of our life (Yezers'ka, 2003). It should be noted that the social diffusion of information and communication technologies (ICT) has gone increasing rapidly during the last years and everything indicates that this process will continue (Echeverría, 2008).

Estudillo (2001) states that since the sixties, a new society appears characterized by the increase of information, as a definition of the modern world creating a new paradigm to interpret social development based on the use and use of technology information. One of the main characteristics of our new modern times is the speed with which which information is generated, transmitted and processed. Today, through the multiple tools of Internet communications, it is possible to obtain information instantly, and on many occasions from the same source that produces it, transcending boundaries and limits of space and time (Islas and Gutiérrez, 2003).

Therefore, Morales (2004) states that the society of the future cannot be generated solely from technology, the information society is supported, in turn, in information technologies and these are justified by the data that they record, process and transmit. Likewise, the groups grow; the systemic social form becomes more complex and associated from their individuality, at least in a certain sense (Galindo, 2009).

That is to say, the term information society identifies a new epoch in which the communication systems, fast and increasingly accessible, are producing a renewal in all the orders of our life (Landau, 2008). In addition, the information society in general and new technologies in particular has a significant impact on all levels of the educational world (Marqués, 2012). Thus, the 21st century is then defined as the knowledge society (Sharma, 2019). The main characteristic in human relationships is no longer products, nor services, but knowledge. That is to say, in this network environment, social, economic, political and cultural exchange is enhanced (Alfonso Sánchez, 2016).

In this sense, the introduction of technologies in the classroom and the increase of online courses have opened new horizons to improve the quality of education and have focused on the transformation of educational models based on infrastructure technology and on the Internet to process and transmit information (Pérez *et al.*, 2018).

Social networks as support tools in education

Social networks are born as a meeting of people, known or unknown, who interact with each other, redefining the group and giving feedback (Caldevilla, 2010). When the use of networks is adequate, they can encourage student's autonomy, cooperative work and a dynamic construction, allowing the student to become the builder of their own knowledge (Pérez, 2013; cited by González and Muñoz, 2016). Thus, social networks, like other ICT tools, are a source of extrinsic, intrinsic and contributory motivation (Dans Álvarez de Sotomayor and Muñoz, 2016). Social networks are an excellent opportunity to enhance learning, since they have the undeniable value of bring informal learning closer and formal. They allow the student to express themselves; engage relationships with others, as well as attending to the demands of their education (Naso, Balbi, Di Grazia and Peri, n.d.).

Within this context, digitalization is one of the technical keys of the information society, a process that has given rise to new media; new ways of producing, storing and disseminating information and has substantially modified interpersonal relationships and production, education and entertainment systems (Crovi, 2002). These social networks they are active at all times, 24 hours a day, seven days a week, and do not require a physical presence. Its members can be found anywhere in the world, eliminating all kinds of space-time barriers (Moreno, 2015).

Likewise, education takes place, today and for most individuals, in varied places and spaces, through multiple channels, with the use of codes diverse, with heterogeneous techniques and methodologies, and with a great variety of supports that exceed the confines of the school (Martín and López, 2012).

Also, today students are related to this type of technology that knows the various tools provided by social networks, in this way, extending education to this area is a way to penetrate spaces that are already well known (Valenzuela, 2013). However, the educational community continues its constant struggle for decades in order to establish the true role that these innovations must play to make teaching and learning more efficient in the classroom (Cabero, Barroso, Llorente and Yanes, 2016).

It is worth mentioning that social networks have become universal. The young people have fully incorporated them into their lives. They have become an ideal space to exchange information and knowledge in a fast, simple and comfortable way. Teachers can take advantage of this situation and the willingness of students to use social networks to incorporate them into teaching (Gómez, Roses and Farias, 2012).

In addition, social networks are presented as a unique mechanism to put teachers and students in contact with each other. Social networks can be a tool of great value in the educational field, because

it becomes a new way of teaching and also of learning, in which the student can develop an important cooperative work (Muñoz, Fragueiro and Ayuso, 2013).

