



**ERASMEDIAH**

Educational Reinforcement Against  
the Social Media Hyperconnectivity

**Evaluation, Analysis and description of the results  
from the questionnaires' application  
Türkiye**

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# 1. Introduction

## 1. 1. Overview of the project

ERASMEDIAH is a project funded by the Erasmus Plus Program, that aims at addressing the Youth Sector through collective research work and the design and testing of a comprehensive, highly interactive Training Course for Educational Reinforcement against Young People's Social Media Hyperconnectivity. The course will be used by professionals working with youth (youth workers, facilitators, educators). The Training Course will be created thanks to the cooperative work of various professionals and different individuals involved in the education of young people aged 11-18 (sociologists, psychologists, teachers, professors, parents, youth workers); it will become a powerful instrument for youth workers and educators to deal with the issues related to social media hyperconnectivity.

## 1. 2. Project Objectives

The main objectives of the project ERASMEDIAH are:

- To provide youth workers, educators and facilitators with specific training and theoretical and practical tools to improve their educational reinforcement skills against social media hyper-connectivity among young people (11-18 years).
- To improve youth workers' capacities and skills in handling problematic situations and preventing the risks of social media over-exposure by young people.
- To improve young people's knowledge of the risks and issues of social media hyperconnectivity, providing tools and knowledge to prevent such risks.

## 1. 3. Purpose of the document

ERASMEDIAH aims to address the significant impact of increased screen time and social media hyperconnectivity on young people aged 11-18. As part of this broader effort, the work detailed in this document focuses on a comprehensive, three-tiered research investigation into the risks linked to youth social media hyperconnectivity and the exploration of strategies to mitigate these risks. This research is vital to fulfilling the overall goals of the ERASMEDIAH project by providing data-driven insights that will guide the development of targeted interventions for educators, youth workers, and other relevant stakeholders.

This document specifically addresses the evaluation, analysis, and description of results gathered in Türkiye through questionnaires distributed to stakeholders working with youth across the country. Similar national reports have been prepared in all six partner countries. These reports will be synthesized to create a detailed consolidated report that will guide the project's subsequent phases. Through systematic analysis of the responses, this document aims to identify patterns, challenges, and potential solutions related to the dangers of social media hyperconnectivity, ultimately contributing to the development of educational tools and resources to tackle this pressing issue.

The successful completion of this phase will not only provide valuable insights into the current state of social media use among young people in different European contexts but will also lay the groundwork for the project's next steps, particularly the development of practical and theoretical tools for youth education and empowerment in the digital age.

## 2. Methodology

The project employs a multi-step methodology to evaluate, analyze, and describe the results obtained from questionnaires distributed across the partner countries, focusing on stakeholders involved with youth. The process is designed to ensure a comprehensive understanding of the risks associated with social media hyperconnectivity among young people, and to derive actionable insights that will inform the ERASMEDIAH project's subsequent phases.

### 2. 1. Questionnaire Design and Distribution:

Each partner country developed a tailored questionnaire based on the outcomes of prior focus group discussions held with experts in various fields (e.g., psychologists, sociologists, educators). These questionnaires were designed to capture data on the perceptions, experiences, and challenges faced by stakeholders working with youth aged 11-18 in relation to social media use.

The questionnaires were distributed to a diverse group of 30 stakeholders in each partner country, ensuring representation across different professions including youth workers, educators, social media experts, and parents.

The responses from the distributed questionnaires were collected and organized by each partner country. The data collected encompasses qualitative and quantitative information related to the impact of social media hyperconnectivity, observed risks, and potential strategies to mitigate these risks.

Each partner country, conducted an independent analysis of the collected data to produce the current national report. This analysis involved identifying key patterns, challenges, and opportunities related to social media use among young people in their specific national context. The analysis focused on extracting meaningful insights that reflect the unique experiences and concerns of stakeholders in each country.

### 2. 2. Final Evaluation and Reporting:

The national reports from all six partner countries were then synthesized to produce a detailed consolidated report. This synthesis process involved comparing and contrasting findings across different contexts to identify common themes and significant variations. The consolidated report serves as a comprehensive overview of the risks and challenges associated with social media hyperconnectivity among youth across Europe.

The final step in WP3.A4 involved a thorough evaluation of the synthesized data to ensure its relevance and accuracy. This evaluation also aimed to identify the most critical issues and potential solutions that could be addressed in the project's subsequent phases.

All findings will be documented in a detailed report, which not only summarizes the results but also provides recommendations for the development of educational tools and resources. These resources are intended to empower educators, youth workers, and other stakeholders to effectively address the challenges posed by social media hyperconnectivity among young people.

This methodology provides a robust and data-driven foundation for the ERASMEDIAH project, facilitating the creation of impactful interventions to mitigate the risks associated with youth social media hyperconnectivity.

## 2. 3. ERASMEDIAH Questionnaire

The questionnaire was distributed either through online surveys (created using Google Forms) or in printed format. A copy of the questionnaire is included in the Annex of this document.

## 3. Results

A total of 35 people participated in the survey, and the participants are categorized as follows:

- **Teachers** make up 68.57% of the participants, representing the largest group with a total of 24 people.
- **Parents** constitute 17.14% of the participants, with a total of 6 people, making them the second-largest group. The parents are further divided into two subgroups:
  - Parents with children aged **6-11 years** represent 2.86% of the participants, with a total of 1 person.
  - Parents with children aged **12-18 years** represent 14.29% of the participants, with a total of 5 people.
- **Social workers, psychologists/psychiatrists, and youth workers/trainers** each represent 2.86% of the participants, with 1 person in each group.

