

HOW MASS-MEDIA AFFECTS FUTURE SPECIALISTS IN ECONOMICS? EVIDENCE FROM LATVIA, POLAND AND ROMANIA

Beata KOTOWSKA

University of Gdańsk

ul. Jana Bażyńskiego 8, 80-309 Gdańsk, Poland

beata.kotowska@ug.edu.pl

Ramona RUPEIKA-APOGA

University of Latvia

Aspazijas bulv.5, Riga, LV-1050, Latvia

ramona.rupeika-apoga@lu.lv

Laurențiu-Mihai TREAPĂ

National University of Political Sciences and Public Administration

Bd. Expoziției 30A, București 010324, Romania

laurentiu.treapat@facultateademanagement.ro

Abstract. *The world is surrounded by information. The main source of information is the mass-media, which helps people better understand the environment. Initially, the written or the broadcasted press has a considerable input on the public opinion formation, thus becoming a pillar for transmitting the image intended by the communicator to the users of the media channels. Currently, another important factor that influences people's opinion is the Internet. The technological ascension in the past few years has transformed the Internet into an alternative for information and interaction that is currently indispensable for all the population segments, but mostly for the youth. That is a reason to conduct research in this area. The main goal of this paper is to identify and carry out an analysis of future economists' perception and consider the influence of the mass-media on education process, in order to understand how they see the effects that modern media have on the development of their personality. The following theoretical methods were used in the research: textual analysis, document analysis and content analysis, the survey method, methods of data processing and statistical analysis. The survey part of the research took place from November 2017 until February 2018 and consists of more than 900 students' responses with economics specialization from universities in Latvia, Poland and Romania. This research brings new findings into this area by analyzing future economists' perception of relatively homogeneous groups such as age, cultural and training levels, the target groups belonging to European countries with similar social, economic and political experiences. The first main conclusion of the research is a synthesis of both aspects - the positive and negative - in terms of the influence the mass-media has upon the young generation that is hungry for knowledge, leaving the right to judge and action, and being fully informed. The second important conclusion is that nowadays the online reading is the mainly used mass-media. The results of research demonstrated a clear digital medium preference and in particular the Internet. From these findings, there are some lessons that can be conveyed to policymakers, teachers, parents and students.*

Keywords: *mass-media; information; internet; education; influence.*

Introduction

Modern society is called as the information society, which is due to technical and information advances. The great dynamics of change affect almost all aspects of social life. The ubiquitous technology requires new skills from the modern man to use it. Thus, learning is an indispensable element of existence that allows adaptation to unstable living conditions. (Marcinkiewicz, 2013, pp.46-53).

Taking into consideration the wide mass-media spreading over the contemporary society, it can be expected that it might has a major influence upon the citizens' education, being a potential mean of education and modelling for all generations. Consequently, a closer approach upon the ambivalent nature of the effects mass-media has upon the youth is quite vital.

The main goals of this paper are:

- identify and carry out an analysis of future economists' perception and consider the influence of the mass-media on education process,
- identifying the positive and negative influences that mass-media has upon the students during their education process,
- analyzing the conclusions resulted from the research and putting forward the recommendations.

The main research hypotheses are:

- H1 - the mass-media influence upon the youth is equally positive (if they know how to perceive it) and negative (if they are not aware by the associated risks).
- H2 - nowadays students mainly use the online reading.
- H3 - the Internet needs institutional regulations.

For research purposes were used the following methods: textual analysis, document analysis and content analysis, the survey method, methods of data processing and statistical analysis. The survey part of the research was consisted of questionnaire with grid-type closed questions, that took place from November 2017 until February 2018 and consists of more than 900 students' responses with economics specialization from universities in Latvia, Poland and Romania.

This research brings new findings into this area by analyzing future economists' perception of relatively homogeneous groups such as age, cultural and training levels, the target groups belonging to European countries with similar social, economic and political experiences.

Literature review

It can be said that in literature is a research gap in studying the influence mass-media and Internet on education process for young people – in study age. The literature review was conducted using an electronic database Scopus, WEB of Science and EBSCO. Three groups of key words were used:

- mass-media influence, internet influence
- education, students
- information, manipulation, positive, negative.

For each search a key-word from each group was used simultaneously. The limitation of study was the fact that the publication had to be written in English.

Some most publications were concentrated on health and human body (Heewon & Jisu, 2017; Jenny & Grady, 2014; Mahrokh et al., 2018). Some was concentrated only on children influence and behavior (Berson, 2008; Lieberman, Fisk & Biely, 2009; Wazir, Kamal & Manzoor, 2015; Zapesotskii, 2011). Only few publications are concerning about mass-media influence on education (Ershteyn, 2016; Florescu, 2014; Ilie, 2016; Thompson, 2017).

All along the years, the mass-media influence increased and became more and more powerful due to the technological evolution, from telegraph, radio, newspapers and Internet. It plays a crucial role upon the education of the young people, being a more and more accessed modality of getting information, that are more or less useful to the people.

