



Social Networks in the Context of the Psychological and Intellectual Performance of University Students in Ecuador.

Marco Vinicio Cevallos Bravo ^{a*}, William Marcelo Ponce Iturralde ^a, Armando Miguel Quintana Sánchez ^a

^a *Administrative Sciences Department, Central University of Ecuador, Quito, Ecuador*

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ABSTRACT

The aim of this scientific contribution is to demonstrate the influence of social networks on the psychological performance and intellectual performance of university students in Ecuador. Through a bibliometric and scientometric study of this topic; in the Scopus database and academic research. This scientific contribution focuses on the following areas of results: i) Bibliographic review of scientific contributions related to the influence of social networks on the psychological performance and intellectual performance of university students. ii) Bibliometric study of the scientific contributions related to the influence of social networks on the psychological performance and intellectual performance of university students. iii) Text mining and term map of scientific contributions related to the influence of social networks on the psychological performance and intellectual performance of university students. The main conclusions highlight that: i) The world economic powers are those that show the most interest in analyzing and quantifying the impact of social networks on the psychological performance and intellectual performance of university students. ii) There is growing interest on the part of the international scientific community in research into the impact of social networks on the psychological performance and intellectual performance of university students.

Keywords: Education, Facebook, Instruction, Twitter, Educational institution, Instagram, TikTok, Adolescence, Moral integrity, Intellectual capacity.

Introduction

Social networks are online platforms that allow people to create personal profiles, share information, interact with other users and participate in virtual communities. These platforms facilitate communication and the exchange of content, such as messages, photos, videos and links, between the users who are part of them. Social media has seen significant growth in recent years and has become an integral part of the daily lives of many people around the world. Some of the most popular social networks include Facebook, Instagram, Twitter, Snapchat, LinkedIn, and YouTube, among many others (Kokubun, Ino, & Ishimura, 2022).

Each social network has specific characteristics and approaches. For example, Facebook is a platform that allows users to connect with friends, share posts and photos, join groups, and follow pages of interest. Instagram focuses on photo and video sharing, with an emphasis on visual aesthetics. Twitter relies on short messages called "tweets" that are shared publicly and allow users to follow others and participate in conversations. Social networks offer various functions that encourage social interaction, such as the ability to follow other users, like or comment on posts, send direct messages, and share content of interest. These platforms can also provide personalized content recommendations based on users' interests and previous interactions (Hussenoeder, 2022).

It is important to keep in mind that social media can have both positive and negative aspects. On the one hand, they can enable the establishment of social connections, the dissemination of ideas, collaboration and access to a wide range of information. However, they also pose challenges related to privacy, time management, the impact on mental health and the spread of false or harmful information. Overall, social media has transformed the way we communicate, relate, and consume information in the digital age, and continues to evolve and play an important role in contemporary society (Cao, Zhang, & Feng, 2022).

Firstly, social media can affect the psychological well-being of students. The constant use of these platforms can contribute to the appearance of problems such as anxiety, depression and low self-esteem. Constant comparison with others, exposure to violent or inappropriate content, and the fear of missing out on something important (known as FOMO) are some of the factors that can trigger emotional distress in young people (Raza, Qazi, Umer, & Khan, 2020).

Furthermore, excessive use of social media can interfere with students' intellectual performance. Overexposure to these platforms can lead to distractions and difficulty concentrating on schoolwork. Constant multitasking, a characteristic of interaction on social networks, can negatively affect attention span and information retention, which has an impact on learning and academic performance.

It is important to note that not all the effects of social media on students are negative. These platforms can also be used in a positive way, facilitating collaboration between colleagues, the exchange of information relevant to learning and the development of digital skills. However, it is essential that students learn to make balanced and responsible use of social networks, avoiding falling into patterns of compulsive use and adopting strategies to protect their psychological well-being and academic performance (Razumnikova, 2005).

Recapitulated, it can be established that social networks exert a significant influence on the psychological performance and intellectual performance of university students. Although they can provide benefits, such as access to information and opportunities for social interaction, they also pose challenges that require adequate management by young people and the educational community (Bravo Hidalgo & León González, 2018). Promoting balanced use, encouraging the development of digital skills and providing emotional support are key aspects to mitigate the possible negative effects of social networks on this group of students.