### 5. How many hours do you, as an adult, spend on the internet daily, for any purpose?

- **1-2 hours:** 22.86% of participants (8 people) spend this amount of time on the internet.
- **2-3 hours:** 28.57% of participants (10 people) spend this amount of time on the internet.
- **3-4 hours:** 11.43% of participants (4 people) report spending this amount of time on the internet.
- **4-5 hours:** 20% of participants (7 people) spend 4-5 hours online daily.
- **More than 5 hours:** 17.14% of participants (6 people) say they spend more than 5 hours a day on the internet.

The majority of participants spend **2-3 hours** daily on the internet, which corresponds to 28.57% of the participants. Other significant groups spend **1-2 hours** and **4-5 hours** on the internet. However, a noteworthy group (17.14%) uses the internet for **more than 5 hours** daily.

**6. How many hours do your children/students/pupils usually spend on the internet daily, for any purpose?**

- **1-2 hours:** 25.71% of participants (9 people) say their children/students spend this amount of time on the internet.
- **2-3 hours:** 25.71% of participants (9 people) report their children/students spend this amount of time on the internet.
- **3-4 hours:** 17.14% of participants (6 people) say their children/students spend this amount of time on the internet.
- **4-5 hours:** 17.14% of participants (6 people) report their children/students spend 4-5 hours online daily.
- **More than 5 hours:** 14.29% of participants (5 people) say their children/students spend more than 5 hours a day on the internet.

A large portion of the participants (51.42%) report that their children/students spend **1-3 hours** daily on the internet. Additionally, there are significant groups spending **3-4 hours** and **4-5 hours** on the internet (each 17.14%). Furthermore, a notable proportion (14.29%) reports that their children/students spend **more than 5 hours** a day on the internet.

**7. What social media platforms are most frequently used by your children/students?**

- **Instagram:** 60% of participants (21 people) reported frequent use of this platform.
- **TikTok:** 45.71% (16 people) mentioned this platform.
- **YouTube:** With 68.57% (24 people), this emerged as the most frequently used platform.
- **Facebook:** 11.43% of participants (4 people) reported frequent use of this platform.
- **Snapchat:** 17.14% (6 people) mentioned using this platform.
- **Twitter (X):** 14.29% (5 people) reported using it.
- **Gaming:** 2.86% of participants (1 person) indicated that games are a frequently used category.
- **Canva:** 2.86% (1 person) mentioned using it.
- **School-related websites:** 2.86% (1 person) reported frequent use of these websites.

The most commonly used social media platform is **YouTube** (68.57%), followed by **Instagram** (60%) and **TikTok** (45.71%). Platforms like **Snapchat** and **Facebook** are used less frequently. **Twitter (X)** and gaming platforms are also used by a smaller group. These results show that young people tend to gravitate toward visual and video-based content platforms.

## 8. Has there been a negative impact on your children/students/pupils/patients' lives or activities due to their internet use?

In response to whether the children's or students' lives or activities have been negatively affected by internet use:

- Those who answered "Yes": 68.57% (24 people)
- Those who answered "No": 31.43% (11 people)

The majority of participants (68.57%) reported that internet use has had a negative impact on children or students. In contrast, 31.43% of participants stated that internet use has not had any negative effects. These results reflect widespread concern that internet use may significantly negatively affect young people's lives.

Participants who answered "Yes" provided examples of negative behaviors, which are grouped into five main categories:

### **Social Behaviors (37.5%)**

This category contains the most observed issues, where children's and young people's social behaviors are negatively affected. The following problems were highlighted:

- **Becoming antisocial:** Children and young people withdraw from social environments and avoid face-to-face interactions.
- **Bullying:** Bullying behaviors are increasing both online and in real life.
- **Irritability and aggressive behavior:** Children become more aggressive due to negative content they encounter on the internet.
- **Learning inappropriate language:** Deterioration in language use due to uncontrolled environments such as social media and gaming.
- **Difficulty in playing games:** Children are struggling with skills like playing and interacting with friends.

These issues indicate a decline in children's social skills, increased tendencies toward violence, and difficulties with social adjustment.

### **Academic Achievement and Attention Problems (29.17%)**

This category reports that internet use has negatively affected children's academic performance and attention spans:

- **Lack of attention:** The fast and constantly changing content on the internet weakens children's ability to focus.

- **Drop in academic performance:** A decline in school success, difficulty concentrating on studies, and lower grades have been reported.
- **Struggles with tasks requiring prolonged attention:** Children are uninterested in tasks requiring long-term focus and deep thinking.
- **Difficulty following rules:** With social media use, children are having difficulty applying and adhering to rules.

These issues show that the time spent in the digital world directly affects children's academic performance.

#### **Physical Health Problems (12.5%)** Physical health issues related to internet use include:

- **Weight gain:** The risk of obesity has increased due to a sedentary lifestyle.
- **Eye health problems:** Children report eye strain and vision problems from prolonged screen time.
- **Less physical activity:** Children and young people engage in less physical activity, negatively impacting their overall health.

These physical health problems indicate that internet use is disrupting healthy lifestyle habits.

#### **Mental Health and Perception of Reality (8.33%)** This category focuses on the mental and cognitive issues children face due to internet use:

- **Distorted perception of reality:** Children spending too much time online have difficulty distinguishing between the virtual world and reality.
- **Sleep problems:** Prolonged internet use is disrupting sleep patterns and causing sleep issues.

These problems can severely affect children's mental development and cognitive processes.

#### **Addiction and Overuse (4.17%)** This category addresses addiction issues related to internet and social media:

- **Increasing levels of addiction:** It was reported that children are becoming addicted to the internet and social media platforms, with this addiction increasing over time.