A study accomplished by UNICEF in 2013 indicates that 90% of the teenagers are daily watching TV and that 50% spend more than 3 hours doing this activity, time that otherwise could be used for socializing or doing other activities with a more instructive profile. The same study shows that 88% of the teenagers use the internet, on average, for 3,37 hours per day, mainly for social networks. Over 50% of the youth that use social networks, do this for being in contact with their friends and just 1% use the social media for finding more about the risks they are facing if they consume alcohol and drugs. For the youth, the information found on social networks have a low reliability degree, the data resulted from the survey indicating a very low level of trust in such networks. This difference of opinions represents actually the starting point of this research.

In early 2017, 78.5% of the population aged 16-74 in Latvia regularly (at least once a week) used the Internet according to Central Statistical Office data (CSP). The proportion of Internet users in different age groups is significantly different. If between 16 and 44 years of age almost everyone or 96% of the population regularly use the Internet, then those at the age of 45-64 are 71.3%, while in the age group 65-74, only one in three (35.5%) at least once a week used the internet. But in accordance with Gemenius data in March 2017 82% of inhabitants in Latvia were using internet (Gemenius).

In Poland, according the information from Central Statistical Office of Poland 80.4% households have an access to Internet. In 2017, 67% of the population regularly (at least once a week) used the Internet (CBOS). Between 18 and 24 years of age 100% of the population regularly use the Internet, at the age 25-34 are 96%, 87% between aged 35-44, 70% between 45-54, 47% between 55-64 and 23% of population in the age more than 65.

According to a research of the Romanian Joint Industry Committee for Print and Internet (BRAT), as cited The Romanian Press Agency Agerpress.ro (2015), approximately 70% internet users out of the total population between 16 and 64 years old.

As the study reveals, from an environment initially considered a high-end one, mainly accessed by educated young people living in big cities, the Internet became accessible to a larger and larger category of population.

In accordance with Jomah et al. (2015), there is an impact of the boom in digital data in knowledge codification. The current status shows that 80% of the respondents are interested in learning via electronic devices, followed by e-mails at 75%. Also, 70-72% of respondents opt for video clips and sound and voice recording. 65% of the respondents selected images followed by graphical display at 61%. 50% of the respondents selected Journals. Further observation from the figure reveals that books and reference volumes had a very insignificant impact, as expected by merely 45% and 30% of the respondents. This directed us towards the necessity for micro learning, and encourages the increase of the usage of electronic devices. Micro learning concepts, based on mobile web learning, lead to a modernized education system.

Pătruț (2016, p. 84) emphasizes that: "Thousands of users are involved in creating the online encyclopedia Wikipedia, writing blogs, exchanging video materials, music or photos, collaborating, communicating, commenting, evaluating etc. The users' goal is no longer consumption, but generation and distribution of new contents, the newly arrived concept being that of participatory web. This allows for new forms of social interaction and communication organized directly by the users via blogs and social networks. Social communication of the type "a few producing for the many" has been replaced with the "many to many" type of communication, the final result being the creation of a virtual network of people connected on a social and global level". It means that social media can be a source of information and manipulation.

Ilie (2016, p.432) indicates that „taking into consideration the educational impact of mass-media, which exert a growing influence in modern society, educational communication should be given a particular significance, because it must become the all comprehensive tool that will help the taught to integrate, structure, analyze the information already acquired”.

Thompson P. (2017, pp.257-270) conducts research which suggests a negative relationship between frequent use of communication technologies, such as text messaging and social network sites, and academic performance. This study does not prove a causal relationship; it provides more detail on the specific study skills challenges students may be facing when they interrupt their studying with frequent online social communication. This increased understanding can help educators tailor study skills interventions and support more directly to students' needs.

Florescu (2014, p. 350) identified the main aspects of the media influence on education and proposed recommendations based on the conclusions stated. Florescu (2014), Ershteyn (2016) and Treapăt (2017) concluded that mass-media influences a society on all the channels that it has, in both positive and negative way.

The research methodology

In order to achieve the intended main goals and verify the research hypotheses was decided to prepare the survey method. The results obtained have become a basis for using methods of data processing and statistical analysis.

The design of the questionnaire consists of 12 questions that aims to gather information from the target group for a qualitative research. The target group of research was formed of 312 students on Faculty of Business, Management and Economics University

of Latvia in Riga in Latvia, 302 students on Faculty of Management at the University of Gdańsk in Poland, 300 students at the National University of Political Studies and Public Administration (SNSPA) in Bucharest, Romania. In addition, students specializing in economics, were selected to make research more focused on representatives of future labor market in financial area. The students can choose only one answer to each question.

The targeted group of this qualitative research has, as a common denominator, the relative uniform age, the high intellectual and cultural level of the selected subjects, interest in economics studies, but especially their need to permanently inform themselves. For the students, the contact with the transmitted information via mass-media is a necessary and objective aspect, and accessing the internet became a daily habit of every young person nowadays.

Results and discussion

Further on, it would be presented the questions and the interpretation to their answers.

