

CAUSALITY

EDUCATIONAL ISSUES OF SOCIAL MEDIA

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Abstract

The emerging generation is undergoing several changes in their cultural habits, values, and attitudes, and are very different from their peers. The trend shows that young people, young adults, and even parents are spending more and more time online and at the same time are using social media platforms more and more. In addition to its many benefits, media socialization has also brought with it many dangers and problems.

1. Introduction

One of today's most pressing issues is the impact of the accelerated world and increased internet use on the growing generation [6]; [8]; [13]; [18]. The growing generation is undergoing many changes, their cultural habits, values, and attitudes are very different from their previous peers [9]. The most relevant change for my research is media socialization, which results in a sedentary lifestyle [8]; [9]. We put a special focus on the study of the internet use habits of post-school athletes, including their impact on their social competence. The trend shows that they are spending more and more time in the online space and at the same time they are using social media platforms more boldly, which helps them to choose their role models for the 21st century [6]; [13]. Social competence is very important for the individual, as it is a major determinant of success in preschool, school and even in adult communities [7]; [16]; [17]. Nowadays, in addition to sedentary lifestyles, other interpersonal problems are also common among young people [1]; [5]; [8]; [9]; [15]; [16]; [18]. Social skills are behavioral tools and learned psychic components that help shape an individual's social behavior [12]; [17]. Previous research has shown that parental influences are no longer sufficient for the acquisition of effective behaviors [7]; [14]; [17]). Studies on the topic highlight that social competence can be influenced and developed in youth, most notably in preschool, but there is also a need to measure older age groups [7]; [17]. Research in the field dates back to the 1960s, when White's [19] study established the concept and importance of social competence, which is still a popular research area today [12]; [17]. Today, the most active disciplines in social competence research are pedagogy, social psychology, and psychology [5]; [12]. The increased interest may be due to the complexity of the concept, as all three disciplines have an impact on competence, of which social competence is an integral part. Several researchers have found that social competence is the ability to mobilize and use elements from one's repertoire of social behaviors to achieve a goal [4]; [11]. Examples of such elements include: estimating expectations, estimating efficacy, and using social information [11]. There are no contradictions, but complementarities and different perspectives when looking at competence, including social competence. The concept is still expanding today, but the common point is that social competence has a personality function and there is also a consensus on its components: it is made up of inherited and learned motives and knowledge systems [12], [18].

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1. 2. Method

In our research, we looked at young people's interpersonal behavior, their emotional reactions to Social Responsibility, their online habits, and demographic data. For our research, we used convenience sampling and chose students from the ELTE Bolyai János Primary and Secondary School. The convenience sampling was justified because it allowed us to better monitor the results and build a closer relationship with the participating school. The latter is important because it may anticipate their active participation in further research. However, the results may be biased by the fact that the sample is not representative. The measurement instruments used were the Interpersonal Reactivity Index [3] and a questionnaire that we edited. In the first phase of the work, a documentary analysis was carried out on the topic of media localization. The research population - n=64 - consisted of 6th and 7th-grade students of the ELTE Bolyai János Primary and Secondary School. During the study, the participants were asked to fill in a 24-question questionnaire asking them about their daily internet use habits. The interpersonal behavior of the participants was quantified using the Interpersonal Reactivity Index [3]. This 28-question test provides quantitative results on the attributes of the respondents' interpersonal behavior using a validated measurement instrument and a five-point Likert scale. The IRI test uses four components to measure and examine participants' interpersonal traits.

- **Perspective segment**- Spontaneous acceptance of and interest in the viewpoints of others
- **Fantasy segment** - Respondents' ability to imagine themselves in the shoes of a character in a book or film
- **Empathic Concern Segment**- Appreciating, empathizing with the feelings of others. Empathic, concerned about the other person
- **Personal Anxiety Segment** - How the respondent handles tense interpersonal situations. Anxious, uneasy, tense, or performing well.

The students at Bolyai were very helpful, with a 100% response rate. In the second half of the survey, in addition to data entry and processing, document analysis was carried out. We looked for results from similar age group measurements to provide a basis for comparison for our research.

