

ANALYSIS OF THE IMPACT OF SOCIAL NETWORKS ON THE QUALITY OF LIFE AND EDUCATION OF YOUNG PEOPLE

1 Jelena Jevtić*, Polytechnic-School for New Technologies, Belgrade Serbia

2 Milan S. Dajić**, Technical School Vitina, Vrbovac, Serbia

* Corresponding author E-mail: d.milan@hotmail.rs

1 ORCID ID: [0000-0003-2173-4401](https://orcid.org/0000-0003-2173-4401)

2 ORCID ID: [0000-0003-3265-5012](https://orcid.org/0000-0003-3265-5012)

ARTICLE INFO

Preliminary Announcement

Received: 02. 04.2021

Revised: 13.05.2021

Accepted: 17.05.2021

doi [10.7251/ACE2134239J](https://doi.org/10.7251/ACE2134239J)

UDC

316.774:004.758-053.2

Keywords: *social networks, Instagram, YouTube, young people.*

JEL Classification: A14, I25, L63

ABSTRACT

Social networks are a way of creating a virtual identity and entering into relationships with strangers in a series of interactions that were not known to a man before the existence of the Internet. Mobile phones and the virtual world often create a personality of a person that is not the same in the real world. It can be said that technology has changed the course of humanity and human consciousness and contributed to many changes in the mentality of society, especially among the youth. Children are often overwhelmed by materialism and jealousy, which further encourages them to become an unconscious, immoral and unambitious population. One of the negative effects of social networks is the abuse of privacy, which is also becoming a growing problem everywhere in the world and should not be ignored. However, a positive attitude should be maintained when it comes to social networks, because they facilitate communication, access to information and learning, greater availability of services and free advertising of some products or services. High school students use the Internet intensively every day, and the work raises the question of whether they use it constructively or destructively. The research was conducted in 2019, the population of high school students was observed and 100 students were included on the territory of Belgrade, Niš and Vitina.

© 2021 ACE. All rights reserved

* Equal Contribution

**Equal Contribution

1. INTRODUCTION

Social networks have a profound impact on the modern world. At the individual level, “there are negative correlations between the intensive use of social networks, subjective well-being, and mental health” (Allcott et al., 2020). A modern user of social networks is used to having information about happiness available to him now and immediately. He is a “turbo-consumer, accustomed to a hyper individualized hyper-choice, which, therefore, rests on a strong sense of individualized consumption” (Lipoveski, 2008). Allcott also notes that “negative outcomes such as suicide and depression rose sharply during the period when the use of smartphones and social networks expanded” (Allcott, et al., 2020). Social networks have contributed to the undermining of social awareness, democracy and various abuses of rights, despite the fact that they still survive because the positive experiences of their use successfully overcome the negative ones. In order to examine the impact of social networks on the quality of life and education of young people, the following hypotheses were tested:

H1: “*Students have a positive attitude when it comes to the usefulness and the use of social networks*”;

H2: “*Social networks have influenced the change in the mood and the quality of life of young people*”

H3: “*Social networks have become an integral part of life, especially among young people*”.

Students spend too much time on social media, which often leads to mood swings and addictions, especially when they have experienced some form of abuse, that often puts them in a depressed state and affects their quality of life. On the other hand, they find them useful for learning and education.

For younger, undisciplined people, with insufficiently developed critical awareness, a few clicks bring immense satisfaction, the illusion of happiness and an escapist solution - an escape from studying, learning and school everyday life which require a certain mental effort and discipline. Often, young people on the Internet are looking for a way to break free or escape from the everyday social environment, overcome peer violence, escape from loneliness and misunderstanding of their own peers. In a 2017 longitudinal study, a group of authors, summarizing thousands of previous studies, stated that “there are a significant number of studies that have shown the importance of social interactions for people’s well-being” (Sakya & Nicholas, 2017). Interactions that take place through social networks are also included and it is confirmed that “human beings progress faster with social support and positive reactions of the environment and on

social networks” (Sakya & Nicholas, 2017). Bokan (2020) points out that the enjoyment and pleasant incentives that users receive on social networks do not pass without negative consequences. Personal data entered in user profiles are a lure for sellers who advertise their products on social networks and whose sales depend on the attention of users that they manage to attract on social networks. “Namely, the user pays for his virtual experience with exploitation and cashed attention, which is occupied by frequent low-intensity pleasures” (Bokan, 2020).