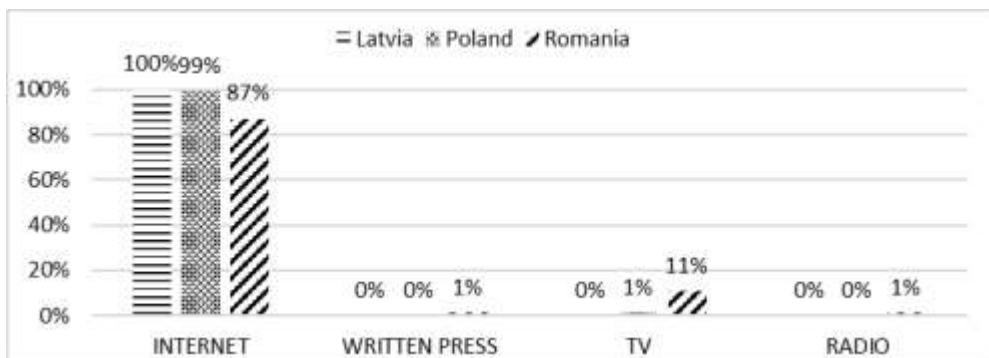


Figure 1. Question 1: Which is the media channel you are mainly using?

In Latvia 100% of students are using internet as main media channel (Figure 1). In Poland, the most used media channel is internet - 99% answers from respondents, only few students are using TV. According to the respondents from Romania, the most used media channel is the internet, the rate being of 87%, followed by TV with 11%, the radio and the written press having insignificant ratios of less than 1%. Despite the good average global peak connection, Romania ranks 10th in the world at Internet speed, as shown by the Akamai (Q2, 2016 Report), however, Romanian students also use the other media channels than the internet, which shows an option for the diversity of information sources.

This result indicates the fact that the online environment is the most accessible for the youth, granting them the possibility to inform themselves, to socialize, but also to have fun. The connection to the internet is extremely accessible in the present times, positioning the TV on the second rank among the preferences of the questioned students, as this channel does not offer as many benefits as the social media.

These findings confirm our H2, that nowadays students mainly use the online reading.

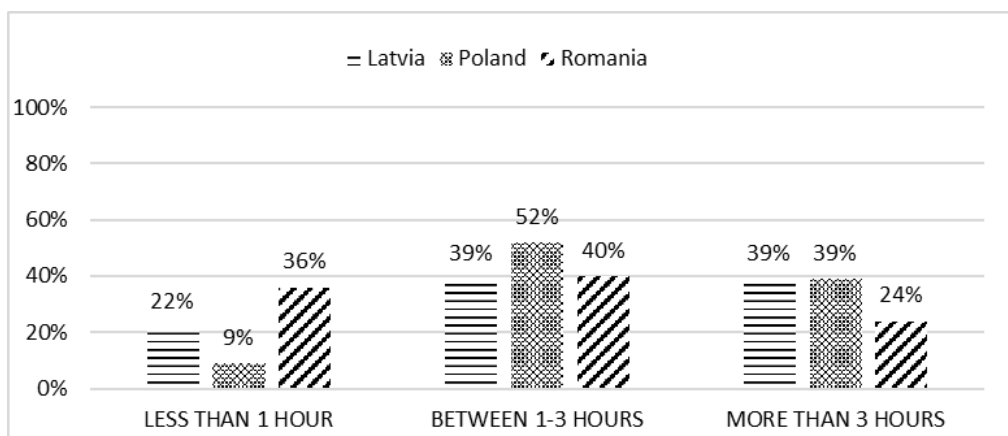


Figure 2. Question 2: How much time do you spend on the favorite media channel, during one day?

In Latvia 39% of students spend between 1 to 3 hours using Internet and 22% less than 1 hour (Figure 2). In Poland almost, half of the students spend between 1-3 hours daily using internet and only 9% less than hour. 40% of the questioned students in Romania spend less than three hours surfing the internet and 36% out of these less than one hour.

The data demonstrate that the majority (about 60% and more) of youth are quite efficient and do not waste so much time searching for information. The result suggests also various other ways of spending the spare time and the balance between the online and the offline activity. For the youth spending between one to three hours on the internet, there is a moderate risk that it would become chronic.

It should be mentioned that more than 3 hours in front of computers or smart-phones, spend time 39% from Latvia and Poland, 24% students in Romania. It may for sure state that the latter are wasting precious time, which should be used for education, for reading books of general culture. The influence of mass-media in such cases is rather negative, both upon the culture level but also raises significant risks for the physical health, as well.

Distance education also using internet and electronic devices. Users of this kind of learning need (Vasilevska et al., 2017) necessary skills to use current information technologies, knowledge about basic means of educative resources on the Internet, skills that are necessary to be able to accomplish tasks assigned by teacher with the help of educative resources on the Internet.

On figure 3 is presented that most of the questioned persons (52% in Latvia, 42% in Poland and 43% in Romania) consider mass-media as a source of information, this aspect indicating the people's need to value, control and supervise the environment by accumulating information. The respondents that see mass-media as a main source of information are used to evaluate the environment based on the information they receive in a facile way, little filtered by own judgment or at all.

