

# Research on the Social Media Use and Educational Strategies of Youth in a Chinese 3rd Tier City

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## ABSTRACT

While the development of information technology brings convenience, it also brings new challenges to youth education. In the new media era, how to guide young people to use social media correctly and reasonably and reduce its negative impact has become a hot issue of concern to the whole society. Based on the investigation of the current situation, motivation and influence of youth social media in our city, this article explores the causes of youth social media dependence, and proposes basic education strategy about appropriate restrictions, reasonable guidance, and increased sense of reality to replace virtual social media based on psychological theories.

**Keywords:** Zaozhuang City, youth, social media, education strategy

## 1. INTRODUCTION

With the development of technology, social media came into being and has become one of the main content of people using the Internet. Especially since 2016, social software such as WeChat and Momo have developed rapidly, social videos such as Douyin and Kuaishou have risen rapidly, and social interactive games such as the glory of the king and stimulating the battlefield have emerged one after another. The salient feature of these software, video and game platforms is in the form of information dissemination and the purpose of social communication. The main reason for users to choose them is not only "information exchange", but also includes more "interpersonal communication." And "emotional pursuit"[1].

This change has enriched the lives of young people, and at the same time has brought severe challenges to the education of young people. On these social media platforms, anyone is a maker and disseminator of information. This information is presented to young people with almost no filtering and supervision, which has a profound impact on them, and also makes some extreme thoughts and bad ideas. The channels of information circulation have interfered with the formation of the three correct views of young people and brought new challenges to the education of young people. These issues have attracted the attention of academia and education departments. Educational work

on the use of social media by young people should focus on diversion. Scientific and efficient guidance requires a full and accurate understanding of the current situation of youth social media use and their motivations[2].

How often do young people use social media and how much time they invest in? What kind of usage habits do you have? What is the psychological motivation? How does social media affect their learning cognition and ideology? The solution of these problems can interpret youth social media use behavior from the perspective of information science and psychological science, and has important theoretical value and practical significance for scientifically and rationally guiding them to use social media correctly and doing a good job in youth education.

## 2. INVESTIGATION AND ANALYSIS OF THE STATUS QUO OF SOCIAL MEDIA USING BY TEENAGERS

This topic uses survey interviews and behavioral analysis as the method, using habits and psychological motivations as the entry point to study the current situation of the use of social media by youth in our city, and on this basis, explore and guide the youth to use new social media efficiently and give full play to social media education Effective strategies. The main purpose of the research results is to serve the youth education in the field of colleges and basic education, and to provide

relevant staff with strategy and method guidance.

### ***2.1. The design of the questionnaire***

The purpose of this research is not only to investigate the current status of social media use by teenagers, but also to simultaneously investigate the psychological reasons for their choice and use of social media, and the impact of social media use on them. Therefore, we designed a questionnaire for this topic based on several similar surveys. The finalized questionnaire is divided into 6 parts and 91 questions. It is estimated that the time to fill out the questionnaire is about 15 minutes.

The first part is the survey of the basic information of the survey objects; The second part is a survey of social media usage. The third and fourth parts are the investigation of psychological feelings and dependence on social media use. The fifth and sixth parts are mental health surveys, investigating the social psychology and behavior of adolescents. The fifth part is a pro-social psychological survey, which mainly investigates the social support and subjective social feelings of adolescents, and is used to evaluate their real social interaction psychology; the sixth part is a pro-social behavior survey, which mainly investigates adolescents in real interpersonal communication scenarios. The choice of behavior is used to analyze their social interaction behavior.

### ***2.2. Implementation of the investigation***

After the questionnaire was printed, the research team worked with the recruited questionnaire at Zaozhuang College, Zaozhuang No. 3 Middle School, Zaozhuang Qicun Middle School, Zaozhuang Vocational College, Zaozhuang Vocational College of Science and Technology, Zaozhuang No. 41 Middle School and some rural primary and secondary schools. Distribute and collect questionnaires and conduct data statistics. A total of 3,500 questionnaires were issued, and 2860 valid questionnaires were recovered, with an effective response rate of 81.71%. The main reasons for the low effective recovery rate are: a small number of questionnaire surveyors lack a sense of responsibility and the recovery rate is low; some respondents did not fill in the questionnaire to meet the requirements and the questionnaire was invalid.