Thus, the use of social networks in teaching-learning processes requires a profound change in the teacher. Change that would imply the acceptance of his new role, but that would also force to change the initial formation of the teachers and their continuous training, to adapt it to the reality of the new times (Sánchez-Rodríguez, Ruiz-Palmero and Sánchez-Rivas, 2015).

From the above, social networks constitute one of the fastest routes for the transmission of information. The society in which we live can be the prologue of a future community where technological convergence is the common of our daily life, that is, to be a network society (Quiroz, 2014).

Likewise, at present, there is a great variety of very different networks and with different applications, such as Facebook, YouTube, Instagram, Twitter, Tuenti and LinkedIn, among others. Each of these networks has a different number of users (Cortés, Zapata, Menéndez and Canto, 2015).

Next, there are four types of social networks that present different objectives, as shown in table 1.

Table 1. The different types of social networks

Social networks of a personal nature	Professional social networks	Thematic social networks	Local scale social networks
Facebook MySpace Twitter	LinkedIn Xing Viadeo Plaxo	cuentatuviaje.net Musicmakesfriends.com	Skyrock Xianoei Tuenti Hyves

Source: own production from Oliva (2012)

Thus, the members of the community generate a network of meanings that they construct or configure collectively by pooling the results. The process of meeting people occurs spontaneously and systematically, building and adding skills and knowledge to achieve a common goal (Pérez, Ortiz and Flores, 2015).

Therefore, current education worldwide is closely linked to the use of digital technologies, which is why the data management that spins and flows through the Internet and its services, making this medium an indispensable resource for many in the world, daily work of the educational world (Manrique, 2015).

Likewise, the incorporation of social networks to training favors an interactive and active educational model. Interactive, by promoting a relationship model at different levels, student-student and teacher, and student with different learning objects (Sharma, 2018). Students and teachers who can be geographically delocalized, thus facilitating the approach to other cultural elements (Vázquez-Martínez and Cabero-Almenara, 2015).

It is true that the construction of a virtual space of interaction with an explicit educational sense goes beyond the modalities of e-learning or blended learning that arise in these times. It is about polarizing the use of these spaces, with a clear sense for leisure and marketing, to the formal school or educational environment (Barragán and Ruiz, 2013).

Finally, information and communication technologies have played a fundamental role in shaping our society and our culture. also, we use technologies to expand our senses and capabilities (Adell, 1997).

In addition, all these technological advances take place within a specific socio-economic framework that makes it possible not only for their development in research centers and universities, but also their transfer to society and its application to production (Adell, 1997).

That is why, Educators, professors, teachers and even doctors in all levels of education, at some point during their teaching career, have made use of these tools to give a different and attractive approach to the learners' senses with the support of this type of material in the classes (Peña, 2014).

Advantages of social networks today

The growth of social networks, as well as the diversification of applications that run on them are sufficient evidence that they are not a technological fad but are changing the world and the ways in which society develops (Torres-Díaz, Jara and Valdiviezo, 2012).

Haro (2009, cited by Muñoz, Fragueiro and Ayuso, 2013), raises three common advantages of social networks:

1. Minimize the need for training because everyone uses the same resource.
2. They favor the communication with the students in a bidirectional way, since the faculty and the students are in the same space.
3. They have a generalist character that makes possible the universal use of them.

Also, education seeks that students can create their own environments or learning environments, this is where social networks play a key role in this type of education, allowing the user to find and decide what they want to learn and how they will do it (Osorno, 2013).

In this way, educational institutions must exploit the skills of students in the use of social networks, so that young people themselves realize that this type of technology can be used to have more up-to-date studies (Morales, Figueroa and Treviño, 2013).

It should be noted that the use of social networks shows other multiple positive aspects: creation of blogs, videos and web pages that can develop feelings of competence, generation of educational elements (Arab and Díaz, 2015).

From the above, the quality of communication has also been measured according to the response that networks use, so it is important that teachers are trained in the use, tools, advantages and disadvantages offered by this social network so that they can guide their students adequately, in favor of education (Aparicio, Torres, Medina and De Dios, 2015).

Therefore, the inclusion of new technologies in the classroom is a reflection of the need to adapt demands to society. Teachers and university students use technology to broadcast and receive information, share knowledge, create networks that reinforce their links with their environment through communication (Meso, Pérez and Mendiguren, 2011).

