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## The Influence of Social Networks on the Social Development of Children

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**Abstract:** The development of the computer industry and the internet, social networks have experienced diverse applications. They are necessary tools for work, information and communication. However, their application and dependence increasingly includes children. Social networks such as Facebook, Twitter, Myspace, Flickr, Viber, Internet, Google, YouTube and others are the most famous and used means of communication between children. They are an intermediary between the two talking parties. They replace verbal, direct communication by sending messages, images, files as codes of indirect communication. Socialization as a process starts from the family, as the primary environment from which the basic postulates of the process are drawn, but as a secondary environment, the wider circle of family, relatives, friends, school are considered. The main goal of this paper is to point out the negative emergent forms of interpersonal communication, as a consequence of the overall rapid technical-technological development and the process of globalization, with a more detailed elaboration of the impact of social networks on the process of socialization among children. The paper will more specifically elaborate this problem through a theoretical presentation and through a specifically conducted research. The theoretical part will include the basic chapters that will contain data drawn from a wide variety of foreign and domestic literature. In my paper I will give a more detailed description of the research process that I will carry out in order to prove the validity and logical foundation of all my theses presented in this paper. It will cover the methodology of the research, the way in which the collected data will be processed, the results obtained, as well as the interpretation of the findings and the conclusions reached. For the comprehensiveness of the topic, in the paper I will try to give a consistent answer to all questions related to this problem.

**Keywords:** Social networks, Communications, Social development, Socialization

### Introduction

#### Definition of Basic Terms

##### *Socialization as a Permanent Process*

It is very important for the new generations to learn the behavior in accordance with the accepted social norms and values and to be formed as persons who will further develop the society in which they live. But it is necessary to emphasize that the process of socialization does not mean the same as conformism. Socialization is a process of interaction in which the individual (the new member of the social community) acquires knowledge, skills, habits, attitudes, norms, values and other knowledge that he needs for successful integration into the social group or the global community.

##### *Stages of Socialization*

Each process goes through certain stages, so the process of socialization goes through four basic stages: childhood, adolescence, maturity and age 65 and over. During each of these stages people begin to learn and develop important and useful skills. These skills continue to evolve, transferring and preparing us for the next

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phase of life. A certain group of people and institutions help guide us through all four stages of the socialization process. These so-called "agents of socialization" include family, school, classmates, colleagues, media, religion, and the workplace. Without experiencing the important stages of socialization and without interaction with the "agents of socialization", the possibility of development and the development of a person is slowed down or completely prevented.

Childhood is the first and most important stage in the socialization process. The first thing people go through is called primary socialization, in which children develop their character, motor skills, reasoning ability, learn language, and most importantly, develop self-awareness. In later childhood, they become familiar with roles, values and norms. Primary socialization is the basis of the entire process of socialization. If these skills are not learned and developed at the beginning of life, it is unlikely that in the later stages a person can acquire them at all, and he will not be able to become an active member of society. During childhood, the family is the most important "agent of socialization". The family provides such an environment that is crucial for cognitive emotional and physical development. Interaction with the family allows the child to learn language, learn and improve basic motor skills, for example, tying shoes, as well as the ability to share and understand emotions.

After the child has perfected the basic life skills, the parents begin to teach him what is right and what is not, teach him obedience, equality, that is, they teach him and give him the foundation so that he can live the life he expects in the future. After all, it is quite clear that without the stage of development in childhood and the accompanying family environment, children would not be ready to survive alone, to communicate with other people, or to continue further, in the next stage. Adolescence is the next stage in the socialization process. It represents a continuation of the development that takes place in the childhood phase, but at the same time it lays the foundations for new things that need to be learned during this phase. During adolescence, the greatest development that an individual should achieve is independence from parents. This dramatic change is called anticipatory socialization, during which the adolescent learns how to prepare for the roles he may encounter later in life, in adulthood. The third stage in the socialization process is adulthood. At this stage, people are most likely fully prepared for what awaits them in life, given the anticipatory experiences they have had in the previous two stages.

