



Impact of Social Networks on Academic Results of Students at Universities in Hanoi

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ABSTRACT:

Find out how using online social networks affects the learning outcomes of students at universities in Hanoi. Find out the current status of use and popularity of social networks in the student community. The impact and importance of online social networks for today's students. Building a model and testing a research model on the impact of social networks on student learning outcomes. Propose solutions to use social networks effectively in student learning.

Keywords: Social network; Learning outcomes; Student

1. Introduction

The world is becoming "flatter" than ever as personal contact becomes easier and closer than before (Thomas Freidman, 2006). At the beginning of the 21st century, Thomas Freidman, an American journalist and economist, with practical and vivid demonstrations, convinced people to believe in a new flat world, or rather, is being flattened because turned into super small (according to USSH.vnu.edu, 2014). One of the fundamental factors that "flatten" the world is the "new era of connectivity" that appeared with the widespread popularity of the World Wide Web and the birth of the Internet (according to "The World is Flat". ", Thomas Freidman, 2006).

Today, the world is in the early stages of the 4th Industrial Revolution, this Revolution is characterized by an increasingly popular and mobile Internet, by small, cheap but powerful sensors. Rather, by artificial intelligence and "machine learning" (Huynh Thanh Dat, 2016). Along with that, the development of science and technology has brought remarkable changes to society in all areas of life, from commerce to entertainment, culture - society and education. In that context, Internet users, especially young people, have begun to look for a place that satisfies all their needs for information, entertainment, connection, and social networks have been born, meeting almost all of their needs. all the above needs. In other words, the strong development of the Internet has created and developed the trend of using social networks (Nguyen Van Chuong, 2016).

Currently in the world there are many different social networks such as Facebook, Youtube, Twitter, Myspace... Each social network has a certain success based on its compatibility with the geographical and cultural characteristics of each country, different countries and territories. In Vietnam, the penetration of social networks began in 2005 with the participation of foreign social networks and the formation of social networks created by Vietnamese people (Nguyen Duy Hanh and Dinh Thi Thu Nga , 2017). Currently, in Vietnam there are many social networks such as Facebook, Zingme, Youtube, Instagram (Nguyen Kim Hoa and Nguyen Lan Nguyen, 2016). Social networks have become more popular and closer to everyone, especially young people. Social networks bring many benefits to users such as quick information, rich amounts of information, different forms of entertainment and the ability to connect and link easily, conveniently and quickly between people. . Therefore, the number of social network users is increasing. According to statistics from "wearesocial.net", in January 2015, Vietnamese people ranked 4th in the world in terms of Internet usage time with 5.2 hours per day, ranked 9th in average amount of time spent online. social network is 3.1 hours per day and ranks 22nd in the world by population in terms of number of social network users at 31%. Along with that, the proportion of social network users in the age group from 18 to 29 accounts for 89% (Duc Truong, 2015).

For Vietnamese students, social networks bring benefits when applied in learning and communication. provides a source of knowledge, enhances personal value, is a place to connect with the community, and find job opportunities. However, besides the positive aspects, using social networks also causes negative effects on students. Faced with a huge amount of unverified information, students are susceptible to negative effects on work productivity, distracted learning, lack of concentration, and health effects (deteriorated eyesight, mental fatigue, ...). These negative effects have affected the moral and cultural values of a group of young people today. The above issues show that it is necessary to conduct a study to understand the impact of social networks on university students, especially the impact of social networks on students' academic results.

With the above analysis, it can be said that the analytical orientation of the topic "The impact of social networks on the learning outcomes of university students in Hanoi" is necessary and meaningful to current reality. The research results of the project will systematize the theoretical and practical basis

on the relationship between social networks and learning outcomes, providing quantitative evidence on the impact of social networks on learning outcomes of students at universities in Hanoi.