The fact that students use social networks and mobile devices to interact with their peers and generate agreements on school activities shows that there is no line of separation between socialization processes and school activities (Herrera, 2013).

In this way, the universe of higher education has specific characteristics, including concentrating people who, in various ways, have as their fundamental occupation participation in the creation and transmission of knowledge. so that, Investments in education and, particularly, in scientific and technological education, have been considered as priority for decades to make possible the development of a country (Finquelievich and Prince, 2007).

So, it is important that students communicate with each other, to exchange information and to help effectively, solving problems that may arise at a given moment and providing group solutions to these difficulties (Fernández, 2013).

Methodology

Research Model/Design

The objective of the following research is to know the use and importance that the student gives to social networks during their school education. It should be noted that the needs to know and handle this type of tools are perceived today as important technological resources within current education. Therefore, the following research work was carried out using the simple random sampling type, and it is characterized because each element of the population has the same probability of being chosen (Morillas, n. d.).

Sampling or Study Group

However, it is known that the size of the universe is composed of 200 students, belonging to the Preparatory Academic Unit 14, of the city of Tepic, Nayarit, Mexico, so the formula was applied for finite and known populations, it is estimated that the maximum acceptable error is 5%, the desired level of confidence is 95%, with the probability in favor of 50%, and the probability against 50%.

From the above, the information is replaced in the following statistical formula for finite and known populations (Murray and Larry, 2009):

$$n = \frac{Z^2(p)(q)(N)}{[e^2(N-1)] + [Z^2(p)(q)]}$$

$$n = \frac{1.96^2(0.5)(0.5)(200)}{[0.05^2(200-1)] + [1.96^2(0.5)(0.5)]}$$

$$n = \frac{3.8416 * 0.25 * 200}{0.0025 * 199 + 3.8416 * 0.25} = \frac{0.9604 * 200}{0.4975 + 0.9604}$$

Thus, a sample size of 131 students is determined.

$$n = \frac{192.08}{1.4579} = 131.75$$

Data Collecting Tools

Therefore, a questionnaire with closed questions, structured by 8 variables, was used to collect the information:

How old are you? What is your sex? How many hours do you connect to the internet to check social networks? What social networks do you connect to constantly? What kind of information do you consult in social networks? Do you believe that anyone can manage social networks? What do social networks contribute to your school education? Can you indicate how important social networks are in school education?

Data Analysis

It should be noted that, for the statistical process, the Statistical Package for the Social Sciences – SPSS- version 19 program was used, where the variables were processed in frequency tables, and finally the information is presented with their respective graphs.

Findings and Discussions

From the results obtained, it can be observed that, for the age range of 15 to 25 years, it represents 76.3%, for the range of 26 to 35 years, 16%, from 39 to 45 years, 7.6%, as observed in figure 1.

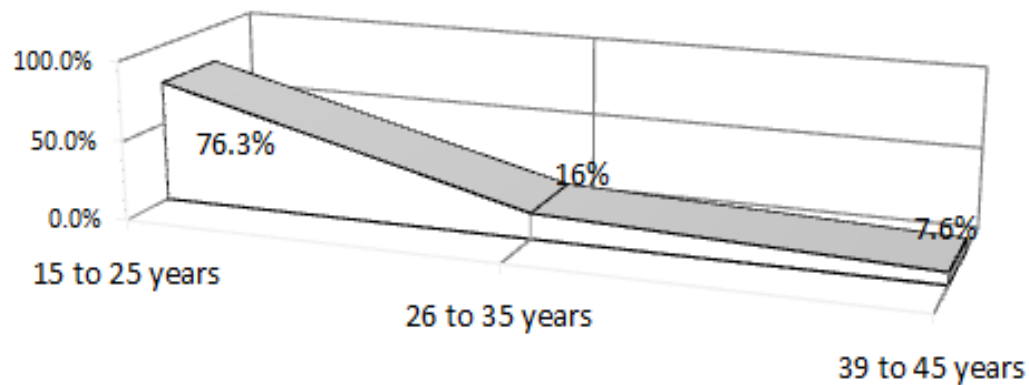


Figure 1. Age of students

Likewise, of the students who make use of social networks, it is presented that, 35.9% are male, while 64.1% are female, as shown in figure 2.