Although anticipatory socialization exists to prepare us for what will likely be our future role in society, we need to go one step further and enter the "real world". It is very likely that during adulthood we will face a job that will require us to leave anticipatory socialization and move on to professional socialization. The fourth and final stage of socialization is called age 65 and over. In our society, many people enter the world of retirement can also be called an exit role or leaving an important social role. This stage of socialization is not so significant for the person, because they do not prepare him for the next stage of life. In most cases, retirees take up a hobby just to fill their time.

#### *Primary and Secondary Socialization*

Primary socialization is the most important stage in the socialization process that takes place during early childhood, usually within the family. The behavior of their parents, reactions to their approval or disapproval of the child learning the language and other fundamental patterns of behavior in society, are integral parts of primary socialization. It takes place within the family according to tradition from the elders to the younger generations, where the younger generations adopt the norms, tradition and composition of values in their group.

Today, in the rapidly changing world, where the rapid development of technology has turned it into a "global village", there is a so-called reverse socialization. This is a process where the new generation helps the older one to keep up with the rapidly changing world. So many young people teach their parents how to use the different options that mobile phones offer them, such as writing SMS messages, how to connect to the Internet and how to use the benefits that it offers.

Without going into the content of each of the stages in more detail, it can be said that in the first year we overcome the problems of socialization towards the closest people. The problem that arises before the person is gaining trust towards other people. Overcoming difficulties creates one's own personality, where the basic open optimistic attitude is precisely the trust towards others. Primary socialization takes place in the earliest period of a person's life, when the basic patterns of social behavior are adopted, especially in groups in which there are close contacts, and thanks to it he becomes a member of society. It can have a decisive influence on all subsequent human development. Therefore, the most important factors of primary socialization are the family

and the peer group. The family stands out as the most important factor of socialization. Secondary socialization occurs in later years, when the influence of the family diminishes and the influence of other factors such as the peer group and school increases. More specifically, secondary socialization includes the school composition, (from kindergarten to college), mass media, peers.

In the peer group, in interaction with others and through playing children's games, the child learns to obey the already accepted customs in the social group and understands the fact that social life is based on rules. The school, after the family (primary socialization), represents the "final place" of secondary socialization. It acts as a bridge between the family and society as a whole, preparing the child for his role in the adult world. Within the framework of the family, the child is treated and judged based on "particular" norms. In the process of socialization of individuals, there are various stages and different degrees of intensity, that is, different modalities of integration of the individual in the social group and in society as a whole. The mature phase of socialization is called internalization. It is a stage when the person has already built his own attitudes in relation to the social group and society as a whole. Then the person is integrated into society, actively participates in the performance of its activities and has developed a clear attitude towards the problems of the group.

### *Social Networks – Term*

The social network is a theoretical construct used in social sciences to study the relationships between individuals, groups, organizations, and even the entire society (social unit). The term is used to describe social structure as an interaction. The links (sometimes called edges or links) in the structure are called "nodes". Nodes through which each given social unit is connected, represent the convergence of different social contacts of that unit. The "network" between such nodes can be formed by many visible relationships. Such an approach is useful for modeling and explaining many social phenomena. The theoretical approach is necessarily relational. The axiom of the social nexus approach to understanding social relations is that social phenomena should be primarily conceived, explored through the properties and relationships between units, rather than the properties of the units themselves (Rieh,2002).. Thus a common criticism of social network theory is that individual agency is ignored, although this is not the case in practice. Because many different types of relationships, alone or in combination, are involved in network configuration, network analyzers are useful for a wide range of research. Scholars in these and other fields have used the idea of a "social network" superficially for almost a century as a connotation for complex sets of relationships between members of social units at all scales of analysis, from local to global analyses. The foundation of social media is social media, web-based and mobile technologies used for communication that turns into an interactive dialogue. Andreas Kaplan and Michael Heinelein define social media as a group of Internet applications that are built on the ideological and technological foundations of Web 2.0 technologies. Which allow the creation and exchange of user generated content. Social media are media for social interaction and represent a kind of superset of tools that go beyond the spheres of social communication.