In Ecuador, preadolescent society deals with both the negative and positive consequences of the use of social networks and contemporary technologies in the educational environment. The objective of this scientific contribution is to demonstrate the influence of social networks on the psychological performance and intellectual performance of university students in Ecuador. This objective is achieved through a bibliometric and scientometric study of this topic. This document analyzes the following points: i) Bibliographic review of scientific contributions related to the influence of social networks on the psychological performance and intellectual performance of university students. ii) Bibliometric study of the scientific contributions related to the influence of social networks on the psychological performance and intellectual performance of university students. iii) Text mining and term map of scientific contributions related to the influence of social networks on the psychological performance and intellectual performance of university students.

The emergence of social networks in our society has had a significant impact on various aspects of daily life, including the way we communicate, inform ourselves and relate to others. Among the groups most affected by this phenomenon are university students, who are exposed to these platforms from an early age. The influence of social networks on the psychological performance and intellectual performance of university students is a topic that has aroused growing interest in the academic community and among parents. Social media offers students easy access to a wealth of information and opportunities for social interaction, but also poses challenges that can have negative consequences for their development (Xu, Xiong, Yang, Zhang, & Xiong, 2016).

Materials and methods

To develop this scientific contribution, the following methods and materials were considered. The database and academic investigative directory Scopus and its tools for detection and scientometric analysis of information were used. The text mining analysis program called VOSviewer was also used. Finally, the bibliographic management tool called ENDNOTE is used. Each of these elements will be defined and characterized below.

Scopus is a multidisciplinary bibliographic database and citation analysis tool that is widely used in academia and research. It is one of the largest databases of abstracts and citations of peer-reviewed scientific and technical literature (Zhang, Chen, Pedrycz, & Dong, 2023).

Scopus is owned by Elsevier, a leading scientific publisher, and covers a wide range of disciplines, including natural sciences, social sciences, health sciences, engineering, technology, agricultural sciences, and more. Some of the content that can be found in Scopus are:

Artículos científicos y técnicos: Incluye resúmenes y citas de artículos publicados en revistas científicas y revistas de conferencias de todo el mundo.

Citas y referencias: Scopus rastrea las citas recibidas por los artículos y permite seguir la pista de cómo se ha citado un trabajo a lo largo del tiempo.

Conferencias y actas: Contiene resúmenes y citas de actas de conferencias y simposios científicos.

Patentes: También incluye información sobre patentes, lo que permite rastrear la literatura relacionada con una patente en particular.

Scopus is mainly used to measure the scientific production of researchers, institutions and countries, evaluate the impact of research and find the most relevant literature on a specific topic. In addition, it is a useful tool to identify potential collaborators and follow research trends in different fields (Hidalgo, Bravo, & Iturralde, 2023).

VOSviewer is a computer program used to view and analyze science and technology maps, especially scientific collaboration maps based on bibliographic data. It was developed by Nees Jan van Eck and Ludo Waltman of the Center for Science and Technology Studies (CWTS) at Leiden University in the Netherlands. VOSviewer is widely used in the academic and research community to explore the structure of co-authorship and collaboration networks, identify research groups and emerging research areas, and analyze citation and co-citation patterns, among other applications. Some of the notable features of VOSviewer include:

Network visualization: Allows you to visually represent networks of co-authorship, co-citation and citations between scientific documents in the form of interactive maps.

Detection of groups and clusters: Helps identify research groups or thematic communities based on the proximity of the nodes on the map.

Citation analysis: Facilitates the analysis of citations and co-citations to identify influential documents or central topics in a given research area.

Export of results: Allows you to export the maps and results to different formats, which facilitates their use in presentations or publications

VOSviewer is a free tool and is available for download on the Leiden University CWTS website. It is compatible with several file formats, allowing you to use data from different bibliographic databases, such as Scopus or Web of Science. EndNote is a bibliographic reference management program widely used in academia and research. It was developed by Clarivate Analytics, formerly part of Thomson Reuters. EndNote allows users to organize, manage, and cite bibliography and bibliographic references in their research papers, articles, theses, and other academic documents. The program makes it easy to create personal databases with bibliographic references and can automatically import references from online databases, library catalogs, and other academic resources. Some of the typical features of EndNote include:

Reference Import: Allows you to automatically import references from online sources, such as bibliographic databases and library catalogs.