In the developmental psychology of the child, puberty is marked as “a period when there is a strong need to belong”. In social networks such as Instagram, this phenomenon is especially pronounced because it has enabled everyone to show an embellished and hyperbolized version of their life. When young people, looking for their idols, see exaggerated versions of other people’s lives, their psychological well-being is disturbed and their psyche is adversely affected.

Young people compare their own reality and everyday life with the one from photography, notice differences and inconsistencies, and this cognitive dissonance is a favorable trigger for developing feelings of inferiority and dissatisfaction with one’s own life. Based on the data obtained from the survey, we will see how the mass use of social networks affects the youth in Serbia, from the perspective of high school students, that is how high school students in Niš, Vitina and Belgrade manage on social networks and whether they can recognize violence on the Internet.

2. OVERVIEW OF THEORETICAL IDEAS

“Social networks use social interactions and thus deepen loneliness and depression” (Twerge, 2017). The discontinuity is noticeable in the development of human society from the most primitive communities throughout history to the present moment. Historians and anthropologists talk about discontinuity every time there is a significant change in the way the human community is produced or organized. Chronologically, the closest point of discontinuity to us arose in the 17th century, when, as Giddens (1998) claims, “a special form of organization of society and social life in Europe emerged, which spread further around the world”. Post-industrial society and postmodern culture have especially influenced the transformation of identity which in the true sense of the word has become fluid – multidimensional, discontinuous, decentralized, fragmentary, unstable and volatile (Božilović, 2020). At the same time, new tendencies in culture have completely thinned the line between high and popular creativity and thus called into question the status of established, hitherto valid values (Božilović, 2020).

A new point of discontinuity arises precisely with the mass use of the Internet. With the advent of the internet we can talk about a new phase, a postmodern age phase or even a post-postmodern one. The social sciences are currently looking for new answers and theoretical approaches that would include new changes in life habits and interpersonal relationships. If we talk about the present time, we could say that the time of the media that have become an integral part of everyday life is a means of communication, entertainment and non-formal education ([Ivanović, 2019](#))

The use of social networks is now one of the needs, that is, imposed needs. Everyday use of these technologies is taken for granted. Young people in Serbia find themselves in a post cultural universe with one part of their being, reason, while they are emotionally enchanted by false images of the past filled with myths and various superstitions ([Božilović, 2020](#)). The use of social networks in this way can be purposeful, because through the experiences of others, each individual can acquire new knowledge, develop, learn and improve the quality of all segments of life ([Ivanović, 2019](#)). Users of social networks should be able to think critically about media content, evaluate it and only in the end, if necessary, use it. The speed at which modern media are incorporated into everyday life, as well as into the educational system, also contributes to this situation ([Ivanović, 2019](#))

Videos, blogs and posts on Instagram primarily offer tips that cover all aspects of life: health, love, sports, work, etc. ([Lipovetski, 2008](#)). Media all the more, because the technology necessary for their production is advanced, favorable and accessible. The content offered in the media is less informative and educational, and is primarily aimed at entertainment. Entertainment brings the biggest profit and unwritten media logic is focused primarily on making the biggest possible profit ([Vučetić & Radovanović Šarenac, 2018](#)).

Social networks should be seen as a means of pedagogical development. This is very important, if we start from the fact that in today's dynamic world, education still rigidly adheres to traditional perceptions and changes that have occurred or are occurring are minimal ([Ivanović, 2019](#)). Modern digital media in education find various applications: from curricula for learning and exercises, databases and tools, through games for learning and simulation, to complex communication and cooperation environments ([Ivanović, 2019](#)). Information accessed through the Internet is organized in a certain way by search engines, even interconnected through links, but this does not mean that it allows users to improve to the level of experts. This information is primarily configured to shape the user, primarily the consumer. Content on the Internet is aimed at promising or offering the greatest possible happiness to anyone who approaches it.

Marshall McLuhan's media are described as sensory and neurological extensions of human consciousness that, in spite of being useful, create dependence ([McLuhan, 2002](#)). For dependent users of social networks, hedonism is the basic value orientation in the abundance of content ([Vukadinović, 2013](#)). They give their time and attention for the sake of satisfying the illusions that the media offer them, and the media, i.e. the creators of the content on social media, sell their audience to producers ([Herman & Chomsky, 1988](#)). Now this is incomparably easier than in the eighties and nineties because for the creators of media content on social networks, ordinary people and their companions are easier to identify and they consciously decide that they "help in generating revenue by being their videos, like and watch the commercials and video to the end. People spend most of their time in virtual space separated from direct communication, which is particularly acute among young people, whose life takes place in the world of hyper production, networking and virtuality ([Bazić, 2017](#)).

