

Learning Position and Preferred Internet Content as Factors of Problematic Internet Use in Students

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The role of preferred content on the Internet and positions in educational activities for problematic Internet use or the Internet addiction among students have been hardly studied. The subject position in educational activity reflects the high motivation and independence of students in mastering educational material. A hypothesis is put forward about the protective role of the subject position as a factor of protection against the Internet addiction or problematic Internet use by students. The sample consisted of 186 school and university students aged 13 to 23 years ($M=18,7$), 92 male and 94 female. The following techniques were used in the study: “General scale of problematic Internet use-3” (A.A. Gerasimova, A.B. Kholmogorova, 2018), “Questionnaire of preferred Internet content”, the questionnaire “Subject position” (Yu.V. Zaretsky, V.K. Zaretsky, I.Y. Kulagina, 2014). The study revealed that a pronounced subject position in educational activities ($\beta=-0,169$; $p=0,001$) and a preference for educational content ($\beta=-0,389$; $p<0,001$) reduce the problematic Internet use. The preference for entertainment and informational content, as well as high frequency of communication and self-presentation on the Internet are associated with objective and negative positions in educational activities and increase the Internet addiction or problematic Internet use in students of schools and universities ($R^2=0,388$, $F=22,796$). The conclusions of our study are preliminary, it is necessary to expand the sample and further validate research methods.

Keywords: mental health, educational activity, problematic Internet use, Internet addiction, preferred content on the Internet, position in educational activity, subject position in educational activity.

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Позиция обучающихся в учебной деятельности и предпочитаемый ими контент в интернете как факторы проблемного использования пространства Всемирной сети

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Роль предпочитаемого контента в интернете и позиции в учебной деятельности для проблемного использования интернета и выраженности интернет-зависимости у обучающихся практически не изучены. Субъектная позиция в учебной деятельности отражает высокую мотивацию и самостоятельность обучающихся в овладении учебным материалом. Выдвинута гипотеза о протективной роли субъектной позиции как фактора защиты от выраженной интернет-зависимости и проблемного использования интернета. Выборка состояла из 186 учащихся школ и вузов в возрасте от 13 до 23 лет ($M=18,7$), из них 92 юноши и 94 девушки. Методический комплекс: «Общая шкала проблемного использования интернета-3» (А.А. Герасимова, А.Б. Холмогорова, 2018), оригинальный авторский «Опросник предпочитаемого интернет-контента», опросник «Субъектная позиция» (Ю.В. Зарецкий, В.К. Зарецкий, И.Ю. Кулагина, 2014). Выявлено, что выраженная субъектная позиция в учебной деятельности ($\beta=-0,169$; $p=0,001$) и предпочтение образовательного контента ($\beta=-0,389$; $p<0,001$) снижают показатель проблемного использования интернета. Предпочтение развлекательного и информационного контента, а также высокая частота общения и самопрезентации в интернете положительно связаны с объектной и негативной позициями в учебной деятельности и повышают выраженность интернет-зависимости или проблемного использования интернета учащимися школ и вузов ($R^2=0,388$, $F=22,796$). Выводы носят предварительный характер, необходимы расширение выборки и дальнейшая валидизация методик исследования.

Ключевые слова: психическое здоровье, учебная деятельность, проблемное использование интернета, интернет-зависимость, предпочитаемый контент в интернете, позиция в учебной деятельности, субъектная позиция в учебной деятельности.

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Introduction

Educational activities and related relations with society occupy an important place in the social situation of the development of the younger generation. In the process of educational activity, professional self-determination occurs during the period of schooling, and then the formation of professional identity during the period of study at the university. A subjective, that is, an active and conscious position in educational activities contributes both to the conscious choice of a future profession and its successful development, and is also an important condition for the independence of students. On the contrary, the object, purely performing, subordinate position, as well as a negative, detached position make it difficult to find oneself in a complex social space and do not contribute to the formation of professional identity. The object position is also dangerous due to increased dependence on the opinions of others and a low level of independence. In a number of works, the important role of position in educational activities for the mental health of students was also shown earlier [2; 3; 5].

The modern social situation of youth development is unthinkable without the Internet. Introduced into science by L.S. Vygotsky, the concept of the social situation of development includes a system of relations between the child and the social reality surrounding him, an integral part of which in the modern world is the Internet. Relations with it, the nature of its use, preferences for one or another content or content cannot but influence the development of adolescents and young people, both in terms of the formation of their professional identity, independence and autonomy, and in terms of mental health. Many studies prove that the so-called problematic use of the Internet or Internet addiction can lead to serious mental health problems [1; 7; 10; 12; 14—24].

