

Dynamics of non-public cultural consumption.

Particularities of cultural consumption among young people

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1. Introduction

This chapter is dedicated to the analysis of cultural consumption practices in the non-public space (e.g. reading, watching movies etc.) and specific Internet consumption practices identified at the national level in 2022. The latter can consist of both practices of cultural content consumption and entertainment consumption practices.

In this edition we have paid particular attention to the use of the Internet for the purpose of creating and editing content, as well as to downloading or uploading material on the Internet. The main objective of the analyses was to identify the specifics of these practices at the level of the

2. Methodology

In this chapter, we have carried out statistical analyses regarding non-public cultural consumption, especially Internet consumption, as the main trends specific to the year 2022. We have also compiled a profile of respondents who download or upload content (materials, information, video photos, etc.). We emphasize that in this analysis we aimed to identify the level at which these practices are spread, but we did not follow the type of content (cultural or non-cultural) that people handle through the Internet. Analyses are presented as frequencies, cross-data, or descriptive profile.

The analyses take into account the main activities specific to consumption in the non-public space (Internet consumption, watching TV programmes, listening to music, watching movies via video streaming, reading, playing games on the computer, laptop, console or phone, reading newspapers or magazines). The results were also reported to the main socio-demographic characteristics (gender, age, level of education, residential environment, ethnicity and income).

national population, given that social networks are not only spaces for online consumption, but also virtual spaces where people can contribute and handle digital content. Another objective of the analysis was to create a descriptive profile of those who use to perform such activities online and to identify the main socio-demographic characteristics of the respondents. To these objectives of the analyses another one is added, which aimed to measure the Internet consumption (especially the consumption of social networks, games, etc.) and the level of social apathy of young people depending on certain democratic values to which they adhere: social trust, tolerance, civic participation and involvement, etc.

In the case of the activities that the respondents carried out on the Internet in 2022, we decided to classify them into four distinct categories, taking into account the main function they perform: *predominantly cultural function*, *predominantly recreational function*, *predominantly informative-educational function* and *mixed function*¹ (activities that fulfil multiple functions). The predominantly cultural activities category included: visiting websites of museums/libraries, festivals/theatres/cultural events pages and buying books, CDs, theatre tickets, tickets to cultural events. The category of predominantly recreational activities included: watching movies or TV programmes broadcast online (on specific platforms, such as Netflix, HBO GO, Voyo, etc.), online shopping of any kind and computer/laptop/phone/console games. The

¹ The syntagm "mixed function" refers in the context of this chapter to a synthetic structuring, which had the main purpose of simplifying the presentation of data. This category does not refer to the fact that a consumption practice causes overlaps regarding the functions it fulfills, but refers to the fact that a type of practice can fulfill several functions simultaneously, in relation to the motivations and purpose for which people choose to consume.

category of predominantly informative/educational activities included: professional activities (e-mail, video conferences, etc.) and educational activities: reading books, manuals,

3. Theoretical background

According to all editions of the Cultural Consumption Barometer, watching audio-visual products on TV and consuming Internet in general are the two main practices most frequently performed at national level. Although the Internet and the computer have technologically surpassed the capabilities of television, both forms of consumption have remained the most practiced activities in the non-public space. Since the mid-20th century, television has allowed people to see a multitude of events (the unfolding of events and various current affairs), news and media productions without having to go to see them on site. Television offered the possibility of information through the exclusive use of mental processes based on visual perceptions (which involved the formation of opinions and attitudes based exclusively on visual perception mediated by minimal texts), thus causing fundamental changes in the communication process itself, moving information and communication from the sphere of the word to the area of images. The development of television was not only an extension or a continuation of the way in which people knew world events, which had previously been achieved mainly through writing or audio (radio), but it „represented an anthropogenetic tool, a medium that generated a new anthropos“².

Author Giovanni Sartori³, introduces the concept of *video-child* in one of his analyses of the evolution of television⁴, in order to explain its role of the latter since the stage of human formation – the stage of childhood. It explains the impact of

2 Sartori, Giovanni. *Homo Videns: Imbecilizarea prin televiziune și post-gândirea*, 2006, Humanitas, Bucharest. p. 26.

3 Ibidem.

4 Ibidem.

articles and participating in online courses or tutorials. The category of mixed-function activities included the use of social networks (Facebook, Instagram, TikTok, etc.)

the television in relation to the primary formation mechanisms with which humans come into contact, especially in the stage where they absorb information from the environment in which they are socialized. In this primary stage the human is still unable to critically evaluate the content or the manner in which he/she is exposed to any type of content. Exposure of children to learning through entertainment or images (TV) is treated by the author as a *first school*⁵⁶ (a fun form of information absorption), and the child thus receives his/her first informative patterns⁷ - that is, the mental prototypes by which he or she ends up guiding themselves later, almost all their life. Starting from an informative model/pattern, based mainly on images, children will not develop, or will later develop very hard other practices, including the practice of reading, and will no longer show interest in the written word/written culture, but they will especially seek interaction, information and entertainment through the mechanism of sight and image. The risk involved in developing predominantly through exposure to images produced by television is that the stimuli to which people respond in adulthood will generally be based on the electronic image.

Information and knowledge have been marked for a long time by literacy through the written word, by reading, by the development of imagination and by mechanisms of abstraction (generated by the individual capacity for imagery association, inclusively). The development of television led to the development of „a culture of entertainment, a culture of

5 Here in the sense of media literacy

6 Ibidem.

7 Ibidem.

the image"⁸ and blocked this mechanism, replacing it with ready-made (fabricated) information.

Television was, indisputably, a revolution in informing and exploring worlds that we would not have been able to see otherwise. Social events, information and the aesthetic universe reached masses of people through the image. Although a growing number of people have become more informed and aware of the social life, the predominantly visual communication has led to a lower level of comprehension and, in particular, suppressed the capacity for abstraction, specific to written culture and information. Without going into too much detail about the cognitive processes that determine the operation with symbols or abstractions, we must recall here that human language is composed of symbols that engage mental representations of things we have previously seen or experienced. Much of the human vocabulary (cognitive or theoretical)⁹ is composed of abstract words, which have no counterpart in concrete / physical reality (e.g.: happiness, nation, democracy, etc.). Knowledge or formation processes through the written word raises/generates ideas, through a conceptual (abstract) language¹⁰. Learning through images, i.e. through a perceptual language, is defined by a significantly smaller number of words, symbols or meanings/metaphors. Watching television impoverishes the emotional and cognitive experience and forms a lifelong need to be entertained and amused by images, especially images translated/explained or conditioned by content that is exposed/provided to us visually.¹¹ In other words, we see, know and recognise what is *exposed / presented* to us, without expressly making the effort to interpret or decipher the associated symbolism.

8 Ibidem, p. 28.

9 Ibidem.

10 Ibidem, p. 34.

11 Ibidem.

3.1 The effects of television programmes consumption on human development

Studies conducted on both children and adults regarding the consumption of programmes on television have indicated that the first effect is the installation of a form of mental passivity¹², manifested in behaviour and attitudes. Neuropsychologists have analysed the effects that long-term TV watching has on the brain and cognitive activity. They measured brain activity while watching television and identified that the left hemisphere of the brain (the critical part of the mind, which is responsible for deduction, logic, analysis, syntax of a language¹³ etc.) is inhibited, greatly reducing its activity. The right hemisphere (the non-critical part of the mind, responsible for emotions) takes over almost all active mental functions during the time frame of television exposure. The connection between the two hemispheres is made in the first years of life, and the consumption of programmes broadcast on television is one of the behaviours that can fracture this connection, so that an adult person, who has watched television for a long time, will rather be attracted by „entertaining activities, which introduce the mind to the same state of passivity, of relaxation"¹⁴. People are not fully aware of the information they are recording when they watch television, because one of the effects television has is to induce the brain into a mental phase similar to hypnosis. The researcher J. Jacoby identified, in a study carried out on the consumption of television programmes, that of the 2700 people he tested, 90% could not correctly remember what they saw on television after a very short period of time (of the order of minutes) after they have watched a programme¹⁵.

12 Gheorghe, Virgiliu; Criveanu N. and Drăgulescu A. Efectele micului ecran asupra minții copilului. Publishing House of the Institute of Psychosocial and Bioethics Research, 2018, Bucharest.