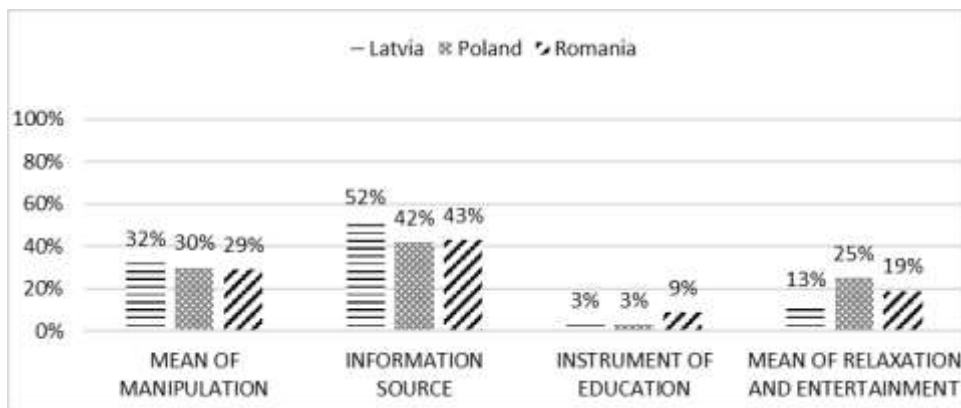


Figure 3. Question 3: In your opinion, mass-media is:

A significant percentage, almost one third, of the respondents consider mass-media as a mean of manipulation. That means that these admit mostly the negative parts of mass-media and less the positive ones. While 13% respondents in Latvia, 25% in Poland and 19% in Romania consider mass-media as a mean of relaxation by which they can escape the day-to-day stress, and only 3% (Latvia, Poland) and 9% (Romania) consider mass-media as a mean of education.

It cannot be ignored that one third of the responses indicates the fact that mass-media has a manipulation impact upon the young people's opinions. It is extremely important that the students acknowledged this danger, namely that the mass-media is "a two-blade sword for Generation Z, born on internet", as Treapăt (2017, p. 1) showed. He argues that media "on one hand, it forms, on the other hand, it deforms. It is up to us to learn how to use this tool and this study can be useful for such learning." Same important is the fact that they consider mass-media as an education factor just in a small proportion, which is, in fact, true.

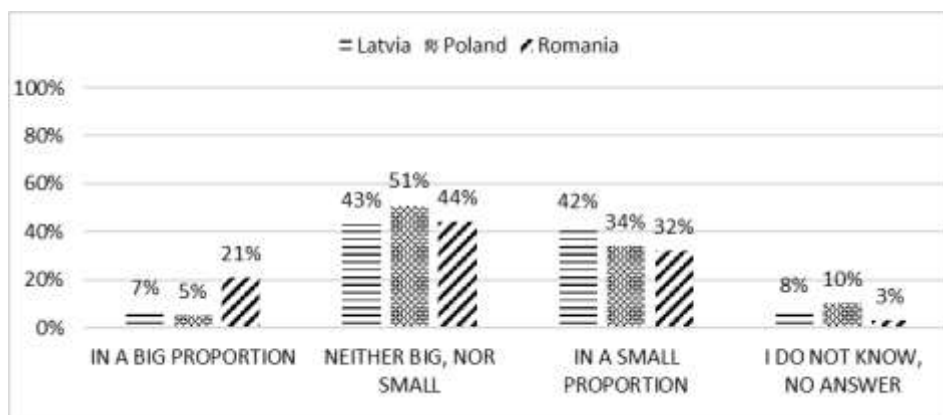


Figure 4. Question 4: Do you consider the information from mass-media, trustworthy?

Figure 4 presents the perception of the respondents upon the information's trustworthiness as provided by the mass-media is neither good nor bad, as 43% in Latvia, 51% in Poland and 44% in Romania consider the ranking as „Neither big, nor small”, when they refer to the credibility of the information they access through mass-media, fact that might

sometimes mean a lack of trust. The students obviously need information, but it is good that they are reluctant to what they get, being aware that the information must be filtered, verified, framed and assessed and only after that considered and used properly.

A huge percentage of respondents in all countries do not trust the credibility of the information received through mass-media at all. Only 7% students in Latvia, 5% in Poland and 21% in Romania consider this information to be trustworthy. These percentages, that rather suggest a lack of decision, prove that there is a certain influence of the mass-media upon the youth during their education process and that the results of such a research may lay at the basis for identifying some measures that enhance the positive influences and reduce the negative ones, such as manipulation, as much as possible.

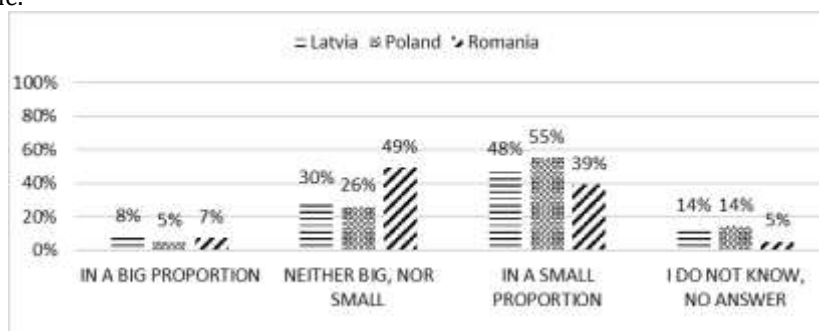


Figure 5. Question 5: Does the information accumulated through mass-media determine a change in your attitude or behavior?

In what the influence upon the youth's attitude and behavior concerns – for the ones using the media channels it could be observed that of respondents in three countries do not consider that they are dramatically influenced by the information received through such means, so that it produces an attitude or behavior change – 48% in Latvia, 55% Poland, 39% Poland (Figure 5). The weight for the response „In a big proportion” is of only 8% in Latvia, 5% in Poland and 7% in Romania for this question, aspect that is not bad at all as, also considering the conclusions that were drawn for the previous questions, the manipulation, the entertainment and the irrelevant information are not a proper base for changing the behavior, but only for those who do not have enough life experience to judge/separate the good from the evil.