This project was carried out in Hanoi because this is one of the two major economic-cultural-political centers of the country (Article 1, Chapter 1, Hanoi Capital Ordinance, No. 29/2000/ PL- UBTVQH10). Besides, Hanoi is also home to many universities (there are 84 universities and academies including public and private schools in all sectors, accounting for 51.22% of schools nationwide). The number of full-time students at universities in Hanoi is currently very large, accounting for 60% of the number of students nationwide according to statistical results of the General Statistics Office in 2016. Therefore, research conducted in Hanoi helps make this research more focused and consistent, with high representative significance

2. Content

2.1. Study overview

Bratti and Staffolani (2002) provided research that determined that learning outcomes are determined by students' learning attitudes. Learning outcomes depend on factors such as self-study time, class time, and these factors are all determined by the student's learning attitude. They can set their own optimal time for self-study and class. Bratti and Staffolani's model provides a relationship between student characteristics: time spent on self-study (s_i), time spent in class (a_i) and learner's learning ability (e_i) with outcomes. Learning outcomes (G_i):

$$G_i = G(s_i, a_i)e_i$$

Another study in Spain by Antonia Lozano Diaz (2003) showed the influence of factors on student learning outcomes. These are the educational level of parents, gender, motivation to study, and relationships between students and others. Using regression analysis and ANOVA test, the study concluded: learning environment and motivation have an impact on learning outcomes, but the mother's educational level does not.

Authors Getinet Haile and Nguyen Ngoc Anh (2008) surveyed factors affecting student learning outcomes in Math and Science subjects in the US, paying special attention to the different influences that may have of race and family background factors with the distribution of students' test scores. From there, the author draws two important conclusions: first, the test score gap in Math and Science subjects between ethnic groups is different between the conditional percentiles of the measured scores. . Second, the influence of family background factors such as parents' education and parents' occupation also differs between percentiles in the distribution of scores.

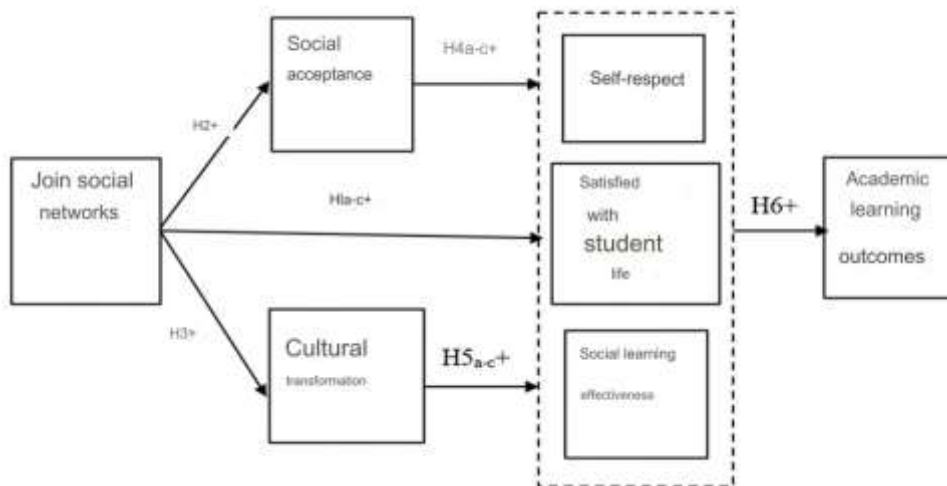
Also in 2011, Sanna Rouis, Moez Limayanaen and Smail Salehi directly surveyed 239 students at Lulea University, Sweden and showed that: Facebook makes them more satisfied because it helps them expand their friendships. However, for students who do not have self-control, using Facebook will have a negative impact on their academic performance and limit their academic success by distracting them from their studies. Meanwhile, for students with self-control, good behavior orientation and the ability to multitask, using Facebook will have a positive impact on learning outcomes.

Thus, previous studies have shown a number of factors that impact student learning outcomes, including individual learner characteristics and environmental factors as well as social networks that have an impact on students' learning outcomes. But mainly the topics only consider the aspect of social learning outcomes, and do not analyze in depth the influence of social networks on academic learning outcomes such as cumulative GPA. Therefore, the research team analyzed the impact of social networks on social learning outcomes, thereby affecting students' academic learning outcomes.

