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Research article

Relationships between problematic social media use, academic motivation, procrastination and self-control in communication among Belarusians and Russians

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Abstract

Introduction. There are established connections between social media addiction and signs of psychological ill-being. This led scholars to introduce the construct ‘problematic use of social media’, which includes social media addiction (as the cause) and problems generated by this addiction. Foreign studies found that social media addiction negatively correlates with academic performance. Our article identifies and analyzes the relationships between social media addiction, procrastination, academic motivation and self-control in communication among Belarusians and Russians.

Materials and Methods. The study involved 3379 subjects: 1014 Russians and 2365 Belarusians. We used Social Media Addiction Questionnaire (V. P. Sheinov, A. S. Devitsyn), the short version of Smartphone Addiction Questionnaire (V. P. Sheinov), Academic Motivation Scale (T. O. Gordeeva, O. A. Sychev, E. N. Osin), Procrastination Scale (K. Lei, adapted by Ya. I. Varvaricheva) and Self-Monitoring Scale (M. Snyder).

Results. Among Belarusians and Russians, the problematic use of social media includes a negative correlation of social media addiction with achievement motivation and a direct relationship of social media addiction with procrastination, self-control in communication, introjected and external motivation and smartphone addiction. Belarusians and Russians have similar correlations.

Conclusions. In general, we established a negative relationship of social media addiction with academic motivation and the quality of communication in Russians and Belarusians. While Belarusians and Russians have different mentality, the identified coincidences of correlations (which confirm similar results obtained in foreign studies) serve as further evidence that digitalization has general significance for the entire civilization and that its effects transcend mentality differences. The results can be used to inform students, their parents, teachers and psychologists of educational institutions about the danger of social media addiction due to its direct relationship with procrastination and decreased academic motivation.

Keywords: problematic social media use, social media addiction, procrastination, academic motivation, self-control in communication, smartphone addiction, Belarusians, Russians

Научная статья

Взаимосвязи между проблемным использованием социальных сетей, учебной мотивацией, прокрастинацией и самоконтролем в общении у белорусов и россиян

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Аннотация

Введение. Наличие связей зависимости от социальных сетей с проявлениями неблагополучия привело к введению конструкта «проблемное использование социальных сетей», включающего зависимость от соцсетей (как причину) и порождаемые данной зависимостью проблемы. В зарубежных исследованиях установлено, что зависимость от соцсетей негативно коррелирует с успехами в учебе. Цели исследования: обнаружение и анализ взаимосвязей между зависимостью от социальных сетей, прокрастинацией, мотивацией к учебе и самоконтролем в общении у белорусов и россиян.

Материалы и методы. В исследовании приняли участие 3379 испытуемых: 1014 россиян и 2365 белорусов, использованы опросник зависимости от социальных сетей (авторы В. П. Шейнов, А. С. Девицын), короткая версия опросника зависимости от смартфона (автор В. П. Шейнов), опросник «Шкала академической мотивации» (авторы Т. О. Гордеева, О. А. Сычев, Е. Н. Осин), «Шкала прокрастинации» К. Лей в адаптации Я. И. Варваричевой, тест М. Снайдера «Самоконтроль в общении».

Результаты исследования. К проблемному пользованию социальными сетями белорусами и россиянами следует добавить обратную взаимосвязь зависимости от соцсетей с мотивацией достижения и ее прямые взаимосвязи с прокрастинацией, самоконтролем в общении, интроецированной и экстеральной мотивацией и смартфон-аддикцией. У представителей этих этносов идентичны взаимосвязи между зависимостью от социальных сетей, прокрастинацией, мотивацией к учебе и самоконтролем в общении.

Заключение. В целом полученные результаты означают негативные взаимосвязи зависимости россиян и белорусов от социальных сетей с мотивацией к учебе и с качеством общения. При имеющихся различиях в менталитете белорусов и россиян выявленные совпадения связей (соответствующие полученным ранее зарубежным результатам) служат еще одним свидетельством того, что цифровизация является общезначимым для всей цивилизации явлением, нивелирующим различия в менталитетах. Практическое значение полученных результатов состоит в возможности их использования в разъяснительной работе среди учащихся, их родителей, педагогов, психологов учреждений образования об опасности попадания в зависимость от социальных сетей ввиду ее прямых взаимосвязей с прокрастинацией и снижением мотивации к учебе.