Organization and classification: Users can organize references into libraries, create folders, and add tags for efficient classification.

Citation and bibliography generation: EndNote supports a wide range of citation styles and can automatically generate citations and bibliographies in formats such as APA, MLA, Chicago, among others.

Collaboration: Users can share their libraries with colleagues to facilitate collaboration on research projects.

Integration with word processors: EndNote integrates with word processing software, such as Microsoft Word and other similar programs, making it easy to insert citations and create bibliographies in documents. The phrase "Social networks on psychological and intellectual performance" was used as the search criterion. This search criterion was applied to the title, abstract and keywords of review type documents, research articles, books, book chapters and conference papers. Under these conditions, a total of 723 scientific contributions were detected in the Scopus database.

Results

Bibliographic review of the seminal scientific contributions, related to the influence of social networks on the psychological performance and intellectual performance of university students, detected in the Scopus database.

(Suárez Rivero & Molina Jiménez, 2021) For today's generation, social networks have become their daily life, starting from intrapersonal to interpersonal aspects, from recreation to research, however, not everyone uses them regularly. the most convenient way, the problem of addressing being the use of social networks and messaging in the face of the academic performance of the students of the Molina Castro Urbano Agricultural and Environmental Departmental Educational Institution, and the objective is to analyze the relationship between the use of social networks WhatsApp, Facebook and academic performance in secondary school students, where social networks are considered a means for the generation of social interactions of exchange either between people, between groups or in the best of cases between institutions; Likewise, academic performance is considered the result of the development of knowing how to be, knowing how to know, knowing and knowing how to live together, valued qualitatively or quantitatively. The results of the research are specified in a diagnosis that presents the performance of the students at the high, basic and higher levels, with the highest percentage being the basic level. Likewise, the research results in the use of social networks and messaging by all students, as well as the direct relationship between said use and academic performance. Among the conclusions that allow the verification of the hypothesis are that those students who are supervised by parents in the use of social networks also generate monitoring in academic activities and are the ones who have control over the frequency of use of social networks. social and messaging networks, generating a constant, the less use, the greater academic performance or vice versa.

(Morocho Cuji, 2015) Social Networks are gaining ground within education compared to other alternatives. The present investigation was carried out in the city of Riobamba with Third Year High School Students, Computer Specialty, parallel "A and B" of the "Isabel de Godín" Educational Unit, with the purpose of determining the incidence of Social Networks Facebook and Twitter in Academic Performance. This work has the objective of searching for and establishing various alternatives and methodologies in the teaching-learning process to improve academic performance, ensuring quality education for students, where the development of their skills is favored to access better living conditions. The methodology used for this research is based on data collection using the survey technique. After collecting the information and carrying out its respective analysis and interpretation, it is recommended to disseminate the results of the research and propose alternatives that permanently motivate and stimulate students., using social networks, which enhances intellectual development within academic performance. The results of the research demonstrate that social networks help in education by exerting an important influence on the Academic Performance of Third Year High School Students, demonstrating that learning through social networks better helps to acquire new knowledge in academic performance, since there are various techniques, structures and methodology that are easy to acquire within social networks.

(Morales & González, 2014) This article is a study carried out with 175 fourth-year students from priority high schools, with a high vulnerability index, belonging to the VI Region of Chile. Their intellectual capacity, resilience, psychological well-being and self-esteem were evaluated. The different variables were correlated with school performance and the results obtained indicate the existence of a correlation between psychological well-being and resilience; self-esteem and resilience; psychological well-being and self-esteem, but these do not correlate with school performance. Subsequently, the students were classified into three groups: high-performing students, average-performing students, and a third group with low performance. Significant differences were found between the groups in intellectual capacity, but not in the variables related to self-esteem, psychological well-being and resilience. If differences are evident in some sub-factors of the administered scales.