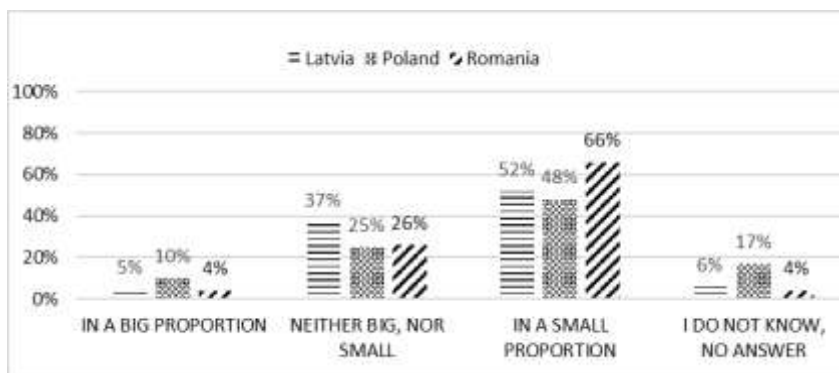


Figure 6. Question 6: Would you allow your child to use the media channels as a source of personal development?

On figure 6 is presented that most of the respondents in these countries chose the option according to which they wouldn't allow their children to use the media channels as a formation source. This aspect evidences that the young students preponderantly identified the negative effects that the media has upon the children's education and are aware about the impact these have in their formation. Also, the decreased percentage of 5%, 10% and 4% - representing the ones that consider mass-media as an appropriate source of formation evidence the majority's reluctance towards the messages transmitted through mass-media. It should be acknowledged that these messages are also consistent with their answers and with the previous conclusions.

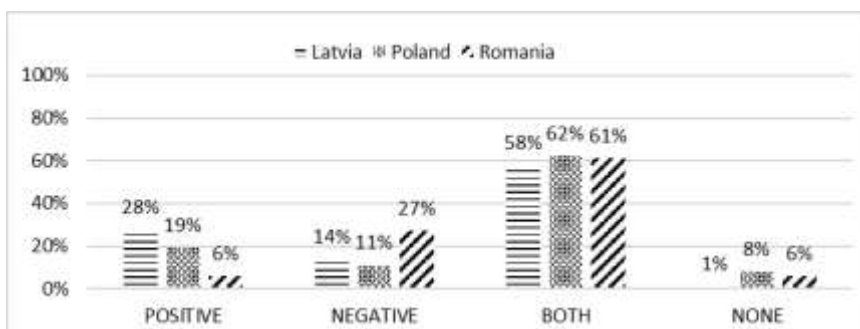


Figure 7. Question 7: What influence do you consider mass-media has in the educational process?

Almost two third of the respondents considered that mass-media has both a positive and negative influence in the educational process (Figure 7). Consequently, mass-media may generate both beneficial and negative effects upon the educational process.

Although 14% of the respondents from Latvia, 11% from Poland and 27% from Romania considered that mass-media has negative effects upon the educational process exclusively, and 28% in Latvia, 19% in Poland and only 6% in Romania stated that it exclusively has positive effects. Once again it could be remarked the impact of mass-media upon the educational process concerns. The students preponderantly identify negative aspects and it is desirable to enhance the benefits that these media channels offer to the youth, under the condition to be correctly identified. Or, this is exactly the importance and the value this study brings.

Research results confirms H1 - The mass-media influence upon the youth is equally positive (if they know how to perceive it) and negative (if they are not aware by the associated risks).

On the question: „Do you consider that the information broadcasted through mass-media has to be subject to a higher degree of filtration?” a considerable percentage from the respondents answered positively (65% Latvia, 74% Poland, 77% Romania) (Figure 8). Consequently, the mass-media „consumers” are aware that the information received are not carefully selected by the specialists, and this deliberately sometimes. The filtration of the information involves the eliminating the data that are not objectively describing the reality, misinform, and are not cut for the receiver's understanding. It is true that, in the Latvian, Polish and Romanian mass-media such filtration is sometimes done according to political likes or dislikes, selecting subjects for thus defending certain interests. The information filtration involves also presenting some ideas from various

sources, so that the receiver may see all the sides of a controversy and to choose for himself what to believe and what not to. The mass-media must allow the consumer to make his own choices and not to present him or her single alternative, but for this, the sources have to be carefully selected.

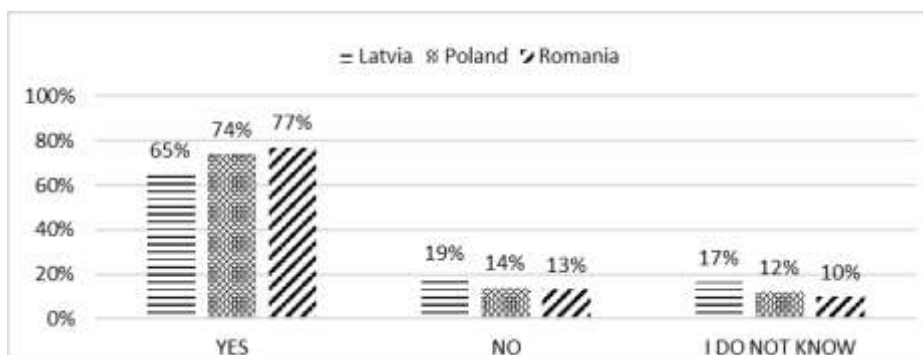


Figure 8. Question 8: Do you consider that the information broadcasted through radio, TV or written press have to be subject to a higher degree of filtration?