2.2. RESEARCH METHODS AND DATA

2.2.1. Research hypothesis

Within the scope of the research topic, the research team based on the research model of Angela Yan Yu and colleagues (2010) explains the impact of online social networks on students' social learning outcomes to do this. Original model for this research topic. In addition to suggesting a direct impact of social media participation on academic outcomes, we view social acceptance and acculturation as important socialization processes that contribute to transforming usage behavior. social networks on learning outcomes. At the same time, the research team also combined with a number of other factors to derive the following research model:



Source: Author's compilation

Hypothesis 1a (H1a): Participating in social networks has a positive impact on the development of students' self-esteem.

Hypothesis 1b (H1b): Participating in social networks has a positive impact on satisfaction with student life.

Hypothesis 1c (H1c): Participating in social networks has a positive impact on students' social learning effectiveness.

Hypothesis 2 (H2): Social network participation has a positive influence on social acceptance in college.

Hypothesis 3 (H3): Participating in social networks positively impacts the acculturation process in university.

Hypothesis 4a (H4a): Social acceptance positively impacts students' self-esteem.

Hypothesis 4b (H4b): Social acceptance has a positive impact on satisfaction with student life at university.

Hypothesis 4c (H4c): Social acceptance positively impacts social learning effectiveness.

Hypothesis 5a (H5a): Student acculturation has a positive impact on the development of self-esteem

Hypothesis 5b (H5b): Student acculturation has a positive impact on satisfaction with life at university.

Hypothesis 5c (H5c): Student acculturation has a positive impact on academic performance.

Hypothesis 6 (H6): Good social learning outcomes positively impact academic learning outcomes.

2.2.2. Select research sample

With the above overall research, in order to save time and costs, the research team could not conduct a survey on all universities in Hanoi, so the team designed a sample and conducted research on a small part of the whole. The group's target survey subjects were students studying at 4 universities: National Economics University, Hanoi University of Science and Technology, University of Technology - VNU and University of Labor and Social Affairs (reasons for selection were given). presented above) to find out the relationship between online social network usage behavior and their academic results.

Regarding sample size in official quantitative research, according to Hair et al. (1998), for EFA exploratory factor analysis, the sample size must be at least 5 times the total number of indicators in the scales. The questionnaire of this study includes 39 indicators used in factor analysis. Therefore, the minimum number of samples needed is $39 \times 5 = 195$ observations.

For multiple regression, according to Tabachnick and Fidell, the minimum sample size is calculated by the formula: $50 + 8 \times m$ (m is the number of independent variables). In this study with independent variables, the minimum sample size is $50 + 8 \times 3 = 74$ observations.

Table 1: Students participating in the survey by university

School	Number (người)	Ratio (%)
National Economics University	109	36,3
University of Technology - Vietnam National	30	10,0
Hanoi University of Science and Technology	87	29,0
University of Labor and Social Affairs	41	13,7
Other	33	11,0
Total	300	100

Source: Research team's investigation results

Table 2: Personal characteristics of survey subjects

		Số lượng (người)	Tỷ lệ (%)
Industry sector	Economy	168	56%
	Technique	109	36,3%
	Other	23	7,7%
	Total	300	100%
Sex	Man	91	30,3%
	Woman	209	69,7%
	Total	300	100%
School year	First year	40	13,3%
	Second year	58	19,3%
	Three years	171	57%
	Five four	21	7%
	Another year	10	3,4%
	Total	300	100%

Source: Author's investigation results

2.3. Research results and discussion

2.3.1. Statistical description

From there, the research team summarized the characteristics of the observed variables (including mean value, standard deviation, minimum value, maximum value) and presented them specifically in Table 3.

