

---

## INTERNET AND FACEBOOK - POTENTIAL EFFECTS ON SCHOOLAGE CHILDREN

Radoje Jevtić<sup>1</sup>, Dragana Jevtić<sup>2</sup>, Jelena Stoiljković<sup>3</sup>

---

## ИНТЕРНЕТ И ФЕЈСБУК – ПОТЕНЦИЈАЛНИ ЕФЕКТИ НА ДЕЦУ ШКОЛСКОГ УЗРАСТА

Радоје Јевтић, Драгана Јевтић, Јелена Стоилjkовић

---

### **Сажетак**

*Интернет и Фејсбук представљају веома важан део савременог живота људи. Сваки човек који користи компјутер у свом животу и раду, користи интернет и у много случајева и Фејсбук. Велики део људске популације који користи интернет и Фејсбук су деца школског узраста. Иако је непобитно да интернет и Фејсбук могу бити веома корисни, постоје многа друга мишљења која указују на неке другачије последице употребе интернета и Фејсбука. Овај рад је написан да укаже на неке од тих последица.*

**Кључне речи:** интернет, Фејсбук, ђаци, истраживање.

### **Summary**

*Internet and Facebook present very important part in nowadays human's life. Every man who uses computer in his life and work also uses internet and in many cases Facebook. Great part of human population that uses Internet and Facebook are school age children. Although it is undeniable that Internet and Facebook can be very useful, there are lots of other opinions that indicate to some different consequences of Internet and Facebook usage. This paper has written to show some of those consequences.*

**Key words:** Internet, Facebook, pupils, research.

---

<sup>1</sup> Dr Radoje Jevtić, diplomirani inženjer elektrotehnike, ETŠ „Nikola Tesla“, Niš.

<sup>2</sup> Dragana Jevtić, profesor razredne nastave, OŠ “Desanka Maksimović”, Čokot.

<sup>3</sup> Jelena Stoiljković, diplomirani psiholog i pedagog, ETŠ „Nikola Tesla“, Niš.

## INTRODUCTION

**H**uge development of computer technologies brought to the fact that the computers and the Internet become part of everyday life of a very broad part of the world's population. Today, large numbers of people use computers, mobile phones, tablets and Internet primarily for entertainment but not as a necessary tool in professional work or learning. Enormous number of different types of contents on the Internet leads to the great rise in the usage of computers, mobile phones and tablets for different purposes such as an entertainment, communication and information exchange. Internet became a „space“ where virtually everything can be done, realized communication with anyone, to be present everywhere. According to many different researches and studies, today, there are hundreds of millions Internet users worldwide. One of the most interesting and probably one of the most frequently used content on the Internet is the Facebook.

Facebook is a social service network which was created 4 February 2004 by Mark Zuckerberg. Very fast, Facebook became used by hundreds of millions people all over the world. According to some resources, Facebook has users as China residents, which means over 1,35 billiards. Facebook users can create networks that are organized at the level of buildings, cities, schools and workplaces or similar in order of fun, connection, communication and information exchange. It is irrefutable fact that Internet and Facebook present and could be very useful resources in communication, learning, educating, fun, relaxation very easy available by computer, mobile phone or tablet computer.

Parallel with the frequent usage of Internet and Facebook, there were realized some very interesting studies and researches about potential bad influences (social, emotional, health and similar) on Internet and Facebook users, especially at school age children concerning their privacy, various forms of children abuse, bigger and bigger children dependence

of Facebook, social alienation at children, occurrence to publish the violence at school age children, increase absenteeism from school and like.

