

CHILDREN, YOUTH AND TIME

SOCIOLOGICAL STUDIES OF CHILDREN AND YOUTH

Series Editor: David A. Kinney (from 1999)

Series Editors: David A. Kinney and Katherine Brown Rosier (2004–2010)

Series Editors: David A. Kinney and Loretta E. Bass (from 2011)

Series Editor: Loretta E. Bass (from 2012)

Previous Volumes:

- Volume 14: 2011 David A. Kinney & Loretta E. Bass, Series Editor; Loretta E. Bass & David A. Kinney, Guest Editors
- Volume 15: 2012 Loretta E. Bass, Series Editor; Susan Danby & Maryanne Theobald, Guest Editors
- Volume 16: 2013 Loretta E. Bass, Series Editor; Sandi Kawecka Nenga & Jessica K. Taft, Guest Editors
- Volume 17: 2014 Loretta E. Bass, Series Editor; Paul Close, Guest Editor
- Volume 18: 2014 Loretta E. Bass, Series Editor; M. Nicole Warehime, Guest Editor
- Volume 19: 2015 Loretta E. Bass, Series Editor; Sampson Lee Blair, Patricia Neff Cluster and Samuel M. Cluster, Guest Editors
- Volume 20: 2016 Loretta E. Bass, Series Editor; Yasemin Besen-Cassino, Guest Editor
- Volume 21: 2016 Loretta E. Bass, Series Editor; Maryanne Theobald, Guest Editor
- Volume 22: 2016 Loretta E. Bass, Series Editor; Ingrid E. Castro, Melissa Swauger & Brent Harger, Guest Editors
- Volume 23: 2017 Loretta E. Bass, Series Editor; Patricia Neff Cluster & Sampson Lee Blair, Guest Editors
- Volume 24: 2019 Loretta E. Bass, Series Editor; Magali Reis & Marcelo Isidório, Guest Editors
- Volume 25: Loretta E. Bass, Series Editor; Doris Bühler-Niederberger & Lars Alberth, Guest Editors
- Volume 26: Loretta E. Bass, Series Editor; Anuppiya Sriskandarajah, Guest Editor
- Volume 27: Loretta E. Bass, Series Editor; Sam Frankel & Sally McNamee, Guest Editors
- Volume 28: Loretta E. Bass, Series Editor; Agnes Lux & Brian Gran, Guest Editors
- Volume 29: Loretta E. Bass, Series Editor

SOCIOLOGICAL STUDIES OF CHILDREN
AND YOUTH VOLUME 30

CHILDREN, YOUTH AND TIME

EDITED BY

SABINA SCHUTTER

*Rosenheim Technical University of Applied Sciences, Germany
SOS Kinderdorf e. V., Germany*

AND

DANA HARRING

Rosenheim Technical University of Applied Sciences, Germany

SERIES EDITOR

LORETTA E. BASS

The University of Oklahoma, USA



United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2022

Editorial matter and selection © 2022 Sabina Schutter and Dana Harring.
Individual chapters © 2022 The authors.
Published under exclusive licence by Emerald Publishing Limited.

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80117-645-3 (Print)
ISBN: 978-1-80117-644-6 (Online)
ISBN: 978-1-80117-646-0 (Epub)

ISSN: 1537-4661 (Series)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

CONTENTS

<i>List of Figures and Tables</i>	<i>vi</i>
<i>List of Contributors</i>	<i>viii</i>
<i>Foreword</i>	<i>ix</i>
Chapter 1 Qlimates and Quarantines – Testing the Hypothesis of How Gen Z Transformed into a Generation <i>Mariann Fekete and Ádám Nagy</i>	<i>1</i>
Chapter 2 Between Self-actualization and Waste of Time: Young People’s Evaluations of Digital Media Time <i>Andrea Kleeberg-Niepage and Johanna L. Degen</i>	<i>29</i>
Chapter 3 How Parents and Children Spent Time During Pandemic? Exploratory Study of Home Activity Patterns and Parental Mental Health COVID-19 Japan <i>Sachiko Nozawa and Midori Takahashi</i>	<i>49</i>
Chapter 4 Maintaining Quality Family Time for Children’s Social Intelligence: Public Educators’ Beliefs and Practices in the Pandemic Age <i>Miftachul Huda and Sultan Salem</i>	<i>69</i>
Chapter 5 Unequal Time Patterns in Childhood and Adolescence <i>Rita Braches-Chyrek</i>	<i>91</i>
Chapter 6 Childhood Fantasy: Young People’s Time Use in Their Imagined Ideal Childhood <i>Vivian Naa Ayelesa Acquaye</i>	<i>103</i>
<i>Index</i>	<i>121</i>

