


Chapter 5

Harnessing Social Media to Improve Educational Performance of Adolescent Freshmen in Universities

Munyaradzi Zhou

 <https://orcid.org/0000-0002-2184-0290>

Midlands State University, Zimbabwe

Cyncia Matsika

Midlands State University, Zimbabwe

Tinashe Gwendolyn Zhou

Midlands State University, Zimbabwe

Wilfreda I. Chawarura

Midlands State University, Zimbabwe

ABSTRACT

Social media use in different industries and commerce is high. Little exists on harnessing Facebook and YouTube to improve the educational performance of adolescent students. Researchers support that the use of social media has a positive correlation with educational performance. However, 'little' or 'no' research has been done on how social media platforms are customized to improve the academic performance of adolescents. Data was collected using interviews in the qualitative case study. The chapter proffers solutions like coming up with a private resource center hosted by university departments. The resource center is solely accessible for accessing research content and making contributions by academics, students, and industry. Further research might include a framework for the coalition of universities in sharing educational content on a global scale and designing local social media platforms.

DOI: 10.4018/978-1-7998-8318-0.ch005

INTRODUCTION

Social media platforms play a crucial role in education through seamless access of information in learning groups and other educational systems (Greenhow & Robelia, 2009). The use of social media platforms like Facebook and YouTube for learning has received attention even though customization of these services received ‘little’ or ‘no’ research to endow soft and practical skills in freshmen adolescents. Several pieces of research support that the use of social media has a positive correlation with academic performance (Kolhar et al., 2021; Lambić, 2016; Lavuri et al., 2019). This research solely focuses on students who are aged 19 or below according to UNICEF’s definition of adolescents (UNICEF, 2019). A methodological gap is addressed in this research since others have focused on university students in general and including adults (Kolhar et al., 2021). Most researchers have focused on the effects (positive and negative) of social media networks on academic performance (Kolhar et al., 2021; Osharive, 2015). The impact of electronic media use has received much attention but less is known about techniques to harness social media to attain academic performance (Kolhar et al., 2021). This study prospectively informs how social media can be customized to improve academic performance in late childhood and tries to apply semantic analysis of data in coming up with academic resource centers.

The book chapter on Harnessing Social Media to improve Educational Performance of Adolescent Freshman in Universities will fulfil the following objectives.

1. To identify general strategies to improve the educational performance of adolescent freshmen
2. To enquire how to use Facebook and YouTube to boost students’ academic performance.
3. To endow Industry technical skills and 4IR skills industry technical skills using Social Media
4. To come up with strategies to develop department centered educational resource centers in universities

The upcoming sections focus on the background, the main focus of the book chapter, solutions and recommendations, future research directions, and the conclusion.

BACKGROUND

First-year students are essential in the university system since they’re new in the academic journey and they are the lifeblood for the continuity. The new generation of students are techno-savvy, and they are accustomed to entertainment hence engaging them on Facebook and YouTube is essential (Duverger & Steffes, 2012; Moghavvemi et al., 2018). Most researches mainly focus on the bearing, and use of social media on academic performance. ‘Little or ‘no’ research was done on the processes to follow to endow or aimed at enhancing academic performance (Abbas et al., 2019; Altawalbeh, 2021; Ansari & Khan, 2020; Faraj & Al-Abdallat, 2018; González et al., 2016; Kulidtod & Pasagui, 2017; Moghavvemi et al., 2018; Rouis et al., 2011; Talaue et al., 2018). Faraj & Al-Abdallat (2018) researched Jordan University first-year students studying the English Language. They focused on the impact of YouTube and Facebook on their performance. The research did not explicitly focus on the process of customizing these technologies to improve academic performance. Leal-Rodríguez & Albort-Morant (2017) focused on experiential learning and did not focus on social media customization to attain this. The book chapter dovetails the concepts of expanding the social media platforms like Facebook’s new pages for academic purposes. The pages contain material like specific modules, student-centered materials, learning or

11 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/harnessing-social-media-to-improve-educational-performance-of-adolescent-freshmen-in-universities/291357

Related Content

Effects on Gambling Behaviour of Developments in Information Technology: A Grounded Theoretical Framework

Adrian Parke and Mark Griffiths (2013). *Evolving Psychological and Educational Perspectives on Cyber Behavior* (pp. 156-169).

www.irma-international.org/chapter/effects-gambling-behaviour-developments-information/67882

Mobile Devices and Recording in the Classroom: A Survey of Policy in UK Higher Education Institutions

Yasmin Ibrahim and Anita Howarth (2014). *International Journal of Cyber Ethics in Education* (pp. 21-32).

www.irma-international.org/article/mobile-devices-and-recording-in-the-classroom/102589

Cyber Behavior of Homeless Adolescents and Adults

Karin M. Eyrich-Garg and Eric Rice (2012). *Encyclopedia of Cyber Behavior* (pp. 284-291).

www.irma-international.org/chapter/cyber-behavior-homeless-adolescents-adults/64761

On the Challenges of Collaborative Data Processing

Sylvie Noël and Daniel Lemire (2010). *Collaborative Information Behavior: User Engagement and Communication Sharing* (pp. 55-71).

www.irma-international.org/chapter/challenges-collaborative-data-processing/44481

Does the Format of Pretraining Matter?: A Study on the Effects of Different Pretraining Approaches on Prior Knowledge Construction in an Online Learning Environment

Robert Z. Zheng, Udit Gupta and Aaron Dewald (2012). *International Journal of Cyber Behavior, Psychology and Learning* (pp. 35-47).

www.irma-international.org/article/does-format-pretraining-matter/67341