Ключевые слова: проблемное использование социальных сетей, зависимость от социальных сетей, прокрастинация, мотивация к учебе, самоконтроль в общении, смартфон-аддикция, россияне, белорусы

Introduction

Active use of social media often leads to social media addiction. Foreign studies have found that this addiction negatively correlates with academic achievement (Sheinov 2021b), while domestic research has revealed its negative correlations with assertiveness and its positive correlations with narcissism, impulsivity, and smartphone addiction (Sheinov, Devitsyn 2022). These and many other negative manifestations have contributed to the emergence of the phenomenon of 'problematic use of social media', which encompasses both social media addiction (as the cause) and the *problems* arising from this addiction.

The European research group European Network for Problematic Usage of the Internet defines problematic use of social media (PUSM) as a persistent failure to control social media use (Fineberg et al. 2022).

Studying associations of social media addiction helps reveal the *problems* it is connected with.

It has been established that problematic use of social media is associated with *anxiety* (O'Rourke 2019) and *stress* (Arrivillaga et al. 2022).

Problematic social media use has been found to correlate negatively with *health* (Marino et al. 2020) and *healthy lifestyles* (Lenzi et al. 2023), while correlating positively with *mental health problems* (Ahmed et al. 2022; Tsilosani et al. 2023; Zhou et al. 2023), *psychological distress* (Chang et al. 2022), *psychological ill-being* (Hylkilä et al. 2023), *adverse neurobiological factors* (Tereshchenko 2023), *impulsivity* (Lewin et al. 2023) and *satisfaction with family life* (Savci et al. 2022).

A multinational study involving 39 countries found that more problematic social media users were 11 % more likely to be *overweight* or *obese* (Oduro et al. 2023).

Problematic social media use is associated with *lower academic achievement* (Alhusban et al. 2022) and *procrastination* (Wartberg et al. 2021).

Several *predictors* of problematic social media use have been identified. The strongest predictors are high intensity of communication via electronic media and preference for online contacts over face-to-face interaction. Among predictors related to social support, *cyberbullying* is the strongest. Other predictors include *perceived stress* and *psychosomatic complaints*. Age negatively predicts problematic social media use (van Duin et al. 2021), while *neuroticism* predicts it positively (Alshakhsi et al. 2023).

Intrapersonal motives such as high affiliation tendency, communicative competence, psychological ill-being, and life dissatisfaction positively

predict problematic use of social media, as do negative affects and daily social media use. Conversely, positive affects negatively predict problematic use (Schivinski et al. 2020).

Girls (and women in general) report more symptoms of problematic use of social media (and the Internet). *Maternal and paternal overprotection* are significantly related to problematic use of social media. *Paternal care* reduces problematic Internet use, while *maternal overprotection* significantly increases it. Problematic Internet use and problematic social media use are not identical; they differ, among other aspects, in their associations with parental attachment (Koronczi et al. 2020).

Overall, there is a strong positive correlation of problematic social media use with problematic *smartphone* use (Marino et al. 2021; Servidio et al. 2022) and problematic *Internet* use (Koronczi et al. 2020; Yıldız Durak 2020). Therefore, it is unsurprising that these three problematic constructs share many common associations.

Among the adverse manifestations of problematic social media use identified by international researchers is a direct correlation between social media addiction and both procrastination and reduced academic performance. (Sheinov 2021b). As social media addiction increases, procrastination also increases (Suárez-Perdomo et al. 2022).

A negative correlation has been found between procrastination and academic achievement (Caratquit, Caratquit 2023). Social media addiction is linked to both academic procrastination and lower academic achievement among students (Anierobi et al. 2021). This addiction increases academic procrastination and negatively affects academic success (Üztemur 2020). The number of hours spent daily on social media is positively correlated with academic procrastination (Al Shaibani 2020).

F. M. Alenazi's study showed that academic procrastination adversely affects *students' academic achievements* (Alenazi 2023).

