Communication in Social Networks as a Negative Factor Affecting the Performance of Schoolchildren

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Abstract. This article explores how social media has evolved into an online discussion category where people create content, share it, bookmark it, and chat at incredible speed. With ease of use, speed and reach, social media is rapidly changing public discourse in society and setting trends and agendas in areas ranging from environment and politics to technology and entertainment. Thanks to the invention of social media, people are now sharing ideas, feelings, personal information, photos and videos at an amazing rate. Over the past few years, the increased use of social networking sites has become an international phenomenon. What started as a hobby for some computer literate people has become a social norm and lifestyle for people all over the world. Teens and young adults use these sites as a way to connect with their peers, share information, reinvent their identity, and showcase their social lives. But in fact, this method of communication, as two sides of the coin, brings with it both positive and negative impacts. Social networks are distracting and time-consuming. Schoolchildren sit online for hours, completely ignoring their studies, which leads to a decrease in their academic performance.

1 Introduction

Today, the world is celebrating advances in communications technology that have expanded the scope of communication through information. Modern sites for communication, without a doubt, turned the whole world upside down. While social networking sites share the same key aspects, the cultures and reactions around them that become apparent are different. Most social sites help many strangers connect with other people based on common interests, political and economic views, or simply entertainment. Some sites cater to different audiences, while others appeal to people based on similarities, such as shared languages or shared religious, racial, or national identities. However, social networking sites have only one common goal. This is done to encourage new ways of communicating and sharing information.

Social media has evolved into a category of online discourse where people create content, share it, bookmark it, and communicate at incredible speed. With ease of use, speed and reach, social media is rapidly changing the public discourse in society and setting
trends and agendas in areas ranging from environment and politics to technology and entertainment. Thanks to the invention of social media, people are now sharing ideas, feelings, personal information, photos and videos at a truly amazing rate. Over the past few years, the increased use of social networking sites has become an international phenomenon. What started as a hobby for some computer literate people has become a social norm and lifestyle for people all over the world. Teens and young adults use these sites as a way to connect with their peers, share information, reinvent their identity, and showcase their social lives.

Social networks, due to their suitability and ease of use, are one of the most reliable communication tools among school students. But in fact, this way of communication, like two sides of the coin, brings with it both negative and positive sides.

This helps people to be more informed, enlightened and aware of world events, but they also have a negative impact on various areas of human life.

Of the many distractions schoolchildren have today, social media platforms, which are currently used by more than 2 billion users around the world, are key. They feel drawn to them because of their ease of use, sharing capabilities, and ability to instantly connect with people in remote locations.

Social networks play a huge role in the life of the current generation. Whether it’s Tiktok, Instagram or Vkontakte, you will always find young people in at least one of these social networks. The craze for subscribers, downloads has become fashionable. Needless to say, communication in social networks has become a part of life, a way of life in general.

Over the years, there has been intensive research around the world on the impact of chat sites on young people, especially in terms of their academic performance. Social media is distracting and time consuming.

Students sit online for hours, completely ignoring their studies. The rapid growth in the use of social platforms among schoolchildren is associated with their decline in academic performance. Many of these common issues affecting young people stem from social media. However, they have a very negative impact on student achievement.

The rapid development of media technologies has had a big impact on how people communicate on a daily basis. The growing importance of the use of social networks among today’s youth cannot be overestimated, which has become a cause of concern for parents and teachers. Over the years, social networks among students have become increasingly popular. This is a way to make connections not only on campus, but also with friends outside of school. Social networking sites are a way to help people feel they belong to a community. With the rise of information technology, parents and teachers are wondering if students’ grades will be affected by how much time they spend on these sites. Many consider the use of technologies such as the Internet to be one of the most important factors that can positively or negatively affect student achievement.

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Many researchers have conducted several experiments to determine the impact of social media communication on student achievement, but the results have always been mixed. Social media promotes awareness and all-round communication. It is important to provide a comprehensive framework for education, and social networks help a lot in this. However, for all their many benefits, communication platforms have had a negative impact on student performance. Many of these common issues affecting young people stem from social media. However, they have a very negative impact on student achievement.