13 Ibidem, p. 142.

14 Ibidem, p. 26.

15 Ibidem, p. 13.

Most of those who watched a news programme could not remember even a quarter of the news they watched on TV after the programme ended. But one of the most harmful effects that neuropsychologists have identified is related to the fact that, over time, watching TV affects the development of the functioning of the prefrontal cortex¹⁶. The prefrontal cortex is the centre responsible for higher mental processes (attention, motivation, curiosity and creativity, etc.). Marie Winn¹⁷, a researcher specializing in addictive behaviours in humans, identified that the time children spend watching television (non-verbal/visual activities), as a form of free time consumption, significantly reduces the development of language, writing and reading. In a study conducted by two researchers from Leyden University in the Netherlands¹⁸, they identified that watching television inhibits and decreases enjoyment of reading or writing. Watching TV does not require as much mental involvement as reading, which causes children to give up reading because it is perceived as too difficult an activity¹⁹. The explanations for this situation are related to the speed of the sequence of sounds and images flowing on the screens. During the formative period, children seek to understand the meaning of the information/things they are exposed to. The rapidity of the sequences of transmitted images and sounds does not allow for their analysis, so it becomes impossible to understand or deepen what is seen²⁰. The repetition of this situation, where the mind is not allowed to understand the information or message, determines the passive, indifferent, superficial and uncritical attitude that people reach in adult life.

16 Ibidem, p. 14.

17 Marie Winn, *The Plug-In Drug/Television, Children, and the Family*, 1985, available at https://www.npsd.k12.nj.us/cms/lib04/nj01001216/centricity/domain/110/tv%20the%20plug-in%20drug_00001.pdf

18 Gheorghe, Virgiliu; Criveanu N. and Drăgulescu A. *Efectele micului ecran asupra minții copilului*. Publishing House of the Institute of Psychosocial and Bioethics Research, 2018. Bucharest, p. 35.

19 Idem, p. 35.

20 Sartori, Giovanni. *Homo Videns. Imbecilizarea prin televiziune si post-gândirea*, 2006, Humanitas, Bucharest, p. 40.

In this analysis, we do not intend to analyse the content or quality of the materials or information that people find on television, but we want to emphasise the fact that systematic exposure, especially during childhood, to realities mediated exclusively audio-visually, determines limitations in terms of the development of language, vocabulary, imagination, thinking or the capacity for abstraction.

3.2 From TV to computer

In a few decades, technology has created a new technological revolution, marking the beginning of the cyber era, which led to the development of a so-called „multimedia” world, in which television no longer had supremacy in global coverage²¹. Computers have reintroduced and unified not only the word, the sound, and the images into people’s reality in other ways, but have also introduced alternate, virtual realities. Unlike television, which generally offered images of reality or adaptations or reinterpretations of reality, in a dislocated manner (so that you could see images of a reality you are not present at), the computer created the possibility of seeing *imaginary images*²². The reality created by computers „is a reality created on the screen and it is reality only on the screen”²³ because the virtual has created, enlarged and merged realities beyond the measure of what was possible before their existence, but these realities are not realities as such. The „cyberworld”²⁴ that the Internet creates is a digital universe that people can individuate and continually reset „through an almost infinite decomposition and recomposition of images, shapes and figures”²⁵. People actively participate on the Internet in networks, which are connected and reconnected, which also determines a hierarchy of networks and information, which changes social structures, reaching the

21 Idem, p. 24.

22 Idem, p. 24.

23 Idem, p. 24.

24 Idem, p. 43.

25 Idem, p. 43.

point where it configures or reconfigures our relationships with objects, spaces or relationships with others. The use of various technologies and devices has already entered our daily routine.²⁶

3.3 The impact of Internet consumption on social and professional life among young people

In this section we shall present a series of issues related to Internet consumption and its impact on young people. The time and consumption practices on the Internet do not only affect the lives and habits of young people from the viewpoint of cultural or leisure consumption practices, but also affect the lifestyle in general and the way they relate to aspects such as work, education or civic involvement.

A number of studies conducted in the US have shown that time spent on the Internet has affected young people's attitudes towards work and education. The employment rate decreased after 2000²⁷. Between 2000 and 2016²⁸ fewer and fewer young people were registered as employed. The number of those who enrolled in college and those who entered the labour market dropped significantly. Instead, the number of free hours that teenagers and young people have at their disposal in a week has increased. The question the researchers asked was related to this phenomenon and the increasingly passive attitude of a generation of young people who are neither in school, nor active in the workforce. The results indicated²⁹ that these hours are

spent playing computer games, at least among men. Hurst³⁰ also observed in his studies that young people find it comfortable to live with their parents or other family members, as long as the latter can support them financially or materially. Alarming, the number of working hours that young people could devote to work or the number of hours spent at school have been replaced by leisure and entertainment activities. From 2000 to 2015, the average number of hours spent playing games online increased by more than 25%³¹, thus reaching an average of 11 hours per week.

Young people born after 1995 - referred to in some studies as "iGen"³² - from the USA are mostly dissatisfied with the social system in which they live and avoid any kind of work, because they are demoralized and consider that success is unattainable for them. Such beliefs are studied by the psychological sciences, being classified into two types of personal beliefs in relation to society: internal locus of control/external locus of control³³. Percepția asupra vieții, care este generată de controlul intern, sThe perception of life that is generated by internal control is built around the idea that people are in control of their own destiny and decisions. The approach involving external control refers to the fact that people are completely controlled from the outside and their destiny depends on the decisions of others (the political environment, society, corporations, etc.). The young „iGen” people increasingly manifest this view of life and place all the responsibility of their lives in the spectrum of external control. Some studies have indicated that this phenomenon is also related to the increasingly high levels of anxiety and depression³⁴ registered among the „iGen” youth. These young people are less interested in political or civic life, or they are interested in certain topics that coincide with one moment or another of their lives and become of interest because they become viral on the

26 Wellman, B. și Haythornthwaite, C. (2002). *The Internet of Everyday Life*, Blackwell Publishing, Oxford.

27 Twenge, M Jean. *Generația internetului sau iGen: de ce copiii, adolescenții și tinerii din zilele noastre sunt mai puțin rebeli, ceva mai toleranți, categoric mai rar fericiți și aproape deloc pregătiți pentru maturitate?*, Baroque Books&Arts, 2017.

28 Ibidem.

29 Ibidem, p. 224.

30 Ibidem.

31 Ibidem.

32 Internet generation.

33 Idem, p. 244.

34 Ibidem.

22 Theoretical background

Internet and arouse attention or interest for a limited period of time.

Internet consumption is somewhat cheap and affordable. The content that can be accessed on the Internet is by far the most diverse of all forms of content, regardless of whether we consider consumption in the public or non-public space, in conventional reality. The Internet provides unmoderated content, without any kind of evaluation, other than that made by the end consumer. There is no critical entity that provides feedback for what is available on the Internet. People are free to access or not access any content available on the Internet. For the young „iGen“, who spend more and more time on the Internet, their distance from traditional forms of consumption is an aspect to consider in a way that can anticipate the future changes in the leisure practices of current and next generations of young people. Even if at this moment we are still discussing a differentiation between consumption in the real space and consumption in the virtual space, the frequency with which young people spend more and more hours of their spare time on the Internet will generate their increasingly pronounced withdrawal into the virtual space. As we have shown above, the generation of young people who are today under 30 years of age shows a feeling of rejection of the values and mechanisms according to which the society in which their parents lived, for example, functioned. This has determined a form of refuge for young people in the virtual environment, far from what they consider to be no alternative to ensure their personal success anyway. The youth of the USA³⁵ believe in a high proportion that the education and work of their parents or grandparents (baby boomers) did not give them the life they wanted or thought they could get and thus this life model did not prove to be a model to follow, because it did not bring success to their parents³⁶ either them.

35 Ibidem.

36 Here in the sense of young people's perceptions of their parents' lives.

In one study³⁷ conducted among Indonesian teenagers (15-18 years old), the authors measured the impact of Internet consumption and Internet addiction among them. The authors identified that there are several addiction thresholds, and young people who have a high level of addiction very often experience a low level of frequency of communication in the school environment, both with other colleagues and with teachers or other categories of staff the school. The study also showed that these adolescents are less active in class, do not engage in dialogue, engage much less often and are less active in extracurricular activities. They are also indifferent to the activities organised by the school. In terms of relationships with other teenagers, „young Internet addicts have difficulty being competitive with their friends in a healthy way“; they feel envious when „their friends achieve something and rarely congratulate them when they achieve a goal“.³⁸ These teenagers tend to be more withdrawn, ask questions less frequently because they are afraid, and they are less focused on what is being discussed at school. As regards their relationships with the others, young Internet addicts are less open to talking with their friends about what they feel and experience, they feel inferior when they have to adapt to the rules of a group, and when their ideas or desires they are not accepted by a group, they feel frustrated³⁹. Internet addiction causes a reduced ability to work well in a team, to socialise, it determines a decrease in interest in the community environment, in civic activities and in relationships with others.⁴⁰

The mobile phone and the technology related to this device have facilitated the development of communication,

37 Ah. Yusuf. Praba Diyan Rachmawati și Diana Rachmawati. 2020. *The correlation of Internet addiction towards adolescents' social interaction*, International Journal of Adolescent Medicine and Health, available at https://www.degruyter.com/document/doi/10.1515/ijamh-2020-0110/html?lang=en#_ijamh-2020-0110_ref_024.