3. Results

The average age of participants was 12.41 years. The gender distribution of the population showed a boy-girl ratio of 38 - 62 percent. Our research showed that 100% of participants have their phones and more than 84% have an internet subscription. 40% of respondents spend 1-2 hours online per day, but 30% of the sample spends more than 4 hours online. One reason could be that all respondents own a mobile phone and 40% own a tablet. Online space is usually accessed from a phone, with 84% using their mobile phone more than their computer or tablet for this purpose in the week before the survey. The results of the survey on internet usage habits conducted in the first half of our research are shown in *Figure 1*.

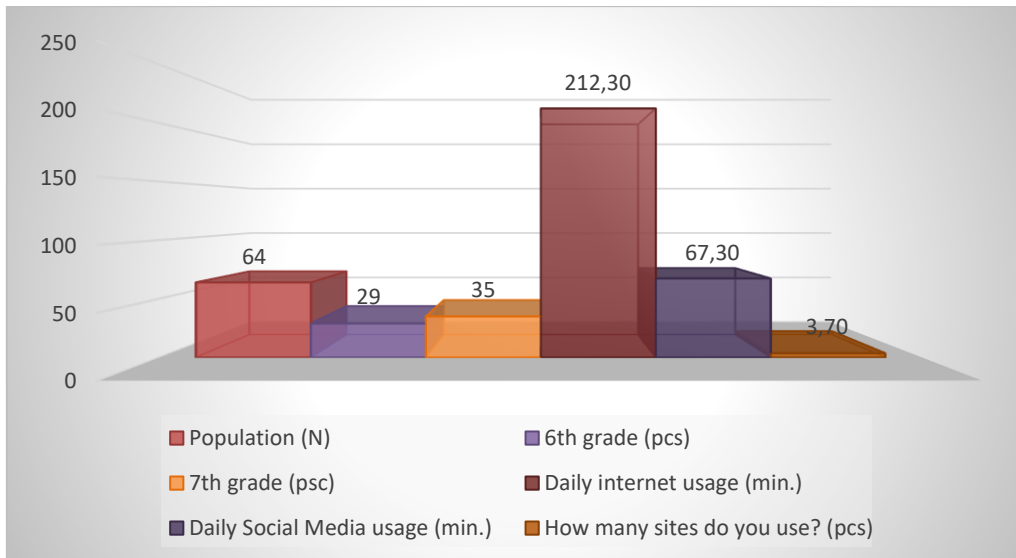


Figure 1: Internet usage patterns of the population (own editing)

There is a link between interpersonal behavior and daily use of the internet. The measurements were carried out to confirm that the increase in time spent on the internet and the number of people owning their phones and tablets continues. As shown in Figure 2, there is no big change in the Interpersonal Reactivity Index scores after viewing the video once. However, there are minor correlations in the four segments of the IRI. Those completers who scored higher in Fantasy 14.5 and Perspective Taking 13.2, scored higher in Empathy 15.4. There is no context between watching the video and scores on the IRI test. Our results show that the Internet use habits of the 12-13-year-olds in Szombathely are in line with the age group characteristics. The results presented above prove that we need to investigate the concept of media socialization. They read it, they see it, but they are not the ones who experience it. This long-term process leads to causality, which may even lead to an emotionless generation.