(Morales, 2014) The article synthesizes the results of a research in which fourth-year high school students with high academic performance, belonging to vulnerable sectors, were evaluated. The central objective of the study was to compare this group of students with the total group, in variables related to intellectual capacity, self-esteem, resilience and psychological well-being. The information was collected through different scales, all of which yielded

reliability levels above 0.70 (Cronbach's alpha). The results revealed that the performances on the various scales are within the expected range for their age. However, the differences between the high performance and general performance groups are only evident in intellectual performance, self-esteem scale (home), resilience (models and learning) and psychological well-being (acceptance and projection).

(Valerio & Serna, 2018) Social networks have become an important part of the lives of young university students. Some authors consider them significant tools to maintain contact with family and friends. However, other authors argue that online social networks have contributed to social disconnection. This study explores the possible association between the psychological well-being of university students and the intensity of use of social networks (Facebook). A quantitative analysis with an exploratory scope was carried out: 200 students from a private university in Mexico were interviewed. The results showed a negative association between the number of daily hours that students dedicated to Facebook and subjective psychological well-being (-.241) and material well-being ($r = -0.192$). Furthermore, a positive association ($p < .05$, .153) was found between the number of photos that students share through Facebook and subjective psychological well-being.

(Benet-Martínez & Repke, 2020) The field of acculturation encompasses a rich and broad spectrum of relevant topics, types of populations, and geographic areas. However, it has been slow to incorporate theoretical knowledge beyond the intergroup relations perspective, neglecting the contributions of other areas of social psychology, such as the sociocognitive approach, and of disciplines such as cultural and personality psychology, and the social perspective. of social networks. The primary goal of this article is to inform and expand understanding of acculturation mechanisms at the micro- and meso-level (e.g., cultural frame change, multicultural identity structure and dynamics, intra- and interpersonal interculturality). We argue that it is time for acculturation research to apply other methodologies, draw on new theoretical paradigms, and move from predicting acculturation outcomes (e.g., psychological well-being) to modeling acculturation processes. The article closes with a discussion of possible future challenges and necessary directions in the social psychological study of acculturation, interculturality, and migration.

Bibliometric study of scientific contributions, detected in the Scopus database and related to the influence of social networks on the psychological performance and intellectual performance of university students.

The largest number of scientific contributions related to this research topic come from nations considered global economic powers such as the United States of America, China and the United Kingdom. These nations are the ones that report the most incidence in their societies, regarding the influence of social networks on the psychological performance and intellectual performance of university students. Figure 1 demonstrates this reality.

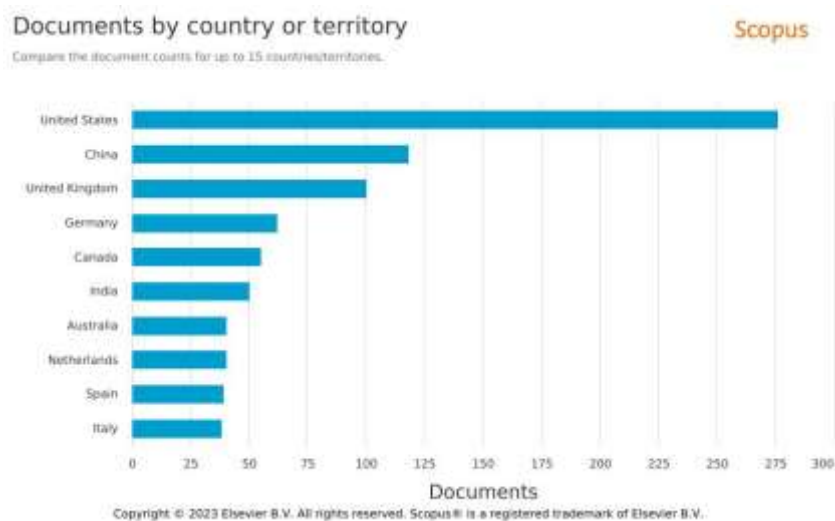


Fig. 1 - Number of scientific contributions detected in the Scopus database, in the last 20 years, focused on the influence of social networks on the psychological performance and intellectual performance of university students.

These facts are supported because economic powers tend to have a more significant impact on the influence of social networks on psychological and intellectual performance for several reasons:

Access to technological and financial resources: Economic powers have greater resources to develop advanced technologies and more sophisticated social media platforms. This allows them to create recommendation and personalization algorithms that can keep users online longer, thereby maximizing exposure to content and advertising.