Table 3: Descriptive statistics of observed variables

Factor	Variable	The average value	Standard deviation	Minimum - maximum value
Join social networks	TG1	3,41	0,927	1 – 5
	TG2	3,61	0,903	1 – 5
	TG3	2,45	0,877	1 – 5
	TG4	3,27	1,011	1 – 5
	TG5	3,06	0,877	1 – 5
	TG7	3,51	0,923	1 – 5
	TG8	3,48	0,912	1 – 5
Accept society	CN1	3,33	0,890	1 – 5
	CN2	3,41	0,803	1 – 5

	CN3	3,48	0,840	1 – 5
	CN4	3,69	0,847	1 – 5
	CN5	3,63	0,873	1 – 5
Continuity culture	TB1	3,59	0,790	1 – 5
	TB2	3,61	0,833	1 – 5
	TB3	3,46	0,851	1 – 5
Self-respect	TT1	3,43	0,693	1 – 5
	TT2	3,39	0,725	1 – 5
	TT3	3,43	0,792	1 – 5
	TT4	3,52	0,836	1 – 5
	TT5	3,18	0,885	1 – 5
Satisfied with student life	TM1	2,81	0,859	1 – 5
	TM2	2,96	0,819	1 – 5
	TM3	3,55	0,838	1 – 5
	TM4	3,17	0,823	1 – 5
	TM5	3,29	0,922	1 – 5
	TM6	3,07	0,946	1 – 5
	HQ1	3,05	0,764	1 – 5
	HQ2	3,28	0,836	1 – 5
	HQ3	3,09	0,809	1 – 5
	HQ4	2,76	0,830	1 – 5

(1) Source: Author's compilation

(2) 2.3.2. Results of regression analysis and hypothesis testing

(3) In order to evaluate the influence of each independent variable on the dependent variable, the research team used the least squares regression method - OLS with the independent variables and dependent variables according to the research model.

(4) With 6 mini models:

(5) - Model 1: Independent variable: Participation in social networks

(6) Dependent variable: Social acceptance

(7) - Model 2: Independent variable: Participation in social networks

(8) Dependent variable: Acculturation

(9) - Model 3: Independent variable: Social acceptance, acculturation.

(10) Dependent variable: Self-esteem

(11) - Model 4: Independent variable: Social acceptance, acculturation.

(12) Dependent variable: Satisfaction with student life

(13) - Model 5: Independent variable: Social acceptance, acculturation.

- (14) *Dependent variable: Social learning effectiveness*
- (15) - *Model 6: Independent variable: Participation in social networks*
- (16) *Dependent variable: Self-esteem*
- (17) - *Model 7: Independent variable: Participation in social networks*
- (18) *Dependent variable: Satisfaction with student life*
- (19) - *Model 8: Independent variable: Participation in social networks*
- (20) *Dependent variable: Social learning effectiveness*
- (21) - *Model 9: Independent variable: Social learning outcomes (Self-esteem, Satisfaction*
- (22) *Satisfaction with student life, Academic efficiency)*
- (23) *Dependent variable: Academic performance (Cumulative GPA)*

(1) *Model 1:*

General model:

$$Y_i = \beta_0 + \beta_1 X_i + e_i$$

In there:

The index i corresponds to the i th student; e is the remainder

Y : Social acceptance

X : Join social networks

The R2 coefficient (R Square) is quite low at 0.246 - meaning the independent variable explains 24.6% of the variation in the dependent variable. And Sig value. of the t-test variable "Participate in social networks" is also equal to 0.000 - this variable is statistically significant. From there, it shows that the factor "Participating in social networks" explains the influence on social acceptance.

The results of regression analysis show that the factor "Participating in social networks" has a positive β coefficient with a significance level of 5%, so this factor has a positive impact on social acceptance. Or participating in online social networks has a positive impact on social acceptance. Thus, hypothesis H2 is proven.

Sample regression equation:

$$\text{Chapnhan} = 1.797 + 0.526 * \text{Participation}$$

The above equation shows that when the factor "Participation in social networks" increases by 1 unit, the factor "Social acceptance" increases by 0.526 units respectively.