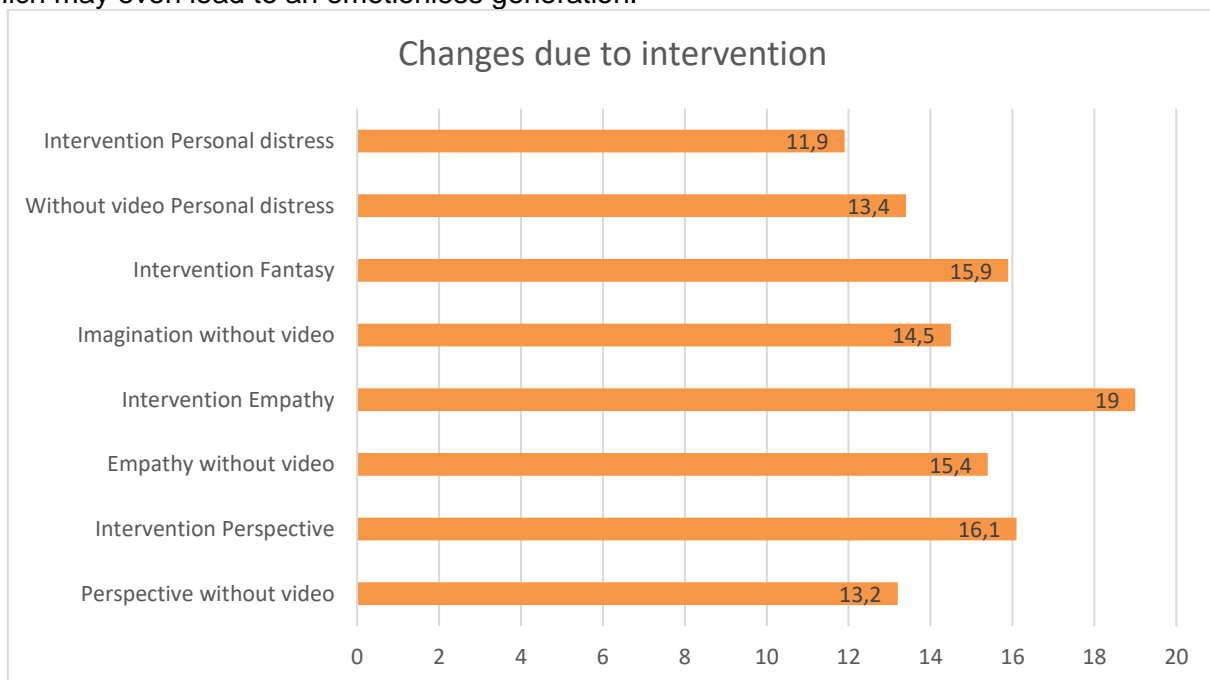


Figure 2: Changes due to intervention (own editing)

4. Discussion

Only 0.3% of Hungarian 11th-grade high school students (N= 1426) did not own a phone [10]. Similar domestic results were shared by [9] in his study on media socialization and its emergence. 4% of households do not have a computer, up from 15% in 2005. In the 2015 survey, 95% of young people had internet access, 97% of these had broadband connections, and 80% had access to multiple devices [2]; [9]. It is fair to say that increased mobile phone use is a global phenomenon. The use of mobile phones has also changed, with this age group using these devices more for surfing the internet and reading than for making calls, as other communication channels have emerged [2]; [8];[15];[18]. Today, we can talk about the socialization effects of the media because the above-mentioned findings confirm that today's young people do not acquire information from their own experience, but indirectly, through the media. Often they read it, they see it, but they do not experience it, they do not experience it. This long-term process leads to causality. In the online space, space and time disappear, the continuous presence can be arbitrarily interrupted and a damaging sense of freedom is created as a consequence of the blurring of boundaries [2]; [8].

2. 5. Conclusion

The indifferent response to the videos may be caused by the aforementioned causality. This presents a current situation, but knowing the specificities of the online space, we will have the possibility to shape it. Communication in online space changes the perception and characteristics of time, creating flexibility not previously experienced. Another characteristic of this communication is that every conversation, post, or even click can be tracked, retrieved, and collected. It is also characterized by physical separation, which means that even during the most lively or intimate online communication, users are largely alone in front of a computer, far away from their interlocutors. The role of space has changed significantly, physical and geographical distance is no longer a problem, and as a result, social space has expanded [16]. In our opinion, with the development of technology, the classic role model roles, which were taken over by stars and celebrities, have disappeared. The internet has become a living space for young people and the trends do not show that this will change. They need to be taught how to use it properly, not banned. In addition, they need to create content that helps them to develop their interpersonal behavior. Corporate Social Responsibility (CSR) can be a very good way of doing this, especially in the sports sector. The latter has a much larger following and therefore provides a very good platform for sharing this content, as the message reaches many people, including many young people.

3. 6. References

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