Marketing and advertising: Economic powers have the ability to invest in large-scale marketing and advertising campaigns. This can lead to greater dissemination of engaging content on social media, which in turn increases the likelihood that users will spend more time on these platforms.

Influence on content: Economic powers often have a great influence on the production of online content. They may fund content that aligns with their interests or views, and this can affect public perception and opinion. Additionally, they have the ability to promote polarizing or controversial content to generate more interaction and debate.

Network effects: Social networks tend to be more effective when more people use them. Economic powers have a large population and access to Internet-connected devices, which allows them to have a solid user base. This creates a positive feedback loop where more users attract more users, increasing the influence of these platforms.

Control over platforms and regulations: Economic powers often have the ability to influence regulations and policies related to social media. They can push for actions that benefit their economic interests, which can have implications for how content, privacy, and other issues are handled on these platforms.

Monetization and data: Economic powers can better take advantage of social media monetization. They can use user data to target advertising more effectively and generate higher revenue. Additionally, data collection and analysis can provide them with valuable insights into user behaviors and preferences, which can be used to improve user influence and retention on platforms.

Together, these reasons contribute to economic powers playing an important role in how social networks affect people's psychological performance and intellectual performance. Their resources and influence allow them to shape the dynamics of the platforms and their effects on society.

The high-profile international scientific community, in the area of social, psychological and pedagogical sciences, in the last 20 years; have shown a growing interest in researching the influence of social networks on the psychological and intellectual performance of basic education students. Figure 2 shows how the number of scientific contributions has evolved, in the last two decades, in the Scopus database.

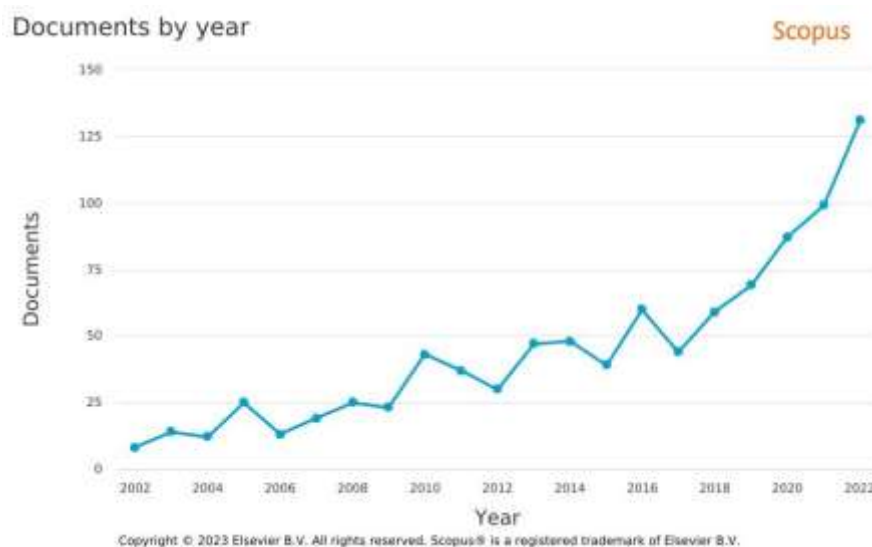


Fig. 2 - Evolution of the number of scientific contributions detected in the Scopus database in the last 20 years and under the search criteria established in the methods section.

The increase in the number of publications related to the influence of social networks on the psychological performance and intellectual performance of university students is due to several factors (Añari Laura & Valencia Chávez, 2017):

Greater access to technology: With technological advancement and the greater availability of electronic devices, even among the youngest students, there is an increase in the use of social networks from an early age. This has raised concerns among parents, educators, and psychology and education experts about how this early exposure could affect students' psychological development and academic performance.

Impact on learning: social media can be a source of distraction for students, which could interfere with their ability to focus on academic tasks. Furthermore, time spent on social networks could reduce time dedicated to studying and learning, which could have a negative impact on intellectual performance (Mendoza-Ponce, Zambrano-Alcívar, & Alcívar-Castro, 2015).