LIST OF FIGURES AND TABLES

Figures

Chapter 1

Fig. 1.	The Distribution of Respondents According to Faculties (%) ($n = 1.195$).	6
Fig. 2.	The Distribution of Respondents According to Training Course (%) ($n = 1.195$).	7
Fig. 3.	Twenty-five Integrated Word-clouds Based on the Values of the Opinion-index and the Mentioning Frequency ($n = 1.131$).	9
Fig. 4.	How Important Do You Think that COVID-19 Vaccination Should Be Given to the Population? (%), $n = 1.195$.	10
Fig. 5.	The Necessity of Changes in the Life of Hungarian Politics ($n = 1.195$).	15
Fig. 6.	Willingness to Vote ($n = 1.195$).	16
Fig. 7.	Interest in Public-Social Life-related Issues ($n = 1.195$).	17
Fig. 8.	“In Your Views, Do Weather Changes Endanger the Population on Earth?” ($n = 1.195$).	19
Fig. 9.	The Change of Climate-related Fears (%) ($n = 1.195$).	20
Fig. 10.	“In Your Opinion, Is Climate Change Caused by Natural Phenomena, Human Activity or Both?” (%) ($n = 1.195$).	21

Chapter 3

Fig. 1.	Mean Score of Home Activities by Clusters.	58
---------	--	----

Chapter 6

Fig. 1.	A Thematic Presentation of Activities in the Children’s Imagined Ideal Childhood (Children’s Fantasy).	113
Fig. 2.	A Graphic Presentation of Activities in the Children’s Fantasized Ideal Childhood.	114

Tables

Chapter 1

Table 1.	The Distributions of Generational Attributes According to Sentiments II ($n = 1.131$)	7
----------	---	---

Table 2.	The Distribution of the Most Frequent Categories of the Opinions ($n = 1.131$)	8
Table 3.	Concerns Related to Coronavirus Infection	9
Table 4.	Do You Think That You Keep More Contact or Less Contact (Offline and Online) with Your Family and Friends Since COVID-19 Precautionary Measures Were Introduced?	10
Table 5.	Satisfaction with Diverse Aspects of Life ($n = 1.195$)	11
Table 6.	Free Time Activities in the Examined Periods (Mean Minute Per Day)	13
Table 7.	The Problem Perception of the University Students of Szeged ($n = 1.091$)	14
Table 8.	“As far as the Issue of Climate Change is Concerned, Who Do You Believe?”	21
Table 9.	Climate Perception Groups (Stable Cluster Centres) ($n = 1.122$)	22
Table 10.	Problem Perception of Climate-conscious People	22
Table 11.	Problem Perception of Sceptic People	23

Chapter 3

Table 1.	Participants' Sociodemographic Variables ($n = 1.036$)	55
Table 2.	Descriptive Statistics of Home Activities and Parents' Mental Health During the Pandemic ($n = 1.036$)	57
Table 3.	Results of Clustering	57
Table 4.	Differences in Home Activities During Pandemic Across the Clusters ($n = 964$)	59
Table 5.	Differences in Parents' Mental Health During Pandemic Across the Clusters ($n = 964$)	60
Table 6.	Differences in Sociodemographic Variables Across the Clusters ($n = 964$)	62

LIST OF CONTRIBUTORS

<i>Vivian Naa Ayelesa Acquaye</i>	University of Education, Ghana
<i>Rita Braches-Chyrek</i>	University of Bamberg, Germany
<i>Johanna L. Degen</i>	Europa-Universität Flensburg, Germany
<i>Mariann Fekete</i>	University of Szeged, Hungary
<i>Dana Harring</i>	Rosenheim Technical University of Applied Sciences, Germany
<i>Miftachul Huda</i>	Universiti Pendidikan Sultan Idris, Malaysia
<i>Andrea Kleeberg-Niepage</i>	Europa-Universität Flensburg, Germany
<i>Ádám Nagy</i>	Óbuda University, Hungary
<i>Sachiko Nozawa</i>	The University of Tokyo, Japan
<i>Sultan Salem</i>	University of Birmingham, UK
<i>Sabina Schutter</i>	Rosenheim Technical University of Applied Sciences, Germany/SOS Kinderdorf e.V., Germany
<i>Midori Takahashi</i>	The University of Tokyo, Japan