### *Social Networks and the Family*

In this section we will consider some of the aspects of family life taking into account the wide networks of social relations. The time of the destruction of traditional family values is distinguished by the functional reduction and social isolation of the family, on the one hand, but also its inclusion in various types of social networks, on the other hand. Although social anthropologists were primarily engaged in the research of social networks, with the development of the theory of the social system, interest in this phenomenon arose in other sciences as well. The so-called applied disciplines give special attention to social networks, as an overall field of communication. Social work as one of those disciplines, and especially in the method of social work in organizing the community, finds a large number of solutions in the process of overcoming more and more complex problems of the modern man and his family. From that it can be expected that the future development of the practical - research part of working with people will take place in that direction.

The challenges of the times we live in reflect the quality of family life and the life of the individual. A time in which there is a lot of talk about destabilization, transformation, redirection, transition, but also destruction, all of this leaves traces in our environment and enters our life through the family. It will be very difficult for an individual to survive in all of this if he does not have a built network of relationships. We can hardly talk about social networks and the family as a system because their management mechanism is complex, and similarly it is difficult to identify the rules and models for their functioning. What should certainly identify the development

process is the social network and the purpose of its existence. It is necessary to find out why someone becomes part of the social network, who maintains the social network (exists), what are the advantages and disadvantages in the functioning of the network and more. The logic of the formation of the network of social relations shows that there is always a reciprocal value between the process of receiving and giving, it is based on deep emotional feelings, or on certain common interests.

## **Addiction to Social Networks**

### **What is Social Media Addiction?**

Although nowadays the computer has a significant place in the development of humanity, this device can still cause a series of inconveniences. World psychiatrists are seriously considering the possibility of Internet addiction, and especially addiction to social networks, computer games, to be on the international list of diseases, because the number of people affected by this addiction is increasing day by day. This is also evidenced by the fact that centers for social network addicts are gradually being opened around the world, and most often the patients are children and teenagers.

There are great difficulties in finding a term that can be used to adequately and precisely describe the nature of this type of interaction (man-machine). The reports freely use the terms "compulsion", "addiction" and "obsession" to define a state of long-term computer use, but none of these terms are considered appropriate. "Compulsion" or "compulsion" as defined in the appendix of the Oxford English Dictionary is an unrelenting, persistent impulse to behave in a certain way contrary to one's conscious intentions or standards. This notion is supported by the definition from the dictionary of psychology, which describes it as an internal irresistible force, a compulsion to perform a certain action without or against the will of the individual to perform it.

Social networks become an addiction when they start to interfere with a person's relationships or when they represent a brake on the goals they are striving for, such as good grades or contribution to a sports activity. Based on that, addiction to social networks is defined as a primary, chronic disease characterized by impaired control over behavior. Addiction can also be defined as a clinical disorder with strong negative consequences in a person's social, work, family, financial and economic functioning. Excessive use of social networks is a phenomenon that interferes with our daily lives. Cases have been reported in which participants using social networks excessively, isolate themselves from all forms of contact, mostly social contacts, and devote themselves entirely to social networks, more than to life events. Just like gambling, social media users can become obsessed with the social media world and neglect family, friends, and school. Therefore in these years of heavy chemicals ravaging the civilized world, cocaine, heroin and all other types of drugs that are created by man, that are not naturally caused, and even those that are, it is neither stupid nor insignificant to there is talk of addiction to social networks. Anyone who has experienced social media addiction knows it's real.

Although addiction to social networks is not yet recognized as a disease, there is evidence that people of all ages, especially children, face real difficulties and dangerous consequences related to the long-term use of social networks. It is not included as a diagnosis in the diagnostic-statistical manual either. for mental disorders, nor in the International Statistical Classification of Diseases and Related Health Problems. However, the effects of excessive use of social networks are similar to the effects of other psychological addictions, such as compulsive gambling or impulse control disorder.

### **Reasons for Addiction to Social Networks**

Dependence on social networks occurs as a consequence of the problems in real life that the individual encounters on a daily basis, as well as the possibility of facing them and solving them. Theorists focus on the already built system of social networks to explain their addictive nature. In the hypothetical world created by social networks, users become confident and get satisfaction that they cannot get in the real world. Researchers investigate what motivates children to use social networks. Many of the children who use social networks are in order to satisfy some psychological need, and continue to use them because of freedom or a relationship that is established with other users (Bajarin, 2011).. There is not enough research on whether social media is addictive or not, but it certainly displaces physical activity, reduced time for study, friends and even family.