38 Ibidem.

39 Ibidem.

40 Ibidem.

and, with the possibility of connecting these devices to the Internet, there have been some changes in communication practices. On the one hand, the introduction of smart phones has reduced conventional communication practices, and on the other hand, it has offered a wide variety of new forms of communication, interaction and handling of digital content. The mobile phone has created a new digital consumption environment, and young people have been very receptive to these new technological forms.

Among all age groups, young people use mobile phones the most. A study conducted in the USA⁴¹, among young people born between 1995 and 2012, showed that most of them sleep with their phone under their pillow or somewhere within reach, close to the bed. The last thing they do at night is check their social media pages and the first thing they do in the morning is check their cell phones. „*Smartphones are unlike any other medium of communication, infiltrating our lives almost every minute, even in our sleep, when we are not aware. And when we are awake, the phone entertains us, helps us communicate, seduces us.*”⁴²

Even though the mobile phone was originally used for predominantly verbal communication, after it was equipped with Internet and access to a lot of audio and video messaging applications, its function of facilitating verbal communication almost disappeared. This phenomenon is all the more visible among young people, who increasingly prefer communication through written messages and less voice communication.⁴³ Phones are almost not used at all for phone calls by young people. In 2015, teenagers talked on the phone for about 45 minutes⁴⁴ every day, while in 2020 most conversations

have been replaced by messages and online chat services. In the same study, the data show that young people spend an average of six hours a day on the Internet, and that is just in their free time. The time spent on the Internet is divided between activities such as: surfing the Internet, chatting, writing messages, video messages and playing games on the Internet. The study also showed that, on average, young people from disadvantaged backgrounds and with a lower standard of living spend more hours on the Internet than young people from backgrounds with more material possibilities. And the number of hours spent on the Internet increases from one year to the next. For example, in 2015, young people spent on average twice as much time on the Internet as young people of the same age did in 2006.⁴⁵

A number of sociological studies have highlighted that technology and the Internet are already aspects of social life that have a significant component in the way we understand or explain social reality. Online networks have a responsibility in the vast construction of the way we accumulate information about ourselves, about the others and the world. Networks are dynamic matrices of information through which people observe other people, communicate, make new „friends”, edit and upload content, crop, post, mix information or content, display content, etc. This phenomenon is described by Jenkins et al⁴⁶ as a form of *online participatory culture*⁴⁷, where users, in addition to increasingly consuming content, are also increasingly participating in the creation of content in networks.⁴⁸

41 Twenge, M Jean. *Generația internetului sau IGen: de ce copiii, adolescenții și tinerii din zilele noastre sunt mai puțin rebeli, ceva mai toleranți, categoric mai rar fericiți și aproape deloc pregătiți pentru maturitate?* Baroque Books&Arts, Bucharest, 2017.

42 Idem, p. 68.

43 Ibidem.

44 Ibidem.

45 Idem, p. 70.

46 Apud Jenkins, H., Clinton, K., Purushotma, R., Robinson, A. J., & Weigel, M. (2006). *Confronting the challenges of participatory culture: Media education for the 21st century*. MacArthur Foundation. available at <http://www.digitallearning.macfound.org>.

47 Ibidem.

48 Ibidem.

3.4 *The prosumer* or the consumer-creator of Internet content

The concept of prosumer was used by Alvin Toffler in the 1980s in his work *The Third Wave*⁴⁹, referring to the fact that producers and consumers - which were very clearly delimited in the industrial period - no longer had the same clearly delimited roles in the post-industrial period. The term *prosumer* is a term composed of the terms „producer“ and „consumer“. Unlike the time when consumers and producers were clearly separated by the mechanisms and tools of consumption and production, today the *prosumer* has the opportunity to create according to his wants and needs. Technological innovation has given people the ability to create and generate custom content. In the context of this chapter, we will present this possibility of being *prosumer* in relation to the use of the Internet and to the consumption practices that have changed the roles of producer and consumer. Technology has provided mechanisms by which people can interact with production processes and make, according to their own wishes, adjustments or changes in relation to a product/service. Philip Kotler⁵⁰ called this process product augmentation, where more and more people could intervene to a greater or lesser extent in the production process and decide on the final product/service.

For a long time, for example, video productions or photographs were accessible only to professional producers who had specific knowledge and access to technology. With the development of technology and the Internet, anyone could take a video or a photo, which they could later share on the Internet or through other technologies. In fact, we are talking about more than the development/evolution of technology, in the sense that technology has become easy/accessible/much easier to handle and operate.

Technology has produced devices or programmes that have

adjusted the level of complexity of controls or operation in such a way that people have been able to easily adapt to the controls of these devices or programmes. But these practices are rather compulsive/unanticipated and cannot be treated similarly to the production practices of professionals or of people who have acquired production skills. On the other hand, the Internet can be a form of „unloading“, based on the need for expression, for the prosumer of cultural or artistic content, who is not validated and who intentionally avoids a specialized critical validation. The prosumer uses digital media to create an environment in which he or she exhibits artistic needs that are unfulfilled and fragile from an aesthetic or cultural point of view.

In the same sense, prosumers are also an effect of spatial or material limitation. Sometimes socialising practices are blocked by too great physical distances, by the level of crowding and, most often, by an association with an expensive consumption. Most often young people lack material means and consequently prefer the virtual environment for socialising.

Today, people can upload and modify online/digital content at an unparalleled rate and unprecedented manner. For example, a person may take photos and upload them to a digital platform, where they are displayed for consumption, and that person, in turn, is a consumer of content provided by other people and in relation to which they are a consumer. People are *prosumers*⁵¹ to varying degrees and can also be involved in the online environment at different stages of interaction: they can comment on or like other materials on the Internet or upload materials to online communities where they can be both producers and consumers. The reasons why people do these things differ and are related to: the desire to communicate, the desire to be part of a community or group, the desire to participate with something personal and create their own content (blogs, video materials, audio), the desire for entertainment and amusement, etc.⁵² Barry Wellman

49 Ibidem.

50 Philip Kotler (1986) „The Prosumer Movement : a New Challenge For Marketers“, in NA - Advances in Consumer Research Vol. 13, ed. Richard J. Lutz, Provo, UT : Association for Consumer Research, pp.: 510-513.

51 Ibidem.

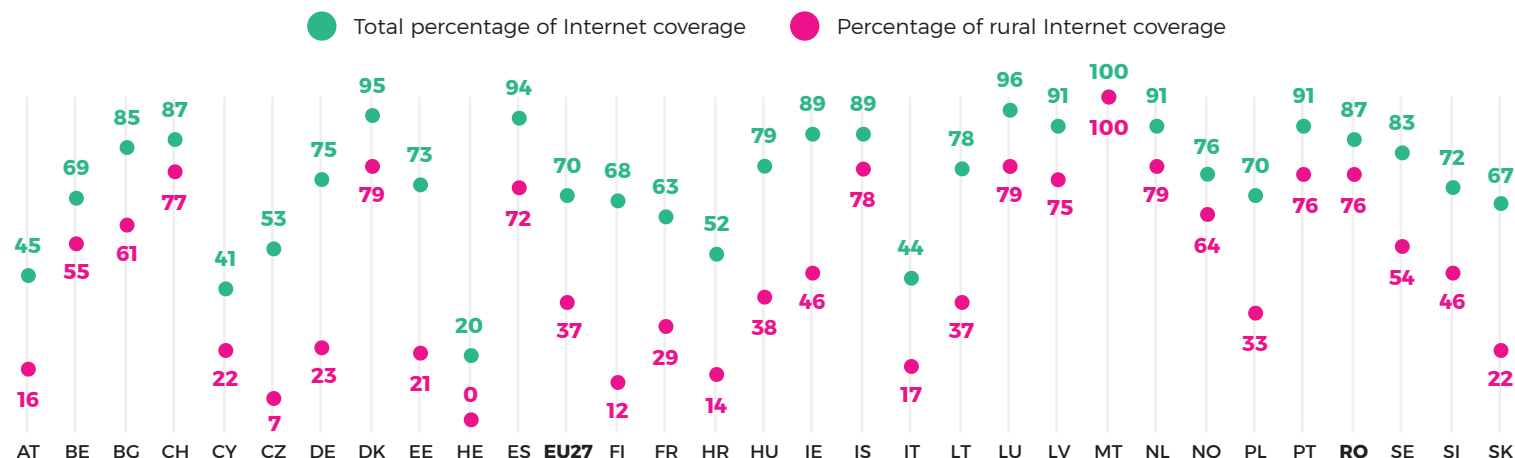
52 Tabea Beyreuther, Christian Eismann, Sabine Hornung și Frank Kleemann (2013), *Prosumption of Social Context in Web 2.0* ' in Customers at Work, pp.223–224.

defines virtual communities as „networks of interpersonal ties that provide sociability, support, information, a sense of belonging and social identity”⁵³, and online interactive platforms as: „computer-mediated spaces or virtual places”⁵⁴. Some authors are of the opinion that all this technology-mediated diffusion between producers and consumers will produce major social changes. Robert V. Kozinets argues that „With the diffusion of social networking technologies, collective innovation of consumers is taking on new forms that are transforming the nature of consumption and work, and with these, society.”⁵⁵

The diversification of technology and devices that can be connected to the Internet can drive the growth of Internet

consumption, along with the increasing diversification of practices that can be performed on the Internet. In addition to the functions of information and communication, the Internet is the main medium where more and more people spend their time, investing their time particularly in practices that are mainly entertaining. According to statistics on household access to the Internet⁵⁶, in Romania, 87% of urban households have access to high-speed Internet, while in rural areas 76% of households have a fixed or mobile Internet subscription. From this point of view, Romania has a better level of coverage than other EU states with a general level of development even better than ours.