Influence on self-esteem: social media can have an impact on self-esteem and self-perception, especially in younger students who may be more susceptible to comparison with their online peers. Exposure to idealized images and pressure to fit into certain standards can negatively affect students' self-image and mental health (Gaibor, Nicolalde, & Nicolalde, 2016).

Cyberbullying and emotional problems: College students may be vulnerable to cyberbullying and online bullying, which can have serious consequences for their psychological well-being. The rapid spread of negative or harassing messages on social media platforms can increase emotional problems and anxiety among students.

Research and awareness: With increasing public concern about the impact of social media on society, researchers and experts in psychology and education have begun to focus more on this topic. This has led to an increase in academic research and the dissemination of results in the form of publications and studies (Zambrano, 2015).

Need for guidelines and advice: Parents and educators are looking for guidance on how to manage students' relationship with social media in a healthy way. As the importance of this issue becomes more recognized, demand for tips and guidelines to help students use social media responsibly and beneficially has increased (Mejía Zambrano, 2015).

In other words, the increase in the number of publications related to the influence of social networks on the psychological performance and intellectual performance of university students reflects a growing concern about how technology and online interaction can impact education and well-being, emotional of young people.

The most widespread research areas in this research topic are: Medicine, Computer Science, Psychology and Neuroscience. This reality can be verified in figure 3. This figure shows the scientific contributions detected by area of knowledge, in the Scopus database, in the last 20 years and related to the influence of social networks on psychological performance and intellectual performance. of university students. These data highlight the originality of this contribution focused on the area of pedagogical sciences in teaching.

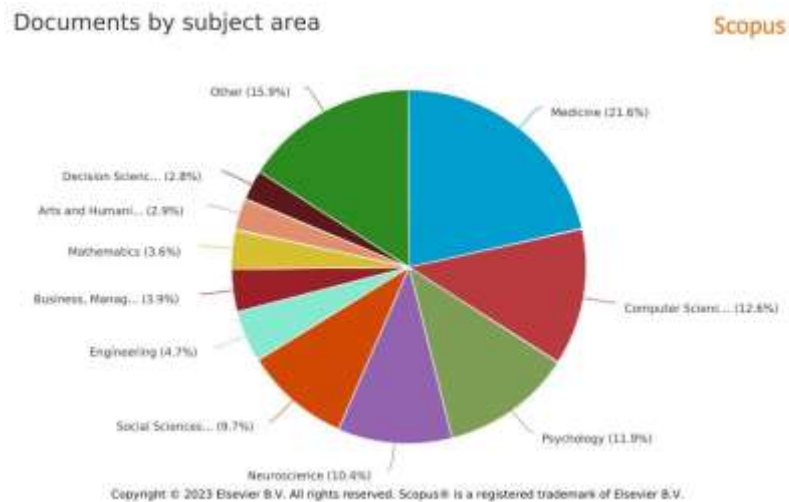


Fig. 3 - Scientific contributions detected by area of knowledge, in the Scopus database, in the last 20 years and related to the influence of social networks on the psychological and intellectual performance of university students.

It was detected that in the Scopus database, in the last two decades, the publishers dedicated to scientific dissemination or scientific journals that offer greater socialization offer research focused on defining the influence of social networks on psychological performance and intellectual performance. of students, are:

International Journal Of Environmental Research And Public Health.

Journal Of Applied Psychology.

Lecture Notes In Computer Science Including Subseries Lecture Notes In Artificial Intelligence And Lecture Notes In Bioinformatics.

Neuroimage.

Plos One.

Figure 4 validates the information previously presented. This figure shows the journals most likely to socialize the research topic discussed in this scientific contribution.