Escape from solitude is one of the main reasons why social networks and the Internet are accepted as an environment that can provide emotional support. Some children fail to gain such support among their peers. Addicted children usually do not know how to talk about their feelings. That is why the family is often to blame. In those families, they are too busy with work and are rarely at home, insincere formal relationships rule. Such parents do not have time to listen to their child, nor to give him the necessary attention. The child begins to feel neglected, and from there it follows that in later years that child fails to establish deeper friendly relationships with peers. For him, the use of social networks represents a unique opportunity to establish close contacts and be understood by someone. Another reason for addiction is related to the desire to "run away" from parents, school and the environment. Addicted children are sensitive to social organization, for example, in situations where it is necessary to adhere to strict rules, they experience great stress. They lose their orientation and do not know what they want. Social networks allow them to tap their internal brakes. Children live in daily anticipation that they will come across something they have been dreaming about for a long time. In addition, in social networks it is possible to be someone else without any problem, someone who is not shy and withdrawn, and in that other world it is easy to make virtual friendships.

A study by Park and Shen distinguishes between two theories of addiction and possible causes.

- The Use and Gratification Theory – according to which people use social networks in order to obtain certain gratifications, such as personal identity, personal connections and diversion or diversion.
- Current theory (The Flow Theory) - Which explains the state in which people are so involved in a certain activity that nothing else matters to them.

Also, some of the reasons why children start using social networks are: social acceptance, relaxation, autonomy and escape from everyday problems.

### **Symptoms of Addiction**

Addiction to social networks is more than spending a significant amount of time dedicated to a particular activity. The use of social networks becomes pathological and at the same time causes serious negative life consequences. Some signs that indicate that your child is addicted to pathological use of social networks are skipping homework, skipping schoolwork and poor test scores, and spending time in front of the computer. Psychologists say that some users of social networks show symptoms similar to those caused by drug use or other pleasurable activities. When a child visits violent content and it excites the psych neurological receptors, it causes them to feel that excitement, to feel like they are on a high, and then to become addicted to what brings them to the high. The consequences can be numerous, they are psychological ones that lead children to talk less, socialize less, become more closed, distrustful, etc. and physical consequences of social media addiction caused by lack of activity. Hence, the connection between certain types of adolescent behaviors and socialization and social networks is clear. That relationship has been proven by a series of previous researches (Deloitte Development, 2009; Downes, 2005).

Understanding social networks and the impact of social media on young users is crucial for several reasons (Breuer, 2011; Castells, 2009). The psychological consequences that point to the fact that the child is addicted to social networks are numerous, but essentially they are connected to the following, basic symptoms:

- An increase in the threshold of tolerance, which means that the required time of social networks increases more and more over time, in order to satisfy the needs for which significantly less time was sufficient before.
- Abstinence crisis, which can occur if the child has not had any contact with the computer for several days. It also occurs when trying to reduce, limit or completely stop the computer, that is, its use. It is most often manifested by psychomotor agitation (unconscious movement of the fingers, i.e. emissions from tapping on the keyboard or moving the mouse), anxiety, obsessive thinking, etc.
- Antisocial behavior characterized by neglecting the most important social, social, recreational and other activities and obligations.
- Helplessness and fear that appear most often when the addict is faced with problems or when he feels guilty because of an incident in his own environment. At that very moment, the child seeks salvation in the use of the network.
- Lying to family and friends in order to conceal the actual time spent on social networks.

According to research from the computer addiction service, the symptoms of this type of addiction are specific. In addition to the above, the following symptoms are also mentioned:

- Feeling of euphoria while the child is in front of the computer
- Inability to stop the activity
- Longing for as much time spent in front of the computer as possible
  - Depression and irritability while the child is not in front of the computer
  - School problems, such as poor grades, sleeping in class, sneaky use of social media instead of doing school work and assignments.

