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Education and Psychology (PPK), Doctoral School of
Education
Sport and Health Education Programme**

**The impact of the social responsibility of
Hungarian sports companies on the personal
competence of junior athletes.**

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DOI- identifier: 10.15476/ELTE.2024.311

Thesis document

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1. Research Problem:

"Never before has there been a greater need to emphasize the importance of media education and to provide more rigorous moral education, instead of wasting more time counting the (media's) moral failings" (Andevski & Vuckovic, 2012, p. 100). One of the reasons for the problem mentioned above is the proliferation of smart devices, which allow us to enter the online world from anywhere, at any time, in addition, most of the stimuli reach people through social media applications (TikTok, Facebook, Instagram, Snapchat, etc...). There is a consensus that social media impacts people's lifestyles and research is an ongoing, never-ending process to identify the nature of the impact, particularly on young people (Ybarra et al. 2015; Yonker et al., 2015; Zsolnai, 2017; Vernon et al., 2017; Abi-Jaoude et al., 2020; Nesi, 2020; Pirwani & Szabó, 2024a, 2024b). The new generation is undergoing several changes, with cultural habits, values, and attitudes very different from those of their earlier contemporaries (Kasik, 2007; Lenhart et al., 2010; Kósa, 2015; Kósa & Berta, 2015; Ybarra et al., 2015; Ságvári, 2016; Zsolnai, 2017; Abi-Jaoude et al., 2020). The most relevant change for my research is media socialization, which has resulted in a sedentary lifestyle, a screen experience of the world, and a decline in the casualty of interpersonal values (Kovács, 2011; Gáspár és Kasik, 2015; Galica et al., 2017; Anderson és Jiang, 2020). Young people can access information quickly and easily via social media, and one of the main beneficiaries of this is the sports industry, including professional sportsmen and sports clubs (Giannoulakis & Drayer, 2009; Ioakimidis, 2010; Williams & Chinn, 2010; Ibrahim & Almarshed, 2014; McCarthy et al., 2014; Stavros et al., 2014; Filo et al., 2015; Popp et al., 2016; Tóth et al., 2019a; Li et al., 2022; Tóth et al., 2023). Alongside the increased social media time and the rise of athletes and sports clubs, a communication trend has also started. Social responsibility by athletes and sports businesses has become an essential marketing communication tool (Trendafilova, 2010; Dowling et al., 2013; Farcane & Bureana, 2015; Vale & Fernandes, 2018; Li et al., 2022; Tóth et al., 2023). Businesses, including professional athletes and sports clubs, have recognized - since the late 2000s - that it is important to take responsibility for their communities. The relationship between the active digital presence of sports clubs and athletes and CSR is intertwined. Several researchers have indicated that CSR can transmit positive values to young people, which can help their emotional development and have an impact on social competence, including empathy (Zins & Elias, 2006; Elbertson et al., 2010; Lee et al., 2012; Frow et al., 2015; Singaraiu et al., 2016; Aguinis & Glavas, 2019; Nazir & Islam, 2020). There is a situation that affects society, especially the society of the future: increased time spent online (not in real life), which is creating an indifferent society that 'lacks empathy' (Zsolnai, 2007; Kasik, 2008; Csepeli 2012; Kósa, 2015; Strasburger, 2015; Ujhelyi, 2015; Akram & Kuram, 2017; Zsolnai, 2017; Nesi, 2020; Tóth, 2021). We cannot minimize or eliminate time spent online, but can it be used to educate the next