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Many parents and guardians are concerned that students are spending too much time on social media and not having enough time to study. Although parents are concerned about students’ constant use of social networking sites, many students continue to use these sites on a daily basis. Can you imagine how many schoolchildren visit communication sites every day? It will be the registration of millions of students. This is why many blame the various social networking sites for the steady decline in the average score. This emerging
phenomenon prompted us to study social media communication and find out why it affects school performance.

The target audience for this study was defined as schoolchildren, who make up the bulk of the users of these social networking sites. This was done to better understand the results of the study, as the target group was one of the most avid users of these sites and could provide exceptional responses.

Even understanding the questionnaire was easy for them, as they were familiar with the sites and were quite clear about the reasons why they use it and the various problems they now face due to the consequences of using these social networking sites in communication.

This study aims to explain the importance of the correct use of communication sites. It aims to highlight the particularly adverse effects they have on students’ daily lives. These sites obviously have a lot of positive effects, but they also have their fair share of negative impacts. Finally, we would like to present evidence that would strengthen support for controlling the use of social networking sites for communication, thereby reducing the risk of assimilation of such fun activities.

### 2 Research Methodology

Based on the analyzed theoretical experience of working with adolescents, the influence of communication in social networks on the performance of schoolchildren was revealed.

The study was conducted with the participation of 46 students of the 9th grade and included the use of two methods: the questionnaire “Communication of a schoolchild in social networks” and the method of Matyukhina.

This study involved students with a mark of “excellent” - 4 people, “good” - 19 people and “satisfactory” - 23 people. At the beginning of the experimental work, schoolchildren were divided into two groups based on the performance of 23 students in each group. Such a separation will allow us to track the relationship between the level of academic performance and communication on sites.

The questionnaire “Communication in social networks of schoolchildren” was used to find out the role of communication in social networks and the impact of this phenomenon on the academic performance of 9th grade students. It is a list of 10 questions with suggested short answers, to which the subject answers depending on the agreement or disagreement with him, respectively. These questions in the process of interpretation allow us to find out the purpose of using social networks in communication, the time they devote to such communication, which sites they use most often, whether social networks help schoolchildren in their studies or are distracting, and also note the pros and cons of online communication.

On the basis of the results obtained after the survey, we conventionally divided adolescents into two groups: a group with a direct influence of communication in social networks on academic performance and a group with a slight influence of the phenomenon under consideration on grades. Subsequently, Matyukhina’s methodology was carried out for diagnosing the educational motivation of schoolchildren in both groups of students, respectively.

The methodological material “Methodology for diagnosing the educational motivation of schoolchildren” is intended to determine the level of educational motivation, carrying out this diagnosis allows you to extensively study the motivational sphere and realize the student’s own motives for educational activity.

The methodology consists of 21 statements, to which the student answers “almost irrelevant” and gets 0 points, “partially significant” gets 1 point, “noticeably significant” is given for the answer 2 points, “very significant” is given 3 points. The content of the methodology includes 6 types of motivation:
cognitive motives. They are related to the content of educational activities and the process of its implementation. The student strives to acquire new knowledge, learning skills, is able to highlight interesting facts, phenomena, shows interest in the essential properties of phenomena, in regularities in the educational material, theoretical principles, key ideas.

Communicative. Positional motives, consisting in the desire to take a certain position, place in any relationship with others, get their approval, earn their authority, the highest rating.

Emotional. This type of motivation consists in the desire to acquire knowledge in order to be useful to society, the desire to fulfill one’s duty, understanding the need to learn, and a high sense of responsibility. The pupil is aware of social necessity.

Student’s position. The pupil is focused on mastering the methods of obtaining knowledge: interests in the methods of independent acquisition of knowledge, in the methods of scientific knowledge, in the methods of self-regulation of educational work, the rational organization of one’s educational work.

achievement motive. A student motivated to achieve success usually sets some positive goal for himself, is actively involved in its implementation, and chooses the means aimed at achieving this goal.

External (encouragement, punishment) motives appear when the activity is carried out due to duty, duty, for the sake of achieving a certain position among peers, due to pressure from others. The pupil performs the task in order to get a good mark, to show his comrades his ability to solve tasks, to achieve the praise of an adult.

