Value and life-meaning orientations of adolescents with different levels of information awareness

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Abstract. The article examines the differences and interrelationships of value and life-meaning orientations in adolescents with different levels of information awareness. The information awareness of adolescents is considered as the leading factor determining the features of the interpretation of information. The study sample consisted of 70 adolescents aged 15 to 17 years, 40 of them girls and 30 boys. The study was conducted on the basis of secondary schools in Rostov-on-Don. The research methods were the survey method, diagnostic methods, and statistical methods. According to the results of the study, the levels of information awareness of adolescents were identified, differences in terminal and instrumental value orientations among adolescents with different levels of information awareness, as well as the relationship of values with the level of information awareness were revealed. The conclusions can be used in the development of thematic correctional and developmental programs for working with adolescent students.

1 Introduction

In the modern world, along with such social institutions as family and school, information becomes the most important tool for the socialization of a child [1]. The prevalence of mass media and the time of involvement in the information impact is constantly increasing. Studies of socialization in the information space concern the role played by the mass media in the psychosocial development of children and adolescents (T.D. Marcinkovskaya, T.P. Avdulova, G.V. Soldatova, E.I. Raskazova, T.A. Nestik, etc.). The mass media are of great importance for the socialization of the younger generation, having a significant impact on the formation of children’s personalities, their moral and value attitudes and orientations, knowledge about the world around them and themselves, contribute to the inclusion of a child in a particular social context.

According to T.D. Marcinkovskaya, information sets not only the trajectory of socialization, but also patterns of behavior, identification standards for a large group of

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people, especially children and adolescents [2]. Researchers use many names to study this phenomenon: digital socialization, media socialization, cybersocialization, Internet socialization, infosocialization, virtual socialization - and they all have their own shades of time values [3-6]. Information socialization is the most generalized term that combines all ways of obtaining information.

Soldatova G.V. by information socialization means the process of mastering and appropriating a person's social experience acquired in online contexts, reproducing this experience in a mixed offline/online reality and forming his/her digital personality as part of a real personality, mediated by all available infocommunication technologies [6]. The phenomenon of information socialization is often considered in the context of such concepts as information space, information field, information society, post-industrial culture. It should be noted that the information space cannot be considered separately from the general socialization space of an individual, since it is included in the general structure of the socialization field.

There are three groups of foreign studies of the "digital generation" (a little-studied demographic group, in Russia it constitutes 54%, and in the world 57%): normative, positive and reflexive. Normative research is aimed at assessing the ongoing processes of digitalization of childhood. The positive parameters of interaction between a young person and the information environment include a significant reduction in the time spent by students on searching and processing information, providing them with the latest information using electronic and audiobooks, simplification of the communication process due to online translators, expansion of learning the world possibilities through visiting sites with online videos in real time [4], development of digital skills that allow effective information management and proper use of information and communication technologies [7].

According to Prot, et al. (2015), who analyzed publications on the problems of negative consequences of certain types of media, the following disadvantages or risks are most often indicated - the cultivation of violence, cruelty, distortion of moral principles, the imposition of stereotypes by assimilation of socially destructive information, intrusive advertising. Due to repeated exposure to mass media, people form associative connections between a social group (for example, coloured men) and stereotypical characteristics (for example, a criminal) [5].

The group of positive studies includes those that try to track specific objective patterns in the development of children due to the phenomenon of digitalization of childhood. This includes, for example, research on digital literacy, changes in modern schools, research on the impact of digital socialization on the characteristics of the younger generation's activities and communication. Reflexive research is aimed at analyzing key concepts and research methodology in this direction [8].

Most of the research on information socialization is carried out on adolescents, since the processes of socialization are most intense in adolescence. On the one hand, the communicative component is the leading one at this stage, which is connected with the tasks of development at this age: there is an expansion of the circle of communication, the search for reference groups, social identity is being constructed. On the other hand, this age is a "guide" of norms and rules of interaction in other age groups [9]. Among the reasons that determine the involvement of adolescents in the information space, one can name the interest in the latest achievements of technology as a means of obtaining information, entertainment and self-presentation, the need for a flow of new information and impressions, which today's adolescents can perceive in hypertrophied volumes, and the globalization of communications, interests and hobbies, since regardless of modern digital technologies allow teenagers to join diverse communities, form subcultures [10]. The sensitivity of adolescents to information exposure is maximum, and information received through the media sometimes competes and replaces information received at home and at school [1].
At the moment, the relevant area of research is the information preferences of adolescents and their relationship with personal, cognitive, emotional-volitional and other features, attention is paid to age and territorial features of network communication and information preferences of young people, analysis of the influence of information space on the social stratification of youth groups [11]. Modern empirical studies devoted to the problems of the influence of the information space on the process of socialization of adolescents confirm the need for simultaneous study of both external conditions in which adolescents develop, and internal factors of informational socialization (spheres of interests, values, hobbies, significant structures of the information space, personal characteristics) (Avdulova T.P., Grebennikova, Golubeva N.A., Marcinkovskaya T.D.). Among the changes that the digital environment has on the peculiarities of thinking and perception of the world by adolescents, it can be called that semantic structures acquire greater flexibility, they are organized according to a nonlinear principle, the processes of categorization of information are ongoing differently, audiovisual information becomes more important, perception becomes fragmented, the image of the world includes a large number of stereotypes. This can contribute to a decrease in reflexivity, the appearance of opposite ideas and contradictory meanings in subjective reality. From this point of view, it is of great interest to study the information preferences of modern teenagers: their choice of different types of media in form and content. Equally important is the study of the relationship of values and life orientations of adolescents with information preferences. The leading factor determining the peculiarities of the interpretation of information is the information awareness of adolescents.