## **3. ANALYSIS OF THE RESULTS OF THE SURVEY**

### ***3.1. Distribution of results***

Analyzing the score distribution, it is found that the lower the score ranking, the higher the proportion of social media reliance. This confirms the common

perception that "the worse you learn, the more you play with your mobile phone; the more you play with your mobile phone, the worse you learn". It's worth thinking about, is it because you learn poorly before you start playing with your phone, or do you start to get worse after you learn with your mobile phone?

Combined with interviews, we found that students almost unanimously believed that it was because of their poor academic performance that they were not recognized by teachers and classmates, and they felt bored to find a sense of accomplishment in social media, and they became more and more trapped. At the same time, some students who did not study well did not have social media dependence. In the interview, it was found that they have harmonious real-life interpersonal relationships or talents, and they can gain a sense of accomplishment and respect in reality, so they do not need to supplement their mentality in the virtual world. This is an important inspiration for our future social media guidance and education.

### ***3.2. Use time of media equipment***

Mobile phones have surpassed traditional desktop computers and laptops and become the most popular media devices for young people. There are as many as 1,890 people who use mobile phones every day, which is far ahead of other options. In addition, other media basically reflect the fact that the use is concentrated only on weekends and there are fewer users every day, but the mobile phone is completely the opposite. The portability and convenience of mobile phones have made them a daily necessity for young people. In particular, some colleges and universities and technical secondary schools have no corresponding management measures, causing mobile phones to become a serious classroom problem.

In addition, tablet single brains, learning machines and game consoles also have certain users. This shows that young people are using more and more media tools. Mobile phones are very important. However, we should not just stare at mobile phones and ignore the use of media in learning machines.

### ***3.3. The way and content of using the media***

Among the types of information searched by students, learning materials are the highest, reaching 2660 people, which means that 93% of the respondents will use media devices to search for learning materials; at the same time, learning materials are selected as the respondents who find the most information option. There are also 2,170 people; there are 1,761 people who choose to search for news and information, reflecting that students also have a greater need for searching for news and information, while only 567 people search for entertainment and sports information, which is beyond

our expectation. Comparing the interviews, it is found that the reason why teenagers do not search and find entertainment, celebrity and sports information is that the browsers or news apps that most people use on their mobile phones have smart push functions, and the information they frequently browse will be actively pushed. In front of young people, passive acceptance can be achieved without searching. This point is worthy of our educators' vigilance and reference. Pushing information that is too accurate may result in a narrow range of knowledge for young people, and may also induce young people to indulge in certain types of information or media.

In short, in addition to meeting the entertainment needs of students, media tools also play an important role in students' search for learning materials. Education in the information age needs to keep up with the development of the times and advances in technology. It is necessary to guide young people to use media tools in a scientific and reasonable way to study, and to prevent the negative impact of uncontrolled information flooding on students.

The interviews also found that the most installed apps on students' mobile phones are MOBA games such as Honor of Kings, Player Unknown's Battlegrounds (commonly known as mobile phone eat chicken) and social short video software such as Douyin, Kuaishou, and Weixin. Words with obvious social or achievement attributes such as "Kaihei", "Shangwangzhe", and "Double-click 666" are widely circulated among young people and have penetrated into their real lives beyond virtual space. In response to these new changes, we also need to disperse the focus of social media application research from "traditional" instant messaging and spatial dynamics, and expand to these new areas, to understand what young people think, what they want, and what they want, better. Education students.

#### **4. ANALYSIS OF THE REASONS WHY TEENAGERS RELY ON SOCIAL MEDIA**

##### ***4.1. User stickiness in social media itself***

User viscosity (viscosity of users), also known as user viscosity, is the continuous attraction and dependence of a product on users. The Internet era is about eyeball economy and popularity economy. The idea that users are king and traffic is king has penetrated into the development of every network product and the business philosophy of operators. They will find ways to attract and retain users, and they will not hesitate to adopt various This method cultivates user dependence[3].

As a superior product in the Internet era, social media pays more attention to the cultivation of user

stickiness. They will seize the psychology of young users, and use achievement systems (login every day to send gold coins and the like), social systems (real or virtual interpersonal relationships), celebrity effects and other commercial methods to attract users and establish user pairs. The loyalty of social media.