This problem shows that uncontrolled time spent in the digital world can harm other areas of children's lives.

The majority of negative behavior examples focus on **social behavior** and **academic performance**. Excessive social media and internet use weakens children's social skills, shortens attention spans, and negatively affects their physical health. More severe mental and behavioral issues, such as

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**distorted reality perception** and **increased addiction**, have also been observed. These results highlight the importance of supervising children's internet use and establishing healthy boundaries.

**9. Has there ever been any incident where you wanted to get in touch with your child, but you failed because your child was online?**

According to the survey responses, participants who had difficulty reaching their children because they were online are categorized as follows:

- **Never:** 32.35% of participants (11 people) have never experienced this issue.
- **Sometimes:** 41.18% of participants (14 people) indicated that they sometimes encounter this problem.
- **Often:** 20.59% (7 people) reported experiencing this frequently.
- **Very often:** 2.94% (1 person) said they experienced this very often.
- **Once:** 2.94% (1 person) reported encountering this issue only once.

A significant portion of participants (41.18%) stated that they sometimes have difficulty communicating with their children due to internet use. Meanwhile, 32.35% have never experienced this problem. A more serious proportion (20.59%) reported frequent issues, while a small number (2.94%) have experienced this very often or only once. These results indicate that the internet can occasionally hinder healthy communication with children.

**10. What negative impacts have you observed from your children's/students' use of social media?**

The observed negative effects of children's or students' social media use are categorized as follows:

- **Decrease in physical activity:** 80% of participants (28 people) reported this issue. It was frequently observed that children engage in less physical activity due to social media use.
- **Poor academic performance:** 60% (21 people) of participants mentioned that social media use negatively affects children's school success.
- **Exposure to inappropriate content:** 51.43% (18 people) indicated that children are exposed to inappropriate content on the internet.
- **Cyberbullying:** 45.71% (16 people) reported experiencing cyberbullying.
- **Mental and emotional issues:** 5.71% (2 people) observed problems such as stress, cognitive decline, and difficulty adapting to their surroundings.

The most commonly observed negative impact is the decrease in children's physical activity. Additionally, poor academic performance and exposure to inappropriate content are also frequently

reported. Cyberbullying is highlighted as a prevalent issue, while mental and emotional problems, though less frequently reported, remain significant. These findings suggest that social media can have multifaceted negative impacts on young people.

#### 11. Have you ever had overwhelming feelings about your child's excessive internet use?

Participants' responses regarding overwhelming feelings about their children's excessive internet use are categorized as follows:

- **Yes:** 65.71% of participants (23 people) have experienced this.
- **No:** 34.29% of participants (12 people) have not experienced this.

The majority of participants (65.71%) reported feeling overwhelmed by their children's excessive internet use. On the other hand, 34.29% of participants have not experienced this. These results suggest that parents often feel anxiety and stress regarding their children's internet use, indicating that excessive internet use can place an emotional burden on families.

#### If yes, what kind of feelings did you experience? Please mark the feelings you experienced:

The feelings experienced by parents regarding their children's excessive internet use are categorized as follows:

- **Helplessness:** 70.83% of participants (17 people) have experienced this feeling.
- **Anger:** 62.50% (15 people) reported feeling anger due to excessive internet use.
- **Guilt:** 37.50% (9 people) associated this feeling with guilt.
- **Shame:** 8.33% (2 people) reported feeling shame.
- **Discomfort:** 4.17% (1 person) felt uncomfortable.

A significant majority of parents experience strong emotions such as **helplessness** (70.83%) and **anger** (62.50%). A portion of participants also linked the issue with **guilt** (37.50%) and, less frequently, **shame** (8.33%). These results show that excessive internet use evokes various negative emotional responses in parents, highlighting the emotional strain it can create.

#### 12. What social media/gaming platforms/websites do you think have the most negative impact on children/students/pupils?

According to the survey responses, the social media and gaming platforms that have the most negative impact on children are categorized as follows:

- **TikTok:** 58.82% of participants (20 people) reported that this platform has the most negative impact.
- **YouTube:** 29.41% (10 people) emphasized the negative effects of YouTube.
- **Gaming platforms:** 2.94% (1 person) mentioned the negative impact of gaming platforms on children.
- **Instagram:** 2.94% (1 person) reported that Instagram has negative effects.
- **Snapchat:** 2.94% (1 person) mentioned the negative effects of Snapchat.

The majority of participants believe that **TikTok** (58.82%) and **YouTube** (29.41%) have the most negative impact on children. Other platforms like **gaming platforms**, **Instagram**, and **Snapchat** are less frequently associated with negative effects. These results show that there are heightened concerns, especially regarding TikTok and YouTube, about their impact on young people.

### 13. How knowledgeable do you feel your children/students/pupils are about the risks associated with social media use?

- **Not knowledgeable at all:** 26.47% of participants (9 people) believe their children are not knowledgeable at all about this topic.
- **Somewhat knowledgeable:** 29.41% (10 people) reported that their children are somewhat knowledgeable.
- **Moderately knowledgeable:** 41.18% (14 people) believe their children have a moderate level of knowledge.
- **Very knowledgeable:** 2.94% (1 person) reported that their children are very knowledgeable about this.

A large portion of participants (41.18%) believe that their children have a **moderate level of knowledge** about the risks of social media use. However, 26.47% of participants think their children are **not knowledgeable at all**, while 29.41% believe their children are **somewhat knowledgeable**. Only a small percentage (2.94%) feel their children are **very knowledgeable**. These results suggest that most children have limited knowledge about the risks associated with social media use.