Social media addiction not only negatively affects *academic performance* but, in some cases, has led to academic failure (Alkaabi et al. 2017). This is explained by a significant negative correlation between academic achievement and the level of social media use ($r = -0.245$, $p = 0.001$) (Arian et al. 2018).

A negative association has been found between social media addiction and both *academic motivation* (Widyana, Purnamasari 2020) and motivational beliefs (Thomas 2018). Overall, individuals with high levels of problematic Internet use exhibit lower motivation for studying (Truzoli et al. 2020).

Several international studies have shown positive associations between *self-control in communication*

and social media addiction (Dogan et al. 2019; Kleinbaum et al. 2015; Pornsakulvanich 2018; Sahranç, Duç Urhan 2021; Varnali, Toker 2015).

The aim of this study is to identify and analyse the relationships between social media addiction, academic motivation, procrastination, and self-control in communication among Belarusians and Russians.

The joint investigation of social media addiction, academic motivation, procrastination, and self-control in communication is justified by their relevance to all learners (schoolchildren, university students, and attendees of professional development and retraining courses) and their presumed inter-correlations. The associations observed in practice between social media engagement and procrastination, academic performance, and communication quality raise particular concerns among educators and parents.

The general theoretical assumption is that the level of social media addiction inversely relates to intrinsic motivation and the degree of agency in young people.

Materials and Methods

Data were collected through online testing using Google Forms. The data collection procedure was identical in both countries. The same questionnaires were administered to Belarusian and Russian participants in the Russian language.

The sample (N = 3 379) included Russian and Belarusian respondents: 1 014 Russians (mean age = 19.46, SD = 4.02) — 668 women and 346 men; and 2 365 Belarusians (mean age = 21.05, SD = 9.87) — 1 310 women and 1 055 men.

The study employed the short version of the Smartphone Addiction Questionnaire (Sheinov 2021a), the Social Media Addiction Questionnaire (Sheinov, Devitsyn 2021b), the Academic Motivation Scale (Gordeeva et al. 2014), the Procrastination Scale by K. Lay in the adaptation by Ya. I. Varvaricheva (Varvaricheva 2010), and M. Snyder's Self-Monitoring Scale (Rajgorodskij 2022, 558–559).

Results and Discussion

It was established that all variables examined in this study had non-normal distributions. Therefore, their associations were assessed using Kendall's tau.

Pearson correlations were also calculated, as comparing the significance of Pearson and Kendall correlations makes it possible not only to establish the true limits of association strengths but also to ascertain whether these associations are linear or non-linear.

1. Associations of social media addiction with procrastination, communication self-control, and smartphone addiction

Kendall's tau correlations in Table 1 show positive associations of social media addiction with procrastination, communication self-control, and

Table 1. Relationships of social media addiction with procrastination, self-control in communication and smartphone addiction (men and women)

Sample	Correlations	Smartphone addiction	Procrastination	Self-control in communication
Belarus N = 2364	τ	0.538	0.185	0.103
	p	0.000	0.000	0.000
Russia N = 1014	τ	0.507	0.220	0.082
	p	0.000	0.000	0.000

Note: Tables 1–6 indicate statistically significant correlations (in bold).

Табл. 1. Взаимосвязи зависимости от соцсетей с прокрастинацией, самоконтролем в общении и смартфон-аддикцией (мужчины и женщины)

Выборка	Корреляции	Смартфон-аддикция	Прокрастинация	Самоконтроль в общении
Беларусь N = 2364	τ	0,538	0,185	0,103
	p	0,000	0,000	0,000
Россия N = 1014	τ	0,507	0,220	0,082
	p	0,000	0,000	0,000

Примечание. В таблицах 1–6 отмечены (полужирным) статистически значимые показатели корреляций.

smartphone addiction among Russian and Belarusian participants.

Social media addiction is generally significantly stronger in women (Sheinov 2021b), so it is necessary to verify the presence of similar associations separately for women and men (Tables 2 and 3).

Tables 2 and 3 show that both Russian and Belarusian men and women exhibit direct associations of social media addiction with communication self-control, procrastination, and smartphone addiction.

The direct association between social media addiction and *procrastination* shown in Tables 2 and 3 confirms the findings previously reported in foreign publications (Sheinov 2021b; Sheinov, Devitsyn 2021a; Anierobi et al. 2021; Caratiquit, Caratiquit 2023; Suárez-Perdomo et al. 2022; Üztemur 2020).