The discontinuity of consciousness arises in the perception of an individual when, clicking from link to link, they expose themselves randomly or semi-randomly, to information and content from the Internet. Such knowledge or "information" has no clear structure and the individual perceives a wealth of visual, auditory and textual information that does not meet any criteria of relevance or reliability. Chaos in the hierarchy of information and mental activity that is unfocused and does not have constructive and visible results, leads to dissatisfaction and depression ([Csikszentmihalyi, 2008](#)).

The Internet and social networks contribute to the rapid spread of various ideas and more efficient operation of various organizations, especially terrorist ones, which causes fear in people ([Bazić, 2017](#)).

Lyotard marked the postmodern abandonment of faith in the progress of mankind and the disappearance of the "great narrative", which referred to the development of history in chronological order and implied the continuous well-being of mankind ([Lyotard, 1985](#)).

Giddens notes that "the life forms brought by modernity have removed all traditional types of social order in a way that has never been seen before. For the power and breadth of transformation are deeper and greater in the modern age" ([Giddens, 1998](#)). He, of course, wrote this in 1998, before the mass use of the Internet. The mass use of social networks has the consequence of even more recent, i.e. newer and newer life forms of social interactions.

These changes affect the personal life and intimacy of social network users. Should we be wary of them? Is it justified to trust social networks? Is the man

of the consumer and information society doomed to a diabolical pact? ([Bellini, 1987](#)).

Disruption in the private lives of individuals arises precisely with the abundance and randomness of information that affects the interruptions and discontinuities of consciousness. With the interruption of the chronological thread, there is also the interruption of spatial frames. Thus, an individual's perception of time and space is no longer similar to the perception that our contemporaries had before using the Internet and social networks. Both time and space have undergone a kind of transformation.

Modernity has, therefore, a dark side, but certainly also a side of inconceivable possibilities provided by the speed of information transfer, their availability and exchange. The hypermodernity of the modern information age implies contact with many other users of social networks, who are strangers to each other. The character of communication is transient, and there is really no contact and interaction with complete personalities, who have unique identities within their smaller communities.

As there has been more and more talk lately about the impact of social media on mental health, various questions have been asked – is it even possible to put all social networks in the same category and, if not, what distinguishes them and do they have different effects on the mental health of individuals ([Biglbauer & Korajlija, 2020](#))?

The use of social networks is associated with the degree of loneliness and a sense of belonging in society, life satisfaction and self-esteem. Now their identity is anonymous, changeable or limited to an avatar, i.e. information displayed in an online profile.

The impact of technological changes on the introduction of new teaching content in education is visible in all areas and at all levels of institutional education ([Bazić, 2017](#)). The rapid growth in the number of users of social networks is evidenced in the study conducted by the Pew Research Center for the territory of the USA, according to which there are as many as 72% of adult users in the United States ([Gardašević, 2021](#)). Social networks have become an integral part of life in the 21st century, especially among young people, as indicated by the fact that there are currently over 3.8 billion users worldwide ([Biglbauer & Korajlija, 2020](#)). Every day we witness the increasingly intensive development of modern information technology that affects all segments of human activity and its accelerated and negligible impact on education ([Novokmet, 2020](#)). The use of ICT in teaching is becoming more pronounced, and learning through them is already known as M - learning. Tablets enable the use of electronic books, video and

audio educational content from many subjects and thus make them much more interesting and understandable ([Bazić, 2017](#)). Namely, Internet users should be able to think critically about media content, evaluating them and only in the end, if necessary, use them. The speed at which modern media are incorporated into everyday life, as well as into the educational system, also contributes to this situation ([Ivanović, 2019](#)).

Starting from theoretical settings that should reconcile cognitive, social values, classical and ICT models of learning, the need for individualization and meeting the needs of today's society is pronounced ([Vasiljević, 2016](#)).

In the last ten years, social networks have become a digital gathering place for a large number of people. There are four million Facebook accounts in Serbia alone, while Instagram recorded two million users in 2018. The popularity of social networks has made it easy for users to organize and gather around certain interests ([Novokmet, 2020](#)). According to a survey by Social Serbia with the support of Huawei Mobile 2020, the most popular social network in Serbia is still Facebook, but the number of users continues to decline slightly from year to year ([Social Serbia, 2021](#)).