### 14. Do you think your internet using habits/frequency could be an example for your child?

According to the survey responses, participants' views on whether their internet usage habits could be a model for their children are categorized as follows:

- **Yes:** 85.71% of participants (30 people) believe their internet usage habits could serve as an example for their children.
- **No:** 14.29% (5 people) believe they do not have such an influence.

The vast majority (85.71%) recognize that their own internet usage habits could have an impact on their children. This indicates that parents are aware that their internet behavior can be a model for their children. A small minority (14.29%) do not feel concerned or believe their influence is limited in this regard.

#### **15. When you observe that your child/student/pupil spends a lot of time on social media, what do you think would help you manage this situation?**

The supports that help manage children's social media usage, according to survey responses, are categorized as follows:

- **Professional advice:** 56.52% of participants (13 people) indicated that professional advice is effective in managing this issue. This highlights the need for parents and educators to seek external guidance when dealing with social media-related problems.
- **Setting boundaries:** 47.83% (11 people) reported that setting and monitoring strategies to control children's social media use are helpful. This points to the importance of establishing rules and restrictions for children's interactions with the digital world.
- **Emotional support groups:** 34.78% (8 people) mentioned that emotional support groups play an important role in managing social media use. This shows the importance of parents feeling that they are not alone in this process and sharing experiences with others facing similar challenges.

A majority of participants believe that professional guidance and setting boundaries are effective in managing their children's social media usage. Emotional support groups also play a significant role in the process. However, strategies for improving communication skills and cooperation were mentioned less frequently, indicating that individual guidance and setting boundaries are seen as the primary methods.

#### **16. Have you received any training about raising awareness on social media use?**

According to the survey responses, the participants who have and have not received training on raising awareness about social media use are categorized as follows:

- **Yes:** 31.43% of participants (11 people) have received social media awareness training.

- **No:** 68.57% (24 people) have not received such training.

The majority of participants (68.57%) have not received training on social media awareness, while 31.43% have. This shows that education on the effects of social media use is not widespread and needs to reach more people.

## 17. Have you participated in any awareness campaign about internet usage in your community?

According to the survey responses, participation in internet awareness campaigns in the community is categorized as follows:

- **Yes:** 17.14% of participants (6 people) reported participating in such a campaign.
- **No:** 82.86% (29 people) reported not participating in any awareness campaign.

A large majority (82.86%) have not participated in awareness campaigns about internet usage in their community. This indicates the need to expand community-based events related to internet awareness and increase participation rates.

## 18. What is the proper age for children to start using social media?

According to the survey responses, the proper age categories for children to start using social media are distributed as follows:

- **18 years and older:** 28.57% of participants (10 people) believe children should start using social media at 18 years or older.
- **16-17 years:** 8.57% (3 people) found this age range appropriate.
- **14-15 years:** 37.14% (13 people) consider this age range suitable for starting social media use.
- **12-13 years:** 11.43% (4 people) found this age range appropriate.
- **11 years and under:** 5.71% (2 people) believe children should start using social media at these younger ages.

The highest percentage, 37.14%, of participants believe that children should start using social media between the ages of 14-15. However, a significant portion (28.57%) thinks that 18 years or older is more appropriate. The 16-17 and 12-13 age groups are less preferred, and very few support social media use for children under 11 years old.

## **19. What is the proper age for children to start using online gaming platforms?**

According to the survey responses, the proper age categories for children to start using online gaming platforms are distributed as follows:

- 18 years and older: 34.29% of participants (12 people) indicated that this age is appropriate for online gaming.
- 14-15 years: 31.43% (11 people) found this age range suitable.
- 12-13 years: 8.57% (3 people) believe this age group is appropriate.
- 11 years and under: 14.29% (5 people) believe children can start using gaming platforms at these ages.
- 16-17 years: 2.86% (1 person) found this age group appropriate.

The majority of participants believe that children should start using online gaming platforms at 18 years or older, or between the ages of 14-15. The 11 years and under group is less favored, indicating that there are concerns about the risks of online gaming, suggesting that older ages are more suitable.

## **20. Do you believe that schools should restrict in some way their access to the internet or to smartphones in the classroom/school building?**

According to the survey responses, the distribution of participants who believe schools should restrict access to the internet or smartphones is as follows:

- **Yes:** 85.71% of participants (30 people) believe schools should impose some restrictions.
- **No:** 14.29% (5 people) believe such restrictions are not necessary.

A large majority (85.71%) think that access to the internet and smartphones should be restricted in schools, showing a broad consensus on the need to control technology use in educational environments.

**For each statement, please indicate your level of interest in receiving training on that topic by selecting a number from 1 to 5, where:**

1 means "Not at all interested," 2 means "Slightly interested," 3 means "Moderately interested," 4 means "Very interested," 5 means "Extremely interested."

## **21. How to collaborate with your colleagues to manage social media use among students:**

- 1 (Not at all interested): 8.57% (3 people)
- 2 (Slightly interested): 8.57% (3 people)
- 3 (Moderately interested): 22.86% (8 people)
- 4 (Very interested): 37.14% (13 people)
- 5 (Extremely interested): 22.86% (8 people)

The majority of participants (37.14%) indicated that they are very interested in receiving training, while 22.86% are extremely interested. In contrast, 17.14% of participants expressed lower interest (levels 1 and 2).

