FROM SOCIAL CONNECTIONS TO ACADEMIC SUCCESS: THE IMPACT OF SOCIAL NETWORKS ON COLLEGE STUDENTS' ACADEMIC PERFORMANCE AND ITS MODERATING MECHANISMS

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Abstract - With the rapid development of the information age, social networks have become a primary platform for college students to learn, communicate, and acquire knowledge.According to CNNIC data, there are approximately 1.1 billion active internet users in China, with college students accounting for 21% of this group. Social networks not only expand college students' social circles but also transform their learning methods, particularly in the areas of knowledge sharing and acquisition. This study, based on social network theory and social cognitive theory, systematically explores the impact mechanism of social networks on college students' academic performance. The study suggests that social networks affect academic performance through two paths: one is the indirect influence through knowledge sharing, and the other is the direct impact on academic performance. In addition, this research examines the dual moderating roles of self-efficacy and teacher support. The former, as an internal factor, enhances individual cognition, while the latter, as an external support system, strengthens the influence of social networks on academic performance. Based on the analysis of survey data from 1,000 college students, the results show that social networks not only indirectly affect academic performance through knowledge sharing but also directly influence academic performance through interaction. Furthermore, the dual moderating effect of self-efficacy and teacher support reveals the boundary effect of the social network's impact mechanism. The study provides new theoretical insights for higher education management, emphasizing the importance of a multi-dimensional social support system based on social networks for the academic development of college students, and offering guidance and support for personalized interventions in educational practice.

Keywords - Social Network, Academie performance, Knowledge Sharing, Self-efficacy, Teacher support.