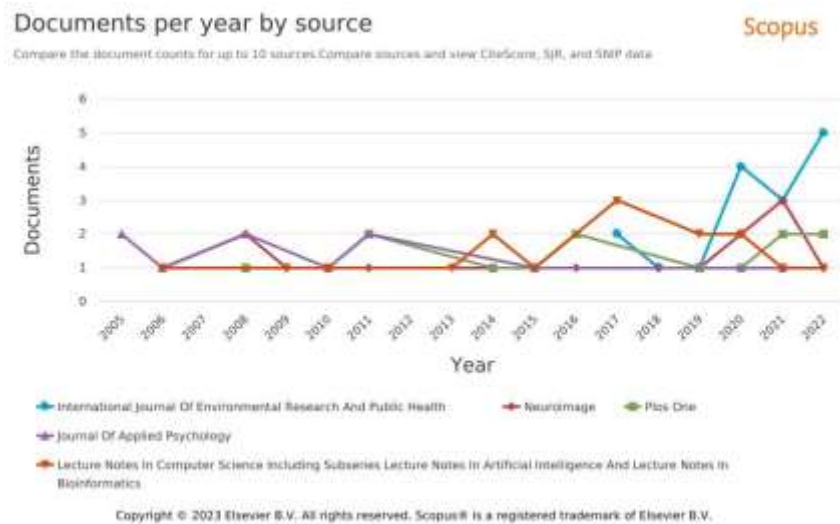


Fig. 4 - Scientific contributions published per year, in the journals that provide the greatest visibility to research focused on determining the influence of social networks on the psychological and intellectual performance of students.

Text mining and term map of scientific contributions related to the influence of social networks on the psychological performance and intellectual performance of university students.

A term map, also known as a word cloud, is a visual representation of a set of words in which the size of each word shows its frequency or relative importance within the set. These words can be extracted from a text, a document, a data set or any other source of information.

In a term map, the most frequent or relevant words appear in a larger size and are often presented in different colors or with special formatting to highlight their presence. Less frequent words are usually displayed in a smaller size and, in some cases, may even be omitted if they are not relevant enough.

Term maps are a useful tool for quickly visualizing and understanding the most important keywords or concepts in a data set or text. They are commonly used for:

Summarize key themes: Identify the most relevant or common themes in a set of documents or in the content of a website.

Sentiment Analysis: In text analysis, term maps can be used to identify the most frequent words associated with positive or negative sentiments.

Social network analysis: In the context of social networks, term maps can help identify the most discussed topics or the keywords used in conversations.

Survey analysis: In the analysis of open-ended responses in surveys, term maps can highlight the words or topics most mentioned by respondents.

Term maps are easy to interpret and can provide a quick, visual overview of key patterns in a data set. However, it is important to note that due to their simplified nature, they may not capture deeper or contextual nuances present in the original content. Therefore, it is recommended to use them as a complementary tool in data analysis or text exploration. Figure 5 shows a term map made with the indexing keywords of the different scientific contributions detected in the Scopus database, under the conditions established in the materials and methods section of this research. This term map was made using text mining with the VOSviewer software. The time period considered for this analysis is between the years 2000 and 2022. It can be seen in Figure 5, through the range of colors, how the linguistic center of gravity of the detected research has been shifting as the years go by. This graph offers a clear mental contract of the line of evolution of this research topic.

Psychological performance:

Anxiety and depression: Some studies suggest that excessive use of social media may be related to an increased risk of developing anxiety and depression in students. This could be due to constant social comparison, concern about personal image, and the possibility of being the subject of cyberbullying or negative criticism.

Social isolation: Although social media can allow connection with others, it can also lead to social isolation if students prioritize online interaction over in-person relationships.

Low self-esteem: Exposure to a large amount of carefully curated and edited content on social media can cause some students to compare themselves negatively to others and develop low self-esteem.

Intellectual performance:

Distraction: Excessive use of social media can be a source of distraction for students, which can negatively impact their ability to focus on academic tasks and overall performance.

Decreased study time: Time dedicated to social networks can reduce the time available for studying and completing academic tasks.

Sleep quality: Nighttime use of social media has been associated with lower sleep quality in students, which can affect their academic performance the next day.

It is important to note that the influence of social media can vary depending on the individual, the type of social media used, and the way it is used. Some students can healthily manage their participation in social media without it negatively affecting their psychological functioning or academic performance, while others may be more susceptible to the negative effects.

It is recommended that students be aware of their use of social media and find an appropriate balance between online time and academic and personal responsibilities. Educators and parents can also play an important role in promoting responsible use of social media and encouraging healthy online habits. Additionally, continuing to research and study this area is essential, as the dynamics around social media can change over time and technology.