Teenagers are still at a turning point in their lives. Their minds and experiences are still developing, and they are more likely to become targets of commercialized social media platforms. And when faced with social media operators who are experienced and premeditated, they are very easy to get stuck and cannot extricate themselves, thus forming a reliance on social media.

##### ***4.2. Real society lacks sense of gain and respect***

Interviews found that most of the teenagers who rely heavily on social media or even indulge in social media are mostly because they feel too much pressure in reality and lack motivation in learning and other aspects. In the social media and online world, they can forget all the worries in real life, gain a sense of accomplishment and respect from others more easily, and even become "big men".

According to Maslow's hierarchy of needs theory, after satisfying the needs of survival and safety, people must pursue social needs, that is, gain love and respect by integrating into society. Before and after puberty, with the re-awakening of self-awareness, this kind of psychology among teenagers becomes more intense. Therefore, when our educational evaluation mechanism and the real society cannot meet their needs, they can only go to social media to seek illusory satisfaction. This contrast between virtual and reality will cause teenagers to become more and more trapped in the world of social media[4].

##### ***4.3. Insufficient development of social skills in reality***

In the growth environment of young people, opportunities for social skills training are often lacking. For example, the companionship of parents in family education and the closure of the class structure in school education will deprive children of the opportunity to train social skills, learn to get along with others, and learn to integrate into an unfamiliar environment during their growth. This will cause them to lose the courage to socialize in the long term. Be more shy and autistic.

This situation continues into the adolescent stage, and some teenagers will not deal with strangers or help others. When encountering difficulties or problems that cannot be solved independently, they will choose to escape reality. At this time, the emergence of social media has just given them a good escape space, which

creates dependence.

## **5. CONCLUSION: EDUCATIONAL STRATEGIES FOR YOUTH ABOUT SOCIAL MEDIA USE**

### ***5.1. Appropriate control of media equipment to limit the formation of social media user stickiness***

First of all, parents and school administrators can try to adopt appropriate control measures to limit the long-term and habitual use of mobile phones and other media devices by teenagers; for teenagers who are too obsessed with social media, which affects their normal rest, you can set Internet time and restrict mobile phones. The way of flow cuts off its dependency chain. Once reliance on social media is formed, its stickiness mechanism will make it difficult for teenagers to fight. Physical isolation is the first step in the treatment of all addictions, and social media dependence as a precursor to addiction can also be used for reference.

Of course, when banning young people from using media devices, pay attention to methods and means. The young people can be required to abide by the formulation of rules. The rules should be stable and rigid in order to gain their approval.

### ***5.2. Enrich real life and broaden the channels for obtaining a sense of accomplishment***

Schools should actively carry out a wealth of activities, such as fun sports games, ball games, cultural performances, etc., so that every student can obtain a full sense of accomplishment in reality, meet their psychological needs of social belonging, and cultivate pro-social Behavior and pro-social psychology. In addition, it is necessary to enrich the student evaluation mechanism and avoid the grading-only evaluation methods, so that students can show their strengths in their studies, so as to obtain a full experience of achievement.

### ***5.3. Guide young people to construct a healthy and positive outlook on life***

What young people like and how they perform activities are all derived from whether they can meet their cognitive needs and activity requirements. Therefore, we must pay attention to guiding young people to build a healthy outlook on life, cultivate them to establish the correct motivation for achievement, and develop pro-social behaviors. It should be noted that the education of outlook on life is not simply knowledge education. It should combine scientific theoretical

education with rich practical education, combine school education with family and social education, and inspire students to combine their lofty ambitions with Combine truth-seeking spirit, and then participate more in activities, pay attention to real life, and stay away from social media obsession.

## **AUTHORS' CONTRIBUTIONS**

Contribution lies in investigating the problems existing in the use of social media by teenagers, analyzing the reasons, and proposing corresponding educational strategies.

## **ACKNOWLEDGMENTS**

This article is the research result of Shandong Province's 2018 teaching reform research project "Undergraduates' Innovative Psychological Structure Exploration and Innovative Quality Cultivation Research" (10904201804).

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