The authors have written this paper as a logical installment of previous similar researches in order to point on some problems that may arise as frequent, excessive and inappropriate usage of Internet and Facebook, and, also to a great importance of realization of this and similar researches and projects pointed to the children, their growth, education and breeding. (1, 2, 3, 4, 5)

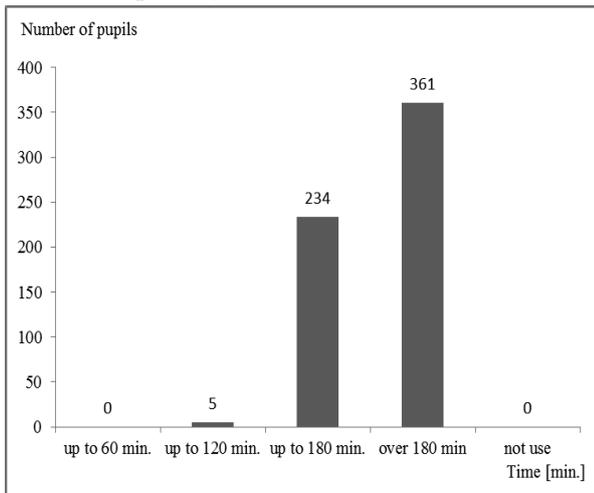
## RESEARCH

The large research was realized in the Electro technical school „Nikola Tesla“ in Niš, on May and June of 2016. The research sample was 600 pupils from all of four classes of the school. The research was realized in the form of questionnaire and it was anonymous. After large research, great numbers of different measurements were realized but, in order of paper page limitation, only researches realized in form of questionnaire would be presented. Schools populations are one of the biggest and the most frequent users of internet and Facebook. Similar researches and measurements were done in past several years and this research was an excellent way to compare realized results in the sense of monitoring, analyze and further research. (2, 3, 4)

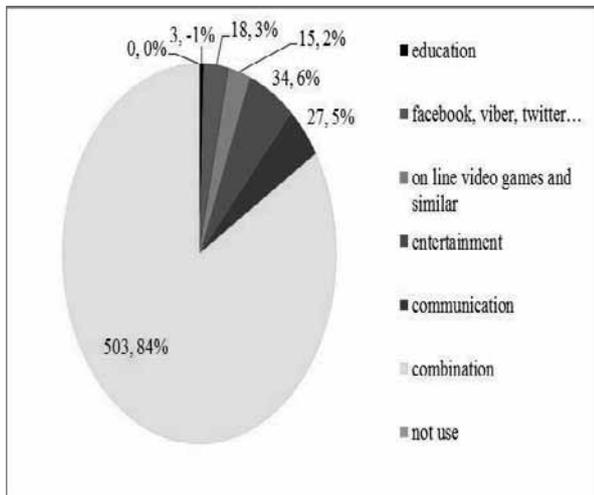
The results about average time spent on Internet are presented on figure 1. Related to some earlier researches about this question and problem, it can easily be seen that average time spent on Internet was significantly increased in last several years. The reasons for that were, of course, low cost of Internet, available devices that can be used for Internet approach, such as computers, laptops, mobile phones and tablet computers. The development of mobile phones with possibilities to access on Internet brought a small revolution in new ways of connection and traffic. Also, many places in towns (parks, institutions, faculties, schools and similar) have their own networks with free

and unlimited approach to Internet. That literally means that Internet availability is present on every step, and, according to those facts, Internet usage increases from year to year progressively. The results about purpose of Internet usage and visit to some site with violence or misuse contents are presented on figures 2 and 3.

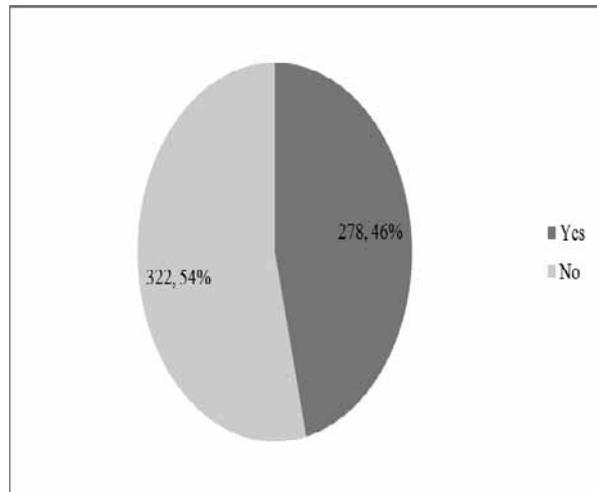
**Figure 1.** Research results for average time spent on internet per day.



