

**The Relationship between Dependence on Mobile Social Networking and Academic Performance of Students
(Case study: Second Grade Male High School Students of Tabriz City)**

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Abstract

This research aims at the relationship between dependence on mobile social networking and academic performance of second-grade male high school students in Tabriz City. This research is an applied research based on descriptive-correlational methodology. Statistical population of this research includes all second-grade male high school students in the academic year of 2016-2017 whose volume is 27671. Sample volume was estimated 384 by Cochran's formula. Multistage cluster sampling method was used. Then, the researcher-made questionnaire has been used to collect data. SPSS software was used to analyze the data, and Pearson Correlation Coefficient was used to analyze the hypotheses. Research results showed that using mobile social networking has a negative effect on students' academic performance. In addition, there is a significant relationship between dependence on mobile social networks and mental health and intention to continue education and students' academic failure.

Keywords: Dependence, Mobile social networks, Academic performance, Students, Tabriz.

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1. Introduction

Education has specific importance in today's world, and the incremental evolutions have attracted more attention to the education matter. Nowadays, training is one of the inevitable needs of humans. Education is one of the most primary necessities of a civilized society. In addition, it is the best way to obtain new developments and progress in its prevalence. Daring it can be claimed that technology is the most important criterion of development and progress in today's world and education is a tool for familiarity and obtaining new technologies (Hassanzadeh et al., 2011, p. 26).

One of the important objectives and responsibilities of education is prospering the all-aspect personal growth and behaving healthy, efficient, and responsible humans to play role in social and personal life. Since students have a significant status in the education system of the country in obtaining educational objectives, attention to this social, academic class brings the maximum prosperity of the social behavior in the education system. Nonetheless, a few students can develop their talents and succeed in this field and show good so-called academic performance (Mikaeili et al., 2012, p. 71).

One of the most important and effective factors on students' academic performance is using new technologies, particularly social networks. Today, using new information technology and communication manners has seriously changed lifestyle.

The virtual social network is a new generation of social relationship space which could find a good position in humans' lives in spite of its short life. People assemble from various ages and different social groups in social networks and communicate with each other from the far distances of the real world through social networks. Social networks have an important role in today's world and can't be neglected. These websites influence various social and personal life aspects in a state and even international levels. Therefore, they are developing and will have more and more important roles in life in the future.

Informational problems have been smoothed by the arrival of modern technologies. One of these technologies is social networks. This technology has many advantages besides its dangers for the users. Young people are the most important social class who has been impressed by these networks; however, they can have both active and positive effects on society, particularly for users. Also incorrect and extra usage can make problems for users. One of these problems which have been extensively in studies is called the dependence on virtual space.

According to the extent of using this modern communication technology among people, particularly students and the importance of academic performance for parents

and education managers, and also the effects of social networks on the academic performance researchers have begun to do this necessary and essential research. On the other hand, the results of this research can be helpful for school counselors and teachers to have better plans for academic achievement and recognition of the related factors to the students' academic achievements by studying the role of using social networks on academic achievement and other involved variables (Jadari and Shahabi, 2016).

In summary, people deal with many kinds of media in today's world more than ever and use their information. One of the most important audiences of media messages is young people in every society who make the future.

2. Background of the Study

Jafari and Shahabi (2016) in research under the title of "social network (Telegram) effect on students' academic performance of Namin Shah" concluded that the correlation coefficient between using the modern media and academic performance is significant and negative. The relationship between Telegram usage times and academic performance was significant. In addition, their research results showed that using modern media such as Telegram influences their academic performance.

Karami (2005) in research under the title of "studying and identifying the effective factors on academic achievement of high school students" stated that modern media and technology development in this field are the important and effective factors on academic achievement of high school students, and the only activity of education to prevent social damages of modern media among students is teaching.

Zandvanian et al., (2013) in a research under the title of "virtual space damages among girl students" showed that virtual space existence such as Telegram, what's up, etc. has a negative and significant effect on education performance of girl students.

Fathi et al., (2014) in research under the title of "studying the role and effect of modern visual media on changing lifestyle (Case study: students of Science and Research Branch of Tehran)" concluded that the frequent application of virtual space and social networks have changed lifestyle and broken the life balance and consequently reduced students' academic achievement.

Moradi (2003) in his research about the relationship between addiction to the internet and mental health concluded that the addicted people to the internet showed the symptoms of depression, anxiety, physical complaints, and improper social performances.