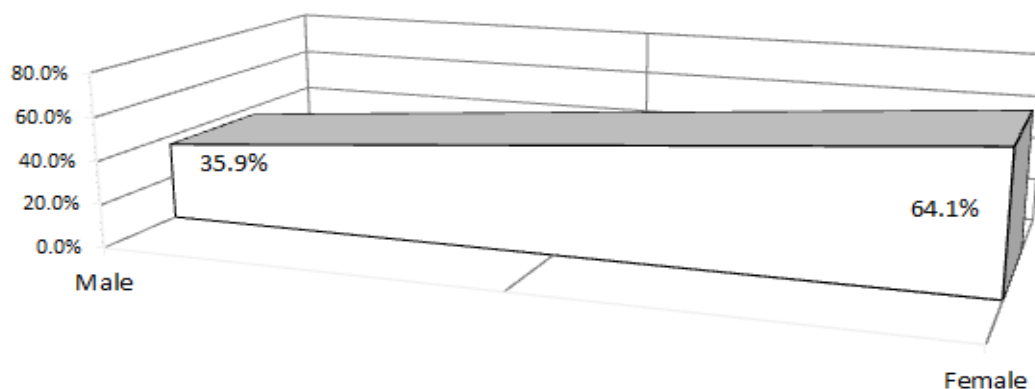


Figure 2. Sex of the students

How many hours do you connect to the internet to check social networks? With regard to how many hours' students connect to the internet to consult social networks, it is presented that 21.4% connects less than two hours, 22.9% three hours, 19.1% six hours, 21.4% more than ten hours and finally 15.3% do not know how many hours it is connected, as shown in figure 3.

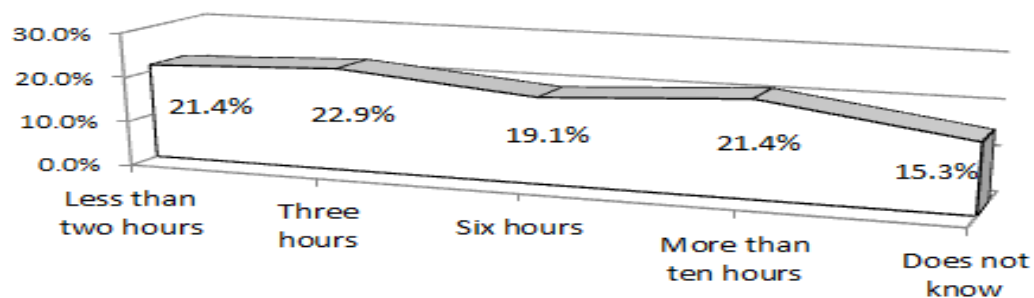


Figure 3. How many hours do you connect to the internet to check social networks?

What social networks do you connect to constantly? Also, it is presented that 76.3% of the students make use of the social network Facebook, 2.3% Google+, 6.1% Youtube, 0.8% Instagram, 8.4% Whatsapps, and 6.1% connect to another type of network social, as seen in figure 4.

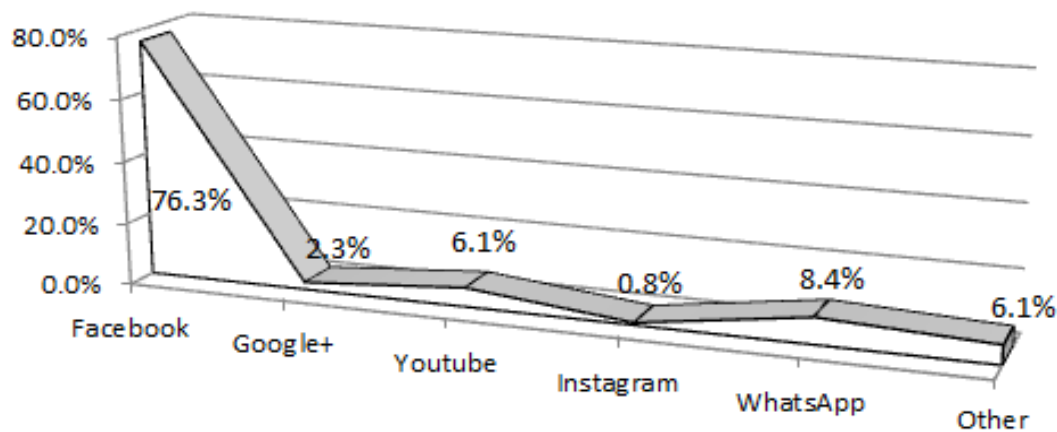


Figure 4. What social networks do you connect to constantly?