Three series of tests are carried out in this technique. First episode. The subjects are given cards, on each of which one of the judgments is written. It is proposed to decompose the cards into five groups:

• in one set aside all the cards with motives that are very important for teaching,
• in the second - they just matter,
• in the third - are of little importance,
• in the fourth - are of very little importance,
• in the fifth - do not matter at all.

Second series. From the same cards it is necessary to select only 7 cards on which, in the subject’s opinion, especially important judgments are written.

Third series. From the same cards it is necessary to select only 3 cards on which are written especially important for the judgment being tested.

The first series gives the subject a lot of room for choice. The second series puts the subject in front of the need for a more stringent selection, so he is forced to limit the choice. This makes him more aware of his motives and motives. The third series requires an even deeper awareness of one’s attitude to learning [9].

When processing the results, only cases of coincidence are taken into account, when in two or three series the subject had the same answers. For example, if the subject in two series (first and second, or second and third, or first and third) chooses as the most significant motive a card that says: “I like to take on difficult tasks, overcome difficulties,” then this is considered as an indication of the choice, otherwise, the choice is considered random and is not taken into account.

3 Results and Discussions

At the beginning of our direct empirical study, we offered two groups of students with varying degrees of influence of communication on sites on their performance to take a survey “Communication in social networks of schoolchildren.” The results obtained are presented as a percentage and are shown in Table 1.
### Table 1. Communication in social networks of schoolchildren

<table>
<thead>
<tr>
<th>Academic performance</th>
<th>good percentage and number of participants</th>
<th>low percentage and number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are you a frequent user of communication networks</td>
<td>40% (10)</td>
<td>70% (16)</td>
</tr>
<tr>
<td>2. You are registered in many networks (3-5)</td>
<td>40% (10)</td>
<td>70% (16)</td>
</tr>
<tr>
<td>3. The purpose of using a social network is communication</td>
<td>40% (10)</td>
<td>75% (17)</td>
</tr>
<tr>
<td>4. Social networks do not distract from studying</td>
<td>69% (16)</td>
<td>40% (9)</td>
</tr>
<tr>
<td>5. Do you adhere to time limits in communication</td>
<td>73% (17)</td>
<td>40% (9)</td>
</tr>
<tr>
<td>6. During classes, go to social networks</td>
<td>26% (6)</td>
<td>67% (15)</td>
</tr>
<tr>
<td>7. Prefer chatting on sites over live interactions</td>
<td>35% (8)</td>
<td>67% (15)</td>
</tr>
<tr>
<td>8. Spend 3 to 5 hours online</td>
<td>26% (6)</td>
<td>58% (13)</td>
</tr>
<tr>
<td>9. Online communication has more disadvantages</td>
<td>72% (17)</td>
<td>36% (8)</td>
</tr>
<tr>
<td>10. The ability to refuse communication in social networks</td>
<td>55% (13)</td>
<td>36% (8)</td>
</tr>
</tbody>
</table>

From the survey conducted, it should be concluded that communication in social networks has a negative impact on the academic performance of 9th grade students. The reason for poor marks in school disciplines in this situation may be the incorrect distribution of time, that is, the excess of the recommended time spent on communication sites, thereby students do not pay proper attention to educational activities. Most often, they prefer online communication to doing homework. This phenomenon develops into a habit, the child violates his discipline, which affects his psychological state, background anxiety appears and stress is observed, with the realization of a waste of time, which affects his school performance. Also, students who are active users of social networks for communication have problems with building relationships with teachers, this also becomes a reason for unwillingness to study. Most often, such students are unable to recognize the true messages of facial expressions, gestures, feel the mood of the interlocutor.

The next stage of our empirical study was to conduct a methodology on the level of educational motivation of schoolchildren with 9th grade students from both groups to identify the impact of communication in social networks on schoolchildren’s academic performance. The results of the average scores for answers are presented as a percentage and are shown in Table 2.