The positive association we found between social media addiction and communication self-control aligns with similar results presented in international studies (Dogan et al. 2019; Kleinbaum et al. 2015; Pornsakulvanich 2018; Sahranç, Duç Urhan 2021; Varnali, Toker 2015).

Individuals with high communication self-control consistently monitor their behavior, are well aware of the situation (knowing how best to act), and regulate their speech and nonverbal cues to achieve the desired effect in interactions with others.

In our view, the direct association between social media addiction and communication self-control stems from the fact that social networks function as a kind of 'vanity fair', a platform for showcasing one's achievements. This environment does not promote openness and spontaneity in interpersonal contacts.

The direct relationship between social media addiction and smartphone addiction corresponds to previously obtained results (Sheinov 2021b).

The slight differences found in the associations between social media addiction and the studied personality traits of Belarusians and Russians may be related to differences in the average age of the samples from these nationalities, as well as variations in the mentalities of Belarusians and Russians.

Table 2. Relationships of social media addiction with procrastination, self-control in communication and smartphone addiction (women)

Sample	Correlations	Smartphone addiction	Procrastination	Self-control in communication
Belarus N = 2364	τ	0.528	0.176	0.079
	p	0.000	0.000	0.000
Russia N = 1014	τ	0.472	0.215	0.084
	p	0.000	0.000	0.000

Табл. 2. Взаимосвязи зависимости от соцсетей с прокрастинацией, самоконтролем в общении и смартфон-аддикцией (женщины)

Выборка	Корреляции	Зависимость от смартфона	Прокрастинация	Самоконтроль в общении
Беларусь N = 2364	τ	0,528	0,176	0,079
	p	0,000	0,000	0,000
Россия N = 1014	τ	0,472	0,215	0,084
	p	0,000	0,000	0,000

Table 3. Relationships of social media addiction with procrastination, self-control in communication and smartphone addiction (men)

Sample	Correlations	Smartphone addiction	Procrastination	Self-control in communication
Belarus N = 2364	τ	0.512	0.08	0.081
	p	0.000	0.001	0.000
Russia N = 1014	τ	0.525	0.181	0.096
	p	0.000	0.000	0.014

Табл. 3. Взаимосвязи зависимости от соцсетей с прокрастинацией, самоконтролем в общении и смартфон-аддикцией (мужчины)

Выборка	Корреляции	Зависимость от смартфона	Прокрастинация	Самоконтроль в общении
Беларусь N = 2364	τ	0,512	0,08	0,081
	p	0,000	0,001	0,000
Россия N = 1014	τ	0,525	0,181	0,096
	p	0,000	0,000	0,014

2. Associations of social media addiction with academic motivation

The positive associations of social media addiction with introjected and external motivations, and the negative associations with cognitive motivation and achievement motivation, indicate, overall, a negative relationship between this addiction and academic motivation.

This is consistent with previously established significant negative associations of social media addiction with academic motivation (Truzoli et al., 2020; Widyana, Purnamasari, 2020) and motivational beliefs (Thomas, 2018).

Given that the results of this study confirmed that women generally exhibit significantly higher levels of social media addiction, it is necessary to examine whether the above findings hold true separately for female and male participants.

Table 5 presents largely the same results as Table 4. However, unlike the combined sample

of men and women, it reveals a nonlinear association between social media addiction and *cognitive motivation* among Belarusian women: Pearson correlation (which captures linear relationships) is not statistically significant, while Kendall's tau is significant ($p = 0.005$).

Table 6 shows that, for Russian men — unlike Belarusian men — the association with cognitive motivation is not statistically significant. The remaining variables show the same patterns of association as those found among women.

Tables 4, 5 and 6 indicate that social media addiction in both men and women is negatively associated with achievement motivation and positively associated with external and introjected motivations. Among Belarusian men, the association with cognitive motivation is linear; among Belarusian women, it is nonlinear; and among Russian men, in contrast to their Belarusian counterparts, the association with cognitive motivation is not statistically significant.