Therefore, the students were asked what kind of information they consult in social networks, 61.1% answered that they consulted information about education, 12.2% scientific, 13% social, 0.8% consulted business and political information, 4.6% sports, 1.5% religious and finally 6.1% consult other information, as shown in figure 5.

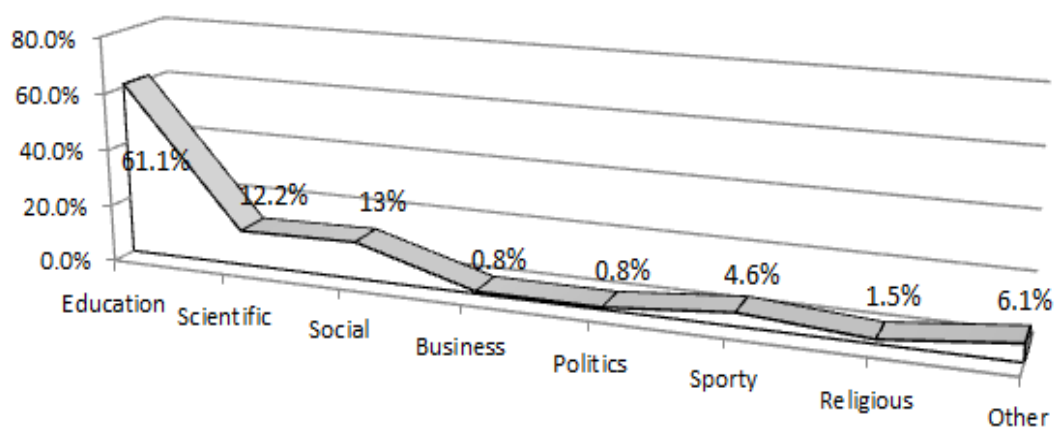


Figure 5. What kind of information do you consult in social networks?

Therefore, the students were asked if, if anyone can use social networks, 80.9% answered yes, they can use this type of resources, 19.1% answered no, as shown in figure 6.

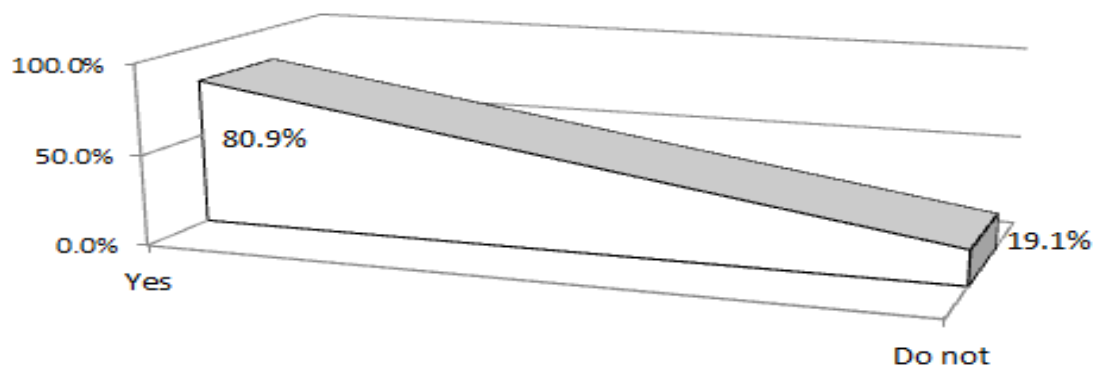


Figure 6. Do you believe that anyone can manage social networks?