Realizing the importance of innovation in education, but also society as a whole, developed countries are among the first to create, adopt and develop strategies for innovative education ([Vasiljević, 2016](#)). The unification of the education system and the aspiration towards its stronger global regulation is a very corresponding tendency to the Fourth Industrial Revolution, which generates needs for knowledge that is universally and directly applicable in order to accelerate labor mobility and competitiveness in the global market ([Bazić, 2017](#)). Recently, dozens of new profiles have been established on Instagram, the goal of which is to explain a rule or popularize a linguistic or literary topic in various ways, primarily in cooperation with images and text, profiles that pay special attention to the quality of visual and thematic contents are, above all, in Serbian ([Novokmet, 2020](#)). It is necessary to devise ways to bring the wonderful world of the Internet closer to children and young people. Social networks can be oriented towards the individual as an individual and a social being. It is for these reasons that the American Psychological Association has created principles that support educational reforms around the world, based on the transformation and modernization of learning paradigms in the new ICT environment ([Vasiljević, 2016](#)). The results of the research confirm the assumptions about underutilized educational resources of libraries, especially when bearing in mind that most students from the earliest days are directed toward the use of their services, and deviations from expected results occurred in connection with reading electronic and printed books.

With the extreme expansion of social media in recent years, we see that among hundreds of millions of users, some are becoming extremely popular. That is, so popular that they certainly influence the decisions of people active online (Bogićević, 2020). The most influential influencers in Serbia are among the ranks of Twitter users (mostly for political marketing) and Instagramers (the most influential are currently gamers and bloggers). They shape the thoughts of young people with their posts, messages and pictures (Bogićević, 2020). This raises the issue of trust, privacy, as well as the issue of security of Internet users. Through Instagram accounts, everyone who has them can connect with other users of this social network and follow their activities. Advertising on Instagram is becoming increasingly popular in Serbia, because over 1.5 million people sign up for this application every day, over 38% are users aged 18 to 24 and over 34% are users aged 24 to 35 (Vuković, 2020).

Many researchers have realized that the network perspective provides new levers for responding to standard social and behavioral research problems, giving a precise formal definition of aspects of the political, economic or social structural environment (Rakić & Marjanović, 2019). In the last few years, influencers have positioned themselves as potential promoters, creating opinions and shaping consumer attitudes in the most effective and cheapest way, unlike, for example, promotion by celebrities or some other marketing strategies (Bogićević, 2020).

In Serbia, young people are very active on social networks and spend a lot of time contacting friends through social networks and following the content of influencers. Most young people in Serbia follow one or more influencers, while the most represented areas are fashion and cosmetics (Bogićević, 2020).

3. METHODOLOGICAL APPROACH TO THE PROBLEM

As for data processing, for the purpose of the research, we used descriptive statistics and correlation analysis procedures. The variables that are correlated are “favorite social network” and “social network they spend the most time on”; “frequency of the use” and “mood swings”; “addiction” and “jealousy”; “utility” and “education”. The scale was reduced in order to examine the extent to which the position on “the use of social networks in education” is congruent with the general position on “the usefulness of social networks”.

The research was conducted in 2019. The sample consists of 100 respondents from schools in Belgrade, Niš and Vitina, and it is a pilot research. Students from the first to the fourth grade of the Technical School from Vitina, the Polytechnic – School for New Technologies from Zemun and the Secondary School of Electrical Engineering “Nikola Tesla” Niš were examined.

The aim of the research is to find out whether students recognize the impact that social networks have on their daily lives: whether they access social networks during classes, whether they recognize a change in mood after accessing social networks and whether they believe that social networks have a positive effect on their motivation, learning and whether they use social networks for some kind of education.

The subject of the research is the impact that social networks have on high school students, their quality of life, mood and education.

The data collection instrument is a survey with 15 questions. The data were distributed among the schools in which the research was conducted. Students had the opportunity to leave their opinion or comment at the end of the survey.

The terms the young and youth in the Law on Youth of the Republic of Serbia published in the Official Gazette ([ZOM, 50/2011](#)) is defined as follows:

“Youth or young people are people from the age of 15 to the age of 30.”

Since the focus of this research is high school students, the terms the young and youth were used in a narrower sense, as a synonym for this target age group. Our conclusions do not apply to those over 18. The paper can serve as a starting point for more general research that would include respondents of other ages who also belong to the category of young people. The paper tries to look at the phenomenon of social networks from the perspective of pedagogues and subject professors, persons responsible for the upbringing and education of those younger than themselves.

