

Social Networks In The Emotions Of Schoolchildren During The Covid 19 Pandemic

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Abstract

Summary: - In 2020, the year of the pandemic caused by the covid-19 disease, it was determined that education be taught remotely or virtually, causing students to spend more time connected to the internet, which was not used exclusively in their academic activity. ; but they also gave it a personal use. The objective was to analyze the impact of social networks on the emotions of schoolchildren during the covid 19 pandemic. The methodology was a qualitative approach with a phenomenological design, using the survey and instrument as a technique, a semi-structured interview that was applied to four teachers from different curricular areas: mathematics, communication, social sciences and physical education; two psychologists, four parents and four students. The triangulation of the surveys allowed us to conclude that, indeed, the impact of social networks on emotions during the pandemic could be perceived.

Keywords: - Social networks, School emotions, Pandemic covid 19.

INTRODUCTION

2020 was the year of the easy worldwide expansion of the SARS-CoV-2 virus that causes the covid-19 disease; it was determined that the World Health Organization (WHO) recommended that the different governments assume as a public health policy the implementation of mandatory isolation measures that caused the immobilization of citizens; therefore, the normal development of activities was interrupted. The Peruvian Government, like other countries in the world, decided to establish remote, distance or non-face-to-face education in schools during the covid-19 pandemic.

In this new scenario, synchronous and asynchronous communication was promoted between the different members of the educational community for the development of learning experiences; The use of social networks among students and teachers was important, as a mechanism that allowed them to be connected due to its easy use, knowledge and access²⁰. In this line, a social network is made up of websites which facilitate interaction between interested users. Visiting them along the coast depends on needs such as accessing information, training, publicity or means of dissemination¹⁹; From another perspective, assigning a negative role to social networks is that they nurture people's egos, sharing information that is often impossible to eliminate⁶. In addition, constantly consulting content or publications generates anxiety, loss of time and addiction².

Social networks, seen from a theoretical perspective, are located within connectivism; that is, it is a learning theory for the digital age¹⁴, generating network links and interdependencies of connections, the best examples being Facebook and Twitter³¹. In this theoretical model, learning consists in individuals having the ability to build and share it in networks as branches among their contacts²⁵; For this reason, in connectivism, knowledge distributes content such as photos, audios, videos, visual organizers, texts, etc.

Studying the networks allows us to think of social systems of groups organized in a virtual way¹⁰, such as the communication carried out by schools; for example, the social network Facebook was a way of disseminating parents and students about the activities carried out in the institution; In addition, networks also, apart from informing, influence people's attitudes and behaviors¹⁸; analyzing them helps to understand the complexity of connectivity from the educational aspect¹¹.

Using networks contributes positive aspects through interaction and dissemination of information; however, as mentioned, they generate addiction because people become dependent on their content, causing emotional conditions, they can even cause psychological disorders in adolescents such as stress, anxiety and depression, affecting their learning^{12, 17}; likewise, excessive use may generate low emotional abilities³²; therefore, social networks intervene in the

emotions of students, considered digital natives, who have skills to master the use of technology and build content, are multitaskers and are attracted when the information disseminated is short⁹; During the pandemic, teachers assumed that being digital natives would favor the development of virtual or non-face-to-face classes; however, it was not easy because, like their teachers, they lacked the digital skills to use the platforms, search for information or produce academic content.

The implementation of virtual education during the pandemic brought with it emotional conditions in students because it was difficult to adapt³⁰; therefore, it is necessary to specify the subject of emotions: an emotion is a complex state of the organism characterized by an excitation or a disturbance that predisposes to an organized response. Emotions are generated in response to an external or internal event⁴.

Emotions contribute to social relations and favor learning⁵, it is possible to divide them into positive ones such as those that generate satisfaction, in addition to fostering the connection between individuals²⁹ and negative emotions which reflect rejection or annoyance such as fear, sadness and anger²⁴. Social networks also allow the sharing of emotions²¹, one way to demonstrate it is through reactions, using characters called emoticons²⁶, evidenced in the interactions within a community which can be contagious and spread quickly on the network²⁸

Being exposed to various complex situations such as the pandemic, where various emotions emerged due to the uncertainty of the progress that the disease would have, social networks and the media provided bleak news about the progress of the disease, generating anguish among young people and adults²⁷, the contradictory information caused mental health disorders¹; during the health emergency, it was necessary to learn to manage emotions using socio-emotional skills¹³.

According to the above, the purpose of the study was to analyze the impact of social networks on the emotions of schoolchildren during the covid 19 pandemic.

MATERIAL AND METHOD

The qualitative approach was used, with a phenomenological design, for which the survey was used as a technique, applying the semi-structured interview.

Table 1Category and subcategories

Categories	Subcategories
Social media	Social media obsession behavioral addiction Excessive use of social networks
Emotions	emotional intelligence Self-esteem

The participants were four teachers from different curricular areas: mathematics, communication, social sciences and physical education; two psychologists, four parents and four students, members of the educational community of a public management institution.

It was considered as an inclusion criterion that all the participants were from the educational institution chosen for the study, those who did not want to sign the informed consent were rejected.

RESULTS AND DISCUSSION

Taking into account some of the questions asked, there were certain coincidences between the participants:

How many hours of connection on social networks have you detected per day and what recommendations do you provide to allocate adequate time to student learning?

Rest, I have always recommended that and it is not good that they are connected at night. (FP2)

Organize your schedule. (FP 3)

Have you detected anxiety and worry in students when they do not have access to social networks? Why?