## **22. Negative Effects of Social Media Over-exposure on children and teenagers:**

- 1 (Not at all interested): 2.86% (1 person)
- 3 (Moderately interested): 31.43% (11 people)
- 4 (Very interested): 22.86% (8 people)
- 5 (Extremely interested): 42.86% (15 people)

The majority of participants (42.86%) indicated that they are extremely interested in receiving training. Additionally, 22.86% are very interested. A significant portion is moderately interested (31.43%), with very few participants (2.86%) showing no interest at all.

## **23. How to change your internet and social media use habits so that you can set a positive example to your children/students/pupils.**

- 1 (Not at all interested): 5.88% (2 people)
- 2 (Slightly interested): 5.88% (2 people)
- 3 (Moderately interested): 20.59% (7 people)
- 4 (Very interested): 29.41% (10 people)
- 5 (Extremely interested): 38.24% (13 people)

The majority of participants (38.24%) are extremely interested in receiving training on this topic. Additionally, 29.41% expressed being very interested. The moderately interested group represents 20.59%, while only a small percentage (5.88%) showed little or no interest.

#### **24. How to manage and educate on TikTok and Instagram use among teenagers.**

- 1 (Not at all interested): 5.71% (2 people)
- 2 (Slightly interested): 5.71% (2 people)
- 3 (Moderately interested): 11.43% (4 people)
- 4 (Very interested): 34.29% (12 people)
- 5 (Extremely interested): 42.86% (15 people)

The majority of participants (42.86%) are extremely interested in this topic. Additionally, 34.29% are very interested, while only a small portion showed little interest.

#### **25. Strategies for Social Media Detox.**

- 1 (Not at all interested): 5.71% (2 people)
- 2 (Slightly interested): 11.43% (4 people)
- 3 (Moderately interested): 8.57% (3 people)
- 4 (Very interested): 25.71% (9 people)
- 5 (Extremely interested): 48.57% (17 people)

The majority of participants (48.57%) are extremely interested in learning about social media detox strategies. A significant portion (25.71%) is very interested, with fewer participants showing moderate or little interest.

#### **26. How to educate on online gaming, social gaming, and gambling.**

- 1 (Not at all interested): 2.86% (1 person)
- 2 (Slightly interested): 8.57% (3 people)
- 3 (Moderately interested): 34.29% (12 people)
- 4 (Very interested): 17.14% (6 people)
- 5 (Extremely interested): 37.14% (13 people)

The majority of participants (37.14%) are extremely interested, with 34.29% showing moderate interest. There is a smaller percentage of participants with little interest.

## **27. Topic and dangers of online grooming.**

- 1 (Not at all interested): 2.86% (1 person)
- 2 (Slightly interested): 5.71% (2 people)
- 3 (Moderately interested): 14.29% (5 people)
- 4 (Very interested): 25.71% (9 people)
- 5 (Extremely interested): 51.43% (18 people)

Over half of the participants (51.43%) are extremely interested in learning about online grooming. Additionally, 25.71% are very interested, while few participants showed little interest.

## **28. Dangerous online challenges and hoax challenges.**

- 1 (Not at all interested): 5.71% (2 people)
- 2 (Slightly interested): 2.86% (1 person)
- 3 (Moderately interested): 22.86% (8 people)
- 4 (Very interested): 25.71% (9 people)
- 5 (Extremely interested): 42.86% (15 people)

Most participants (42.86%) are extremely interested in this topic. A significant portion (25.71%) is very interested, with the remainder showing moderate or little interest.

## **29. Understanding the consequences of the creation of a fake profile.**

- 1 (Not at all interested): 5.71% (2 people)
- 2 (Slightly interested): 2.86% (1 person)
- 3 (Moderately interested): 11.43% (4 people)
- 4 (Very interested): 31.43% (11 people)

- 5 (Extremely interested): 48.57% (17 people)

Most participants (48.57%) are extremely interested in understanding the consequences of creating fake profiles, while 31.43% are very interested. Few participants showed little interest.

### **30. Management of cyber-bullying, online body-shaming, and hate speech.**

- 1 (Not at all interested): 2.86% (1 person)
- 2 (Slightly interested): 5.71% (2 people)
- 3 (Moderately interested): 11.43% (4 people)
- 4 (Very interested): 22.86% (8 people)
- 5 (Extremely interested): 57.14% (20 people)

The majority of participants (57.14%) are extremely interested in this topic, with 22.86% showing significant interest.

### **31. Fake news and reality checking.**

- 1 (Not at all interested): 5.71% (2 people)
- 3 (Moderately interested): 14.29% (5 people)
- 4 (Very interested): 31.43% (11 people)
- 5 (Extremely interested): 48.57% (17 people)

The majority of participants (48.57%) are extremely interested, with a smaller portion showing moderate or little interest.

### **32. How to teach children and teenagers about digital footprint.**

- 1 (Not at all interested): 2.86% (1 person)
- 2 (Slightly interested): 2.86% (1 person)
- 3 (Moderately interested): 17.14% (6 people)
- 4 (Very interested): 25.71% (9 people)

- 5 (Extremely interested): 51.43% (18 people)

**The majority (51.43%) are extremely interested in teaching children about digital footprints. Few participants showed little interest.**

### **33. Mindfulness and self-regulation as a strategy for healthier tech use.**

- 1 (Not at all interested): 2.94% (1 person)
- 3 (Moderately interested): 11.76% (4 people)
- 4 (Very interested): 26.47% (9 people)
- 5 (Extremely interested): 58.82% (20 people)

Most participants (58.82%) are extremely interested in mindfulness and self-regulation for healthier tech use, with a smaller portion showing moderate or little interest.