Manuel Kastels ([Kastres, 2014](#)) provides the following explanation of the term network:

“The network is a set of interconnected hubs. Hubs can have different levels of importance in the network, and therefore in some versions of network theory hubs that are particularly important are called centers.” He further states ([Kastres, 2014](#)) that networks have: “the ability to introduce new actors and new content into the process of social organizations, with relative autonomy that exists when it comes to centers of power”. The social networks that are the subject of our survey are: Instagram, YouTube, Facebook, Twitter and Snapchat. These networks were chosen because students prefer them due to the type of interactions and media that can be shared through them. At first, YouTube certainly functioned as a site for sharing media content, but it soon added benefits for social networking, so now it fully functions as a social network, but has retained the basic feature of a site for sharing video content ([Čejko, 2019](#)). Due to this property, it is in the survey.

4. RESEARCH RESULTS

The comment of one of the respondents is striking: “Parents think that YouTube is fooling people, but I do not agree with that and I think that YouTube has educated more people than schools.” This indicates a generational conflict, but also a great deal of confidence in the quality and usefulness of the information accessed. Also, the second comment: “It depends which social network is in question. For example, YouTube has nothing to take from you or hide while you post the situation of your life on Instagram and Facebook.”

The structure of respondents by gender, year of education and school they attend is shown in *Table 1*.

Table 1. Structure of respondents by gender, year of education and school they attend

Respondent structure	N
Gender of respondents	
Men	57
Female	43
Year of schooling	
First	20
Second	54
Third	11
Fourth	15
Number of respondents per school	
Technical School Vitina – Vrbovac	30
Secondary School of Electrical Engineering “Nikola Tesla” Niš	35
Polytechnic – School for New Technologies, Zemun	35
Total students	100

Source: Author’s calculation

4.1. Favorite social network students spend most of their time on

The results in *Table 2* indicate that, when it comes to students’ favorite social network, Instagram is convincing with 70 students, followed by Facebook with 24 students, while the rest of the students opted for YouTube, Snapchat, Twitter and other social networks. Students spend most of their time on the social network Instagram, which once again confirms the fact that it is their favorite social network, then on Messenger, and least on Twitter, which is not strange, because there is an opinion that Twitter is mostly used for business and political activities.

Table 2. Display of the distribution by categories of the variable “favorite social network” and “social network they spend most of their time on”

Favorite social network		N	The social network they spend most of their time on	
	Instagram	70	Instagram	74
	Facebook	24	Facebook	16
	YouTube	1	Messenger	3
Social network	Twitter	1	Social network Twitter	5
	Snapshot	1	YouTube	2
	Others	3	Others	0
	Total	100	Total	100

Source: Author’s calculation

Relying on technology, daily access to the Internet and having a profile on one of the social networks is a default part of everyday life. The simplicity and good concept of Instagram have made the application develop and spread around the world at the incredible speed ([Vuković, 2020](#)).

4.2. Students’ attitudes about privacy and data abuse on social networks

What is worrying is the fact that 93 students had some form of abuse on social networks, of which 74 female students, whereas 7 students had a different attitude and it is the students who spend little time on social networks - *Table 3*.

Table 3. Attitudes of students about privacy and misuse of data on social networks

Guaranteed data privacy		N	Abuse on social media			
	<i>Yes</i>	57	<i>Yes</i>	93		
	<i>No</i>	43	<i>No</i>	7		
Full structure						
		<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	
	<i>Yes</i>	33	24	<i>Yes</i>	19	74
	<i>No</i>	20	23	<i>No</i>	4	3
	Total	100		Total	100	

Source: Author’s calculation

Guaranteed privacy on the Internet means the right to personal information, storage, use, security from third parties and display of personal information, identification information related to the visitor of a particular social network. The most common form of privacy abuse occurs through the use of other people’s

data, false information, downloading and misusing photos and videos. In modern society, often the question arises to what extent the collection and disposal of personal data are allowed and justified. Today, due to the large number of social network users, they are most exposed to this type of data abuse and privacy. Based on the obtained results, we can conclude that females are more exposed to the abuse of privacy on social networks. On the other hand, it is encouraging that 72 students think that social networks are a useful thing in their education, growing up and education.

4.3. Students' attitudes about the usefulness of social networks and their use in education

Social networks were confirmed by 72 students, while 28 students had the opposite attitude, so the first research hypothesis (*H1*) was confirmed. The following table shows students in terms of usefulness and the use of social networks in education and training. - *Table 4*.