Model 2:

General model:

$$Y_i = \beta_0 + \beta_1 X_i + e_i$$

In there:

The index i corresponds to the i th student; e is the remainder

Y : Cultural acculturation

X : Join social networks

The R2 coefficient (R Square) is very low at 0.092, meaning the independent variable only explains 9.2% of the variation in the dependent variable. So the factor "Participating in social networks" explains the influence on "Acculturation".

The results of regression analysis show that the factor "Participating in social networks" has a positive β coefficient with a significance level of 5%, so this factor has a positive impact on cultural acculturation. In other words, participating in social networks has a positive impact on cultural acculturation. Thus, hypothesis H3 is proven.

Sample regression equation:

$$\text{Tiepbien} = 2.508 + 0.321 * \text{Participation}$$

The above equation shows that if the factor "Participation in social networks" increases by 1 unit, the factor "Acculturation" increases by 0.321 units respectively.

Model 3 and model 6

The results of model analysis (3) show that the independent variables all have positive β coefficients with a significance level of 5%. From there, it can be deduced that the two factors "Social Acceptance" and "Acculturation" have the same impact on Self-esteem. In other words, these factors have a positive impact on the development of students' self-esteem.

Model analysis results (6) show that the factor "Participating in social networks" has a positive β coefficient ($\beta_1=0.302$), so this factor has a positive impact on the development of students' self-esteem. In other words, the factor "Participating in social networks" has a positive impact on the development of students' self-esteem.

Statistics of regression analysis results of factors affecting the development of students' self-esteem.

Table 4: Summary of regression analysis results of factors affecting students' self-esteem

Variable	Model 3 β	Model 6 β
Control variable		
Industry sector	-0,147*	-0,137*
School year	0,053	-0,046
Sex	0,070	0,031
Independent variables		
Social acceptance	0,266***	
Cultural transformation	0,392***	
Join online social networks		0,315***
R2 correction	0,237	0,106
F	18,255	9,871

N= 300, *p < 0,05; ***p < 0,001

Source: Compiled from group research data

Through the regression analysis results above, it shows that the independent variables all impact the development of students' self-esteem, the level of impact of each factor is ranked in the following order:

- (1): Acculturation ($\beta = 0.392***$)
- (2): Participate in social networks ($\beta = 0.315***$)
- (3): Social acceptance ($\beta = 0.266***$)

Thus, in models analyzing the impact of each factor, the factors that have the strongest impact on the development of self-esteem are factors related to cultural acculturation and participation in social networks. student. Factors related to social acceptance have a weaker impact.

Research results also show that there are differences in the development of self-esteem between different sectors. There were no differences in self-esteem development by characteristics such as school year and gender.

From there, the research team concluded that hypotheses H1a, H4a, and H5a were proven

(24) Model 4 and model 7

Model (4) regression results show that the independent variable "Acculturation" has a positive β coefficient with a significance level of 5%, so this factor has a positive impact on satisfaction with student life. . The independent variable "Social acceptance" has a negative β coefficient, so it has a negative impact on satisfaction with student life.

According to the regression analysis results of model (7) of the research team, the value Sig. = 0.059 > 0.05 proves that the factor "Participation in social networks" does not explain the influence on the factor "Satisfaction with student life".

Statistics of regression analysis results of factors affecting satisfaction with student life.

Table 5: Results of regression analysis of factors affecting satisfaction with student life

Variable	Model 4 β	Model 7 β
Control variable		
Industry sector	0,100	0,088
School year	-0,013	-0,055

Sex	0,093	0,099
Independent variables		
Social acceptance	-0,075	
Cultural transformation	0,313***	
Join social networks		0,110
R2 correction	0,099	0,01
F	7,588	1,779

N= 300, *p < 0,05; ***p < 0,001

Source: Compiled from group research data

Thus, in the models analyzing the impact of each factor, the factors that affect satisfaction with student life are factors related to cultural acculturation. The factors of social acceptance and social network participation do not have an impact on satisfaction with student life.

Research results also show that there is no difference in satisfaction with student life between factors including: major, year of study and gender.

Thus, hypotheses H1b and H4b are rejected, hypothesis H5b is proven.