The “problem Internet use” construct, which replaced the concept of Internet ad-

diction, includes the following aspects: too much time on the Web, regular desire to go online, preference for online communication over real, cognitive preoccupation with what is happening on the Internet and its compulsive use, inability to control the time spent on the Internet [1]. Adolescents and young people are a high-risk group for problematic use of the Internet [10]. There are numerous studies of personal and cognitive risk factors for such addiction. At the same time, works devoted to the role of content choice are still rare. Thus, in a recent study by the authors of the article, conducted with the participation of adolescents and students, it was shown that excessive time spent communicating on the Web and the high importance of self-presentation (frequent use of the Internet to express oneself) in the online space contribute to the problematic use of the Internet [7].

An analysis of the literature shows that studies examining the role of such a factor, as a position in educational activities in the problematic use of the Internet, are practically absent, despite the fact, that study occupies the bulk of the time in adolescents and young adults. According to our hypothesis, the subjective position in educational activity, in which the student has a clearly defined circle of his own interests, which he independently, actively and consciously implements, is a protective factor that protects against problematic use of the Internet. This position is associated with the development of professional identity and conscious choice, which helps a person to actively develop in his chosen field of activity [11]. On the contrary, an objective position, associated with an increased orientation to the opinions and assessments of others, does not contribute to independence and the formation of one’s own sphere of interests. According to our hypothesis, it will be associated with problematic internet usage.

The concept of a subjective position develops within the framework of a reflexive-activity approach that continues the traditions of cultural-historical psychology [2; 3; 4; 5; 6]. In the dissertation research Yu.V. Zaretsky identified three types of positions in learning activity [6]: object position — the child's desire to follow the instructions of an adult and focus on his praise, as well as ignoring their own interests in learning activities; negative position — complete denial of the value of education; subjective position — an active and conscious attitude to learning activities, which combines the pleasure of the process and the presence of meaning in the future. Also, a questionnaire "Subjective position" was developed, which allows diagnosing the severity of different positions of students in relation to learning activities [4].

It is known that insufficiently high educational motivation among schoolchildren often leads to indifference to the results of their activities, gaps in knowledge and the need for external control [4]. While their peers, who occupy an active subjective position, have a high motivation for learning and, accordingly, show independence and success in mastering the material [4; 5; 6]. Studies conducted among university and college students also showed that a pronounced subjective position is associated with a high level of empathic abilities [11]: the ability to empathize, decenter and provide emotional support in difficult situations [8].

Purpose of the study was to study the relationship of position in educational activities and preferred types of content with problematic use of the Internet among older adolescents and university students.

As a hypothesis it has been hypothesized that preferred Internet content is associated with position in learning activities, and together they influence the problematic use of the Internet by adolescents and youth.

Research procedure

Respondent data was collected online using a Google form based on informed consent and anonymity of participation. Those who wish could receive feedback. Before each questionnaire, the user was presented with an instruction that provided some information about the selected test. For example, the instructions for the Internet Preferred Content Questionnaire are as follows: "Below you will be presented with a series of statements regarding Internet use. Please rate how often you use the Internet for certain purposes. Based on the responses received, it is possible to determine the features of your use of the Internet and social networks".

Techniques research and processing of results

To study the specifics of Internet use, the General Scale of Problematic Internet Use-3 (GPIUS3) by S. Kaplan, modified by A.A. Gerasimova, A.B. Kholmogorova (2018) and the original author's "Questionnaire of preferred Internet content".

The General Scale of Problematic Internet Use-3 (GPIUS3) is based on the cognitive-behavioral model of problematic Internet use proposed by R. Davis [13] and includes 14 questions with a 7-point Likert scale of agreement, diagnosing the severity of each of the five factors problematic Internet use: preference for online communication, mood regulation, cognitive preoccupation, compulsive use, negative consequences.

The original methodology "Questionnaire of preferred Internet content" was developed by us to determine the frequency of Internet use by the respondent for various purposes. As a search in scientific databases showed, such studies have not been practically carried out so far. In one of the works, a survey took place in which adolescents identified three key types of activity on the Internet for them [10], however, in the original methodology used in this study, the participant is instructed to

evaluate the frequency of use of each of the proposed types of content separately, which allows for a more differentiated picture of the respondent's preferences. The questionnaire includes 9 questions related to the frequency of using the Internet for studying and searching for cognitive information, as well as information about world events, achievements in medicine and technology and famous people, as well as for the purpose of communication, entertainment, "killing time", self-expression. To evaluate the respondents answers, we used the Likert scale, which contains 5 categories: from "never" to "always". The preferred types of content were divided into 4 domains according to the nature of the focus: domain 1 — Self-presentation and communication (interpersonal focus). These included questions about how often you use the internet to communicate and express yourself; domain 2 — Entertainment and "killing time" (non-purposeful activity); domain 3 — Education and self-education (educational orientation). Includes questions about the frequency of using the Internet for studying and searching for cognitive information; domain 4 — Information retrieval (content orientation). Includes questions about the frequency of using the Internet to search for information about events taking place in the world, about famous people and about the achievements of medicine and technology.