Graph 1. Internet coverage level in Europe



Source: Eurostat, 2021.⁵⁷ The level of Internet coverage in Europe.

53 Apud Tabea Beyreuther, Christian Eismann, Sabine Hornung and Frank Kleemann (2013), *Prosumption of Social Context in Web 2.0 in Customers at Work*, p. 224.

54 Idem, p. 224.

55 Robert Kozinets et al. (2008), in Edward Comor, 2011, *Contextualizing and Critiquing the Fantastic Prosumer: Power, Alienation and Hegemony*, University of Western Ontario, p. 1.

56 70% of homes in the EU have high-speed internet – but a digital divide persists, World Economic Forum Annual Meeting, 2022, available at <https://www.weforum.org/agenda/2022/09/eu-high-speed-internet-digital-divide/>.

57 Eurostat, 2021 *High-speed internet coverage, by type of area*, available at https://ec.europa.eu/eurostat/databrowser/view/SDG_17_60__custom_3216954/bookmark/table?lang=en&bookmarkId=00d8bc75-e0bc-4684-9b35-d38676d893fc.

The Internet has also made possible an experience that did not exist before its spread - that of sharing moments of our private lives with people we do not know. Through the possibility to upload video or audio material with personal content, the Internet has caused a change in what constitutes privacy and personal space, inclusively. Personal experiences have become public and viral, and people, more than ever, consider this practice an exposure of privacy that they are totally okay with. From funny, joyful and playful experiences to less happy experiences - such as death or illness, people today share almost every kind of human experience on the

Internet, on an extremely intimate and personal level. If someone had suggested in the past that a person provide images or recordings of moments or events in their private life, this would have generated reactions of reluctance or rejection, under the sign of violation of the right to privacy. On the Internet these things are considered today as a form of personal expression, which resides in the need for validation and visibility, associated with the idea of success and achievement on a personal level. The more visible a person is through their actions, the more often he or she is associated with achievement or success.

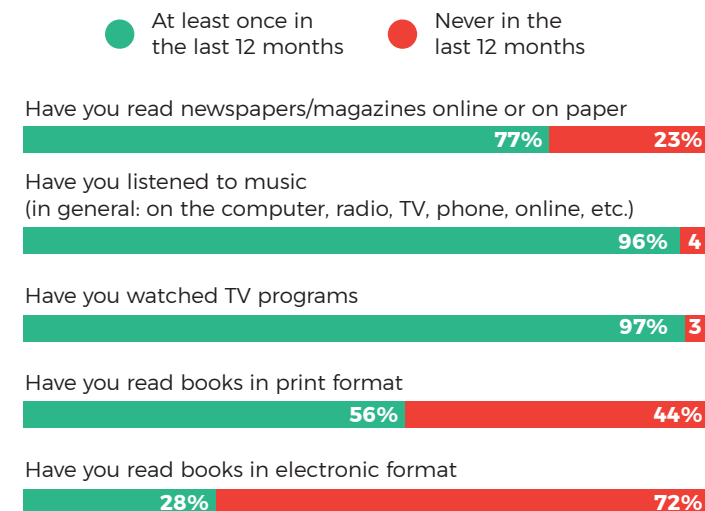
4. Non-public consumption at national level in 2022

In this section we will present the main results for the year 2022 regarding non-public cultural consumption and Internet consumption. In this edition we have chosen to focus on the increasingly frequent behaviour of creating, editing and distributing digital content, manifested by people on the Internet. Creating, copying, cutting and (re)uploading video or audio materials on the Internet are practices that have become common, even among age groups other than young people. In the chapter, we will also present a descriptive profile of the respondents who perform such activities often and very often, in order to understand the phenomenon and the trends regarding this behaviour.

For a better interpretation of the data on consumption practices in the non-public space, we synthesised a series of percentages regarding the variables including the frequency with which people practiced different activities in the year 2022, on a dual structure, so that, regardless of the frequency with which these practices were carried out (daily, weekly, monthly and at least 1 time in the last 12 months), they were cumulated as percentages in the „Yes“ option, and the answer option never in the last 12 months became the „No“ option.

According to the results, in the last 12 months, on average, 96% of people watched TV programmes or listened to music, while 77% of people read newspapers or magazines in physical format or online.

Graph 2. Cultural consumption practices in the domestic space



In addition to the general presentation of the results recorded for non-public consumption in the year 2022, in this section we also tracked a series of changes in consumption percentages, depending on the pre-pandemic period and the pandemic period, for those cultural practices for which we registered changes. We followed this evolution for the 2018⁵⁸-2021⁵⁹ period.

The main differences we have identified for the period 2018-2022 are recorded for: music consumption, for which consumption increased by 15% (from 81%, to 96%), book reading in print format, which decreased from 65% to 56% (9%), **consumption of books/articles or other written materials in digital format**, which increased by 11%, from 17% to 28%, and consumption of programmes on **television**. Compared to the pre-pandemic period, TV consumption has decreased by 2% among those who watch TV programmes daily, from 72% to 70%. In recent years, TV watching has seen a series of consumption declines, but this phenomenon can be explained by the increase in Internet consumption and increasingly diverse and accessible streaming services.

These data should be interpreted with caution, because the indicators presented rather describe a consumption trend over four years, but the collected indicators were not identical and the methodologies used were different. But the general conclusion we want to highlight is that the reading trend is decreasing for the book in classic format and there is an increase in interest for the book in electronic format.

In 2022, in relation to the frequency with which the respondents performed various activities in the non-public space, most often they watched TV programmes (70% daily

and 20% weekly), listened to music (64% - daily) and read newspapers or magazines online or on paper (26% - every day).

4.1 The functions of cultural consumption for activities in the non-public space

The practices and activities that we have analysed and presented previously serve several types of functions. From an anthropological point of view, each type of cultural practice can fulfill one or more functions. The main functions that cultural participation or consumption can fulfill are: „*communication, transmission of knowledge (education), shaping of personality (identity-related), socialisation, formation of behaviour patterns, social stratification (by distinction), relaxation (leisure)*.”⁶⁰ In order to simplify the presentation of these functions, and because each practice has a higher or lower input of education and knowledge, we have presented cultural activities in relation to two primary functions they fulfill – the function of knowledge and the function of entertainment. All cultural practices contribute with most of the functions in consumption processes, but in different proportions. According to the function matrix below, people tend to perform activities that lean towards entertainment functions. Watching TV programmes, surfing the Internet, taking pictures, processing and editing video or photo materials and listening to music are practices that mainly fulfill entertainment functions and less educational or knowledge functions.

58 Matei, Ș and Hampu V, *Forme de participare culturală. Barometrul de Consum Cultural. Dinamica Sectorului Cultural în anul Centenarului Marii Uniri*, Universul Academic Publishing House, Bucharest, 2018.

59 Matei Ș., *Consumul cultural non-public în perioada de izolare. Tendințe ale consumului cultural în pandemie*, Universul Academic Publishing House, Bucharest, 2020.