**Figure 2.** Research results for purpose of Internet usage.



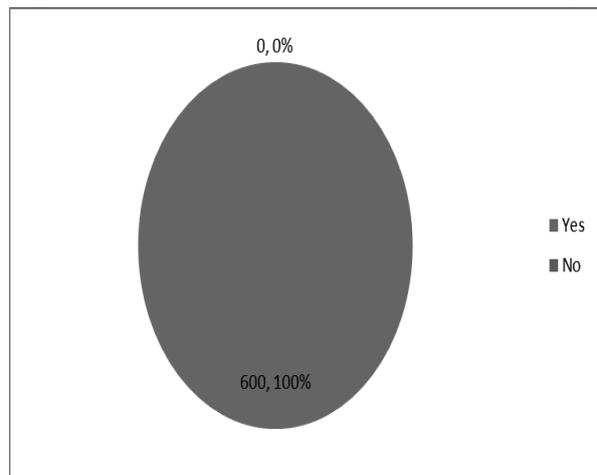
**Figure 3.** Research results about visit to some site with violence or misuse contents.



The results on figure 2 showed that the most Internet users from questioned pupils use Internet for combined purposes and the least questioned pupil's use Internet for education and learning what is, in the case that all examined were pupils, bad.

The results about Facebook usage are presented on figure 4 and they were completely expected according to some earlier results that Facebook became no separate part of today's school age children life. Although this research was related to school age children, it is important to note that members of older populations also use Facebook in a great number in the last time.

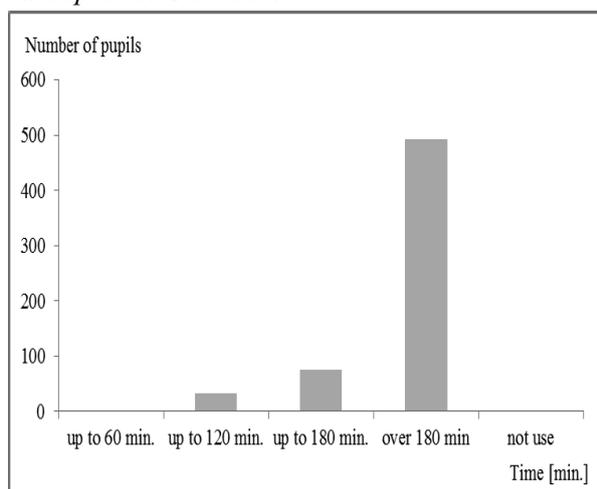
**Figure 4.** Research results about Facebook usage.



The results about average time spent on Facebook are presented on figure 5. Many of

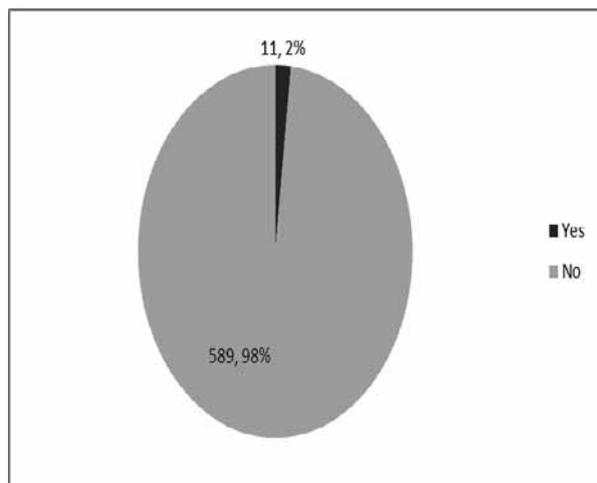
them are on the Facebook continually-it is possible to be on the net and do something else or operate with another program on computer. Great dispersion of nets through towns provides this continual approach.