FOREWORD

DANA HARRING AND SABINA SCHUTTER

Time in childhood and youth is discussed in two contradictory ways. On the one hand, childhood and youth is portrayed, even romanticized as a time of play, of innocence, of exploration, a time of learning, a time of trial and error (Baader, 2004; Dudek, 2002; Stecher, 2003). On the other hand, time in childhood and youth is restricted by tight societal and generational structures, that is, chains of care, institutional and family time tables, extracurricular activities (Wehr, 2009; Zeiher, 2005).

Additionally, temporality in childhood and youth is considered different to adults perception and disposability of time and temporality (Wehr, 2009). The everyday life of the younger generations is, to a large extent, shaped by adults, leading to an unequal distribution of active and passive disposition of time (Elias, 1984). Where, how, and with whom children and young adults spend their time is subject to a variety of interests and negotiation processes. Within these negotiations, children's and young adult's experiences are one factor among other, such as familial compatibility issues or societal structures and demands.

Third, when considering today's children and youth as a specific generation within a historic development, there is one central occurrence which affects the youngest generations heavily: COVID-19.

When we first thought about editing an issue on children, youth and their perception, and disposition of time, we did not imagine that by the time the issue would be published we would be living in "pandemic times," facing a global crisis which possibly shapes whole generations and their experiences. Thinking about growing up as a time of life influenced by new experiences, learning and development, growing up during a pandemic, where especially social contacts are restricted, the life of children and youth is very different. Also, growing up during the pandemic shows that the strict time requirements, that is, the age of required developments or transitions is also part of a social construction. The disruptions of education, social contacts, losing parents or relatives, and the constant fear of illness is a dominant experience for children now worldwide.

Therefore, it is not surprising that childhood and youth in times of the pandemic became a major topic in this issue.

Sachiko Nozawa and Midori Takahashi examine how home activity patterns of Japanese Preschool children and parental mental health have changed due to the restrictions due to the COVID-19 pandemic.

Mariann Fekete and Ádám Nagy analyze how the two major global challenges, again COVID-19 and the climate change, affect the time perception of Hungarian students and whether those challenges hold responsible for the formation of a

generation of crisis. Miftachul Huda and Sultan Salem elaborate research on family time during the pandemic as perceived by public educators.

Regarding the criticism of the sociology of childhood about the perspective on childhood focused on children as becoming adults whereas the sociology of childhood focuses on childhood as a socially constructed category in its own right, the pandemic opens this perspective in a new way. The stress and disruptive experiences of children during the pandemic as well as the changing views of politics and pandemic management on children's lives shed a light on the changeability of perspectives on childhood.

These manifold claims on children's and youth's time can be regarded as a stressor and may lead to stress, exhaustion or as a last resort to pathological findings (e.g., burn out) (Schulte-Markwort, 2016). Furthermore, management of one's own time is regarded as both a challenging and necessary competence in today's society (Muri, 2004).

Andrea Kleeberg-Niepage and Johanna Degen shed light on children's and young people's spending and perception of "digital time," both generally and regarding the pandemic related lockdown in Germany. This contribution discusses young people's evaluations and perspectives addressing the possibly artificial adult differentiation of analogue and digital time or activities as well as adults' presumptions about young people's digital time and the strive for control resulting from these. Additionally, insights from the circumstances of the COVID-19 lockdown are included in gaining knowledge about what is actually important and rewarding when young people spend time digitally. This chapter aims at an intergenerational understanding of the significance of digital media in young people's lives questioning alarmist scenarios of a generation that is lost in the digital world.