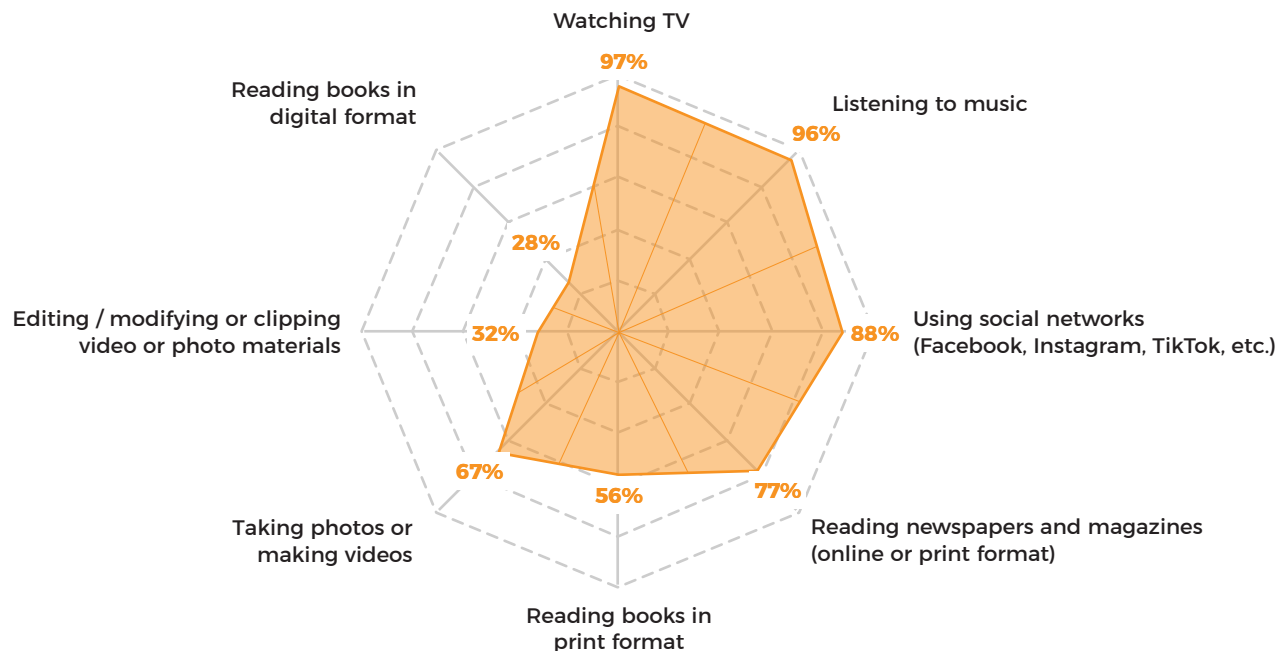
60 Croitoru, Carmen and Marinescu Becuț, Anda. *Barometrul de Consum Cultural. Experiența și practicile culturale de timp liber*, Universul Academic Publishing House, Bucharest, 2019, p. 7.

Table 1. The main functions fulfilled by various non-public cultural consumption practices

In the last 12 months, how often...?	Mainly fulfills the function of education / knowledge	Mainly fulfills the function of entertainment / relaxation
Have you read newspapers/magazines online or on paper	x	
Have you listened to music (in general: on the computer, on the radio, TV, phone, online)		x
Have you watched TV programmes		x
Have you read books in print	x	
Have you read books in electronic format	x	
Have you taken photos or recorded video		x
Have you edited/cropped/modified pictures or videos		x
Have you used social networks		x

Based on the results of the analyses, which we highlighted above, the highest percentages of consumption are recorded for activities that fulfill the function of entertainment and/or relaxation. Watching TV programmes, listening to music and spending time on social networks are activities performed by over three quarters of respondents in 2022. The only activity with a main function of education or knowledge that recorded higher consumption values is reading newspapers and magazines.

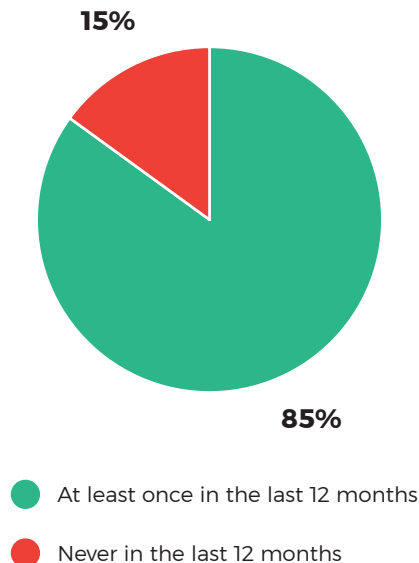
Graph 3. The main cultural consumption practices in relation to the function they fulfill



4.1.1 Internet consumption and content creation-distribution behaviour

At national level, the Internet consumption recorded high consumption values. The practice of surfing the Internet is widespread among respondents: 85% of them have used the Internet at least once in the last 12 months for various activities.

Graph 4. Frequency of Internet use in the last year



Regarding the main activities performed on the Internet in the year 2022, 88% of respondents accessed social networks, 69% used the Internet for online shopping, for completing professional or school tasks (56%) and for entertainment activities (51%). From the viewpoint of predominantly cultural activities performed on the Internet, 40% of the respondents used the Internet to visit the websites of museums, libraries, theatres or festivals. From this perspective, the practices from the pandemic period did not disappear with the lifting of

restrictions, but were added to some socialisation practices, where they did not replace them. Compared to the data recorded in 2021, this percentage increased by 17%, from 23% to 40%. And in the year 2022, the main activities performed on the Internet are those of a predominantly recreational or mixed nature (social networks, online games, movies, online shopping, etc.), as well as those of a predominantly informative / educational nature (reading manuals, books or watching tutorials online).

Table 2. The main activities performed on the Internet according to their nature

Activities with a predominantly cultural nature	Percent
Visiting the websites of museums / libraries, festivals / theatres / pages with cultural events	40%
Buying books, CDs, theatre tickets, tickets to cultural events, etc.	26%
Activities with a predominantly recreational nature	
Watching movies or TV programmes broadcast online (Netflix, HBO GO, Voyo, etc.)	51%
Shopping of any kind	69%
Playing computer/laptop/phone/console games	31%
Activities with a predominantly informative/educational nature	
Professional, school activities (email, video conferencing, etc.)	56%
Reading books, manuals, articles, etc.	47%
Participating in online courses or tutorials	30%
Mixed function activities	
Using social networks (Facebook, Instagram, TikTok, etc.)	88%

Methodological note. „Yes“ answers were taken into account.

4.1.2 The use of the Internet at national level in 2022 for social networks, depending on the area of activity

We started from the hypothesis that due to the pandemic the time spent on social networks has increased, and people are spending more time on social networks in the year 2022 and not just in their spare time or in their recreational time. Except for cases where they were not active in the labour field, more than half of the respondents had the opportunity to work from home. This analysis was intended to identify whether due to the pandemic, which has created the context of working from home, there are differences in the frequency with which people use social networks, depending on where they spend their time (in an institutional/organizational setting or at home) – i.e.: whether those who spend more time at home tend to consume social networks more often, unlike those who work from their workplace.

The time dedicated to professional activities overlapped with the time dedicated to recreational activities. The increase in the number of hours spent on social networks has determined an intersection/overlapping of work hours with hours of relaxation or entertainment/recreation. More than 80% of the people use social networks (Instagram, Facebook, TikTok) during working hours, regardless of whether they work from home or in the office, while young people who spend most of their time in a day at school use the Internet (social media included) in a proportion of 100% during class hours. The hypothesis that people tend to use social media more often when they spend more time at home is not valid. People equally use the Internet for these networks both at home and at work.

These results are useful for cultural suppliers and cultural institutions, which can thus better understand consumer behaviour and identify channels of reaching the public more often. Not only do people spend a lot of time on social media during their spare time, but this practice is also present

during work or school hours. Consequently, social networks can be very useful media for promoting and communicating the cultural offer.

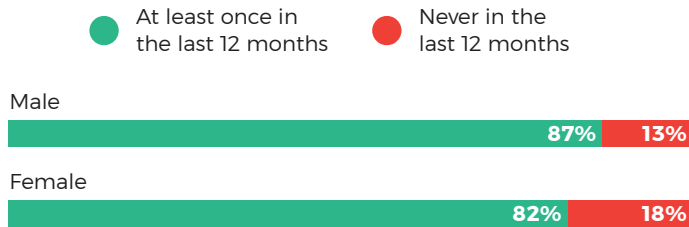
Table 3. Table regarding the time spent by respondents on social networks, depending on the time spent at home or at work

Outside of rest hours, in the last 12 months, you have spent the most time:		
For using social networks (Facebook, Instagram, TikTok, etc.)] For what activities have you used the Internet in the last 12 months?	Yes	No
At work, physically (at the office or in the field)	87%	13%
At home	88%	12%
At school	100%	0%

4.1.3 Internet use in 2022 at national level, according to socio-demographic characteristics

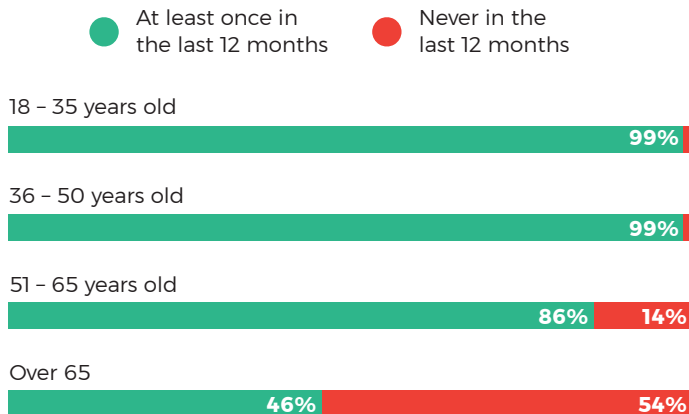
Next, we shall present the main results regarding the Internet consumption in relation to socio-demographic variables. For these analyses, we took into account the following variables: gender, age, residence area, education level, income, ethnicity and the respondents' sector of activity. The results indicate that men spend more time on the Internet than women: 74% of men spend time on the Internet every day, as opposed to 69% of women who spend time on the Internet daily. The difference between the two genders is 15%. Compared to the year 2021, the Internet consumption has increased by 3% among men, while for the percentage of women it has increased by only 1%.