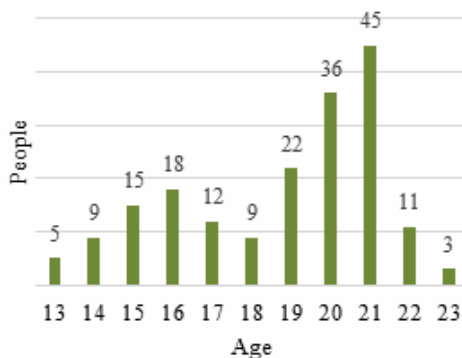
To study the position in educational activity, the questionnaire "Subjective position" was used (Yu.V. Zaretsky, V.K. Zaretsky, I.Yu. Kulagina, 2014). It includes 12 questions that make it possible to judge the degree of expression of the subjective, objective and negative positions. The methodology was developed for schoolchildren and is currently in the process of validation on a student sample with minor changes in the wording to fit the context of university education. On the combined sample (N=186) the values of the reliability coefficient were obtained α -Cronbach for all three scales: object position — 0.72; subjective position — 0.8; negative position — 0.67. Based on the

data obtained, an article on the validation of the methodology is being prepared.

The obtained data were processed using the SPSS Statistics 23.0 for Windows statistical software package. Methods used: percentile method to divide the sample into three groups according to the level of problematic Internet use; Mann-Whitney test for the study of differences between age groups; the Kruskal-Wallis test as a non-parametric test for investigating differences between several groups that differ in the level of problematic Internet use; correlation analysis (non-parametric Spearman test) to study the relationship between the studied parameters; regression analysis to study the influence of the subjective position and indicators of preferred Internet content on the severity of problematic Internet use.

Sample

The study involved 186 people, including 92 boys and 94 girls (data were collected in May-June 2020). The age of the participants was from 13 to 23 years old, the average age was 18.7 years (SD=2.56). All respondents are students of schools and universities (students of 1—6 courses of technical and humanitarian orientation) in Russia. On pic. the distribution of respondents by age is presented. The ratio of boys and girls in adolescent and student samples was equalized.



Pic. Distribution of respondents by age

It should be noted that this study is pilot in nature, which means that the number of respondents is less than required to test the hypothesis for the entire population. Due to the fact that the sample includes respondents of two age groups (schoolchildren and students), it should be noted that the studied phenomena may manifest themselves in different ways in these groups. However, when conducting an analysis using the Mann-Whitney test, no differences between the groups were found (all indicators at the $p > 0.05$ significance level), and therefore the results of data processing are presented for a single sample of schoolchildren and students. In further studies, it is planned to expand the sample and analyze the data in each age group.

Results

Using the percentile method, the sample was divided into groups with low, medium and high levels of problematic Internet use. Further, using the SPSS program, a statistical analysis was carried out using the Kruskal-Wallis test, according to the results

of which we can talk about the revealed significant statistical differences between the selected groups. Respondents with high levels of problematic internet use demonstrated higher rates of object ($p=0.013$) and negative position ($p=0.015$), one side, and domains «Self-presentation and communication» ($p<0.001$), «Entertainment and “kill time”» ($p<0.001$) and «Information search» ($p<0.001$)-with another. In the group with a high level of problematic Internet use, there are also lower indicators of the subjective position ($p<0.001$) and the domain «Education and self-education» ($p=0.002$) (see Table 1) in comparison with the other two more prosperous groups.

In our previous study [7], we found relationships between domains that reflect the Internet content preferred by adolescents and young people and indicators of Internet addiction according to the K. Young Internet addiction test, which has long been one of the most widely used in research. Similar patterns were also found in this study, but with a different scale of problematic use of the Web (see Table 2).