Of the total number of students surveyed, 27.5% answered that social networks provide information, 38.9% knowledge, 23.7% ease of learning, and finally 9.9% answered that they provide another type of training, as shown in figure 7.

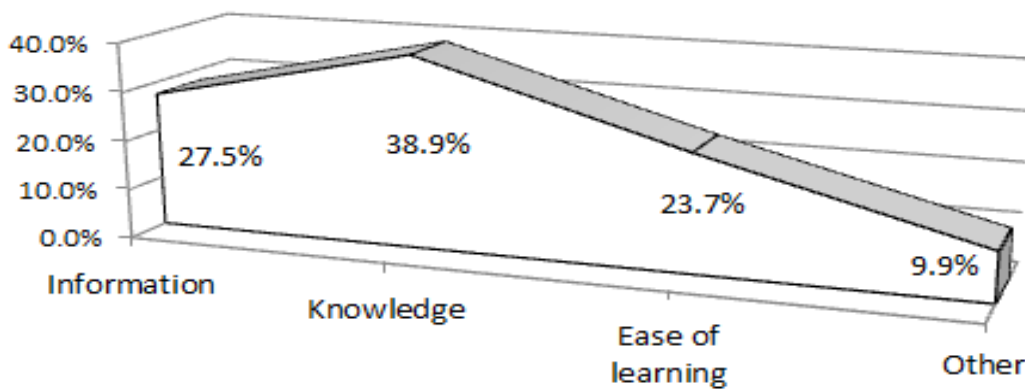


Figure 7. What do social networks contribute to your school education?

Finally, the student was asked the importance of social networks in school education, 6.9% answered nothing important, 6.9% unimportant, 46.6% important, and 39.7% answered that social networks in school education are very important, as seen in figure 8.

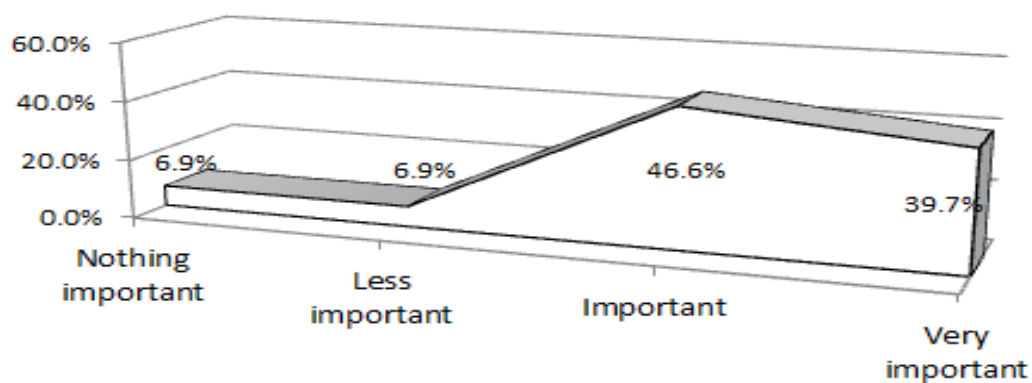


Figure 8. Can you indicate how important social networks are in school education?

Conclusion and Suggestions

It can be concluded that social networks are presented as a unique mechanism to put teachers and students in contact with each other. Social networks can be a tool of great value in the educational field, because it becomes a new way of teaching and also of learning, in which the student can develop an important cooperative work (Muñoz, Fragueiro and Ayuso, 2013).

Also, the results obtained from this research, we can see that most students make use of social networks and their tools themselves, with Facebook being the most requested social network. It should be noted that the type of information consulted in the vast network is educational, and at the same time these social networks provide ease of learning, information and general knowledge. Thus, social networks have greater influence within the social and educational interaction of students, being these as support tools. Providing important changes within the classroom and contributing to knowledge and ease of learning.

Finally, social networks are key tools for communication in many areas, including education, also offer a whole world of information, therefore, the influence of social networks in education is extremely important, so it is necessary that people learn to integrate them (Buxarrais, 2016). It is worth mentioning that, in this society of knowledge and with digital generations, the future Teachers face the need to develop new skills to learn and teaching with ICT and new teaching roles (Romero-Andonegui and Garay, 2017)

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