Graph 5. Frequency of Internet use depending on the gender of the respondents



The frequency of Internet use decreases with age. While 99% of young people between 18 and 35 and adults (36-50) used the Internet at least once in 2022, 46% of seniors over 65 used the Internet at least once. As compared to the year 2021⁶¹, consumption rates increased by 3% among 18 to 35-year-olds, but decreased among those above 65. One of the possible explanations for this decrease in consumption percentages among the elderly is related to the fact that in 2022 all the restrictions that were imposed during the pandemic were lifted, which reduced the need for online communication.

Graph 6. Frequency of Internet use depending on the age of the respondents

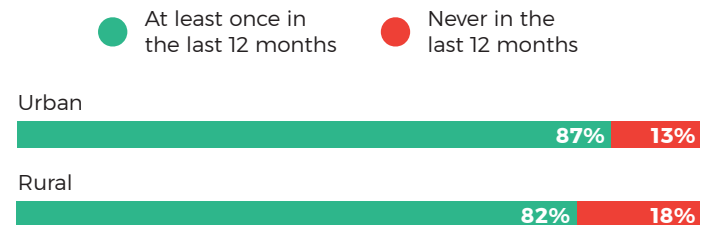


61 Croitoru, Carmen and Marinescu Becuț, Anda. *Tendințe ale consumului cultural în pandemie. Edition II, 2021*. Accessible at https://www.culturadata.ro/wp-content/uploads/2021/05/Tendinte_consum_cultural_ed2RO.pdf

As for the residential environment, the ratio between urban and rural Internet consumption is maintained when compared to both the pandemic period and the years preceding it, in the sense that the level of consumption is higher in the urban environment compared to of the rural environment. A percentage of 87% of those in urban areas have used the Internet at least once in the last 12 months, while 82% of those in rural areas have done it at least once in the last 12 months. It should be noted that only 18% of people from rural areas have not used the Internet at all in the last year, only 5% more than people from urban areas (13%).

At European level, Eurostat data show that rural areas generally have less Internet coverage, even for more developed states. While in 2013, in Europe, only 4% of rural households had access to the Internet, in 2021 the percentage increased to 37%⁶².

Graph 7. Frequency of Internet use depending on residence area



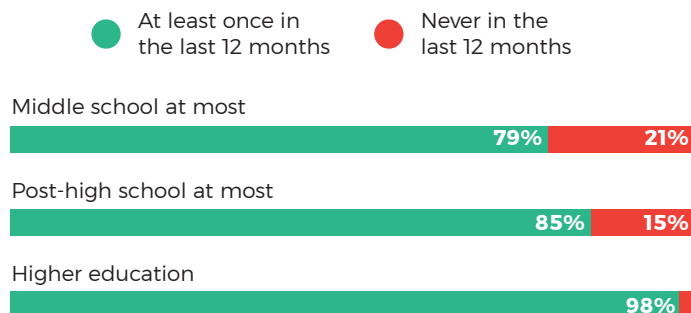
As regards the Internet consumption by level of education, people with a medium and high level of education use the Internet more often: 98% of people with higher education have used the Internet at least once in the last 12 months. Although the level of Internet use is also related to the level of education,

62 Eurostat, 2021, *High-speed internet coverage, by type of area*, available at https://ec.europa.eu/eurostat/databrowser/view/SDG_17_60__custom_3216954/bookmark/table?lang=en&bookmarkId=00d8bc75-e0bc-4684-9b35-d38676d893fc.

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high percentages of Internet use exist for all levels of education, but less so for people with no schooling, who rarely use the Internet or do not use it at all.

Graph 8. Frequency of Internet use depending on education level



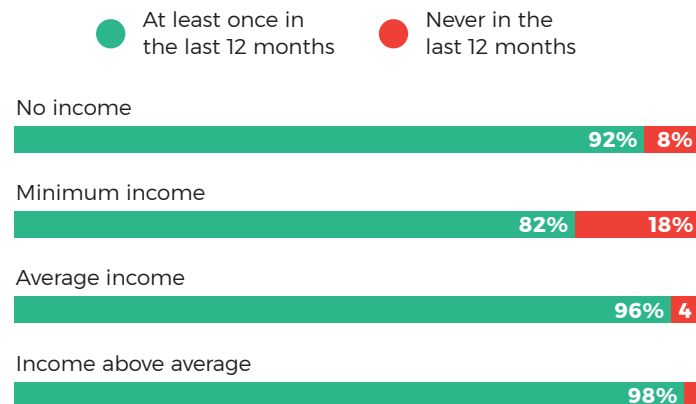
From the viewpoint of ethnicity, the Internet usage rate is similar for Romanians and Hungarians. However, we recorded differences for people of Roma ethnicity, who use the Internet almost half less than people of Romanian or Hungarian ethnicity. These differences can be related to multiple causes and explanations, but two of the most possible causes relate to the degree of access to technological infrastructure and the degree of digital literacy, but also to the standard of living or the school dropout rate.

In terms of Internet use relative to income, people with no income and with low and medium incomes generally use the Internet less than people with above average incomes. People with minimum income use the Internet the least compared to all other income categories. Moreover, a series of statistics presented at the World Economic Forum (2022)⁶³, shows that one of the biggest impediments to connecting households to the Internet is related to costs and barriers created by financial resources. Relative to income levels and Internet access,

⁶³ https://www.weforum.org/?src=DAG_2&gclid=Cj0KCQjw27mhBhC9ARIsAIFsETGqS_B6plifXPb3XhQO0FIKswTkMRTehKDA5pOdzsNV8THYhRBbiskaApUBELw_wcB.

Internet subscriptions are up to 18 times more expensive in low-income countries than in developed, high-income countries. In other words, poorer countries feel more strongly the costs of accessing an Internet network in relation to income, compared to more developed countries.

Graph 9. Frequency of Internet use depending on income level



4.2 The use of the Internet in 2022 at the national level depending on the sector of activity of the respondents

One of the variables we introduced for this edition was the respondents' sectors of activity, which we analysed together with the Internet consumption variable. For a better visual representation of the data, the answer options: daily, several times a week, once a week, 1-3 times a month and less often than once a month, were re-coded in the „Yes“ variant, and the answer option never was re-coded into „No“. Thus, according to the graph below, 100% of people active in the NGO sector use the Internet. People in the private sector use the Internet in a percentage of 94%, and those

in the public sector in a proportion of 73%. In terms of frequency, 88% use the Internet every day, 84% of those in the private sector use the Internet daily, and 57% of those in the public sector use the Internet with daily frequency. The most notable differences are between the NGO sector and the public sector.

Graph 10. Internet usage rate by activity sectore

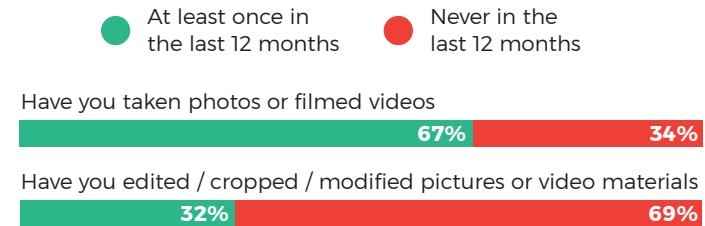


4.3 The activities of creating, editing, uploading and downloading content at national level

The activities that people can perform in the digital environment are extremely diverse, but for the present analysis we have chosen to test two of the variables through which the actions related to content can be most easily identified: creating and editing photos or video materials. Thus, 67% of the respondents took photos or filmed video materials, and 32% edited (cropped / modified) pictures or video materials. Regarding the percentage of those who take photos or film videos, we have the highest percentage increase compared to all other types of activities analysed for cultural consumption in the non-public space. According to the Cultural Consumption Barometer⁶⁴, only 30% of people used to take photos or shoot a film/video footage in 2018. The percentage for these practices increased by 37% in the time frame 2018-2022.