### **34. Promotion of healthier offline habits and activities.**

- 1 (Not at all interested): 2.86% (1 person)
- 3 (Moderately interested): 20% (7 people)
- 4 (Very interested): 25.71% (9 people)
- 5 (Extremely interested): 51.43% (18 people)

The majority (51.43%) are extremely interested, with smaller percentages showing moderate or little interest.

### **35. Practical ways and strategies to collectively manage screen time at home.**

- 1 (Not at all interested): 2.86% (1 person)
- 2 (Slightly interested): 5.71% (2 people)
- 3 (Moderately interested): 11.43% (4 people)
- 4 (Very interested): 28.57% (10 people)
- 5 (Extremely interested): 51.43% (18 people)

Most participants (51.43%) are extremely interested in practical ways to manage screen time at home, with a smaller portion showing moderate or little interest.

### **36. Promotion of Responsible Online Behavior.**

- 1 (Not at all interested): 5.88% (2 people)
- 2 (Slightly interested): 5.88% (2 people)
- 3 (Moderately interested): 17.65% (6 people)
- 4 (Very interested): 41.18% (14 people)
- 5 (Extremely interested): 29.41% (10 people)

The majority (41.18%) are very interested, with 29.41% being extremely interested. A smaller portion shows moderate or little interest.

### **37. Mental health support tailored to digital well-being.**

- 1 (Not at all interested): 2.86% (1 person)
- 2 (Slightly interested): 11.43% (4 people)
- 3 (Moderately interested): 14.29% (5 people)
- 4 (Very interested): 31.43% (11 people)
- 5 (Extremely interested): 40% (14 people)

The majority (40%) are extremely interested in mental health support related to digital well-being, with significant interest shown by 31.43%.

### **38. Technological tools and skills for the management of digital use.**

- 1 (Not at all interested): 2.86% (1 person)
- 2 (Slightly interested): 8.57% (3 people)
- 3 (Moderately interested): 14.29% (5 people)
- 4 (Very interested): 34.29% (12 people)

- 5 (Extremely interested): 40% (14 people)

The majority (40%) are extremely interested in technological tools for managing digital use, while fewer participants show moderate or little interest.

### **39. Promotion of community building in real life among teenagers.**

- 1 (Not at all interested): 2.94% (1 person)
- 2 (Slightly interested): 8.82% (3 people)
- 3 (Moderately interested): 20.59% (7 people)
- 4 (Very interested): 20.59% (7 people)
- 5 (Extremely interested): 47.06% (16 people)

The majority (47.06%) are extremely interested in promoting real-life community building among teenagers, with smaller percentages showing moderate or little interest.

### **40. Social-emotional education with the objective of digital well-being.**

- 1 (Not at all interested): 2.86% (1 person)
- 2 (Slightly interested): 5.71% (2 people)
- 3 (Moderately interested): 17.14% (6 people)
- 4 (Very interested): 25.71% (9 people)
- 5 (Extremely interested): 48.57% (17 people)

The majority (48.57%) are extremely interested in social-emotional education for digital well-being, with a smaller portion showing moderate or little interest.

### **41. Strategies for setting a constructive parent/child dialogue about online use and interactions.**

- 1 (Not at all interested): 2.86% (1 person)
- 2 (Slightly interested): 2.86% (1 person)
- 3 (Moderately interested): 20% (7 people)
- 4 (Very interested): 22.86% (8 people)
- 5 (Extremely interested): 51.43% (18 people)

The majority of participants (51.43%) are extremely interested in learning strategies to create a constructive dialogue with their children about online use. Additionally, 22.86% are very interested, while smaller groups showed moderate or little interest.

**42. Would you be interested in learning about relevant topics related to young people's hyperconnectivity through digital micro-lessons (clips, short videos, reels, digital infographics and posters, video tutorials)?**

- 1 (Not at all interested): 2.86% (1 person)
- 2 (Slightly interested): 2.86% (1 person)
- 3 (Moderately interested): 17.14% (6 people)
- 4 (Very interested): 22.86% (8 people)
- 5 (Extremely interested): 54.29% (19 people)

The majority of participants (54.29%) are extremely interested in learning through digital micro-lessons, with 22.86% being very interested. A smaller portion showed moderate or little interest.

**43. Which of these things could help you understand the consequences of creating a fake profile?**

Percentage distribution by category:

- Educational videos (legal, social, psychological effects): 100%
- Case studies and scenarios: 86.36%
- Webinars (cybersecurity, law enforcement, psychology experts): 72.73%
- Testimonials from people who faced negative consequences: 63.64%
- Information on legal consequences: 50%
- Online tests and games: 45.45%
- Role-playing exercises (creating and managing fake profiles): 40.91%
- Informative brochures, articles, and e-books: 27.27%

Participants overwhelmingly preferred educational videos (100%) to understand the consequences of creating fake profiles. Case studies (86.36%) and webinars (72.73%) also stood out. Less preferred methods included role-playing exercises and informative brochures.

**44. Is there any other topic or particular training need that you feel should be tackled by a training course aiming at supporting youth workers, parents, teachers, and other individuals in managing issues and preventing dangers related to children and youngsters' hyperconnectivity, internet, and social media usage?**

**Digital Literacy and Critical Thinking Education (5.71%):**

- Example answers: "Digital literacy education, critical thinking skills."
- Analysis: Digital literacy is highlighted as a crucial element to help children and young people use the internet critically and protect themselves from dangers.

**Family Education and Awareness (14.29%):**

- Example answers: "Raising parental awareness," "Family education first."
- Analysis: Many participants emphasized the critical role families play in managing children's internet use, highlighting the need for parents to be educated and supported to ensure safe internet use.