Table 4. Relationships between social media addiction and academic motivation (men and women)

Sample	Correlations	Cognitive motivation	Achievement motivation	Introjected motivation	External motivation
Belarus N = 2364	τ	-0.069	-0.107	0.098	0.243
	p	0.000	0.000	0.000	0.000
Russia N = 1014	τ	-0.041	-0.115	0.100	0.178
	p	0.066	0.000	0.000	0.000

Табл. 4. Взаимосвязи зависимости от соцсетей с мотивацией к учебе (мужчины и женщины)

Выборка	Корреляции	Познавательная мотивация	Мотивация достижения	Интроецированная мотивация	Экстернальная мотивация
Беларусь N = 2364	τ	-0,069	-0,107	0,098	0,243
	p	0,000	0,000	0,000	0,000
Россия N = 1014	τ	-0,041	-0,115	0,100	0,178
	p	0,066	0,000	0,000	0,000

Table 5. Relationships between social media addiction and academic motivation (women)

Sample	Correlations	Cognitive motivation	Achievement motivation	Introjected motivation	External motivation
Belarus N = 2364	τ	-0.054	-0.099	0.105	0.235
	p	0.005	0.000	0.000	0.000
Russia N = 1014	τ	-0.077	-0.140	0.085	0.189
	p	0.005	0.000	0.002	0.000

Табл. 5. Взаимосвязи зависимости от соцсетей с мотивацией к учебе (женщины)

Выборка	Корреляции	Познавательная мотивация	Мотивация достижения	Интроецированная мотивация	Экстернальная мотивация
Беларусь N = 2364	τ	-0,054	-0,099	0,105	0,235
	p	0,005	0,000	0,000	0,000
Россия N = 1014	τ	-0,077	-0,140	0,085	0,189
	p	0,005	0,000	0,002	0,000

Table 6. Relationships between social media addiction and academic motivation (men)

Sample	Correlations	Cognitive motivation	Achievement motivation	Introjected motivation	External motivation
Belarus N = 2364	τ	-0.098	-0.122	0.087	0.263
	p	0.000	0.000	0.000	0.000
Russia N = 1014	τ	-0.045	-0.009	0.083	0.228
	p	0.242	0.014	0.027	0.000

Табл. 6. Взаимосвязи зависимости от соцсетей с мотивацией к учебе (мужчины)

Выборка	Корреляции	Познавательная мотивация	Мотивация достижения	Интроецированная мотивация	Экстернальная мотивация
Беларусь N = 2364	τ	-0,098	-0,122	0,087	0,263
	p	0,000	0,000	0,000	0,000
Россия N = 1014	τ	-0,045	-0,009	0,083	0,228
	p	0,242	0,014	0,027	0,000

3. Associations between academic motivation, procrastination, and self-control in communication among Belarusians and Russians

Tables 7 and 8 show correlations of the same direction between various components of academic motivation, procrastination, and self-control in communication among Belarusian and Russian participants.

Thus, among both Belarusians and Russians, associations were identified between social media addiction, academic motivation, procrastination, and self-control in communication.

Conclusions

The study established that among both Belarusians and Russians, problematic social media use is positively correlated with social media addiction, procrastination, self-control in communication, introjected and external motivation, and smartphone addiction, and is negatively correlated with achievement motivation. Among Belarusian men, the correlation between social media addiction and cognitive motivation is linear, while among women it is nonlinear; in contrast, among Russian men, the correlation with cognitive motivation is statistically insignificant.

Table 7. Relationships between academic motivation, procrastination and self-control in communication among Belarusians

	Cognitive motivation	Achievement motivation	Introjected motivation	External motivation	Procrastination	Self-control in communication
Cognitive motivation	1.000	0.569**	0.330**	-0.066**	0.180**	-0.028
Achievement motivation	0.569**	1.000	0.146**	-0.113**	0.151**	-0.047**
Introjected motivation	0.330**	0.146**	1.000	0.326**	0.200**	0.046**
External motivation	-0.066**	-0.113**	0.326**	1.000	0.130**	0.118**
Procrastination	0.180**	0.151**	0.200**	0.130**	1.000	0.117**
Self-control in communication	-0.028	-0.047**	0.046**	0.118**	0.117**	1.000

Note: ** $p < 0.01$, * $p < 0.05$.