Sitting in front of the computer for too long in the child can cause alienation and turn to oneself, lead to an obstacle in communication with the environment and peers. The family is in a big crisis today. Parents hardly communicate with their children at all. That is what they miss the most. Such symptoms are present in closed and alienated children. They are insecure, easily upset and despair at the slightest failure. In addition, they are usually hostile, show hidden or unhidden impatience with the environment and are often dissatisfied with it. Children who are dependent on social networks need more emotional support, that is, those who are not in this so-called. risk group. In fact, in real life they do not even find a friend or comrade who will be able to listen to them or simply spend time with him. The more of these symptoms that can be identified, the greater the need for professional help.

## **Research Process, Problem and Research**

### **Approach to the Problem**

Today, when the problems of old vices, such as tobacco, alcohol and narcotics, have not yet been overcome, space is being opened for new ones. This is about addiction to the Internet, computers, that is, social networks. Precisely because of that ease of establishing contacts, this can contribute to changes in the social development of children. Children spend their free time in front of the computer, completely uncontrollably, neglecting their responsibilities such as studies, friends and interests that they previously had. In extreme cases, the physical appearance is also neglected. It is a condition that the time spent on social networks grows progressively, that the child cannot resist the desire to look at what is happening there and feel nervous when there is no technical device nearby. It is precisely because of the above-mentioned facts that the idea of creating a paper with problems of this type was imposed. It started as a result of the increasing obsession of children with social networks which is more than obvious that it is gradually but surely starting to create a new form of communication between children, which can be confirmed with certainty that it disrupts the natural and old habits of connection friendships, socializing, communication, socializing, etc. Also, for these reasons, addiction of this type has recently entered the media's attention, as a new addiction for children and adults. The reason to delve deeper into disassembling a series of issues that arise in this context is the fact that The Republic of Macedonia is a relatively young and fragile country, which, going through the process of transformation and transition, faces a large number of negative social phenomena, as well as lagging behind in overall development compared to other countries in the Balkans, Europe and the World. From here comes the fact that the use of social networks, as well as the addiction and aggression they cause, is a problem that in our country has been the subject of very little discussion, and almost no research at all.

In this way, all the reasons stated so far in one whole, lead us to the fact that in this way, it will primarily help in raising awareness among people, as well as taking serious measures of education and prevention by the institutions, authorities and the wider masses of the people. I am personally affected by the negative implications of this problem and therefore I would like this research to serve as a useful source of information that will be expanded and supplemented in the future with similar, but also far more in-depth research.

### **Problem and Point of the Research**

From everything that was previously said, the problem of the research arises, which reads: Is there an influence of social networks on the process of socialization among children?

The main goal of the research is the analysis of the effects of taking preventive actions in preventing addiction to social networks. There is also a need to show and primarily prove (especially to those who are uninitiated),

whether the addiction to social networks is a reality that is present in the everyday life of the common man and his loved ones. Any scientific research, regardless of which scientific field it belongs to, is organized to help gain knowledge about the phenomena that are the subject of scientific study. To achieve this, the research should enable either description or prediction or understanding of the research phenomenon. In that sense, description, prediction, and understanding can be seen as separate research goals that must be considered when planning any particular research. That relationship has been proven by a series of previous researches (Deloitte Development, 2009; Downes, 2005).

Description includes descriptive procedures that identify or classify the phenomena under study. Such description procedures are often aimed at making generalizations about the studied phenomena by finding important common features with cognate and related phenomena. Given that phenomena must first be described in order to be predicted and understood, description can also be considered the first step in the process of acquiring scientific knowledge.

The descriptive method is used to collect the data that should be compared, evaluated and interpreted to result in adequate descriptions of the studied phenomenon. The descriptions obtained by the descriptive method can be of a qualitative nature, although they are mostly quantitative and concentrated not only on a few dimensions of the phenomenon that are systematically observed and measured. So for example, when it is asked: What forms of national attachment exist among the Macedonian population?, or What is the average level of intelligence of psychology students?, or What do teachers think about the curricula for the first grade? the answer obtained through the descriptive method represents a quantitative or quantitative description of the corresponding phenomenon.

Prediction requires determining the connection between phenomena, which makes it possible to predict the occurrence of a certain phenomenon on the basis of another. We can talk about a connection between two phenomena when the phenomena occur together (when the presence of one means the presence of the other, and the absence of one and the absence of the other) or when they change together (when changes in one are followed by changes in the other).