Table 4. Display of the difference in the level of expression of the positive attitude of students towards the usefulness and the use of social networks in education

Student attitude	N
The usefulness of social networks	
Yes	72
No	28
Motivation to learn after using social networks	
Yes	8
No	92
The use of social networks for educational purposes (as an aid to the adoption of school materials, follow influencers in the field of education, use Youtube to learn new skills, etc.)	
Yes	89
No	11
Access to social networks during classes and classes	
Yes	70
No	30
Total students	100

Source: Author's calculation

Exactly 72 students have confidence in the usefulness of social networks, although a significantly smaller percentage is convinced that they are guaranteed privacy on social networks. However, 92 students are not motivated to learn

after accessing social networks, while for 8 students this attitude is less important, which can be related to previous questions and answers of students created in this research, when it comes to the use of social networks. Furthermore, 30 surveyed students do not access social networks during school hours, while 70 students use phones in class, which is an alarming figure for teachers and worrying if we consider various possibilities of manipulation, except in the case of permission by teachers or the use for learning. It is also encouraging that 89 students use social networks for educational purposes to help them adopt school materials, follow influencers in the field of education, use Youtube to learn new skills, etc. In order to examine the extent to which the attitude towards the use of social networks in education is congruent with the general attitude about the usefulness of social networks, the attitude item about education was recorded so that one indicates a negative attitude (has a lower “intensity”) and a two a positive attitude “intensity”), and then correlation analysis was applied and it was obtained that there is a statistically significant low, positive correlation between the general attitude towards the use of social networks and the attitude about online education and training ($\rho = 0.14$, $p = 0.01$). Thus, students who have a positive general attitude towards the usefulness of social networks, also have a negative attitude towards the use of social networks in education and training. From this we can conclude that most of the mental energy is spent during the stay on social networks, that students are exhausted after using social networks and that they do not find motivation on social networks, ie. “constructive incentive to learn” (Vučić, 1991).

4.4. Students’ attitudes about mood swings, the frequency of the use, addiction or jealousy with access to social networks

Social networks undoubtedly affect us, as we do not seem to be moving in the direction of reducing the use of technology and related social networks, so in the long run it is important to learn how to function in a technology-mediated world in a way that benefits our mental health (Biglbauer & Korajlija, 2020). There are a large number of social networks on the Internet and they represent an increasingly important space for communication, cooperation and exchange of ideas (Bazić, 2017). They represent a great challenge to education because they are very close to pupils and students so they form an integral part of their lives, they are the media through which information spreads quickly, like-minded people gather around them, various ideas are promoted and changes are encouraged (Bazić, 2017).

A large number of students are aware of the change in mood affected by their stay on social networks, and yet 83 stated that they cannot not access social networks at least once a day, so based on this attitude it can be concluded that hypothesis (*H3*) has been confirmed. Social networks often lead to the change of mood, way of thinking and desire to become something that in reality we do not want so much. In this respect, 96 respondents rounded up the affirmative answer when it comes to their mood before and after the time spent on social networks, whether it was depression, empathy or joy, and the research hypothesis (*H2*) was confirmed. Also, more than half of the respondents feel nervous when they are not able to access social networks. Nervousness or discomfort if they are not able to access social networks is always felt by 25 students, sometimes by 64 students and never 11 by students.

Table 5. The difference in the level of frequency of the use and mood swings

Students' attitudes	N
Could you spend a day without using social media?	
Yes	17
No	83
Does it happen that after the time spent on social networks your mood changes?	
Yes	96
No	4
Do you feel nervous or uncomfortable when you are not able to access a social network?	
Yes, sometimes.	64
Yes, always.	25
No, I never feel that way.	11
Total students	100

Source: Author's calculation

Among the negative emotions, there is jealousy, with the largest percentage of students claiming that they sometimes felt jealous because of the post they see on the social network (64 students), but also the vast majority, almost the same percentage of students, publish statuses that provoke this feeling in their companion (97 students). In addition, 21 students feel jealous because of someone's post on social networks, while 15 students never feel jealous, and they are students who are less active on social networks or who are active on a social network that is less popular with the younger generations.

Table 6. Students' attitudes about addiction and jealousy

Students' attitudes	N
Have you ever felt jealous because of someone's post on a social media?	
Yes.	21
Yes, but sometimes.	64
Never.	15
Have you ever posted something to provoke envy or jealousy in a friend or a companion?	
Yes	97
No	3
Total students	100

Source: Author's calculation

Out of 100 surveyed students, only 3 surveyed students did not have posts on social networks with the aim of causing envy or jealousy among their friends, which is also a worrying fact. Young people, under the influence of social networks and the environment, often present themselves differently from real life, in order to gather likes, views or audience.