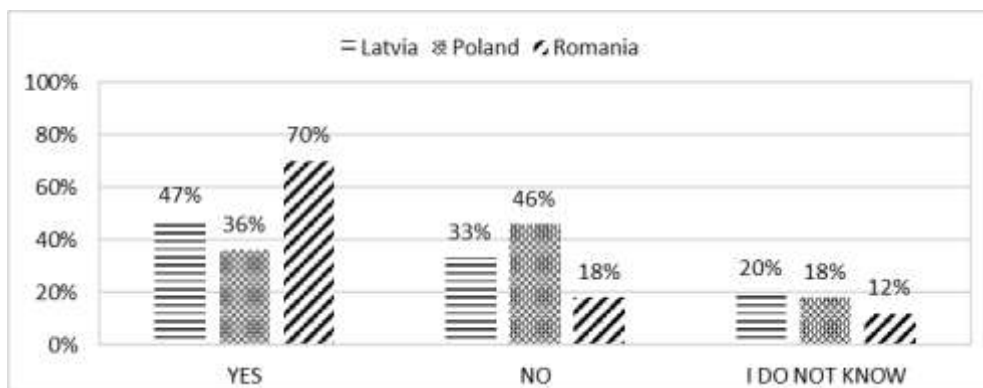


Figure 9. Question 9: Do you think that the internet needs an institutional regulation?

Answers' capitalization for question 9 is presented on figure 9. The respondents chose „Yes” option (47% in Latvia, 36% - Poland and 70% in Romania) for this question, highlighting the fact that the „freedom” in the on-line environment comes as a package with certain minuses and an institutional regulation could or, at least, should lead to a decrease of such disadvantages. Only in Poland students indicate in huge percentages that institutional regulation is not necessary. Nevertheless, the student's answers confirm H3 - the Internet needs institutional regulations.

All that is left to be done is to work on the quality of the persons that are nominated as regulators for this field. It should be highlighted again the role of the youth, in full formation process, as future specialists or at list as opinion moderators, not just as simple informational maneuver mass.

61% respondents from Latvia, 66% from Poland and 84% from Romania consider that an increased number of cultural messages would help to improve the education degree among the young persons, while 17% and accordingly 9% of the questioned ones do not consider this being a method that favors improving the education among the young

population. Percentages of answer „I do not know” indicate that respondents cannot appreciate the impact the cultural messages have upon the youth’s education or do not (Figure 10).

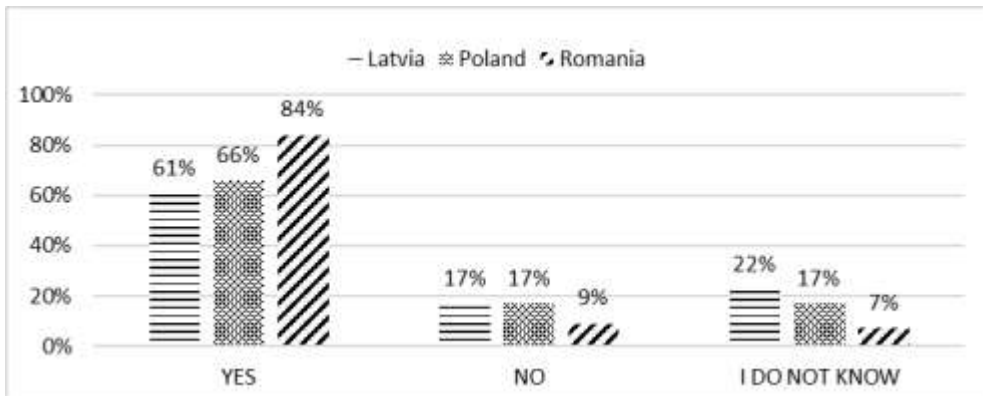


Figure 10. Question 10: In your opinion, an increased number of cultural messages/events would help to improve the education among the youth?

The role of the mass-media is, for sure, very important in shaping the young generation’s solid cultural values and also as good citizens, as well educated persons, values that are expected to already exist at the age the interviewed students are. Anyway, the essence of the question is whether we need more cultural messages in mass-media. The answer is unquestionably: yes. Mass-media has to increase the good impact of the culture among the young consumers of information.