Table 1

Differences in indicators of preferred Internet content and position in learning activities among respondents with different levels of problematic Internet use (N=186)

Scales	Level use	Low (N=47)	Medium (N=91)	High (N=48)	Kruskal-Wallis test	Significance level of differences p
		M (SD)	M (SD)	M (SD)		
Self-presentation and communication		0.73 (0.3)	0.8 (0.18)	0.89 (0.21)	16.369	0.000
Entertainment and «killing time»		0.94 (0.19)	1 (0.17)	1.1 (0.17)	21.040	0.000
Education and self-education		1.11 (0.12)	1.07 (0.19)	0.96 (0.21)	12.948	0.002
Information retrieval		0.53 (0.19)	0.78 (0.24)	0.76 (0.23)	34.158	0.000
Object position		2.43 (1.81)	3.02 (1.54)	3.35 (1.72)	8,750	0.013
Subject position		4.96 (1.99)	4.33 (1.98)	3.06 (1.56)	23.261	0.000
Negative position		2.79 (1.91)	3.25 (1.66)	3.71 (1.76)	8.344	0.015

Legend: M — average value; SD — standard deviation; p — significance of differences.

Table 2

Correlations of indicators of problematic Internet use with indicators of the use of Internet content of various directions according to the Spearman criterion

Indicators	Direction of Internet content			
	Self-presentation and communication	Entertainment and «killing time»	Education and self-education	Information retrieval
Preference for online communication	0.093	0.239**	-0.194**	0.394**
Mood regulation	0.281**	0.265**	-0.112	0.234**
Cognitive Preoccupation	0.274**	0.237**	-0.225**	0.126
Compulsive use	0.271**	0.353**	-0.125	0.204**
Negative consequences	0.091	0.184*	-0.175*	0.142
Total score	0.314**	0.338**	-0.22**	0.322**

Notes: **— correlation is significant at $p < 0.01$; *— correlation is significant at $p < 0.05$.

As can be seen from the Table. 2, three domains — «Self-presentation and communication», «Entertainment and “kill time”», as well as «Information search» have positive associations with indicators of problematic Internet use, while the «Education and self-education» domain, on the contrary, negative.

A correlation analysis was also carried out between indicators of preferred Internet content, problematic use of the Internet, and

indicators of position in educational activities (see Table 3).

As can be seen from the Table. 3, the object position has significant weak direct links with such indicators of preferred content and problematic use of the Internet, as «Self-presentation and communication», «Entertainment and “kill time”», «Problem Internet Use», and «Compulsive Internet Use». The subjective position, on the contrary, is negatively associated with almost

Table 3

Correlations between indicators of position in educational activities with indicators of preferred Internet content and problematic use of the Internet (N=186)

Indicators	Object position	Subject position	Negative position
Self-presentation and communication	0.281**	-0.229**	0.236**
Entertainment and «killing time»	0.146*	-0.230**	0.000
Education and self-education	-0.07	0.228**	-0.102
Information retrieval	0.07	-0.104	-0.025
Problematic internet use	0.164*	-0.371**	0.175*
Preference for online communication	0.097	-0.270**	0.142
Mood regulation	0.053	-0.261**	0.136
Cognitive Preoccupation	0.073	-0.340**	0.124
Compulsive use	0.158*	-0.322**	0.141
Negative consequences	0.132	-0.160*	-0.006

Notes: **— correlation is significant at $p < 0.01$; *— correlation is significant at $p < 0.05$.

all indicators of problematic Internet use, and all relationships are significant, the most pronounced relationships of moderate strength are typical for the overall score of the scale of problematic Internet use, as well as these two subscales, as cognitive preoccupation and compulsive use. At the same time, the subjective position, in contrast to the objective position, is negatively associated with the use of the Internet for the purpose «Self-presentation and communication» and «Entertainment and “kill time”», but is positively associated with «Education and self-education». That is, students with a subjective position are better able to regulate the time spent on the Web, and are also less loaded with feelings about what is happening on the Internet, choosing it as a platform for self-education.

As for the negative position, it has a weak positive relationship with the use of the Internet for «Self-presentation and communication», as well as with the general indicator of problematic use of the Internet (see Table 3).

In order to assess the most significant factors influencing the overall indicator of the Problematic Internet Use Scale, a regression analysis was carried out for the dependent variable Problematic Internet use (see Table 4). The independent variables were indicators of position in learning activities and indicators of preferred Internet content. The object and negative positions are not presented in the table due to their

low impact on the dependent variable under consideration: they were excluded during stepwise selection.