5. CONCLUSION

The impacts that social networks have on the quality of life of high school students can be viewed as constructive (advantages) and include: easy and fast communication, availability of information that will benefit the further education of students and achieving long-term life goals. Influences that disrupt the quality of student life, negatively affecting their mood and feelings, zeal for learning, and long-term success in school and life, are what we have identified in this paper as shortcomings.

There is a need to raise awareness among young people regarding the digitalization of education and the application of ICT. Electronic media provide the ability to quickly gain knowledge. The knowledge acquired in a traditional school should be replaced by the development of information retrieval skills using existing technologies and their conversion into information that students understand and know how to apply. Digitization of education is a very responsible social and economic task.

The term postmodern, introduced by Jean-François Lyotard, in an effort to name the non-historical period in which humanity finds itself, with the use of the Inter-

net, can be further developed to follow technological progress and correspond to the most modern state of society, i.e. societies.

In the newly formed phase, there is a certain disorientation of a person. It is primarily conditioned by the discontinuity of consciousness and the randomness of information. These two concepts, together, go hand in hand. In contrast to formal education, which is realized in certain institutions, through pre-planned and organized curricula, which include gradual acquisition and mastery of knowledge, where between the phases there is a conditionality – the transition to the next phase of learning and education is impossible without mastering the previous phase of random information scattered across the internet.

The fact that a large part of their time, as well as the time spent at school, young people spend on social networks, testifies to the fact that young people do not know how to use their time well and productively, and that they are not overly focused on planning for the future. It is up to parents and teachers to point out to them that life can have a better structure, and thus greater quality and satisfaction. Adolescent egocentrism and mistrust towards the generation of parents and teachers can be a challenge and an obstacle for both parents and teachers, since adolescents at this developmental stage notice a discrepancy between the ideal and the real, and this is a frequent source of dissatisfaction and rebellion directed at the elderly.

This research fills a gap in the literature regarding the usefulness and disadvantages of social networks for the younger generations in Serbia. The research was conducted in 2019. Since then social networks have gained additional importance as support in conducting online classes, as well as remote communication.

Recommendations for future research are to include a larger sample and impact which networks have on online teaching. Future research should include primary school students, both because of the growing representation of students on social networks, and because of the usage of social networks for teaching.

ACKNOWLEDGMENTS

The article is the result of research conducted in the summer semester of 2019 in the secondary schools: Technical School Vitina–Vrbovac, Secondary School of Electrical Engineering “Nikola Tesla” Niš and Polytechnic – School for New Technologies in Zemun, Belgrade. The research and results were presented in a customized format in the Radio Belgrade show “Perspective 202” in September 2019, as well as at the Tesla Global Forum in Novi Sad in 2020.

REFERENCES

- Allcott, H., Braghieri, L., Eichmeyer, S. & Gentzkow, M. (2020). The Welfare Effects of Social Media. *American Economic Review*, 110(3), 629-676.
- Bazić, J. (2017). Trendovi promena u društvu i obrazovanju koje generiše Četvrta industrijska revolucija. *Sociološki pregled* 51(4), 526-546.
- Bellini, J. (1987). *High Tech Holocaust*. London, UK: A Graham Tarrant Book.
- Biglbauer, S., & Korajlija, L. A. (2020). Social Connections, Depression and Anxiety. *Socijalna psihijatrija*, 48 (4), 404-425.
- Bogićević, J. (2020). Uticaj influensera na formiranje kupovnih navika tinejdžera. *Zbornik radova Fakulteta tehničkih nauka*, 1-4.
- Bokan, J. (2020). Da li mreže grade ili razgrađuju? *Zbornik Matice srpske za društvene nauke* 173(1), 122-125.
- Božilović, N. (2020). Antinomije kulture savremenog srpskog društva: predmoderni mentalitet vs. postmoderni identitet. *Sinteze - časopis za pedagoške nauke, književnosti i kulturu* (17), 65-82.
- Csikszentmihalyi, M. (2008). *Flow: The Psychology of Optimal Experience*. New York, USA: HarperCollins Publishers.
- Čejko, M. (2019). *Superpovezani*. Beograd, Srbija: Klio.
- Gardašević, J., Brkanlić, S., Brkić, I., Prodanović, R., & Kovačević, M. (2021). Kompleksnost podele korisnika društvenih mreža. *XXVII Skup Trendovi razvoja: On-line nastava na univerzitetima* (pp. 1-3). Novi Sad, Srbija: Fakultet tehničkih nauka.
- Gidens, E. (1998). *Posledice modernosti*. Beograd, Srbija: Filip Višnjić.
- Herman, E. S., & Chomsky, N. (1988). *Manufacturing Consent: The Political Economy of the Mass Media*. New York, USA: Pantheon.
- Ivanović, M. (2019). Savremeni mediji u nastavi muzike - didaktičke specifičnosti i potencijali. *Zbornik radova Pedagoški fakultet u Užicu*, 227-242.
- Kastres, M. (2014). *Moć komunikacija*. Beograd, Srbija: Klio.
- Lipoveski, Ž. (2008). *Paradoksalna sreća*. Sremski Karlovci, Srbija: Izdavačka knjižarnica Zorana Stojanovića.
- Liotard, J. F. (1985). *The Postmodern Condition: A Report on Knowledge*. Minneapolis, USA: University of Minnesota Press.
- McLuhan, M. (2002). *Razumijevanje medija: mediji kao čovekovi produžeci*. Zagreb, Hrvatska: Golden marketing - Tehnička knjiga.
- Novokmet, S. (2020). Kako nam internet može pomoći u nastavi srpskog jezika i književnosti? *Književnost i jezik* 157(1).
- Rakić, S., & Marjanović, U. (2019). Uticaj upotrebe digitalnih obrazovnih resursa na učinak studenata. *Zbornik radova Fakulteta tehničkih nauka, Novi Sad*, 1-4.
- Sakya, H. B., & Nicholas, A. C. (2017). Association of Facebook Use with Compromised Well-Being: A Longitudinal Study. *American Journal of Epidemiology* 185(3), 203-211.
- Serbia, S. (2021, april 28). *Social Serbia*. Retrieved from Pioniri: <https://pioniri.com/sr/socialserbia2020.com>