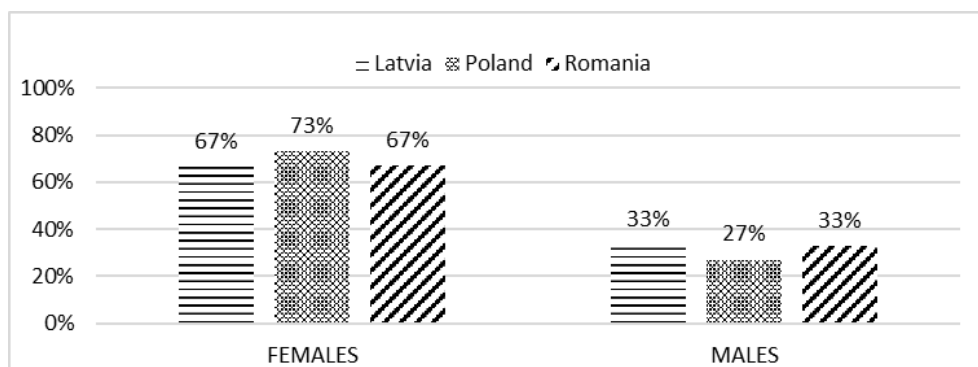


Figure 11. Question 11: Gender

A percentage of 89% from the respondents to questionnaire from Latvia, 94% from Poland and 80% from Romania are aged between 18 and 25, whilst 10%, 4% and 14% are aged between 25 and 30 (Figure 12). In what the gender concerns, in Latvia and Romania 67% are females and 33% males, in Poland 73% are females and 27% males (Figure 11). From the sociological and statistical point of view, the results are reasonably corresponding to the student’s profile attending this university and do not influence the quality of the answers.

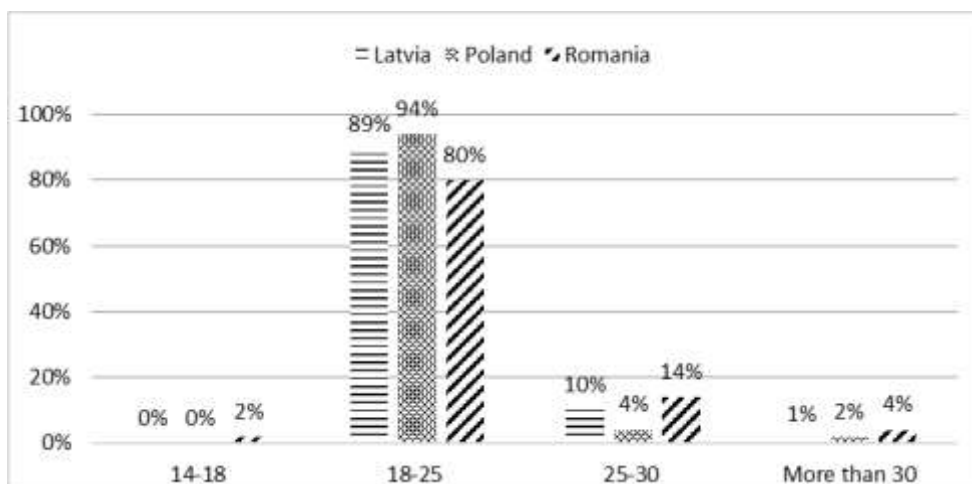


Figure 12. Question 12: Age - years old

Conclusions and implications

Most respondents use the internet as medium, about 1-3 hours per day and even more. Almost half of respondents consider the media a source of information, and just under a one third believe that this is a means of manipulation. Respondents do not trust the information they receive, they believe it are not credible and do not cause a change in their attitude or behavior.

Using students' answers to question 2 in this paper, but also many other studies (Singer & Alexander, 2016, pp.155-172) show that although young people prefer to read online, they actually remember much better when reading text. It is just an illusion that you will read faster or more comfortably online, being shown in numerous studies, as we have mentioned before, that key information, the most important ones are lost on the Internet or on tablets. Some key findings emerged that shed new light on the differences between reading printed and digital content. Students overwhelming prefer to read digitally, because reading is significantly faster online than in print. Students believe their comprehension as better online than in print, but, paradoxically, overall comprehension was better for print versus digital reading. The medium (on line or printed) did not matter for general questions like understanding the main idea of the text, but when it came to specific questions, comprehension was significantly better when participants read printed texts.

Results of the research demonstrated a clear preference of our students for digital medium and in particular for Internet. From these findings, there are some lessons that can be conveyed to policymakers, teachers, parents and students in what the mass-media influence upon the youth's attitude and behavior concerns.

In addition, a lack of trustworthy in the information delivered by media channels shows that more than half of the respondents would let the child only to a small extent of the media as a source of information. The influence the media can has is both positive and negative, but mostly negative from the responses. The questionnaire revealed that the internet needs regulation to filter information displayed and that a larger number of cultural messages can help educate young people in a positive way.

The major role of our research is to confirm that the media today is basically confusing with the Internet, at least for young students, and the duty of teachers and researchers could be to create a strategy to optimize media influence over users. By optimizing, we think about reducing negative influences in favor of those that are favorable. In order to put this strategy into practice, we need to first determine the positive and the negative factors. As 42-52% of respondents see the media as a source of information, it is clear that the strategy should also focus on the positive aspects of the Internet. It is true that the internet has numerous negative effects, such as fatigue, social isolation, etc., but it is currently the main source of information that provides quick and cheap access to information, contains many sources.

The first main conclusion of the research is a synthesis of both aspects - the positive and negative - in terms of the influence the mass-media has upon the young generation that is hungry for knowledge, leaving the right to judge and action, and being fully informed. The research confirms hypothesis H1.

The second important conclusion is that nowadays the online reading is the mainly used mass-media. The results of research demonstrated a clear digital medium preference and in particular the Internet. From these findings, there are some lessons that can be conveyed. The current study will provide valuable policy implications to policymakers, teachers, parents and students. It is confirmed hypothesis H2.