Rita Braches-Chyrek analyses the ways in which unequal patterns of time develop effectiveness in childhood and adolescence. Central is the focus of the taken-for-granted experiences in the phase of growing up, the developing ways of life and value attitudes. In this context, questions arise about the extent to which children and adolescents help to shape the time patterns that are relevant to them and how an "equitable distribution" of "temporal resources" could be promoted.

Vivian Naa Ayelesa Acquaye presents findings on children's imagination of the "ideal" way to spend their time and relates it to their everyday life as mainly shaped by the (adult) society.

This volume of Sociological Studies of Children and Youth interrogates the question of children's and young adult's perception and disposition of time both in tight societal and generational contexts.

- How children and youth dispose of time in societal and generational structures?
- The role of time in different institutional and familial contexts (e.g. school, day care, etc.).
- Trajectories of children's and youth's time throughout the day or life course.

REFERENCES

- Baader, M. S. (2004). Der romantische Kindheitsmythos und seine Kontinuitäten in der Pädagogik und in der Kindheitsforschung. *Zeitschrift Für Erziehungswissenschaft*, 7(3), 416–430. <https://doi.org/10.1007/s11618-004-0042-9>
- Dudek, P. (2002). Geschichte der Jugend. In H.-H. Krüger & C. Grunert (Eds.), *Handbuch Kindheits- und Jugendforschung* (pp. 333–349). Wiesbaden: VS Verlag für Sozialwissenschaften. https://doi.org/10.1007/978-3-322-85154-3_14
- Elias, N. (1984). *Über die Zeit*. Suhrkamp-Taschenbuch Wissenschaft (Vol. 756). Frankfurt am Main: Suhrkamp.
- Muri, G. (2004). *Pause! Zeitordnung und Auszeiten aus alltagskultureller Sicht*. Frankfurt: Campus-Verl.
- Schulte-Markwort, M. (2016). *Burnout-Kids: Wie das Prinzip Leistung unsere Kinder überfordert (Vollständige Taschenbuchausgabe)*. Knaur: Vol. 78815. München: Knaur Verlag.
- Stecher, L. (2003). Jugend als Bildungsmoratorium – die Sicht der Jugendlichen. In H. Reinders & E. Wild (Eds.), *Jugendzeit – Time out?* (Vol. 49, pp. 201–217). Wiesbaden: VS Verlag für Sozialwissenschaften. https://doi.org/10.1007/978-3-322-97603-1_10
- Wehr, L. (2009). *Alltagszeiten der Kinder: Die Zeitpraxis von Kindern im Kontext generationaler Ordnungen*. Kindheiten: Neue Folge. Weinheim: Juventa Verl.
- Zeiber, H. (2005). Der Machtgewinn der Arbeitswelt über die Zeit der Kinder. In H. Hengst & H. Zeiber (Eds.), *Kindheit soziologisch* (Vol. 37, pp. 201–226). Wiesbaden: VS Verlag für Sozialwissenschaften. https://doi.org/10.1007/978-3-322-81004-5_11

This page intentionally left blank

CHAPTER 1

CLIMATES AND QUARANTINES – TESTING THE HYPOTHESIS OF HOW GEN Z TRANSFORMED INTO A GENERATION

Mariann Fekete and Ádám Nagy

ABSTRACT

The year 2020 brought a series of previously unknown experiences, events, and life situations to the world. Fear of unknown, uncertainty, unpredictability, and dramatic changes have had a strong impact on all strata and segments of society. We assume that global happenings of the last decade, climate change, pandemic followed by its related strict restrictions mean a determining event for youngsters which fundamentally shapes their lifestyle, future prospects, problem perception, and their generational characteristics as well. In our study, we examine the real-life situation of students at the University of Szeged from numerous aspects, with particular regard to the possible generation-transforming role of climate and quarantine situation, and we also scrutinize to what extent our previous estimations can be verified with data. The online data collection was carried out in the spring of 2021, the sample contains 1195 members. As the result of the data analysis, we indicated that the coronavirus epidemic does not play a leading role in the problem perception of the students, however, their responses about their self-characterization testify on increased perception of crisis phenomena. Although public life and public discourse have been thematized by the coronavirus epidemic since spring 2020, incompetence of politicians and global environmental change are the most serious problems for the students. In the basic dimensions of youth vulnerability namely in the field of education, leisure, and finance, the satisfaction of the students are the

Children, Youth and Time

Sociological Studies of Children and Youth, Volume 30, 1–27

Copyright © 2022 by Mariann Fekete and Ádám Nagy

Published under exclusive licence by Emerald Publishing Limited

ISSN: 1537-4661/doi:10.1108/S1537-46612022000030001

lowest. As a result of the restrictive measures, the online activity of the students has further strengthened; instead of silence and apolitical behavior, the students are characterized by a strong public-political interest, increased sensitivity to global problems in the third wave of the pandemic.