That they should control their emotions more and leave social networks and do other things like going out and playing sports. (S1)

Being with social networks is motivating them not to do their job. (D4)

What do you think about students who fantasize about connecting to a social network and forget about other activities?

The issue of procrastination is that they are leaving important activities to be connected to the social network. (Psych. 2)

What consequences can cause the lack of control and stress in students by not entering social networks?

It can cause depression, anxiety, because being an addiction and becoming an addiction to social networks, video games have the same symptoms as addiction to toxic substances. (Psych. 1)

What is your opinion about the behavior, worry and effects on your peers of not connecting to social networks?

In the little that I use social networks, I have controlled my impulses and it has also made me feel better. In a social network we express ourselves and we can also express ourselves as people, because sometimes there is cyber bullying and that lowers your self-esteem. (Stat. 2)

Work between teachers, tutor, the school psychologist so that she can guide us on how to help that student who is suddenly showing a certain behavior because he feels frustrated, worried that he does not have access to the networks. (FP4)

Regarding the use of networks and the subcategory obsession with social networks; The time that students spend being connected in virtual environments, from the perspective of teachers, parents, psychologist and students, ranged from six to nine hours, because they spent part of the time for their classes, another in extension activities; however, the use of networks is permanent, because they have the ability to multitask.

Both teachers, psychologist and parents, when observing the performance of the students, realized the anxiety in the students; however, it should be noted that it manifested itself for several reasons, one of them was the limitations of access to the Internet which prevented them from being connected and the other was the dependency to be aware of what is happening on the networks.

The demand for so much connected time generated concern among parents who recommended resting and organizing time, and it was also difficult for them to monitor their children regarding the use they gave to the devices that provided connectivity, because many would lack digital skills. To be able to help their children .

Regarding the behavioral addiction subcategory, it mainly generates anxiety; Emotions such as anger, anger, and anguish were detected in the students when they did not have access to the internet and it limited their use of social networks because for them, being connected was not exclusively in academic matters, but meant a distraction during the mandatory confinement. In this regard, the negative aspect of using social networks by young people throughout the day was described, because it causes anxiety and depression¹⁵. Fears of missing out on video games were also an addictive factor that caused emotional distress in students during the pandemic³⁵.

On the other hand, when observing the excessive use of social networks, the findings of the interviews revealed coincidences among the students of stating that they connected to the Internet hiding from their parents, to play online games or other activities unrelated to academic subjects, arguing that being surfing the nets gave them peace of mind. On the other hand, the parents surveyed stated that they tried to supervise their children when they were working on a laptop or computer, they detected several open windows which were not necessarily useful; but distracting. More than half of adolescents use the Internet and social networks without supervision and two out of five play video games without any supervision⁸ ; the vast majority of teenagers surf the Internet without being controlled by their parents. From another perspective, the importance of family attachment in young people was recommended, because this would avoid depending on the Internet, because for them browsing helps them escape from their problems and they fantasize about many of the contents that they can access³⁴.

Regarding the second category of emotions, the findings, according to the respondents, showed that the use of social networks exposes students to being victims of cyberbullying or bullying; During the pandemic, in schools, it was necessary to generate the rules of coexistence in virtual spaces because young people were overexposed, in such a way that their image or personal information could have been misused; In this regard, when its use is adverse, it incorporates risk behaviors such as cyber bullying¹⁵ .

Making use of emotional intelligence, students must be able to regulate their emotions and impulse; as digital natives, connectivity is part of their lives; dependence on cell phones allows them to be permanently connected; removing them from their teams is almost impossible; however, in emotional regulation, they must understand how to handle the content and information they post or follow in order to feel affected, because, as they expressed in the surveys, they feel stressed; parents, teachers and tutors observed irritable behaviors and mood changes. Coincidentally, the recognition of emotions in social networks helps to understand and highlight values as long as they are assumed from the perspective of being able to correct them so as not to affect the individual's self-esteem or emotions^{23, 36-56}. The need for young people to be

attentive to the contents of the networks is increasing more and more, therefore, it is important to appropriate the positive aspects that they offer and turn it into an ethical didactic strategy for teaching²².

The last self-esteem subcategory is based on recognition in networks, young people manage codes in networks necessary to recognize as the easiest to give "like", the number of followers in their accounts, during the pandemic producing short videos called TikTok, was an assertive way to mitigate isolation, disseminate content and obtain reactions on networks³; other characters that generated trends were youtubers or influencers, who are often considered authorities or trends in certain topics, interact with users and compare opinions⁷; consequently, young people feel valued when they get more positive reactions and followers comment on their networks. Adequate self-esteem favors their learning by feeling happy, motivated, responsible, empathic, resilient, with self-knowledge, being able to identify their virtues and defects³³.

CONCLUSIONS

It is concluded through the analysis of the surveys carried out that, indeed, the impact of social networks on emotions during the pandemic could be perceived; however, it is important to specify the dependence on the use of the Internet by students as part of its nature; as digital natives, they depend on connectivity and the contents that are managed in networks,

The young people showed an obsession with accessing online content, although due to the academic need for virtual education, they also spent their time on social networks, generating dependency, mainly on video games, not being able to access the networks caused them anxiety, affecting them emotionally causing stress or depression.

In students, recognition to increase their self-esteem is important and social networks feed their natural ego, because they depend on the value they obtain in cyberspace, this is reflected in interactions and followers; however, a negative aspect that can affect their self-esteem is the misuse of networks when they are victims of cyberbullying.

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