The purpose of our study was to study the characteristics of values and life orientations of adolescents with different levels of information awareness. We proceeded from the assumptions: there may be differences in the meaning-of-life and value orientations of adolescents with different levels of information awareness; meaning-of-life and value orientations may be related to the level of information awareness among adolescents.

2 Materials and methods

The study sample consisted of 70 adolescents aged 15-17 years, 40 of them girls and 30 boys. The respondents are students of grades 9-10 of secondary schools in Rostov-on-Don. The distribution by class is as follows – students of the 9th grade make up 45%, 10th grade - 55%. The sample thus includes equivalent groups by gender, age, class and place of residence.

The methodological tools are presented by the following methods. To determine life attitudes, the test "Life orientations" by D.A. Leontiev was used: the subject makes a choice between two opposite statements on the following scales - goals in life, the process of life, the effectiveness of life, the locus of control-I, the locus of control-Life [12]. For the study of value orientations, the method "Value orientations" was used by M. Rokich: the respondent is presented with two lists of values of eighteen in each – terminal (values-goals) and instrumental (values-means), the subject assigns a rank number to each value [13]. To assess information awareness, the questionnaire "Information Preferences" was used, developed in the laboratory of Adolescent Psychology of the Psychological Institute of the Russian Academy of Education by a team of authors and aimed at identifying various aspects of information socialization of adolescents [11]. The frequency of selecting information sources that teenagers use most often was evaluated, taking into account the preferred types of information and types of Internet resources. The level of information awareness was calculated by the number of selected sources: high (23 or more sources used), medium (16-22 sources) and low (1-15 sources).

Methods of mathematical statistics were used: descriptive statistics, Mann Whitney U-criterion, Spirman rank correlation coefficient. The analysis of the results was carried out using a computer program for statistical data processing "SPSS 23.0 for Windows".
3 Results

The data obtained from the questionnaire "Information Preferences" showed that the following results are observed in the empirical group. Figure 1 shows the frequency of teenagers using various information sources to obtain relevant or interesting information.

![Popularity and activity of using various sources of information.](image)

Thus, the main source of information for adolescents is the Internet (100%), i.e. for all students participating in the study, the Internet is actually the only source of any information. Music takes the second place (70%) as a source of information (86% of girls and 46% of boys indicated that music is a source of information for them).

Next is the experience of friends and relatives (67%), which, if necessary, teenagers use to get some information. And girls use this source of information a little more often than boys (78% and 50%, respectively). 63% of teenagers are inclined to rely on personal experience as a source of information, while this source of information is more typical for boys than for girls (71% and 58%, respectively). 60% of the surveyed teenagers indicated that they get information from books or movies. At the same time, girls prefer books more (58%), and young men prefer movies (63%). Only a third of the teenagers surveyed use television (30%), and it is less common for girls to use this source of information (22%) than for boys (42%). In 15% of cases, adolescents indicated various printed publications or other sources as a source of information. Students rarely listen to the radio, only 3% of teenagers indicated that they receive any information through radio broadcasts.

Based on the calculation of the number of specified sources of information, the content of information, the Internet resources used, the level of information awareness is calculated. On average, this indicator for the group is 16.2 points, which corresponds to the average level. This gives us the right to assume that the level of information awareness of adolescents is average with a tendency to low.

To obtain more differentiated data and identify empirical groups, we analyzed the representation of adolescents with different levels of information awareness in the sample. Only a tenth of the surveyed adolescents have a high level of information awareness (10.00%), the average level of information awareness was revealed in 43.30% of respondents (adolescents are interested in a limited number of topics. Most of the surveyed adolescents demonstrate a low level of information awareness (46.70%), which also indicates a limited number of both information sources and topics that teenagers are interested in. Based on the
data obtained, two empirical groups of studies were identified: adolescents with a low level of information awareness; adolescents with an average level of information awareness.

The Mann-Whitney criterion was used to identify differences in the value orientations of adolescents with different levels of information awareness. Analysis of the results shows that there are significant differences in five terminal values: love, happy family life, life wisdom, development and interesting work (Table 1).

