



Herzen State Pedagogical University of Russia



Metacognitions about smartphone use among high school students with different academic performance*

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The impact of smartphone use on personal well-being and effectiveness of educational activities is discussion issue involving teachers and school students



the **relevance** of studying their metacognitions about smartphone use



Metacognitions about smartphone use is a reflection of the subject's own beliefs associated with smartphone use.

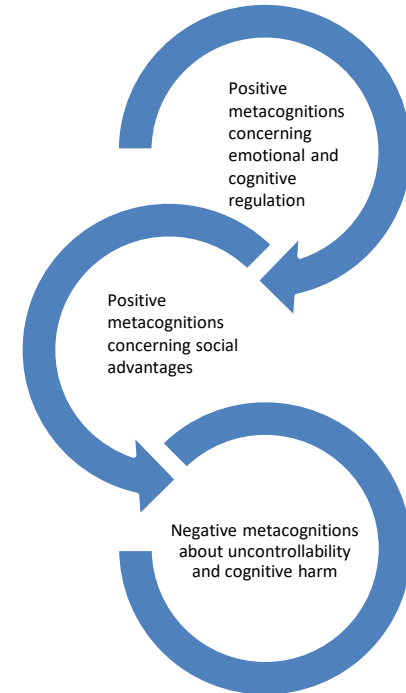
The study was **aimed** at analyzing the differences in metacognitions about smartphone use of high school students with various academic performance.

Sample:

The study involved 158 school students (84 female) of 10th-11th grades aged 16.69 ± 0.68 .

Data collection:

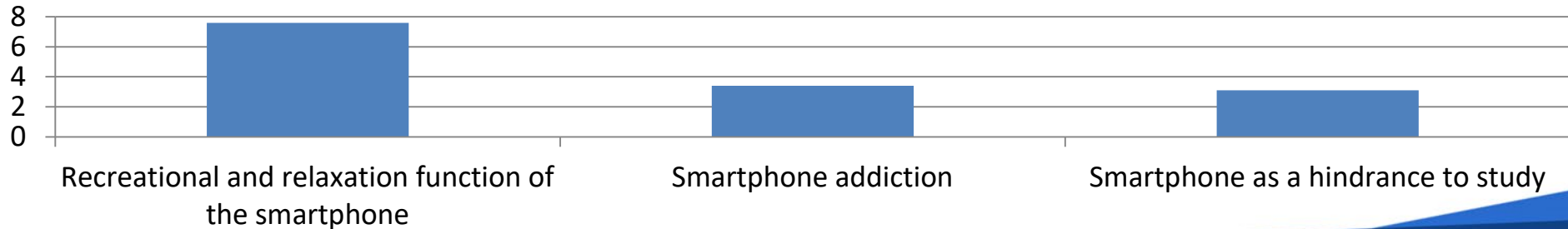
Empirical data was collected with modified self-report scale "Metacognitions about problematic smartphone use" (Casale et al., 2020) and questionnaires about academic and socio-demographic information



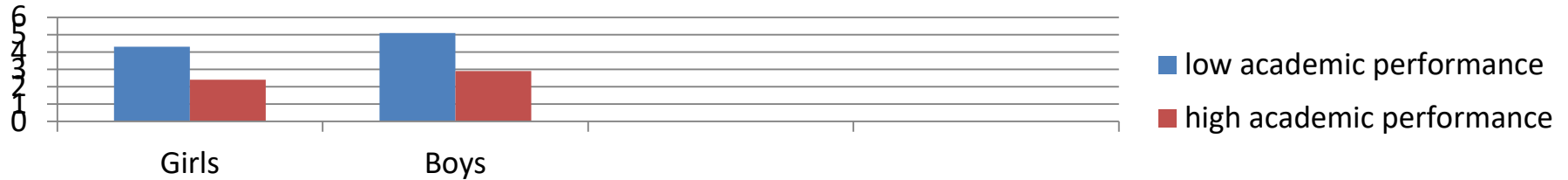
1) Factor analysis identified three scales in “Metacognitions about problematic smartphone use”:

Factors	% of variance	Kronbach’s alpha
Recreational and relaxation function of the smartphone	37	0.89
Smartphone addiction	19	0.71
Smartphone as a hindrance to learning	10	0.80

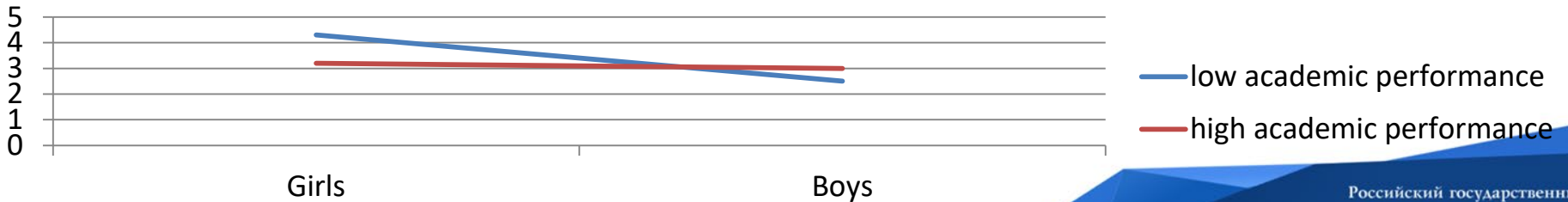
2) Regardless of academic performance, the structure of MSU is dominated by positive metacognitions (smartphone as a tool for relaxation and distraction from problems):



3) The students with below-average academic performance more often note that smartphone usage prevents them from learning ($F=3.16$ $p<0.05$), while the indicators in the sample of boys are higher than among girls ($F=4.02$ $p<0.01$):



4) The girls with below-average academic performance are significantly more likely than boys to note signs of smartphone addiction ($F=3.23$ $p<0.05$).





High school students are characterized by awareness of the predominantly positive effects of smartphone use. At the same time, high school students with below-average academic performance reflect the negative impact of smartphones on effectiveness of educational activities, however, girls reflect the excessive use of smartphone as a key factor of this influence only. The results should be used for developing smartphone addiction preventive programs.