Many important questions in psychology call for prediction. Such are, for example, the questions: will participants who achieved better success in primary school achieve better success in secondary school?, are managers who have a higher salary more motivated to work? and are children raised by parents who are alcoholics more likely to become alcoholics themselves? In order to enable a prediction of this kind, the correlation or differentiation method should be applied for data collection and analysis.

### **General Hypothesis**

The personal characteristics of the children, the addictive nature of the social networks themselves, the parents' interest in the time spent on the Internet, as well as the contents, whether they are in accordance with the age of the child, influence such that:

*"Excessive use of social networks causes addiction and hinders the proper development of the socialization process among children in elementary school, which is especially pronounced among those who use social networks uncontrollably. It also has significant differences in terms of gender, age and type of settlement."*

The more time children spend on social networks, the more the possibility of becoming addicted increases, and thus they begin to neglect their social life, school and family responsibilities and tasks, entailing great physical, psychological and social consequences.

### **Interpretation of Research Results according to General Hypothesis**

The general hypothesis within the scope of this research is that, "Excessive use of social networks causes addiction and hinders the proper development of the socialization process among children in primary school, which is especially pronounced among those who use social networks uncontrollably." In order to confirm/reject the first part of this hypothesis, the Chi square and coefficient of contingency were moved for the frequency of sitting on the Internet and the answers that refer to parents because they are the ones who influence the socialization process of students with their behavior.

Table 1. Cross-tabulation of time spent on the Internet and parents' interest

		Time spent online			Total
		1-2 h	3-4 h	More than 4 h	
Parents' interest	Yes	204	32	58	294
	No	0	2	2	4
Total		204	34	60	298

$\chi^2= 9,864, df=2, p<0,01$   
 $C= 5,988, p<0,01$

The data attached to table 1 gives us the connection between the time spent on the Internet and the interest of the parents. The results of the two cross-variables are attached in the table. The s-coefficient of contingency is greater than the critical value 5.988,  $p<0.01$  and shows the interrelationship of the two variables, and on the other hand it is complemented by  $\chi^2= 9.864, df=2, p<0.01$  which shows that this segment from the first hypothesis was confirmed.

In order to confirm/reject the second part of this hypothesis, the Chi square and coefficient of contingency for the frequency of sitting on the Internet and the answers related to the parents' control of the students' free time have been moved, because they are the ones who, with their behavior, influence the the process of socialization of students.

Table 2. Cross-tabulation of time spent on the Internet and parental control of students' free time

		Time spent online			Total
		1-2 h	3-4 h	More than 4h	
Control of free time	Yes	147	23	49	219
	No	57	11	11	79
Total		204	34	60	298

$\chi^2= 2,896, df=2, p>0,05$   
 $C= 3,008, p>0,05$

The data attached to table 2 gives us the connection between the time spent on the Internet and the parental control of the students' free time. The results of the two cross-variables are attached in the table. The s-coefficient of contingency is less than the critical value 3.008,  $p>0.05$  and shows no correlation between the two variables, and on the other hand it is complemented by  $\chi^2= 2.896, df=2, p>0.05$  which shows that this segment of the first hypothesis was not confirmed.

In order to confirm/reject the third part of this hypothesis, the Chi square and coefficient of contingency for the frequency of sitting on the Internet and the answers related to parental control of the students' time spent on social networks have been moved because they are the ones who with their behavior affect the process of socialization of students.

Table 3. Cross-tabulation of time spent on the Internet and parental control of students' time spent on social networks

		Time spent online			Total
		1-2 h	3-4 h	More than 4 h	
Time control on social networks	Yes	158	25	49	232
	No	46	9	11	66
Total		204	34	60	298

$\chi^2= 0,894, df=2, p>0,05$   
 $C= 0,901, p>0,05$

The data attached to table 21 gives us the connection between the time spent on the Internet and parental control of the students' time spent on social networks. The results of the two cross-variables are attached in the table. The s-coefficient of contingency is less than the critical value 0.901,  $p>0.05$  and shows no correlation between the two variables, and on the other hand it is complemented by  $\chi^2= 0.894, df=2, p>0.05$  which shows that this segment of the first hypothesis was not confirmed.