**Figure 5.** Research results for duration of average time spent on Facebook.



This part of research was particularly interested because it presents results about pupils that couldn't imagine their life without Internet or Facebook. These results are presented on figure 6.

**Figure 6.** Research results for number of pupils that couldn't imagine their life without Internet and Facebook.

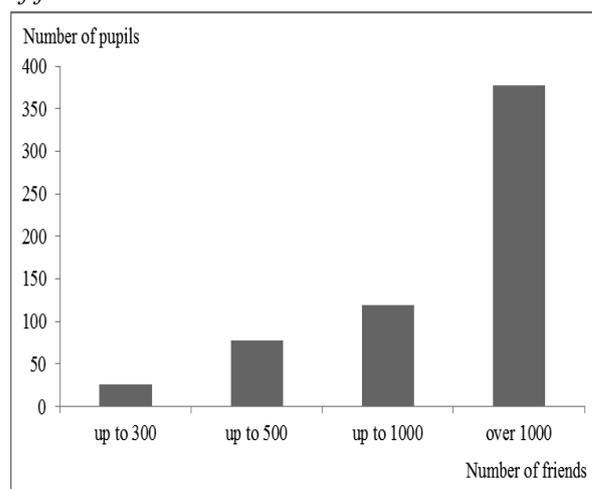


This is also another important identifier about today's school age children „dependence” from virtual world.

The results about average number of friends on Facebook are presented on figure 7. Many

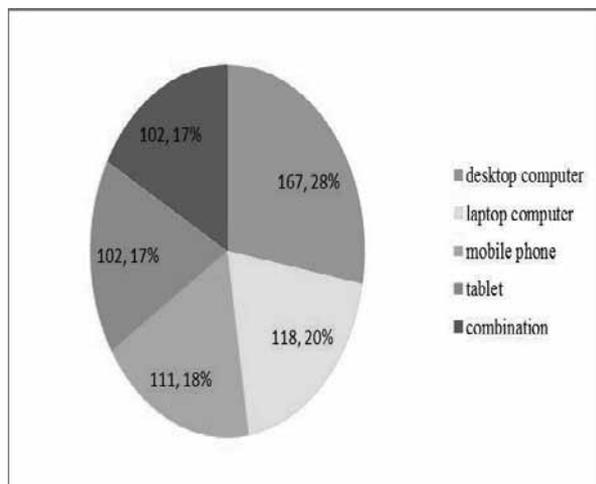
of Facebook users have more than one „profile” and this fact provides them more than several thousands of friends. According to earlier researches and studies, many of school age Facebook users were very frivolous when they choose friends and allow to almost anyone who send them friend request to become their friends.

**Figure 7.** Research results about average number of friends on Facebook.



The results about access way to Internet/Facebook are presented on figure 8. Earlier results showed that the great number of Internet/Facebook users approached to Internet or, later, Facebook, by desktop or laptop computers. Developing of smart mobile phones and tablet computers rapidly changed those results. Although there were many interesting studies and researches about increase usage of mobile phones at population of school age children, mobile phones present very often way for Internet and Facebook access. There are more and more applications for smart mobile phones that make Internet and Facebook usage easier and cosier.

**Figure 8.** Research results about access way to Internet/Facebook.



### **POTENTIAL PSYCHOLOGICAL EFFECTS OF INTERNET AND FACEBOOK**

It is good known fact that today's life presents life in the informatics age, surrounded by different digital contents. According to the fact that almost every family possesses some of modern digital devices, such as digital TV, computer, smart mobile phone, tablet or similar, it is obvious that children enter in digital contents, assimilated their influences so many theorists called them net/alpha/Z generations. (7) There are more and more opportunities to see children at early age to handle with mobile phones, cameras or push buttons on laptops. It is almost impossible to isolate the child from all noted influences nor it is completely needed, but, it is very important to create a good balance between mediums needed for children's development requirements so as to determinate optimal time period for their usage. Although many different forms of internet entertainment could have and develop competitor spirit, creation, logical capabilities, motoric capabilities and similar, it is obvious that Internet and Face book usage has its negative influences reflected through violence behavior, aggression, social isolation, reticence, physical inaction, pessimism, passivity, failure in school, running from reality in the virtual world and dependence behavior. (8, 9)