Keywords: University students; generation; climates; quarantines; COVID-19; Janus-faced generation

A JANUS-FACED GENERATION?

According to [Mannheim \(2000\)](#), generations are birth cohorts which shape the course of history. Generation is a social phenomenon in which members are connected, however, this connection does not necessarily form a group as it would imply that group members know one another. According to Mannheim's concept, so as to talk about generational connection, there is a need for sharing life experience of common fate of a historical-social unit ([Mannheim, 2000](#)).

Strauss and Howe assume a close and symbiotic link between historical events and generations. They interpret generation as a group of people who share identical historical time and place, and therefore, they gain collective characteristics, they follow each other in every 15–20 years. It means that a generational change (in the sense of Mannheim's theory) occurs approximately in every 20 years in the society. The recursive dynamics of generational behavior is determined by the fact that how and when an individual participated in determining social-historical changes ([Howe & Strauss, 1991](#), p. 8). Available data related to Generation Y and Z are limited so far, we merely have professional estimations whether global happenings of the last decade are life-changing for youngsters as well ([Nagy, 2014](#); [Trencsényi & Nagy, 2016](#)). Until now, there have typically been only research hypotheses and reviews so as to examine the impact of social changes caused by climate change and the pandemic.

We still do not know whether actions against climate change, social life-related restrictions will mean a life-changing memory, a pivotal point for youngsters, which will fundamentally shape their lifestyle, future prospects, problem perception, and, therefore, will also transform their generational characteristics as well. Several researchers attempt to find what the explanation of the occurrence of Generation Z is. We assumed ([Fekete & Nagy, 2020a, 2020b, 2020c](#)) that with regard to the change of the most vulnerable and the most marginalized youths' characteristics, the happenings of the last period may divide Generation Z markedly, which had not been considered as a homogenous group previously at all: in the life of the generation, the occurrence of a Q as Climate group and a Q as Quarantine group can be expected. We have the assumption that the age group can be categorized into these two groups, and they are not merely sub-cultures. All over the world, "Qlimates" or young climate activists mostly encouraged by Greta Thunberg have recognized that self-restraint and taking collective responsibility will mean the only possible way for having a livable future and sustainability. Ideas and slogans that are seemingly radical, making sacrifices in the present for a better

future, reducing consumption, change of lifestyle are the principles of common good. The happenings of the last months will probably transform youngsters' problem perception, and besides, the previously mentioned factors, the situation of global healthcare also occurs. Due to the desperate experience of the present, youths start to pay attention to global health risks, to the suggestions of scientists, and they do not allow to lower the older generations' guards either. In the background of climate-consciousness, there is anxiety and uncertainty as well. The younger the individual is, the more serious the doubt he/she has as they are the people who spend the most time in an insecure future, which is filled with natural disasters, heat, drought, deprivation, local wars, and epidemics. According to our assumption, Qlimates are educated youths who have social, cultural, and IT capital, and they can become a more significant policy-making factor. Those youngsters who originate from geek subculture can be found in the online world, which is socially justified and approved. They have never been committed to taking part in formal or informal organizations, have never been interested in political ideas, social phenomena or public life-related issues occurring in traditional space. They are called Quarantines, who can completely lose their interest in life experience occurring in physical space, maintaining offline social relationships, making new connections, and they are not influenced by any previously-existed social pressure. Uncertainty of the outer world and the future can make them appreciate the more secure online world together with its virtual connections, where there is no need for being afraid of the other person's physical proximity, where time is not passed in the same way as in physical reality, where rules are more adequate to them. Their own online universe has already been built and it is still in the process of expansion, and it is where they are able to control the events as they can play those games, watch those films, listen to that music or visit those social network sites that they really want. This world cannot contain those movements which attempt to save the offline world. This group can be characterized with offline world passivism, apocalypticism, or intended separation predisposition. Their existence can be justified if their defined generational characteristics remain when quarantine situation (or the so-called restrictive circumstances) is/are over. Mainly, the role of online activities can be increased in their case.