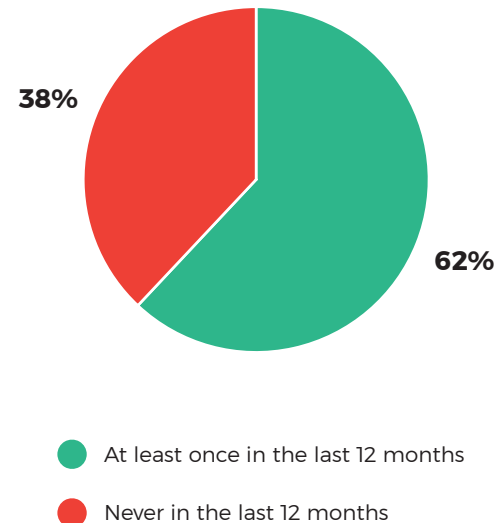
64 Matei, Ş and Hampu V. Forme de participare culturală. Barometrul de Consum Cultural. Dinamica Sectorului Cultural în anul Centenarului Marii Uniri. Universul Academic Publishing House, 2018, p. 165.

Graph 11. The frequency with which respondents made or edited video or photo materials in the last 12 months



As regards the activities performed on the Internet, 62% of respondents stated that in 2022 they downloaded photos or audio-video materials from the Internet at least once.

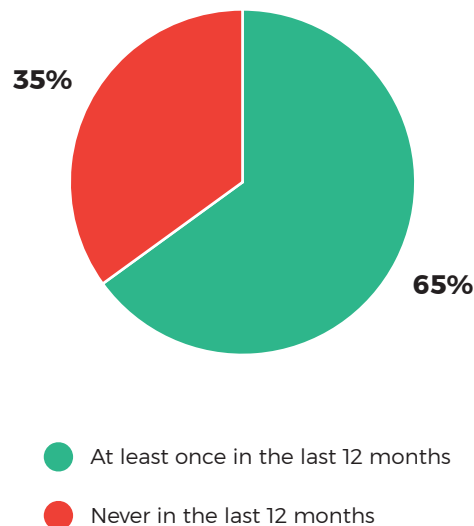
Graph 12. The frequency with which respondents have downloaded materials from the Internet in the last 12 months



Regarding the behaviour of uploading and distributing video, image or audio content on the Internet, 65% of the respondents have performed these activities at least once in 2022.

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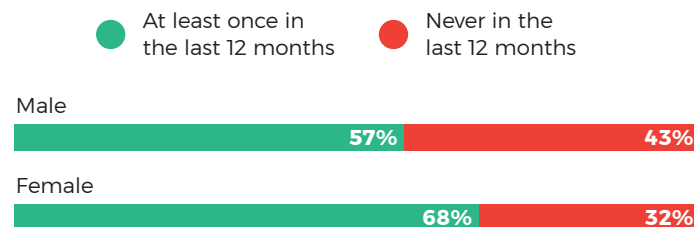
Graph 13. The frequency with which respondents have uploaded materials to the Internet in the last 12 months



This section presents the main results regarding the socio-demographic characteristics of the respondents who used the Internet to upload or download audio or video materials or content.

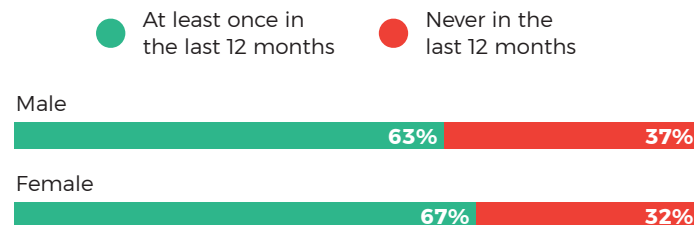
According to the obtained results, men and women performed the uploading activity in similar percentages. Significant differences appear for the frequency with which women and men download pictures or materials from the Internet, in that the percentage of women who download materials from the Internet is higher. A percentage of 68% of women have downloaded materials from the Internet at least once in the last 12 months, as compared to 57% of men.

Graph 14. Frequency with which respondents have downloaded materials from the Internet in the last 12 months, by gender



The situation is similar for the percentages of women who upload pictures or audio-video materials on social networks or other Internet pages. The percentage of women who have uploaded material to the Internet is higher than the percentage of men. Although most activities on the Internet are generally performed more often by men, when it comes to the practices of downloading or uploading content on the Internet, women are the ones who perform them more often.

Graph 15. Frequency with which respondents have uploaded materials to the Internet in the last 12 months, by gender

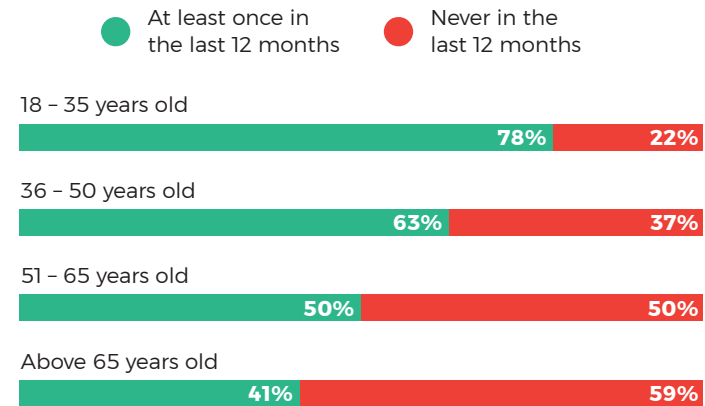


At international level, the statistics are similar to those we have identified at the national level for Romania. Several studies that have analysed online behaviour by gender have identified that women are much more active on social media platforms than men, especially on visual platforms.

For example, the Pew Research Centre⁶⁵ conducted a series of statistics for the US, which showed that Internet platforms that use mostly images or video content have a higher number of female users. Not only do women spend more time on social media or visual platforms, but they also use them for more diverse purposes than men generally do. Gender studies describing online behaviours show that there is a demographic dominance of women on social media (Instagram, Facebook, Pinterest, etc.), with a predominant preference for visual platforms⁶⁶. Men are more interested in online content from online forums or blogs or other platforms that host discussion forums.⁶⁷ At national level, the trends regarding these practices are similar to those recorded at international level.

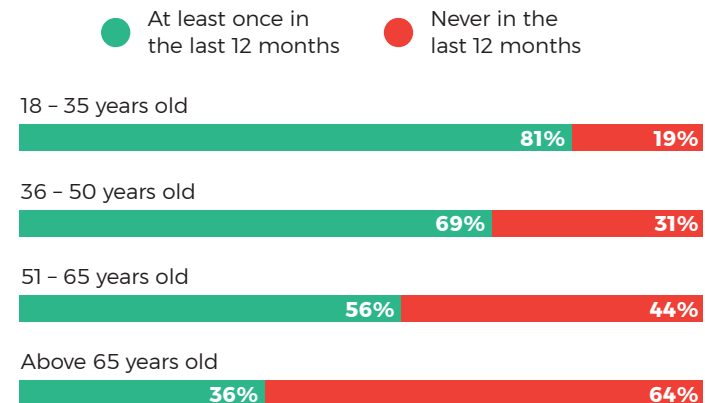
At national level, in terms of age, young people between 18 and 35 years old are the ones who practice most both downloading materials from the Internet and uploading materials to the Internet, and they perform these activities with the highest frequency. In terms of content downloading, 78% of young people have downloaded materials at least once in the last 12 months. People in the other age groups perform this practice quite frequently, too. 63% of 36- to 50-year-olds have downloaded materials from the Internet at least once in the past 12 months, and 50% of people above 50 years of age have performed downloading activities.

Graph 16. Frequency with which respondents have downloaded materials from the Internet in the last 12 months, by age



Young people are also the ones who most often (81%) upload materials to social media platforms, but even older people did not record small percentages for this practice. Cumulatively, 56% of people aged 51 to 65 and 36% of people above 65 have uploaded photo or video materials to the Internet in 2022.

Graph 17. The frequency with which respondents have uploaded materials to the Internet in the last 12 months, by age



65 Pew Research Centre, *Social Networking*, 2013, available at https://www.pewresearch.org/internet/files/2014/01/Social_Networking_2013.pdf.

66 Nestor Gilbert, *Who Runs the Social Media World: Men or Women?* 2014, Finances Online, available at <https://reviews.financesonline.com/most-popular-social-media-sites-review/>.

67 Monica Anderson, *Men catch up with women on overall social media use*, Pew Research Centre, 2015, available at <https://www.pewresearch.org/fact-tank/2015/08/28/men-catch-up-with-women-on-overall-social-media-use/>.

In terms of residence area, the uploading and downloading of materials are practices specific to people from the urban areas and to those from the rural areas to approximately the same extent, the percentage differences between these categories of respondents being insignificant.