One of the most frequent terms that can be found is „Internet dependence”. It is important to note for this term causes different opinions at the scientific public. Although the „Internet dependence” has not argued in European and American classification of mental diseases yet, the diagnostic criteria for „Internet dependence” occurrence were defined. (10) This kind of dependence presents specific way of Internet usage that leads to clinic significant damages that implies presence of at least three noted criteria in the period of one year. Some of criteria were: toleration (the need for permanent increase of time spent on Internet as reason of pleasure realization); defeasance (the permanent need for unsuccessful attempt to stop or decrease time spent on Internet), social/professional/recreation activities reduced as consequence of Internet usage, the way of escape from problems and helpless sense etc. (11)

The possibility to present itself as some other person from different reasons (fear, self-confidence, sexual problems, social problems and many others) is especially interested and frequent at the children in school age. Facebook provide opportunity to present yourself not on the way you are really but on the way you want to be and this fact could causes many different and serious problems. Epilogues of these problems could be very danger. It is important to note that term Internet, very often, include and term Facebook. Generally, there are different ways of „false” behavior on Internet, such as sending/receiving of false messages, usage of false identity for different purposes etc. Some of them are presented in table 1.

**Table 1.** Internet misbehaviors and safety course attendance (ever) of the adolescent from individual countries (Table source: Behavior and social networking, Vol. 17, No. 11, title: Epidemiology of Internet Behaviors and addiction among adolescents in six Asians Countries, Cyberpsychology, 2014).

|  | <b>China<br/>n (%)</b> | <b>Hong<br/>Kong<br/>n (%)</b> | <b>Japan<br/>n (%)</b> | <b>South<br/>Korea<br/>n (%)</b> | <b>Malaysia<br/>n (%)</b> | <b>Philippines<br/>n (%)</b> |
|--|------------------------|--------------------------------|------------------------|----------------------------------|---------------------------|------------------------------|
| Received false information about the senders in an e-mail or instant message           | <b>50 (5.7)</b>        | <b>55 (6.6)</b>                | <b>23 (3.1)</b>        | <b>239 (25.5)</b>                | <b>97 (10)</b>            | <b>467 (46.7)</b>            |
| Pretended to be a different person when sending e-mail or instant messaging to someone | <b>31 (3.5)</b>        | <b>36 (4.3)</b>                | <b>30 (4)</b>          | <b>29 (3.1)</b>                  | <b>92 (9.5)</b>           | <b>146 (14.6)</b>            |
| Sent e-mail or instant messages to someone never met before                            | <b>150 (17.1)</b>      | <b>211 (25.1)</b>              | <b>280 (37.6)</b>      | <b>91 (9.7)</b>                  | <b>184 (19)</b>           | <b>146 (14.6)</b>            |
| Sent prank e-mail or an e-mail bomb to someone   | <b>24 (2.7)</b>        | <b>19 (2.3)</b>                | <b>45 (6)</b>          | <b>66 (7.1)</b>                  | <b>28 (2.9)</b>           | <b>9 (0.9)</b>               |
| Blocked instant messages from a person you did not want to hear from                   | <b>84 (9.6)</b>        | <b>156 (18.6)</b>              | <b>218 (29.3)</b>      | <b>337 (36)</b>                  | <b>157 (16.2)</b>         | <b>24 (2.4)</b>              |
| Given your password to a friend or someone you know                                    | <b>328 (37.3)</b>      | <b>218 (26)</b>                | <b>48 (6.5)</b>        | <b>210 (22.4)</b>                | <b>240 (24.8)</b>         | <b>65 (6.5)</b>              |
| Attend an Internet safety course   | <b>382 (43.5)</b>      | <b>116 (13.8)</b>              | <b>632 (84.9)</b>      | <b>591 (63.1)</b>                | <b>690 (96.6)</b>         | <b>825 (82.6)</b>            |