THE NEW SILENT GENERATION

According to Levente Székely (2014), based on Strauss–Howe theory, today's Generation Y and partly Gen Z (in other words, the youngsters of data collections in 2012 and 2016) remind us of the silent generation. In fact, they can be defined as a new silent generation. This means that commitment is less typical for today's youngsters, however, they are more likely to accept their parents' ideas (nearly half of them completely, one third of them partly) they are less likely to rebel than the previous generations. Compared to the past, fewer youths are in a relationship, youngsters tend to live in a common-law marriage at a much later age, there are more and more youths who have never been in a relationship yet, and having children under the age of 30 seems to disappear.

In the field of education uncertainty is typical. Also, as in the case of further learning plans, strong intentions toward activism cannot be perceived in the field of work; only stagnation, unchangingness can be experienced. Youths do not think they are likely to have a new place of employment, to have a job abroad, to have an own enterprise, or to learn a new foreign language.

The rate of those youths who leave the education system and labour market is high, the rate of those who work is negligibly low, “wait-and-see” intentions and plans can be considered as the sign of silence, only the job prospects-related dissatisfaction points in the opposite direction. (Székely 2014, p. 22)

Mostly, the free time of this age group is dominated by passive recreation activities at home. Mainly, they spend their time in front of the screen, more than half of the young watch television, four fifths of them are regular users of the internet and social network sites, and in the meantime, they do not tend to visit traditional cultural places, one quarter of them do not have any friends at all. Nowadays the most popular free time activity is the Internet, television is the second most important leisure time activity. Youths have nothing to do with NGOs, the majority of them do not participate in public life-related issues (they do not share any news either). As far as sports are concerned, youngsters’ participation is not typical, two-thirds of them do not do any sports, and the results concerning risk behaviors (smoking, alcohol consumption, drug usage) have stagnated or increased in some cases.

According to Székely, in general, the characteristics of silence are:

- *conformity* – youngsters do not intend to disrupt status quo, mostly they accept their parents’ ideals;
- *uncertainty* – youths spend most of their time in front of the screen, sedentary lifestyle, and stagnating deviant behavior is typical for them;
- *passivism* – as far as public life-related issues are concerned, apocalypticism, and withdrawal are typical for them.

Dissatisfaction and pessimism about the future and social institutions are on the rise among young people, but this may not be translated into action, perhaps because of a strong pointless attitude. We are facing young people who are more satisfied with themselves than before, but who are more dissatisfied with their environment and opportunities.

Concerning this issue, our assumption is that the available data provide evidence that silence is radically decreasing. The reasons for our arguments are the following:

- On the one hand, the members of the silent generations did not always remain silent, they made their voice heard in social canon: in the middle of 60s, they became anti-war and human rights activists, feminists. However, according to Strauss–Howe, “Silent generation has numerous similar features as the generation of the home country coming after four generations” (Howe & Strauss, 2007, p. 1). Due to the everyday life of the globalized and accelerated world, it is concluded that if this generation “awakes,” it will happen much faster than in the past as social–economic–political–environmental conditions and the accelerated world dictate another pace to them.

- On the other hand, since Generation X was born, youngsters have been in a global space, they face global problems,¹ they relate themselves to global situations, they can be considered as “homo-globals” who (at least the middle class youths of the developed countries) are shaped by similar trends, technologies, events regardless of their living place. They use social network sites and online technologies to a similar extent, they visit similar websites, they download the same music and films.
- In the first global generation of the world, experiencing common fate, which is Mannheim’s generational factor, is possible without any constraints.² While the members of Generation Y have not met any challenges that would have meant a global problem, “Fukuyama confidence,” the optimism of *The End of History* had a huge impact on their young adulthood, the most determining experience of Generation Z is the challenge of a climate disaster.³ The members of Generation Z are socialized in a more and more environmental conscious world, where it is not allowed to waste the limited sources of energy. Several recent international empirical studies examined the problem perception of youngsters: how they see the world, how they intend to act in order to solve the problems. According to the participating youngsters, climate change and the destruction of the environment mean the most significant problems followed by wars, unemployment and income inequalities.⁴
- A significant part of the youths has already recognized that the only possible way can be abandonment, self-restraint, collective social responsibility, which may help the doom future with its catastrophic predictions come true. Indeed, “[...] the world-wide information system makes the distance between people disappear, which makes unfair wealth distribution visible” (Csepeli, 2016, p. 510). We consider that youngsters will reflect on these matters, their silence will disappear, or it will radically reduce.