(24) Model 5 and model 8

Evaluate the impact of 3 factors "Participation in social networks", "Social acceptance", "Acculturation" on "Social learning effectiveness".

The results of regression analysis of model (5) variables "Social learning effectiveness" using the Enter method show that the independent variables all have positive β coefficients. From there, it can be confirmed that these factors impact in the same direction on students' social learning effectiveness.

Model analysis results (8) show that the factor "Participating in social networks" has a positive β coefficient, so this factor has a positive impact on students' social learning effectiveness.

Statistics of regression analysis results of factors affecting students' social learning effectiveness.

Table 6: Results of regression analysis of factors affecting students' social learning outcomes

Variable	Model 5 β	Model 8 β
Variable		
Control variable	0,030	0,038
Industry sector	0,019	-0,061
School year	-0,022	-0,051
Sex		
Independent variables	0,188***	
Social acceptance	0,376***	
Cultural transformation		0,208***
Join social networks	0,166	0,039
R2 correction	12,944	3,995

N= 300, *p < 0,05; ***p < 0,001

Source: Compiled from group research data

Through the regression analysis results above, it shows that the independent variables all impact social learning effectiveness, the level of impact of each factor is ranked in the following order:

- (1): Acculturation ($\beta = 0.376***$)
- (2): Participate in social networks ($\beta = 0.208***$)
- (3): Social acceptance ($\beta = 0.188***$)

Thus, the factors that have the strongest impact on students' social learning effectiveness are groups related to cultural acculturation and social network participation. Factors that have a weaker impact are factors related to social acceptance.

From the above analysis results, the research team concludes that hypotheses H1c, H4c, and H5c are proven.

Model 9:

General model: $Y_i = \beta_0 + \beta_1 * X_i + e_i$

In there:

The index i corresponds to the i th student; e is the remainder

Dependent variable Y: Academic performance

Independent variable X: Social learning outcomes

According to the results of the research team's regression analysis (specifically in Appendix 6.9), R^2 (R Square) is 0.127 - meaning the independent variable in the model explains 12.7% of the variation in the dependent variable. . And the independent variable "Social learning outcomes" has the value $\text{Sig.} = 0.000 < 0.05$, so this independent variable explains the influence on "Academic learning outcomes".

The results of regression analysis of the variable "Academic learning outcomes" using the Enter method show that the independent variables all have positive coefficients. From there, it can be confirmed that these factors impact in the same direction on students' academic learning outcomes. Thus, hypothesis H6 is proven.

The study added 3 more control variables into the model: Sector, Year of Study and Gender. However, after running the model on the control variables "Industry" and "Gender" are not statistically significant at the 5% level, while the variable "School year" is statistically significant at the 5% level, so there is a difference. differences in academic learning outcomes among groups of students with different years of study.

Sample regression equation:

$$\text{KQ_hochuat} = 2,999 + 0,381 * \text{KetquaXH}$$

Multicollinearity test results

The regression model has multicollinearity when the independent variables in the model depend on each other and are expressed as a function. In fact, this phenomenon is difficult to avoid because independent variables are often related to each other. Besides, high multicollinearity does not violate any hypothesis in the Gauss - Markov theorem, so it will not affect the best performance of OLS estimates (Nguyen Quang Dong and Nguyen Thi Minh, 2013).

From there, the study aims to consider whether the model has high multicollinearity or not according to the following criteria:

First, the value of the variance inflation factor (VIF). If the value of VIF is > 10 , the model has high multicollinearity.

Second, the value of the correlation coefficient of pairs of independent variables (r). If $r > 0.8$, the model can be considered to have high multicollinearity.

Based on the analysis results of the correlation coefficient in the models (from Appendix 05), the research group's r values are all less than 0.8. Besides, the VIF values are all less than 10, so the model does not have high multicollinearity.