### Table 2. The impact of communication in social networks on the performance of schoolchildren

<table>
<thead>
<tr>
<th>Academic performance</th>
<th>good</th>
<th>low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motives of duty and responsibility</td>
<td>65% 3 points</td>
<td>67% 1 point</td>
</tr>
<tr>
<td>Self-determination and self-improvement</td>
<td>73% 2 points</td>
<td>72% 1 point</td>
</tr>
<tr>
<td>well-being</td>
<td>67% 2 points</td>
<td>45% 2 point</td>
</tr>
<tr>
<td>prestige motivation</td>
<td>86% 3 points</td>
<td>76% 1 point</td>
</tr>
<tr>
<td>Motivation to avoid trouble</td>
<td>54% 2 points</td>
<td>58% 1 point</td>
</tr>
<tr>
<td>Motivation of the content of the teaching</td>
<td>70% 3 points</td>
<td>83% 1 point</td>
</tr>
</tbody>
</table>
Analyzing the data obtained, we see that the motivation of students who spend a lot of time communicating in social networks corresponds to a low level. It follows from the table that the motives of duty and responsibility are estimated at 1 point, this is due to ignoring the sense of conscience, when a teenager skips topics, does not complete tasks to consolidate the material, instead of filling in knowledge gaps, he spends time online communication.

Most of the participants in the group with low academic performance, who scored one point on the Self-Determination and Improvement scale, consider online communication more interesting and meaningful than being able to develop, read books, play sports and other activities that can form a full-fledged personality from a teenager.

Also, attention should be paid to the “Motivation of the content of the teaching” scale, which reflects the attitude to learning in children with poor grades.

Students who are lagging behind the educational program and believe that studying at school in the future will not affect their social status, give themselves to communication in social networks, in which they forget about their problems and behave in accordance with an invented image, which is very often not matches the person being represented.

4 Conclusions

So, summing up the results of the study on the impact of communication in social networks on academic performance, we can say that we have completed all the tasks: we studied information about the features of online communication, developed a questionnaire, and also conducted a methodology and their analysis.

As a result, the relevance of the topic and the conclusions drawn in the work were confirmed. It is difficult now to find a student who would not be registered in any social network. And what is most unpleasant is that almost one in three depends on communication in these same networks [10]. Social networks take away real time, during which the guys could have time to do and see a lot of interesting things. Teenagers can no longer imagine their lives without social networks. And without noticing it themselves, they replace real life with a virtual one, and, as the study showed, there are not very many benefits.

Social media has both positive and negative sides. One of the negative consequences of the spread of communication in social networks is a decrease in the level of academic performance of schoolchildren and the formation of psychological dependence on them. Excessive interest in online communication, according to psychologists, harms both social and psychological health. This hobby is most dangerous for teenagers. The most common measure in the fight against addiction these days is blocking access to social networks by educational and office institutions.

Each person independently determines how much time to spend on communication sites, what information to absorb and what is more in social networks - benefit or harm. Perhaps social networks also help us find the right information, a good job, meet interesting people and expand our social circle, but they will never replace live, emotional, human communication.

Thus, online communication has a huge impact on adolescent relationships. The use of social networks in everyday life has both positive and negative aspects. Among the positive ones: firstly, they serve as a global communication channel - we can exchange notes, abstracts and presentations with classmates. Secondly, you can join a community dedicated to any topic and thoroughly study the issues of interest, find like-minded people. The influence of social networks for communication on a person today cannot be overestimated.
we have the opportunity to use such a fairly huge amount of information, develop our thinking and improve ourselves - the main thing is not to miss this opportunity. But among the positive qualities of social networks, it is worth noting that they have serious negative consequences: a decrease in personal communication, the realization of most social needs through social networks. Thus, schoolchildren go into the world of virtual communication, and as a result, they do not know how to communicate with their peers in real life, and this also negatively affects educational activities. [5]

But still, based on the results of the written and oral survey, certain conclusions were drawn. It is no longer possible to protect modern schoolchildren from using the Internet and applications. It is necessary to teach the child to use them correctly and explain, give real examples of what dangers there may be. Most guys spend too much time in virtual life. And they forget that it is harmful to mental and physical health to sit long on the phone. You need to have a sense of proportion and know when it’s time to turn off the phone and spend time doing your favorite real thing.

Thus, we achieved our goals and confirmed our research hypothesis.

References