Our research question is to what extent the examination of the young can contribute to the interpretation of the current situation of the society. Can the virus be a factor that determines young generations’ characteristics or did the pandemic only reinforce the basic stratificational-, structural determination with all of their impacts and consequences⁵ (social–structural situation, parental and own educational background, income, settlement type). Do the changes of the world, or the certain factors of the changes mean common social experience specifically for the young, does the collective “we consciousness” establish a so-called “generational community” (Krémer, 2020)? In our research, we attempt to provide our hypothesis with relevant data. Our hypothesis suggests that the social experience of the climate and quarantine situation creates a bipolar or with other words Janus-faced generation containing Qlimates and Quarantines, and the silence of the silent generation will gradually disappear.

RESEARCH METHODOLOGY AND THE RESPONDENTS

The above-mentioned questions also appeared in the research conducted at the University of Szeged (SZTE) in spring term, questioning active university

students. The data collection was carried out between March 5 and April 12, 2021. The sample contains 1,195 members, which according to the relevant data obtained from the Department of Rector's Office, after the necessary weighting method represents the university students of the University of Szeged (SZTE) concerning gender, faculty and level of education.

The research questionnaire aimed primarily to examine the university students' attitude concerning climate change, COVID-19, and to assess their life situation, moral values, future orientation, pastime activities, family relationships and friendships, which had been influenced by distance learning. In 2021 during the pandemic, it was not possible to continue the traditional Szeged Studies Research,⁶ thus, we conducted the study among university students, and we focused on the life situation of the university students at the University of Szeged in the research. The university students with active student status were invited to the participation of the research via Neptun.NET. In the research 1st and 2nd year sociology students learning at the University of Szeged were the interviewers. The number of questionnaires retrieved online (via Skype, Zoom, Google, Meet, Facebook Messenger) by the interviewers are 469, the online questionnaire available on the server of the university department was filled in by 726 participants.⁷ The two samples were merged as the questionnaires did not contain any sensitive questions where the influence of the questioning technique would be supposed.

Fig. 1 indicates the distribution of the respondents according to 12 faculties.⁸ Forty-three percent of the participants of the survey was male, 57% was female, the majority of the participants were BA students (Fig. 2).

THE SELF-DESCRIPTION OF THE GENERATION

Due to the outbreak of COVID-19, university students encountered a new life situation, a new educational environment, and owing to the new situation, numerous researchers attempted to describe the age group. Hence, many notions definitions and descriptions were established. In fact, these descriptions were not based on any data, but merely on estimations, and they do not take the generation's own self-description into account. Thus, we asked the participants to describe their generation with one word. In order to scan the opinions, we utilized Zurvey

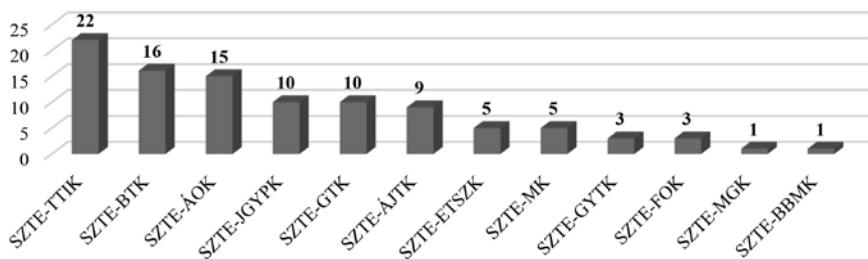


Fig. 1. The Distribution of Respondents According to Faculties⁹ (%) ($n = 1.195$).