From the analysis results from the above sections, the research team provides a summary of the results of testing the research hypotheses according to the following table:

Hypothesis	Stated	Result
H1a	Participating in social networks has a positive impact on the development of students' self-esteem	Proven
H1b	Participating in social networks has a positive impact on satisfaction with student life	Rejected
H1c	Participating in social networks has a positive impact on students' social learning effectiveness	Proven
H2	Social network participation has a positive influence on social acceptance in college	Proven
H3	Participating in social networks has a positive impact on the acculturation process in college	Proven
H4a	Social acceptance positively impacts students' self-esteem	Proven
H4b	Social acceptance positively impacts satisfaction with life at university	Rejected
H4c	Social acceptance positively impacts social learning performance	Proven
H5a	Acculturation has a positive impact on the development of students' self-esteem	Proven
H5b	Acculturation has a positive impact on satisfaction with life at university	Proven
H5c	Cultural acculturation has a positive impact on learning effectiveness	Proven
H6	Good social learning outcomes have a positive impact on academic learning outcomes	Proven

3.3.6. Results of MANOVA analysis

The analysis results show that the level of statistical significance according to Wilk's Lambda test (with interaction between factors) is as follows:

Factor	Khoi_nghan*Nam	Khoi_nghan*Gioi_tinh	Nam*Gioi_tinh
value Sig.	0,03	0,039	0,000

With a statistical significance level according to the Wilks' Lambda test of 0.03 (less than 0.05) with the interaction effect of Khoi_nghan*Nam, it shows that there is a difference in the influence of school year on the dependent variables. by industry sector.

Similarly, the Wilks' Lambda test has a value of Sig.= 0.039 < 0.05) with the interaction effect of Khoi_nghan*Gioi_tinh, showing that there is a difference in the influence of gender on the dependent variables by industry sector. .

With the interaction effect of Male*Gioi_tinh, the Wilks' Lambda test result is equal to 0.000 (less than 0.05), also showing that there is a difference in the influence of gender on the dependent variables by year of study.

3. CONCLUSION

The research results as presented in detail in chapter 3 show that the theoretical basis used on the relationship between online social network participation behavior and students' academic results is completely appropriate. , in which Bandura's (1977) social learning theory is used as the foundation to serve the goals of the research topic. Through qualitative and quantitative research methods, the research team came up with the following research results:

First, social networks are not only a means to help students entertain and maintain relationships with different groups of friends and with lecturers at the university, but also help students improve the quality of their studies. Learn through searching and sharing learning materials on social networks with everyone.

Second, participating in social networks helps students develop self-esteem, increase satisfaction with student life and help improve social learning effectiveness.

Third, when students' social learning results are better, they will help students achieve better academic learning results. Satisfaction in student life and higher learning will motivate students to have a better learning spirit, try to improve themselves and strive to achieve the desired achievements. Besides, when social learning efficiency is better, students will have better learning skills, they will know effective ways and methods of learning and thereby achieve the goals they set in their studies. study process.

The results of previous studies used as the basis for this study were conducted a long time ago, so there are some differences from specific circumstances, especially in the current context. . As science and technology is increasingly developing, when it comes to social networks, people do not only think of Facebook like previous research articles, such as the research of Powless (2011) or Sanna, Moez Limayanaen and Smail. Salehi (2011).

Besides, domestic research, especially research by Nham Phong Tuan and Nguyen Thanh Tu (2013), mainly mentioned and inherited previous research on the impact of social networks on learning outcomes. students' social learning without evaluating their academic learning outcomes. This topic has developed a model based on the research of Angela Yan Yu (2010), with a new point being the addition of the factor "Academic learning outcomes" in addition to "Social learning outcomes". The content expressed in hypothesis 6: "Good social learning results have a positive impact on academic learning results" has been proven. In addition, the impact of social networks is also considered on the characteristics of gender, major, and year of study to find differences in social network usage behavior and academic learning outcomes of students. . According to the MANOVA test results, there is a difference in the effects of year of study by major, gender by major, and gender by year of study on students' academic learning outcomes. In other words, students with different years of study in different majors and different genders in different majors will have different learning results. The research team uses this result as a new point of the topic and as a basis for further research.

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