Bjeregard (2010) in research of “the effect of Facebook on the sensitive programming of emotions, academic achievement, and identity protection” reported the negative and significant effect of using Facebook on students’ academic performance.

Aliyas (2012) in research titled “the effect of online social networks on students’ academic performance” stated that online social networks have a significant and negative effect.

Ozier et al., (2014) in research called “studying the culture of using social networks and academic performance” stated that lack of the culture in using social networks has a negative effect on students’ academic performance.

Esam et al., (2015) in research called “the effect of using social media on students’ academic performance in Saudi Arabia” reported that using the social media affected the students’ academic performance in Saudi Arabia schools.

3. Theoretical Bases

Different theories of various fields have been used in this research, but the general or a principal framework is based on the theories of highlighted and networked society.

Highlighting theory: highlighting is one of the used methods that mass media can influence the public.

The highlighting theory in this research is so comparable with cognitive psychology about the importance and significance of people in the specific issues and how they obtained this importance (Severin and Tankard, 2002, p. 329). In a general view, highlighting is a process by which mass media transfer the relative importance of different subjects to the audience. In other words, the media don’t tell people what to think (Windal, 1997, p. 374). According to Cohen’s idea, what we think and how we think must be different. This difference has been considered by psychologists.

Network society theory: network society can be defined as a society which arranges its communications in the media networks incrementally. It means social network and media networks are forming the main arrangement and very important structures of modern society (van Dijk, 2005, p. 24). These networks connect all units and configurations (people, organization, and groups) incrementally together.

4. Methodology

This research is applied according to how to obtain the objective. Statistical population of this research includes all second-grade male high school students on Tabriz City in 2016-2017 that were 27671 persons based on educational

administrative statistics. Multistage clustering sampling method has been used in this research. 384 out of 27,671 (statistical population) were selected as the sample volume. The researcher-made questionnaire was used to collect data. Face validity was used to investigate the validity of research tool so that supervisors and experts of media and communication sciences confirmed the questionnaire validity, and Cronbach's alpha coefficient was used to test the tool reliability.

5. Findings

It is concluded according to the statistical population of this research the most participants got higher than 17 averages in the recent term. As the statistical analyses show, most participants spent a great time on social networks which are considered as a type of dependence on these networks. Their analyses show that most students have disorders in mental health and confusion which influence their academic performance and achievement.

Hypothesis 1

There is a significant relationship between dependence on mobile social networks and students' mental health.

Table 1. Results of Pearson correlation test to evaluate the relationship between dependence on social networks and mental health

Variables	Correlation coefficient	Sig. level	Result
dependence on social networks and mental health	-0.731	0.008	Confirmed

According to the results of table 1, the Pearson correlation coefficient for these two variables is -0.626. The observed sig. level is 0.008 that is lower than the standard sig. level ($\alpha=5\%$). Therefore, research hypothesis is confirmed with 95% confidence level. It means that there is a significant relationship between dependence on mobile social networks and students' mental health. In addition, regarding to the negative mark of Pearson correlation coefficient between the research variables, it can be interpreted that dependence on the social networks has a reverse (negative) relationship with the students' mental health.

Hypothesis 2

There is a significant relationship between dependence on mobile social networks and students' academic performance.

Table 2. Results of Pearson correlation test to evaluate the relationship between dependence on social networks and academic performance

Variables	Correlation coefficient	Sig. level	Result
Dependence on social networks and academic performance	-0.691	0.004	Confirmed

According to the results of table 2, the Pearson correlation coefficient for these two variables is -0.691. The observed sig. is 0.004 that is lower than the standard sig. level ($\alpha=5\%$). Therefore, research hypothesis is confirmed with 95% confidence level. It means there is a significant relationship between dependence on social networks and students' academic performance. In addition, regarding to the negative mark of Pearson correlation coefficient between the research variables, it can be interpreted that dependence on the social networks has a reverse (negative) relationship with the students' academic performance.

Hypothesis 3

There is a significant relationship between the dependence on mobile social networks and students' academic failure.

Table 3. Results of Pearson correlation test to evaluate the relationship between dependence on social networks and academic failure

Variables	Correlation coefficient	Sig. level	Result
Dependence on social networks and academic failure	0.863	0.000	Confirmed

According to the results of table 3, the Pearson correlation coefficient for these two variables is 0.863. The observed sig. level is 0.000 that is lower than the standard sig. level ($\alpha=5\%$). Therefore, there is a significant relationship between dependence on social networks and students' academic failure.