## CONCLUSION

It is clear fact that Internet and Facebook present very powerful, useful and important things in school age children's life. But, unless their usage is not under control, they could inflict great damages in psychic and physic sense. Many of children at school age, especially children in elementary school but also and in the secondary school are not completely formed as persons and they very often don't know how to predict many things, contents and occurrences in their environment. The same case is with Internet and Facebook. The potential solutions about this problems would be in the redemption of realization of explorations and measurements, better education of

school age children, much better cooperation between parents and schools, creation of appropriate software for the prohibition of certain contents usage on the Internet and Facebook and similar.

Authors tried to explain that Internet and Facebook should and must be component part of school age children modern life, but with much better ways for control, manage and supervision. The „Internet dependence” presents just one of many different bad consequences of wrong Internet's and Facebook's usage that has bad influence on children at school age in psychic and physic sense.

**REFERENCES**

1. <http://www.telegraf.rs/hi-tech/internet/1288773-facebook-ima-korisnika-isto-koliko-kina-stanovnika>
2. Jevtić, D. D, Ničković, S.V, Jevtić, B. R, Ničković T.J, Ničković.: *Socijalni i zdravstveni problemi dece školskog uzrasta usled korišćenja Facebook-a*, Učitelj, No 79 (1\2012), pp. 34–42, ISSN 0352-2253, Beograd, 2012.
3. Jevtić, B. R, Jevtić, D.D , Ničković, T.J, Ničković, S.V.: *Internet and Facebook-modern problems of school age children*, Tehnika elektrotehnika , Vol 4, pp. 602–606, ISSN 0040-176, Beograd, Serbia, 2012.
4. Jevtić, B. R, Jevtić, D.D , Ničković, T.J, Ničković, S.V.: *Zdravstveni aspekti tehničkog okruženja savremenog čoveka*, Zdravstvena zaštita, Vol 5., pp. 60–67, YU ISSN 03050-3208, Beograd, 2013.
5. Jevtić, B. R, Jevtić, D.D.: *Uticaj modernih tehnologija na život i rad školske dece*, Učenje i nastava, No. 2, pp. 383–398, ISSN 2466-2801, UDK 37(497.11), Beograd, 2015.
6. Jevtić, B. R, Jevtić, D.D , Ničković, T.J, Ničković, S.V.: *Terminički efekti mobilnih telefona-nova merenja*, Zdravstvena zaštita, Vol 3., pp. 39–47, YU ISSN 03050-3208, Beograd, 2015.
7. Pavlović-Breneselović, D.: *(Ne)postojeći digitalni prostor u predškolskom vaspitanju Srbije*, IV Internacionalna konferencija, Tehnički fakultet Čačak, Br. 1–3, 2012.
8. Mitrović, D., Đorđević, J., Ćirić, D., Miletić, E., Bogoslović M., Mladenović, M., Đorđević, M.: *Upotreba interneta kod đaka u Knjaževcu*. Timočki medicinski glasnik, Vol.39, br. 2., 2014.
9. Vidanović, S.: *Internet romana: zamak od peska*. U zborniku Ljubav, seks, mladi: sociokulturni i emocionalni činioci rizičnog seksualnog ponašanja omladine. (str. 51–58), Niš: Centar za naučna istraživanja SANU i Univerziteta, 2011.
10. Jović, J. Đinđić, N.: *Uticaj dopaminergičkog sistema na zavisnost od interneta*. Acta Medica Medianae, Vol 50 (1), 2011.
11. American Psychiatric Association.: *DSM-V: Diagnostic and Statistical Manual of Mental Disorders (Fifth ed.)*. Arlington, VA: American Psychiatric Publishing, 2013.

---

**Kontakt:** Radoje Jevtić, Elektrotehnička škola „Nikola Tesla“, Ulica Aleksandra Medvedeva 18, 18000 Niš, Srbija, Tel:+381 63 759 019 3, e-mail: milan.jvtc@gmail.com .