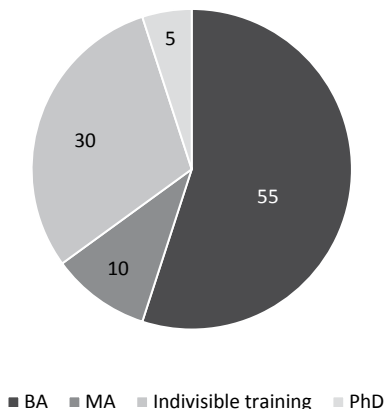


Fig. 2. The Distribution of Respondents According to Training Course (%) ($n = 1.195$).

(zurvey.io) intelligent content analysis software. The program enables to examine brief text corpora by analyzing words appearing in a given text, and by categorizing them on the basis of certain parameters. Owing to sentiment/mood analyzer function, the software recognizes and highlights negative and positive expressions and it assesses the quality of opinions on a 7-point grading scale. At first, we categorized the self-descriptions concerning the age group’s own generation from mood point of view. Based on emotions, the software divided the 1,131 relevant expressions occurring in the texts into three diverse categories: positive, negative and neutral. Almost half of the self-descriptions was negative (46%), one third of them was neutral and merely 19% proved to be positive.¹⁰

The main three sentiments (positive, negative, and neutral) can be divided into further sub-categories (Table 1), which may provide us with a deeper understanding. It should be noted that no particularly positive expression was chosen by the university students; positive expressions were centered upon words like confidence, diversity, purposefulness, environmental consciousness, flexibility. The most negative words were sadness, fear, uncertainty, overload, anger, disillusionment, vulnerability, loneliness, lack of freedom, disorientation. It is worth highlighting that neutral expressions are linked to the digital characteristics of

Table 1. The Distributions of Generational Attributes According to Sentiments II ($n = 1.131$).

The Distribution of Generational Attributes					
Particularly Positive	Positive	Neutral	Negative	Particularly Negative	Total
0	217	390	204	320	1,131
0%	19%	35%	18%	28%	100%

the generation: online, internet, digital, telephone, social network, the related additions, and in some cases the diverse forms of generations (Generation Y and Generation Z) appear.

It seems that the university students of the University of Szeged do not consider themselves as a virus, pandemic or quarantine generation as only three related expressions were mentioned. (“quarantine,” “covid,” and “covid-degree”). The software creates labels (or categories) based on the identified emotions and their related expressions, their related typical words, and it ranks them hierarchically according to their frequency; in other words, it shows how typical the given category is in the mentioned expressions. The 1st column of [Table 2](#) illustrates the ten most significant categories based on the categorization of the comments involved in the research.¹¹

The software also makes an “opinion index,” which is a universal quantifying indicator that shows the sentiment value of the given category. The measure is calculated based on positive and negative expressions, its value and direction are influenced by the emotional-content of the opinion, in this way, it measures the emotional and content-related intensity of the mentioned expressions (if it contains negative expressions, degrading, pessimistic expressions, or expressions showing anger, the index will be negative and vice versa. As a result, the software assigns a particularly high index to the expression of “sadness,” which illustrates loneliness, disillusionment and hopelessness of university students. It is in accordance with the previously mentioned problem perceptions based on big data youth research.

Due to the mentioning frequency of the separate categories, and the word-cloud¹² based on the opinion-index, it is conspicuous that the main issues of the university students of the University of Szeged are “sadness,” “hopelessness,” and “uncertainty,” which obviously have negative connotations. Among the expressions identified as positive, “confidence” and “patience” had the highest frequency. Among the expressions identified as neutral, “digital” and “Internet” occurred the most, but their frequency is still far from the frequency of the expressions with negative connotations ([Fig. 3](#)).

Table 2. The Distribution of the Most Frequent Categories of the Opinions ($n = 1.131$).

Category	Frequency	Opinion Index	Opinion	Mentioned Example
1. Sadness	37	-59	Negative	Disappointed
2. Hopelessness	29	-22	Negative	Hopelessness
3. Uncertainty	20	-9	Negative	Uncertainty
4. Digital	31	0	Neutral	Digital
5. Confidence	14	1	Positive	Hopeful
6. Internet	12	0	Neutral	Internet
7. Fear	12	-15	Negative	Desperate
8. Patience	11	2	Positive	Patient
9. Online	13	0	Neutral	Online
10. Aim	10	2	Positive	Purposeful