Hypothesis 4

There is a significant relationship between dependence on mobile social networks and students' motivation to continue education.

Table 4. Results of Pearson correlation test to evaluate the relationship between dependence on the social networks and motivation to continue education

Variables	Correlation coefficient	Sig. level	Result
Dependence to social networks and motivation to continue education	-0.790	0.000	Confirmed

According to the results of table 3, the Pearson correlation coefficient for these two variables is -0.790. The observed significance level is 0.000 that is lower than the standard significance level ($\alpha=5\%$). Therefore, there is a significant relationship between dependence on social networks and students' motivation to continue education.

6. Conclusion

Many factors can influence students' academic performance. This research studies the relationship between dependence on mobile social networks and second grade male high school students of Tabriz City and the following results were obtained:

There is a significant relationship between dependence on mobile social network and students' mental health. Pearson correlation test was used to study the hypothesis whose results showed that the correlation between mental health and dependence on social network is -0.731 with 0.008 sig. level which indicates the significant and reverse relationship between these two variables. Therefore, this hypothesis is confirmed. It means the more dependence of people to mobile social networks leads to their lower mental health. Findings of this research are in agreement with the findings of the following research:

Based on Moradi (2010), dependence on Internet is with symptoms of anxiety, depression, irritability, restlessness, obsessive and imaginative thinking. Barber (2001) shows that 14% of internet users have symptoms of obsessive behaviors, mental state of mania, depression, etc. According to Davis (1999), addiction to internet disorder is resulted by the individual cognitive problem that penetrates maladaptive response or behaviors. According to Davis, although the significant symptoms are the behavioral and emotional disorders and the cognitive symptoms actually have the significant effects and can make behavioral and emotional symptoms.

There is a significant relationship between dependence on mobile social networks and students' academic performance. The Pearson correlation test was used to evaluate this hypothesis. It was observed based on results the correlation between dependence on mobile social networks and students' academic performance is -0.691 with significance level 0.004. This indicates the significant and reverse relationship between these two variables. Therefore, this hypothesis is confirmed. It means that the more dependence of people to these networks lead to less academic performance. Findings of this research are in agreement with the ones from the following research:

Yong (1996) showed that 58% of students with extreme usage of internet have the significant failure in their studying. In addition, results of Moeidfar, Ganji, and Ketabi (2003) under the title of "studying the internet addiction phenomenon among 15-25 years old teenagers and youth in Tehran" showed that addictive usage of internet among teenagers and youth which have direct and significant relationship with academic and work failure.

There is a significant relationship between dependence on mobile social networks and motivation to continue education. Pearson correlation test was used to evaluate this hypothesis. Results showed that the correlation between dependence on mobile social networks and motivation to continue education was -0.790 indicating that the reverse and significant relationship between these two variables. Therefore, the hypothesis is confirmed. It means the more dependence of people to mobile social networks leads to less motivation to continue education. Findings of this research are in agreement with the findings of the following research:

Bordi (1996) showed that the extreme internet usage and spending the extra time in internet make youth and teenagers face with the dangers of internet improper usage, academic problems, and non-participation in the curricula, and show their lack of interest to continue education in higher levels. Deuj (2001) concluded in his research that the extreme usage time of internet leads students to face with the improper usage dangers of internet and academic problems and non-participation in their curricula. Research of Ebrahimabadi et al., (2005) showed that students with extreme internet usage are less motivated to school because the extreme internet usage reduces the time of attributing to other chores which resultantly can influence the individual academic performance negatively.

There is a significant relationship between dependence on mobile social networks and students' academic failure. Pearson correlation test was used to evaluate this hypothesis. Results showed that the correlation between dependence on social networks and motivation to continue education was 0.863 with significance level

0.000 indicating the direct and significant relationship between these two variables. Therefore, hypothesis is confirmed. It means that the more dependence of people to the mobile social networks leads to more students' academic failure. Findings of this research are in agreement with the findings of the following research:

Results of this research are in agreement with the obtained results from Jafari and Shahabi (2016), Karami (2005), Rabiei et al., (2013), Fathi et al., (2014). Using the social media in schools in Saudi Arabia reduces the students' academic performance (Esam et al., 2015). In this regard, Castells et al., (2015) believes that internet promotes the modern form of communications. Therefore, interactivity is the most important characteristics of modern communications in which users access to each time and place framework as though they experience communication in more limited smaller, and private scale. Such characteristics provide the multi-aspect communication opportunity and quick feedback for another time.

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