- Twerge, J. M. (2017). *iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy-and Completely Unprepared for Adulthood*. New York, USA: Simon & Schuster.
- Vasiljević, D. (2016). Društvene mreže u obrazovanju: stavovi i očekivanja studenata. *Teme* 40(4), 1241-1258.
- Vučetić, V., & Radovanović Šarenac, D. (2018). Izazovi medijalizacije društva. *Hum* 13 (19) Mostar: *Filozofski fakultet*, 134-155.
- Vučić, L. (1991). *Pedagoška psihologija učenja*. Beograd: Centar za primenjenu psihologiju Društva psihologa Srbije.
- Vukadinović, M. (2013). *Zvezde supermarket kulture*. Beograd: Klio.
- Vuković, M. (2020). Instagram, jedan od uzorka invazije engleskih reči u upotrebi srpskog jezika kod mladih. *Baština, Priština Leposavić* (50), 73-90.
- ZOM, Z. o. (50/2011). *Zakon o mladima*. Beograd, Srbija: Službeni glasnik RS.

АНАЛИЗА УТИЦАЈА ДРУШТВЕНИХ МРЕЖА НА КВАЛИТЕТ ЖИВОТА И ОБРАЗОВАЊА МЛАДИХ

1 Јелена Јевтић, Политехника – школа за нове технологије, Београд, Србија
2 Милан С. Дајић, Техничка школа Витина, Врбовац, Србија

САЖЕТАК

Друштвене мреже јесу начин да се креира виртуелни идентитет и ступи у односе са непознатим људима, тј. странцима у низ интеракција које нису биле познате човјеку прије постојања интернета. Мобилни телефони и виртуелни свијет често креирају личност онакву каква она није у стварном свету. Може се рећи да је технологија измијенила ток човјечанства и људске свијести и допринијела многим измјенама у менталитету друштва, нарочито код омладине. Дјеца неријетко бивају обузета материјализмом и љубомором, што их даље подстиче да постану једна несвјесна, неморална и неамбициозна популација. Један од негативних утицаја друштвених мрежа јесте злоупотребе приватности, што, такође, постаје растући проблем свугдје у свијету и не треба га занемарити. Међутим, ипак треба задржати и позитиван став када су у питању друштвене мреже, јер олакшавају комуникацију, приступ информацијама и учењу, већа је доступност услуга, бесплатно оглашавање неких производа или услуга. Средњошколци свакодневно интензивно користе интернет, а рад покреће питање да ли га користе конструктивно или деструктивно. Истраживање је спроведено у 2019. години, посматрана је популација средњошколаца, а обухваћено је 100 ученика на територији Београда, Ниша и Витине.

Кључне ријечи: *друштвене мреже, Инстаграм, Јутјуб, млади.*