Discussion

The influence of social networks on the psychological performance and intellectual performance of students is a topic of great relevance today. While these platforms offer numerous advantages and opportunities, they also pose challenges that can negatively impact the emotional well-being and academic performance of college students.

First, social media can have a significant impact on students' psychological well-being. The constant use of these platforms can contribute to the development of mental health problems, such as anxiety and depression. Students may feel pressure to maintain a perfect image online, constantly comparing themselves to their peers and feeling inadequate if they do not meet certain standards set on social media. Furthermore, exposure to inappropriate or violent content on these platforms can have a negative emotional impact on young people.

The phenomenon of FOMO (Fear of Missing Out) can also affect the psychological well-being of students. The fear of missing out on important events or experiences that are shared on social networks can generate anxiety and constant worry about being connected and updated at all times. This pressure to always be connected can interfere with your ability to focus on academic tasks and affect your intellectual performance.

Additionally, excessive use of social media can become a source of distraction for students. The constant multitasking, characteristic of interaction on social networks, can make it difficult to concentrate on school tasks and reduce the ability to retain information. Students may fall into compulsive usage patterns, constantly checking their profiles, responding to messages, or viewing content, which reduces their time spent studying and learning.

Overexposure to social media can also have a negative impact on students' academic performance. Accessing a large amount of information online can be overwhelming and hinder the ability to discern between relevant and non-relevant information. Additionally, the ease with which information can be copied and pasted from social media can lead to a lack of originality and plagiarism in schoolwork, affecting the quality of academic work.

However, it is important to recognize that not all the effects of social media are negative. These platforms can also offer educational benefits and learning opportunities. Students can access educational resources online, participate in academic discussions, collaborate with classmates, and expand their horizons beyond the traditional school environment. Social media can promote creativity and the exchange of ideas, as long as it is used in a balanced and responsible way.

To mitigate the possible negative effects of social networks on the psychological performance and intellectual performance of students, it is essential to promote a healthy and balanced use of these platforms. Parents, educators, and society at large can play an important role in educating students about the responsible use of social media, promoting awareness of the associated risks, and providing emotional support.

Likewise, it is necessary to promote time management strategies that help students establish limits and prioritize their academic responsibilities. Setting schedules dedicated to studying and using social media, as well as encouraging offline activities such as physical exercise and face-to-face social interactions, can contribute to a healthy balance.

In conclusion, social networks exert a significant influence on the psychological performance and intellectual performance of university students. While they offer numerous opportunities, they also present challenges that require proper management. It is essential that students learn to make responsible use of social networks, establishing limits, protecting their emotional well-being and dedicating adequate time to studying and learning. By doing so, they will be able to take full advantage of the benefits these platforms can offer without compromising their mental health or academic performance.

Conclusions

The final considerations of this research point to the following conclusions:

The main nations that make up the world economic axis are those that show the most interest in analyzing and quantifying the impact of social networks on the psychological performance and intellectual performance of university students.

There is growing interest on the part of the international scientific community in research into the impact of social networks on the psychological performance and intellectual performance of university students.

The most fertile academic fields in this research topic are: medical sciences, computer science, psychology and neuroscience.

In the Scopus research academic directory. The scientific journals that offer the greatest dissemination of this research topic are: (i) International Journal Of Environmental Research And Public Health. (ii) Journal Of Applied Psychology. (iii) Lecture Notes In Computer Science Including Subseries Lecture Notes In Artificial Intelligence And Lecture Notes In Bioinformatics. (iv) Neuroimage. (v) Plos One.

In psychological exercise, the main and most recurrent incidents in students regarding social networks are: Anxiety and depression. This is because many researchers suggest that excessive social media use may be linked to an increased risk of developing anxiety and depression in students. This could be due to constant social comparison, concern about personal image, and the possibility of being the subject of cyberbullying or negative criticism.

- In intellectual exercise, the main and most common incidents in students regarding social networks are: (i) Distraction, since excessive use of social networks can be a source of dissociation for students, which can negatively affect their ability to concentrate on academic tasks and performance in general. (ii) The decrease in study time. As a consequence, the time dedicated to social networks can reduce the time available for studying and completing academic tasks.

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