As can be seen from the Table. 4, only the subjective position has a significant impact on the indicator of problematic Internet use, and the severity of the objective or negative position does not affect this indicator. Moreover, this influence is protective — the higher the indicator of the subjective position, the lower the severity of problematic use of the Internet. The same applies to the preference for educational content — its protective effect is even more significant. The main contributors to the rise in problematic Internet use are the content preference for «Entertainment and “kill time”», «Self-presentation and communication» and «Information retrieval». The model explains 38.8% of the variance in the dependent variable Problematic Internet use ($R^2=0.388$, $F=22.796$).

Thus, it is shown that the active use of social networks for entertainment purposes, to search for heterogeneous information about people and events, as well as for communication and self-presentation, is most conducive to problematic internet use. On the contrary, a high subjective position in educational activities and the use of the Network for educational purposes help reduce problematic internet use.

Discussion

The result obtained about the positive relationship of the subjective position with

Table 4

Regression analysis for the dependent variable Problematic Internet use (N=186)

Index	Beta	T	P
Subject position	-0.169	-2.61	0.001
Information retrieval	0.243	3.7	0.000
Education and self-education	-0.389	-5,881	0.000
Self-presentation and communication	0.279	4.366	0.000
Entertainment and «killing time»	0.216	3.242	0.001

Legend: Beta is the regression coefficient; T — Student's t-test; P — significance of differences.

the domain «Education and self-education» can be correlated with the data of a domestic study, according to which students with a subjective position show greater emotional stability than their peers, and also have a more developed personal and professional identity [11]. Among foreign works, there are also similar results, which indicate the importance of the factors of the educational environment, self-learning and joint activities of the student and teacher in the development of educational independence of students [9].

Based on the analysis of the results obtained during the study, we can conclude that the main hypothesis is confirmed: the preferred Internet content is associated with the position in educational activities, and together they influence the problematic use of the Internet by adolescents and youth.

A pronounced subject position allows students to effectively regulate the use of the Internet and social networks, paying more attention to educational content, rather than entertaining or related to communication on the Internet. Such a strategy of behavior indicates a high level of independence and awareness of adolescents and students, which will help them in later life, including in such a significant period for personal development and well-being as the choice of a profession and its successful development.

General results and conclusions

1. Students with high rates of problematic use of the Internet have higher indicators of the objective ($H=8.750$; $p=0.013$) and negative ($H=8.344$; $p=0.015$) positions in learning activities and lower indicators of the subjective position ($H=23.261$; $p=0.000$) compared to groups with medium and low rates of problematic internet use. As factors in the emergence of problematic use of the Internet is the preference for entertainment and informational content, as well as a high frequency of communication on the Web, in-

cluding for the purpose of self-presentation. At the same time, the decrease in indicators of problematic Internet use is due to a pronounced subjective position and the preference for educational and educational content.

2. Subjective, that is, an active and conscious position of learning students allows them to successfully regulate the time spent on the Internet in their educational activities, and to be less emotionally dependent on what is happening on the Web. The close relationship between the subjective position and the preference for educational content ($R=0.228$; $p<0.01$) obtained in the study indicates the importance of such a position for professional self-determination, the development of professional self-identity and independence of students.

3. The data obtained naturally raises the question of ways to strengthen the subject position of students in modern education and the analysis of conditions that, on the contrary, encourage an object position that is closely related to the preference for content on the Internet, which increases the severity of problematic use of the Internet. Together with the scientific results obtained earlier and cited in the article, the subjective position can be considered as a protective factor in mental health, including reducing the severity of problematic Internet use by adolescents and students.

4. It is also important to emphasize the pilot nature and associated limitations of the study. In the future, it is necessary to expand the sample, complete the procedures for validating methods and clarifying conclusions drawn, which are preliminary. Further research is needed in this area to deepen the understanding of the relationship of subjectivity, constructive use of the Internet, development of independence and professional self-determination of adolescents and youth in the modern information society.

Application

Preferred Internet Content Questionnaire

Instruction. Below you will be presented with a series of statements regarding the use of the Internet. Please rate how often you use the Internet for certain purposes. Based on the responses received, it is possible to determine the features of your use of the Internet and social networks.

	Never	Rarely	Regularly	Often	Constantly
1. Do you often use the Internet to communicate?					
2. How often do you use the Internet for study?					
3. Use the internet to search for non-study educational information?					
4. Do you use the Internet for entertainment (games, watching movies or videos, listening to music, etc.)?					
5. Do you browse your social media feed to “kill time” (for example, while waiting for something or when you don’t feel like doing business)?					
6. Do you often use social media to express yourself, your opinions and/or your creativity?					
7. Do you use the Internet to get information about events taking place in the world?					
8. Do you use the Internet to get information about various advances in medicine and technology?					
9. Do you use the Internet to get information about famous people?					

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