Table 1. Indicators of the significance of differences in terminal value orientations of adolescents with different levels of information awareness.

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<tr>
<th></th>
<th>U Mann-Whitney statistics</th>
<th>Asymptotic significance (two-way)</th>
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<tbody>
<tr>
<td>love</td>
<td>156.500</td>
<td>.003</td>
</tr>
<tr>
<td>happy family life</td>
<td>228.000</td>
<td>.009</td>
</tr>
<tr>
<td>life wisdom</td>
<td>157.500</td>
<td>.003</td>
</tr>
<tr>
<td>development</td>
<td>228.500</td>
<td>.009</td>
</tr>
<tr>
<td>interesting work</td>
<td>229.000</td>
<td>.010</td>
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</tbody>
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It can be said that teenagers with a low level of information awareness are distinguished by a higher degree of the importance of intimacy with a loved one, the creation of a happy and strong family, common sense accumulated with experience.

Teenagers with the average level of information awareness are distinguished by the high importance of having an interesting job that brings pleasure, as well as the possibility of constant self-development and self-improvement, both in personal and professional spheres.

Significant differences were also identified in some instrumental values: education, diligence, firm will, rationalism and efficiency in business (Table 2).

Table 2. Indicators of the significance of differences in instrumental value orientations of adolescents with different levels of information awareness.

<table>
<thead>
<tr>
<th></th>
<th>U Mann-Whitney statistics</th>
<th>Asymptotic significance (two-way)</th>
</tr>
</thead>
<tbody>
<tr>
<td>education</td>
<td>155.000</td>
<td>.003</td>
</tr>
<tr>
<td>diligence</td>
<td>227.500</td>
<td>.009</td>
</tr>
<tr>
<td>firm will</td>
<td>150.500</td>
<td>.002</td>
</tr>
<tr>
<td>rationalism</td>
<td>155.000</td>
<td>.003</td>
</tr>
<tr>
<td>efficiency in business</td>
<td>154.500</td>
<td>.003</td>
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We have proved that for teenagers with a low level of information awareness, a broad outlook and discipline, responsibility are more important.

Teenagers with an average level of information awareness are distinguished by a higher importance of the ability to defend their opinion, their position, the ability to rely on logic in solving issues, diligence and high professional productivity.
The analysis of the diagnostic results carried out with the help of the test "Life orientations" by D.A. Leontiev showed that for adolescents of both groups there is a rather low meaningfulness of life (97.04 and 96.27 points, respectively). Statistically significant differences were found only on the "process of life" scale (U=221,500, p=0.006). Thus, adolescents with an average level of information awareness are more satisfied with their present than adolescents with a low level of information awareness. They are distinguished by a more emotionally saturated present, a positive assessment of the events taking place at the moment.

To test the hypothesis about the relationship of value and meaning-of-life orientations with the level of information awareness, a correlation analysis was carried out using the Spirman rank correlation coefficient. Thus, the level of information awareness is significantly negatively correlated with such terminal values as "productive life" (r=-0.252, p=0.042), and is significantly positively correlated with "the welfare of others" (r=0.211, p=0.006) and "happy family life" (r=-0.327, p=0.011), i.e. the higher the level of information awareness of adolescents, the less important for them is the well-being of other people, the creation of their own family, and the more significant is the opportunity to use their strength to the maximum, to realize all their abilities. Also, the level of information awareness is significantly negatively correlated with "rationalism" (r=-0.314, p=0.015) and "firm will" (r=-0.470, p=0.001) and significantly positively correlates with "education" (r=0.251, p=0.043) and "self-control" (r=0.319, p=0.013). I.e. the higher the level of information awareness, the more significant the opportunity for teenagers to defend their opinion, their position, the ability to make informed and considered decisions, and the less significant the breadth of horizons and self-discipline. The results obtained echo the studies [14, 15].

4 Conclusions

1. Concluding, we can sum up the features of the meaning of life and value orientations of adolescents with different levels of information awareness. Teenagers with a low level of information awareness are distinguished by a higher degree of importance of intimacy with a loved one, the creation of a happy and strong family, common sense accumulated with experience. Teenagers with an average level of information awareness are distinguished by the high importance of having an interesting job that brings pleasure, as well as the possibility of constant self-development and self-improvement, both in the personal and professional sphere.

2. Adolescents with an average level of information awareness are more satisfied with their present than adolescents with a low level of information awareness.

3. The relationship between value orientations and the level of information awareness is revealed: with the growth of information awareness, the value of self-realization, self-actualization, the ability to use one's strength to the fullest, the value of the ability to insist on one's own, on the contrary, the importance of one's family happiness, restraint and self-discipline decreases.

4. The research materials can be used by psychologists in the development of thematic correctional and developmental programs for working with adolescent students.

References

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