Relative to the level of education, people with higher education have downloaded materials from the Internet in a proportion of 78%, those with a low level of education have downloaded materials in a percentage of 62% in 2022, and people with an average level of education (post-high school at most) in a percentage of 56%. In conclusion, people with higher education performed this activity more often, as compared to people with a low or medium level of education. The situation is similar for uploading materials on social networks or other sites, too. People with higher education performed this activity in a manner similar to people with a low level of education (63% people with higher education and 64% people with medium or low level of education).

4.4 Average descriptive profile of Internet content handlers

In this section we shall present a descriptive average profile of people who upload and download materials on social networks (TikTok, Facebook, YouTube, etc.). This profile was built by taking into account the category of respondents who mentioned that they perform this activity on a daily basis. We included in the analysis several indicators regarding the main socio-demographic aspects, the main consumption activities in the public space, the main activities in the non-public space, the level of social tolerance and the level of social trust (at interpersonal level).

The results obtained show that, in general, people who download and upload any type of content online are more likely to be women, aged between 18 and 35, living in urban areas and having a medium and high level of education.

Among the activities performed in the public space, they mostly prefer walking in the park, going to the mall, going to restaurants and cafés or meetings with friends or family. Respondents almost never attend local events or celebrations, rarely go to the theatre or opera performances, and, outside of rest hours, spend most of their day at work (physically) or at school. From the viewpoint of consumption practices in the non-public space, these respondents most often prefer listening to music at home, watching programmes on TV or on streaming platforms, taking photos and filming. Furthermore, they frequently use the Internet to visit the websites of libraries, museums and search for cultural events; they shop online and use social media daily. As for the information they follow on the Internet, the news presented online are followed most often, particularly pieces of news shared by friends or family. From the viewpoint of the level of interpersonal trust, these respondents have the most trust in their group of friends and in their family members, they have very little trust in the news on television, have a very high trust in the news shared by acquaintances on the Internet and show a very low level of trust in online news shared by unknown people in this environment.

Regarding the level of social tolerance, these respondents are generally tolerant people in terms of the level of acceptance towards people of other nationalities, towards people with LGBTQIA+ identity (who have a different sexual orientation or gender identity) or towards people of a religion different from their own.

4.5 Internet use among 18-35 year olds (iGen) and levels of trust and social participation

Starting from the analyses previously presented, in the section dedicated to the theoretical context regarding the youth population in the United States, we aimed to identify the profile of young people in Romania, from the point of view of social trust, the level of tolerance and the level of civic engagement, in relation to the frequency of Internet use. The hypothesis we want to verify is related to the extent to which young Romanian people who spend a lot of time on the Internet and social networks are rather distrustful, have a low level of civic participation and have low trust in the people around them. Young people between 18 and 35 years old have used the Internet daily in a proportion of 94%. From the viewpoint of the level of trust in relationships with others, 63% of young people trust their family very much, but they do not trust or have very little trust in the people in the neighbourhood/village or commune where they live. 67% of young people have very little or no trust in people they meet for the first time. For 54% of young people who use the Internet every day, the analysis

showed very little trust or lack of trust in people who are of another nationality. In general, these young people have little trust in the news, regardless of whether it is broadcast on radio, TV or online, with the mention that they rather trust news on social networks than news on other websites. The level of civic engagement is low and they are more intolerant towards people with LGBTQIA+ identity, as compared to other social categories. Young people believe that protecting the environment is an essential aspect, but they agree to a lesser extent that it is important for the country to align itself with the measures and directives of the European Union in this field. They also do not consider the preservation of national identity essential. Most of these young people have not signed and do not intend to ever sign any petition with social or political content and are not interested in participating in street demonstrations.

The recorded results indicate a social apathy among young people, especially in relation to the values obtained for the measured and presented variables. Even though our study did not aim to identify how the Internet influences or determines causal links between aspects regarding levels of trust and social participation, we can, however, conclude that the trends in Romania are similar to those recorded in other countries

5. Conclusions

In comparison to the years before the pandemic, the percentages of television programme consumption and Internet consumption did not undergo notable changes, remaining at a high level. However, we can point out a change in trends, in the sense that Internet consumption is on the same trend as watching programmes on TV. As regards the other types of cultural practices performed in the non-public space (reading, listening to music, watching movies, etc.), we identified a series of differences for the period analysed (2018-2022), i.e. an increase for the consumption of music and of books/articles or materials

in digital format and a decrease for reading books in print format.

The practices performed most often on the Internet in 2022 are activities with a predominantly recreational character (e.g.: watching movies or TV programmes broadcast online) and activities with mixed functions (using social networks). An interesting aspect that we identified in this edition is related to the fact that more than three quarters of the people use social networks (Instagram, Facebook, TikTok) during working hours, regardless of whether they work from home or in the office, and young people who spend the most time in a day at school,

according to a schedule, use the Internet for social networks almost all day.

From the viewpoint of practices on the Internet that have a predominantly cultural function, people used the Internet most often to visit the websites of museums/libraries, festivals/theatres/pages with cultural events. Compared to the data recorded in 2021, the percentages have increased, and a possible explanation is the fact that people also learned this habit during the two years of the pandemic, when they searched for information on the Internet more often.

Regarding the main results depending on the socio-demographic indicators, it is important to emphasise that men spend more time on the Internet than women on average, but women are much more active on social media platforms as compared to men. The frequency of Internet use decreases with age, people from rural areas use the Internet similarly to people from urban areas, people with a higher level of education and with higher incomes use the Internet more often compared to people with no education or with low incomes.

Creating and editing video or audio content on the Internet is a common practise, even among age groups other than youth. More than half of the respondents have taken photos or filmed video materials, have downloaded photos or audio-video materials from the Internet at least once in the last year,

and over a quarter of them have edited / cropped / modified photos or video materials in the last year. Regarding the behaviour of uploading and sharing video, image or audio content on the Internet, more than half of the respondents have performed these activities at least once in 2022.

We also analysed the Internet use behaviour among young people (between 18 and 35 years old) separately and identified that young people, especially those who spend a lot of time on the Internet and social networks, have a lower level of social trust (even in the people of the neighbourhood or commune where they live), they show a lower level of tolerance, they are almost disinterested in social or civic participation, they agree less with the fact that it is important to align the measures in the country to those of the European Union, they are less tolerant towards certain social categories (e.g. people with LGBTQIA+ identity). In general, young people who spend a lot of time on the Internet show a more passive, indifferent and socially-absent attitude. Moreover, as we have demonstrated in the theoretical context of this study, several researches conducted on the youth segment have shown that the impact of excessive Internet consumption is rather negative and causes a reduced ability to work together with others, to socialise, and it also causes a decrease in the interest in civic activities and in relationships with others.

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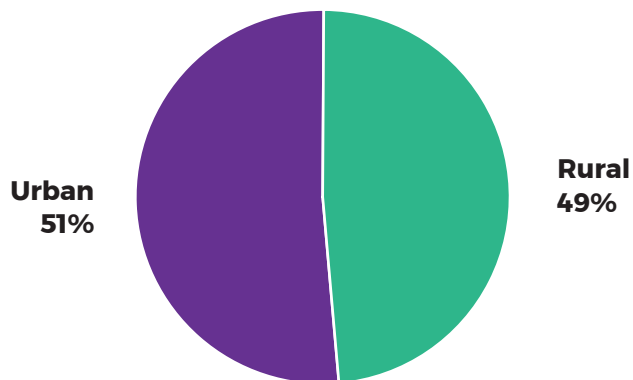
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7. Annexes

Graph 18. Internet usage rate depending on residence area



Graph 19. Internet usage rate by ethnicity



Table 4. The frequency with which the respondents downloaded pictures or audio-video materials from the Internet depending on the residence area

		In the last 12 months, how often...? [Have you downloaded pictures or audio-video materials from Internet pages/social networks?]						Total
		Daily	Weekly	Monthly	At least once/year	Never in the last year	NC	
Residence area	Urban	7,7%	21,6%	21,4%	12,5%	36,2%	0,6%	100,0%
	Rural	7,2%	25,4%	15,7%	11,9%	39,6%	0,2%	100,0%
Total		7,5%	23,3%	18,9%	12,2%	37,7%	0,4%	100,0%

Table 5. Internet consumption depending on the level of education

How often have you used the Internet in the last 12 months?	Daily	Several times a week	Once a week	1-3 times a month	Less than once a month	Never	Total
No schooling						100%	100%
Elementary school (4 grades)	63%		12%			25%	100%
Middle school = (8 grades)	68%	9%	2%		1%	20%	100%
High school - first level (10 grades)	72%	10%	7%			11%	100%
Post-high school education/ apprentice school	59%	8%	2%	4%	2%	25%	100%
Short-term university studies/college	88%					12%	100%
Undergraduate studies	89%	5%	2%	1%		3%	100%
Master's university studies	98%	2%					100%
Postgraduate studies	84%	8%		8%			100%