**Real-life Examples and Seminars (8.57%):**

- Example answers: "Seminars with real-life examples," "Sharing negative experiences."
- Analysis: Sharing real-life negative examples during training is seen as an effective method to help children and young people understand the dangers of the internet more concretely.

**Social Media and Real Life Balance (8.57%):**

- Example answers: "Healthy balance between social media and real life," "Psychological preparation."
- Analysis: Maintaining a healthy relationship between social media and real life, along with psychological preparation to address issues such as social media addiction, is considered important.

**Simulation and Video-Based Education (5.71%):**

- Example answers: "Simulations or short videos," "Education through simulations."
- Analysis: Interactive learning methods, such as simulations and videos, are suggested to engage young people and create more effective learning experiences.

**Alternative Education and Fun Methods (8.57%):**

- Example answers: "Education that offers alternatives," "They don't know what to do when the internet is restricted."
- Analysis: Education should not just focus on the harms of the internet but also provide alternatives to teach children how to spend their time productively, offering fun and beneficial activities as part of the training.

**Those Who Do Not Believe Education is Necessary (45.71%):**

- Example answers: "None," "No, there isn't."
- Analysis: A significant portion of participants (45.71%) believe that such education is unnecessary, suggesting that the existing knowledge and infrastructure are sufficient.

The findings show that digital literacy, family awareness, simulations, and real-life examples are key elements that should be included in the training content. However, a significant number of participants (45.71%) are skeptical about the necessity of the training.

## 4. Conclusion

The results of this survey on internet and social media use provide significant insights into the challenges young people face in the digital world and the concerns families experience throughout this process. The majority of participants believe that their children's internet use negatively impacts their lives. Declines in social behavior, decreases in academic performance, physical health issues, mental development concerns, and addiction have all been observed. Participants noted that setting boundaries and seeking professional guidance could be effective in managing these issues.

There is a strong awareness among families that their internet usage habits play an important role in their children's behavior. The majority of participants acknowledged that their digital habits could serve as an example for their children. This highlights the need for parents to be more conscious about their own internet use when guiding their children's online behavior.

Regarding education and awareness, participants indicated a need for more knowledge on digital literacy, critical thinking, social media usage, and online risks. Training programs, especially those incorporating real-life examples and interactive methods such as simulations, were seen as more effective. However, a portion of the participants expressed skepticism about the necessity of such training, believing their current level of knowledge is sufficient.

In conclusion, reducing the negative impacts of internet and social media use on young people requires raising awareness among parents and educators, setting clear boundaries, and seeking professional support. Expanding educational efforts on digital literacy and promoting healthy technology usage will be key steps in addressing these concerns.

## Annex – Erasmediah Questionnaire

### Erasmediah – Educational Reinforcement Against the Social Media Hyperconnectivity

This questionnaire is addressed to all parents, teachers, and young people who are interested in developing digital competences and aims to collect information about experiences and current practices regarding the use of smartphones, the internet, and social networks, the level of awareness among participants, and the strategies applied to promote responsible and correct use of digital technologies.

Please provide us with your insights to help us understand current practices in managing and utilizing digital technologies at any level. Your responses will contribute to the development of open educational resources for parents, teachers, and young people.

Please answer the questions as accurately and thoughtfully as possible. The questionnaire is anonymous.

Your participation is greatly appreciated, and we thank you for taking the time to complete this questionnaire!

**Project website:** [erasmediah.eu](https://erasmediah.eu)

**Project number:** 2023-1-HU01-KA220-YOU-000161173

## Introduction

### 1. Your country

*Mark only one*

Hungary

Italy

Poland

Turkey

Greece

Spain

### 2. For updates on the Erasmediah project, please write your email here:

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## Erasmediah questionnaire

### 3. State your role: \*

*Mark only one*

- Parent
- Teacher
- Youth Worker/ Educator
- Social worker
- Psychologist/ Psychiatriste

### 4. State age range of your students/ pupils/ patients (if you are a parent, state age and number of your children)\*:

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### 5. How many hours do you, as an adult, spend on the internet daily, for any purpose?\*

*Mark only one*

- 1 to 2h
- 2 to 3h
- 3 to 4h
- 4 to 5h
- More than 5h

### 6. How many hours do your children/ students/ pupils usually spend on the internet daily, for any purpose? \*

*Mark only one*

- 1 to 2h
- 2 to 3h
- 3 to 4h
- 4 to 5h
- More than 5h

### 7. What social media platforms are most frequently used by your children/students?\*

*Select all that apply.*

- Instagram
- TikTok
- Facebook
- YouTube
- Snapchat
- Twitter (X)

Other:

**8. Has there been a negative impact on your children/ students/ pupils/ patients life or activities due to their internet use?\***

*Mark only one*

Yes

No

**If, yes, why?**

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**9. Has there ever been any incident where you wanted to get in touch with your child, but you failed because your child was on-line?\***

*Mark only one*

Not at all

Once

Sometimes

Often

Regularly

Too often

**10. What negative impacts have you observed from your children's/students' use of social media?\***

*Select all that apply*

Decreased physical activity

Poor academic performance

Increased exposure to inappropriate content

Cyberbullying

Other:

**11. Have you ever had overwhelming feelings about your child's excessive internet use?\***

*Mark only one*

Yes

No

**If, yes, what kind of feelings did you experience? Please mark the feelings you experienced:**

*Select all that apply.*

Helplessness

Anger  
Guilt  
Shame  
Other:

**12. What social media/ gaming platforms/ websites do you think have the most negative impact on children/ students/ pupils?\***