Табл. 7. Взаимосвязи между мотивацией к учебе, прокрастинацией и самоконтролем в общении белорусов

	Познавательная мотивация	Мотивация достижения	Интроецированная мотивация	Экстернальная мотивация	Прокрастинация	Самоконтроль в общении
Познавательная мотивация	1,000	0,569**	0,330**	-0,066**	0,180**	-0,028
Мотивация достижения	0,569**	1,000	0,146**	-0,113**	0,151**	-0,047**
Интроецированная мотивация	0,330**	0,146**	1,000	0,326**	0,200**	0,046**
Экстернальная мотивация	-0,066**	-0,113**	0,326**	1,000	0,130**	0,118**
Прокрастинация	0,180**	0,151**	0,200**	0,130**	1,000	0,117**
Самоконтроль в общении	-0,028	-0,047**	0,046**	0,118**	0,117**	1,000

Примечание: ** $p < 0,01$, * $p < 0,05$

Table 8. Relationships between academic motivation, procrastination and self-control in communication among Russians

	Cognitive motivation	Achievement motivation	Introjected motivation	External motivation	Procrastination	Self-control in communication
Cognitive motivation	1.000	0.552**	0.246**	-0.164**	0.060**	-0.028
Achievement motivation	0.552**	1.000	0.008	-0.258**	0.013	-0.023
Introjected motivation	0.246**	0.008	1.000	0.313**	0.133**	0.009
External motivation	-0.164**	-0.258**	0.313**	1.000	0.136**	0.046
Procrastination	0.060**	0.013	0.133**	0.136**	1.000	0.101**
Self-control in communication	-0.028	-0.023	0.009	0.046	0.101**	1.000

Note: ** $p < 0.01$, * $p < 0.05$

Табл. 8. Взаимосвязи между мотивацией к учебе, прокрастинацией и самоконтролем в общении россиян

	Познавательная мотивация	Мотивация достижения	Интроецированная мотивация	Экстернальная мотивация	Прокрастинация	Самоконтроль в общении
Познавательная мотивация	1,000	0,552**	0,246**	–0,164**	0,060**	–0,028
Мотивация достижения	0,552**	1,000	0,008	–0,258**	0,013	–0,023
Интроецированная мотивация	0,246**	0,008	1,000	0,313**	0,133**	0,009
Экстернальная мотивация	–0,164**	–0,258**	0,313**	1,000	0,136**	0,046
Прокрастинация	0,060**	0,013	0,133**	0,136**	1,000	0,101**
Самоконтроль в общении	–0,028	–0,023	0,009	0,046	0,101**	1,000

Примечание: ** $p < 0,01$, * $p < 0,05$

All associations between social media addiction, procrastination, academic motivation, and self-control in communication were found to be the same among Belarusian and Russian participants.

The identified associations of social media addiction with self-control in communication, procrastination, and smartphone addiction among Belarusians and Russians are consistent with similar findings reported in international research.

Despite the mentality differences between Belarusians and Russians, the observed similarities in the associations between social media addiction and various personal characteristics — consistent with previously reported international findings — provide further evidence that digitalisation is a globally significant phenomenon capable of leveling cultural differences.

The results show negative associations of social media addiction with academic motivation and quality of communication in both Russians and Belarusians.

The practical relevance of the findings lies in their applicability to implementing educational initiatives among students, their parents, teachers, and educational psychologists to raise awareness of the dangers of developing social media addiction due to its direct associations with procrastination and reduced academic motivation.

Conflict of Interest

The authors declare that there is no conflict of interest, either existing or potential.

Конфликт интересов

Авторы заявляют об отсутствии потенциального или явного конфликта интересов.

Ethics Approval

The authors report that the study followed the ethical principles stipulated for research involving humans and animals.

Соответствие принципам этики

Авторы сообщают, что при проведении исследования соблюдены этические принципы, предусмотренные для исследований с участием людей и животных.

Author Contributions

V. P. Sheinov — formulating research objectives, formulating the working hypotheses, preparing methodological tools, data processing, data interpretation, writing the manuscript.

A. O. Ermak — uploading the questionnaires to Google Forms, sending the results of the online survey to the respondents.

Вклад авторов

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