It is also interesting that students confirm hypothesis H3 that the Internet needs institutional regulations.

Although, all three hypotheses were validated, it should be highlighted that the analysis was carried out in countries with similar social, economic and political experience. The next question is: "Do the similar conclusions appear when into comparative analysis will be included students from Western European countries?"

Mass-media affects future specialists in economics, on their critical thinking and perception. What is interesting that in all researched countries many conclusions of the research are similar. It can be also a proof for globalization of the young society.

Beyond the scope of this study, future research can be conducted on the following foundations: the first - the future research can develop an advance mechanism to compute the influence of the mass-media on education process; the second - the scope of the study can be extended over a longer period and for other countries of the world.

References

- Agerpres.ro (2015). Retrieved from <http://www.agerpres.ro/sci-tech/2015/12/14/brat-in-romania-8-8-milioane-de-utilizatori-de-internet-6-5-milioane-de-romani-sunt-zilnic-online-12-35-24>.
- Berson, I. (2008). Using Digital Resources to Explore the Role of Children in the Framing of Social Issues. *Social Education*, 72(3), 136-139.

- CBOS, Korzystanie z Internetu w Polsce – badania CBOS [Using the Internet in Poland - CBOS surveys] Retrieved from <http://admonkey.pl/korzystanie-internetu-polsce-badania-cbos/>
- CSP, Central Statistical Office of Poland. Społeczeństwo informacyjne w Polsce w 2016 roku [Information society in Poland in 2016]. Retrieved from <http://stat.gov.pl/obszary-tematyczne/nauka-i-technika-spoleczenstwo-informacyjne/spoleczenstwo-informacyjne/spoleczenstwo-informacyjne-w-polsce-w-2016-roku,2,6.html>
- Central Statistical Office of Latvia. Retrieved from <http://www.csb.gov.lv/notikumi/ar-katru-gadu-pieaug-interneta-lietotaju-skaitis-45915.html>
- Ershteyn, L.B. (2016). Negative influence of internet on the conduct studies in higher education. *Otkrytoe Obrazovanie* (Moskva), 4, 4-9.
- Florescu, O. (2014). Positive and Negative Influences of the Mass-media upon Education. *Procedia - Social and Behavioral Sciences*, 149, 349-353.
- Gemenius homepage. Retrieved from <http://www.gemius.com/homepage.html>.
- Heewon, I., & Jisu, H. (2017). Does Health Information in Mass-media Help or Hurt Patients? Investigation of Potential Negative Influence of Mass-media Health Information on Patients' Beliefs and Medication Regimen Adherence. *Journal of Health Communication*, 22(3), 214-222.
- Ilie, O.-A. (2016). Positive Education and Student Development through Communication. *Knowledge Based Organization International Conference*, 22(2), 432-437.
- Jenny, D., & Grady, V. (2014). Blood and Bones: The Influence of the Mass-media on Australian Primary School Children's Understandings of Genes and DNA. *Science & Education*, 23(2), 325-360.
- Jomah, O., Masoud, A.K., Kishore, X.P., & Aurelia, S. (2016). Micro Learning: A Modernized Education System. *BRAIN*, 7(1), 103-110.
- Lieberman, D., Fisk, M., & Biely, E. (2009). Digital Games for Young Children Ages Three to Six: From Research to Design. *Computers in the Schools*, 26(4), 299-313.
- Mahrokh, K., Niko, Y., Peyman, A., & Hossein, S. (2018). Health Journalism: Health Reporting Status and Challenges. *Iranian Journal of Nursing & Midwifery Research*, 23(1), 14-17.
- Marcinkiewicz A. (2013). Pozaformalne i nieformalne aspekty edukacji akademickiej [Non-formal and informal aspects of academic education]. *Ogrody nauk i sztuk*, 3, 46-53.
- Pătrut M. (2016). Can Facebook Help You Become Mayor? Case Study: Bacău. *BRAIN*, 7(4), 84-92.
- Singer, L.M., & Alexander, P.A. (2016). Reading across mediums: effects of reading digital and print text on comprehension and calibration. *Journal of Experimental Education*, 85(1), 155-172.
- The Akamai Report Q2 (2016). Retrieved from <https://www.akamai.com/us/en/multimedia/documents/state-of-the-internet/akamai-state-of-the-internet-connectivity-report-q2>.
- Thompson, P. (2017). Communication Technology Use and Study Skills. *Active Learning in Higher Education*, 18(3), 257-270.
- Treapăt, L.-M. (2017). The Influence of Mass-media Upon Students' Educations, a Two-Edged Sword. *European Journal of Business and Social Sciences*, 6(2), 1-18.
- Vasilevska, D., Rivza, B., & Bogdan, R. (2017). Evaluation of Readiness for Distance Education of Students in European Universities. *BRAIN*, 8(1), 35-41.

- Wazir, S.A., Kamal, Y., & Manzoor, S.R. (2015). Impact of Internet on Children Education in Pakistan. *New Horizons* (1992-4399), 9(2), 103-114.
- Zapesotskii, A.S. (2011). The Influence of the Mass-media on Young People as a Problem of Russian Pedagogy. *Russian Education and Society*, 53(7), 3-24.