The data shown in Tables 1, 2 and 3 partially confirmed the general hypothesis which stated that "Excessive use of social networks causes addiction and hinders the proper development of the socialization process among children in primary school, which is especially pronounced among those who use them uncontrollably they use social networks".

## **Conclusion**

From the entire used scientific literature and the obtained results of the conducted research, one general conclusion can be drawn that the process of social development among primary school children is not disturbed as a result of the use of social networks. Most of the sample were students from the fifth grade, while the least from the seventh grade.

According to age, the students who were the most hoarse in the sample were ten years old. The fact is that the most widespread and well-known internet network is Facebook, to which 82.21% of respondents answered that they have their own profile, use it for communication, exchange of experiences, maintaining contacts, etc. The percentage of respondents who know Viber and YouTube is also high. According to table 3, there is a presentation of the answers of the students according to how much of their free time they spend on the Internet, so if the answers are objective and not socially desirable, most of the students, 68.5%, spend 1-2 hours a day, and even 21.1% spend more than 4 hours a day.

According to the contents that the students exchange on social networks, most of them are for communication, then humor, and the least for educational elements and exchange of experiences. It is pleasing to know that a large number of parents show an interest in helping students master the school material, try to control their children's free time and at the same time direct them to alternative activities, such as sports, socializing, courses, etc.

The study of the problem was carried out with empirical research of a descriptive nature, an analysis of the influence of the independent variable was carried out quickly to determine the cause-effect relationships using the clause method. From the instruments, a survey sheet-questionnaire was used, constructed for the needs of the research, in order to obtain answers that study the tasks and hypotheses set. According to the general hypothesis, excessive use of social networks causes addiction and hinders the proper development of the socialization process among children in elementary school, which is especially pronounced among those who use social networks uncontrollably. So, after the conducted research, to answer the first part of the hypothesis, Chi square and contingency coefficient were calculated for the frequency of sitting on the Internet and the answers that refer to parents because they are the ones who influence the socialization process of students with their behavior. In order to determine the relationship between the time spent on the Internet and the parents' interest, the results of the two cross-variables are attached, where the S-coefficient of contingency is greater than the critical value and shows a mutual relationship between the two variables, and on the other hand, it is also complemented by  $\chi^2 = 9.864$ ,  $df=2$ ,  $p<0.01$  which shows that this segment of the first hypothesis was confirmed. We also examined the relationship between time spent on the Internet and parental control of students' free time, so the results of the two cross-sectional variables did not show any correlation between the two variables, and it shows that this segment of the first hypothesis was not confirmed. Time spent on the Internet and parental control of students' time spent on social media yielded the results of the two cross-variables where the S-coefficient of contingency was less than the critical value and showed no correlation between the two variables, so this segment of the first hypothesis not confirmed. With that, the general hypothesis that read, "Excessive use of social networks causes addiction and hinders the proper development of the socialization process among children in elementary school, which is especially pronounced among those who use social networks uncontrollably," was partially confirmed.

The tests of the separate hypotheses showed that there is no difference between the gender of the respondents and the addiction to social networks, that is, how much time they spend on the Internet. Also, the time spent on social networks does not differ according to the place of residence, whether the respondents are from a rural or urban environment. The hypotheses that there is no difference between the age of the respondents and the time spent on social networks, as well as the hypothesis that there is no difference between the type of social network and addiction to social networks, were confirmed. It was also confirmed that there is a difference between students of different genders and the elements they see on social networks.

According to the results obtained from the conducted research, it can be concluded that children from primary education are not a threatened category. The time spent on social networks, their content, function and purpose do not affect social development. But despite that, adults still need to pay attention in the context of this issue. We conclude that social networks do not create a form of physiological addiction, so we believe that it is a transient phenomenon that can be influenced, so parents should strive and direct their children towards social development, so that it is correct, healthy, long-term and gives birth to values of a permanent nature.

## **Scientific Ethics Declaration**

The author declares that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the author.

## **Acknowledgements or Notes**

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