*Mark only one*

Instagram  
TikTok  
Facebook  
YouTube  
Snapchat  
Twitter (X)  
Other:

**13. How knowledgeable do you feel your children/students/ pupils are about the risks associated with social media use?\***

*Mark only one*

Not knowledgeable at all  
Slightly knowledgeable  
Moderately knowledgeable  
Very knowledgeable  
Extremely knowledgeable

**14. Do you think your internet using habits/frequency could be an example for your child?\***

*Mark only one*

Yes  
No

**15. When you observe that your child/student/pupil spends a lot of time on social media, what do you think would help you manage this situation?\***

*Select all that apply.*

Professional advice on how to communicate effectively and set boundaries with children/ teenagers  
Help in managing the relationship with the child/teenager by improving communication skills.  
Assistance in managing feelings of helplessness, shame, and powerlessness  
Access to practical strategies and tools for setting boundaries and monitoring social media use

Strategies for fostering collaboration between parents and teachers/ youth workers/ therapists to address and manage excessive social media use.  
Access to information about available counseling services and existing support groups for sharing experiences and gaining emotional support.

**16. Have you received any training about raising awareness on social media use?\***

*Mark only one*

Yes

No

**17. Have you participated in any awareness campaign about internet usage in your community?\***

*Mark only one*

Yes

No

**18. What is the proper age for children to start using social media?\***

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**19. What is the proper age for children to start using online gaming platforms?\***

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**20. Do you believe that schools should restrict in some way their access to internet or to their smartphone in the classroom/ school building?\***

*Mark only one*

Yes

No

**For each statement, please indicate your level of interest in receiving training on that topic by selecting a number from 1 to 5, where: 1 means "Not at all interested" 2 means "Slightly interested" 3 means "Moderately interested" 4 means "Very interested" 5 means "Extremely interested"**

*Mark only one per row*

|    |                                                                                                                                         | 1 | 2 | 3 | 4 | 5 |
|----|-----------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 21 | <b>How to collaborate with your colleagues to manage social media use among students.</b>                                               |   |   |   |   |   |
| 22 | <b>Negative Effects of Social Media Over-exposure on children and teenagers.</b>                                                        |   |   |   |   |   |
| 23 | <b>How to change your internet and social media use habits so that you can set a positive example to your children/students/pupils.</b> |   |   |   |   |   |
| 24 | <b>How to manage and educate on TikTok and Instagram use among teenagers.</b>                                                           |   |   |   |   |   |
| 25 | <b>Strategies for Social Media Detox.</b>                                                                                               |   |   |   |   |   |
| 26 | <b>How to educate on online gaming, social gaming, and gambling.</b>                                                                    |   |   |   |   |   |
| 27 | <b>Topic and dangers of online grooming.</b>                                                                                            |   |   |   |   |   |
| 28 | <b>Dangerous online challenges and hoax challenges.</b>                                                                                 |   |   |   |   |   |
| 29 | <b>Understanding the consequences of the creation of a fake profile.</b>                                                                |   |   |   |   |   |
| 30 | <b>Management of cyber-bullying, online body-shaming, and hate speech.</b>                                                              |   |   |   |   |   |
| 31 | <b>Fake news and reality checking.</b>                                                                                                  |   |   |   |   |   |
| 32 | <b>How to teach children and teenagers about digital footprint.</b>                                                                     |   |   |   |   |   |
| 33 | <b>Mindfulness and self-regulation as a strategy for a healthier tech use.</b>                                                          |   |   |   |   |   |
| 34 | <b>Promotion of healthier off-line habits and activities.</b>                                                                           |   |   |   |   |   |

|    |                                                                                                                                                                                                                  |  |  |  |  |  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 35 | <b>Practical ways and strategies to collectively manage screen time at home.</b>                                                                                                                                 |  |  |  |  |  |
| 36 | <b>Promotion of Responsible Online Behaviour.</b>                                                                                                                                                                |  |  |  |  |  |
| 37 | <b>Mental health support tailored to digital wellbeing.</b>                                                                                                                                                      |  |  |  |  |  |
| 38 | <b>Technological tools and skills for the management of digital use.</b>                                                                                                                                         |  |  |  |  |  |
| 39 | <b>Promotion of community building in real life among teenagers.</b>                                                                                                                                             |  |  |  |  |  |
| 40 | <b>Social-emotional education with the objective of digital wellbeing.</b>                                                                                                                                       |  |  |  |  |  |
| 41 | <b>Strategies for setting a constructive parents/ children dialogue about online use and interactions.</b>                                                                                                       |  |  |  |  |  |
| 42 | <b>Would you be interested in learning about relevant topics related to young people hyperconnectivity through digital micro lessons (clips, short videos, reels, digital infographics and posters, video tu</b> |  |  |  |  |  |

### **43. Which of these things could help you understand the consequences of creating a fake profile?**

*Select all that apply.*

Educational videos explaining the legal, social, and psychological impacts of creating fake profiles

Analysis and discussion on real-life case studies and scenarios

Webinars and lectures from experts in cyber safety, law enforcement, and psychology

Informational brochures, articles, and e-books detailing the consequences

Role-playing exercises that simulate the experience and repercussions of creating and managing a fake profile

Testimonials from individuals who have experienced negative outcomes from fake profiles

Sessions providing detailed information on the legal ramifications of creating fake profiles

Online quizzes and games designed to educate on the consequences in an engaging way.

**44. Is there any other topic or particular training need that you feel should be tackled by a training course aiming at supporting youth workers, parents, teachers and other individuals in managing issues and preventing dangers related to children and youngsters hyperconnectivity, Internet, and social media usage? Explain.**

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