generation? A lot of research has acknowledged that today's young people choose role models through social media and accept the information they receive there (Gerbner & Morgen, 2002; Hing, 2011; Lenhart et al., 2011; Csepeli 2012; Kósa, 2015; Strasburger, 2015; Ujhelyi, 2015; Zsolnai, 2017; Tóth et al., 2019a; Zakovszky, 2019; Nesi, 2020). Can an existing corporate marketing communications tool, the embracing of social responsibility through sports, communicate value to young people? The main question of my research is a combination of two independent but well-researched areas. In the 21st century, increased time spent in the online space has reduced the impact of parental socialization (Kanchaska & Askan, 2003; Cole & Tan, 2007; Denham et al., 2007; Zsolnai, 2008; Lenhart et al., 2010; Nagy, 2010; Hing, 2011; Kun, 2011; Ujhelyi, 2015; Akram & Kuram, 2017; Zsolnai, 2017; Anderson & Jiang, 2020; Nesi, 2020). The growing generation's use of media, and in particular time spent on social media, has contributed to the emergence of a more casual approach (Csepeli, 2012; Ujhelyi, 2015). The latter has mainly been studied in primary school pupils, in grades 5-7, so I wanted to look at data from an older generation. On the other hand, the CSR activities of sports companies are included, which is a prominent new business segment even today. In agreement with several researchers, I believe that it has the potential to convey positive values and to engage users of social media platforms with an interesting video or photo (content) about it (Zins & Elias, 2006; Elbertson, et al., 2010; Lee, et al., 2012; Frow et al., 2015; Chen & Wang, 2016; Mathis et al., 2016; Nazir & Islam, 2020; Rhou és Singal, 2020). My research aims to provide accurate data on this. There is a situation that cannot be prohibited, prevented, or regulated (increased social media use). Research on time spent online and its effects has been conducted in Hungary for more than 10 years, but there is always a need for back-testing, and there has been no research with the over-18 age group. One reason for this is that it is difficult to change and develop personal competence at this age. In my dissertation, I studied an age group that has not received much attention in this research area (in Hungary). On the other hand, social responsibility is included, which draws attention to social issues that can convey value to young people. Thanks to the popularity of sports companies, many people can be reached by the social responsibility they take on (Babiak és Wolfe, 2006; Babiak, 2010; Lee és Shin, 2010; Kim és Lee, 2012; Chen et al., 2015; Tóth et al., 2019a; Kantor és Kubiczek, 2021; Li, et al., 2022; Tóth et al., 2023). So far, it has been seen mainly as a marketing communication tool, but its value and reach made it worth exploring whether it could have an impact on young people's emotions. My research brings together two areas that, although well-researched in their respective fields, have some white spots or have not yet been studied in terms of their impact on each other. Here is another argument in favor of the age of my population. The themes of social responsibility tend to be in areas that are not necessarily for children's eyes, but rather for a ready but open-minded personality. An athlete over the age of 18, even if he or she is considered a junior athlete, is mature enough to understand a series of images and videos about social responsibility. Can the conscious production

and delivery of such content to young people (through the right channels) bring about a change in their interpersonal behavior? In my dissertation, I sought to answer this question. "In a world flooded with irrelevant information, clarity is power." (Harari, 2019, p. 9).

2. The aim of the Research:

The main aim of my research is to prove that watching or participating in social responsibility content communicated by sports clubs has a positive impact on the social competence and empathy of youth athletes. In today's fast-paced online world, there is a need for content that conveys value. The realization of my goal may foreshadow the need to stop viewing social media platforms in the online space as a factor negatively affecting the development of young people. In my opinion, with the development of technology, the classic role model roles of (social media) stars and sports clubs have disappeared. The internet has become a living space for young people and the trends do not show that this will change. They should not be banned from it, but taught how to use it properly and provided with content that helps them develop their interpersonal behavior. Corporate social responsibility, especially in sports companies, is a very good way of doing this. The latter have a much larger following and a much closer relationship, and therefore a very good platform for sharing this content, as the messages they transmit reach many people, including many young people. I would like to support the validity of my research with follow-up interpersonal and emotional tests.

3. Hypothesis:

I created the main question of my research by connecting two independent but well-researched areas. In the 21st century, there is evidence of increased time spent in online spaces, which reduces the impact of parents on socialization (Kanchaska & Askan, 2003; Cole & Tan, 2007; Denham, Bassett és Wyatt 2007; Zsolnai, 2008; Kun, 2011; Tóthné-Szűcs, 2011; Csepeli, 2012; Kósa, 2015; Zsolnai, 2017; Joó, 2018; Nesi et al., 2018; Tóth et al., 2019a; Anderson & Jiang, 2020; Nesi, 2020). The growing generation's use of media, and in particular the time spent on social media, has contributed to the emergence of casualty. The latter has been studied mainly in primary school pupils, in grades 5-7, so I wanted to measure and present the values of an older age group (Csepeli, 2012; Kósa & Berta, 2015). On the other hand, the CSR activities of sports companies are included, which is a prominent new business segment even today (Babiak & Wolfe, 2006; Golob & Jancic, 2008; Lee & Shin, 2010; Babiak & Trendafilova, 2010; Kim & Lee, 2012; Trendafilova, et al., 2013; Chen et. al., 2015; Vale & Fernandes, 2018; Bowen et al., 2020; Kantor & Kubiczek, 2021; Li et al., 2022; Tóth et. al., 2023). In my opinion, it has the potential to convey positive values and to engage users of social media platforms with an interesting video, or photo (content) about it. But can it have an impact on the emotions and social competence of the viewers or participants? In my research, I want to provide precise data on this. There is a situation that cannot be forbidden, prevented, or regulated.

Research question: *In the online space, what is the relationship between social responsibility and interpersonal behavior?* (Lenhart et al., 2010; Hing, 2011; Ujhelyi, 2015; Zsolnai, 2017)

| Question | Hypothesis | Expected result |
|--|---|--|
| What are the effects of internet use on the social behavior of junior athletes? | Physical separation leads to a lack of face-to-face communication, which hurts the development of interpersonal and communication skills (Kraut et al., 1998; Tyler, 2002; Hing, 2011; Csepele, 2012; Ujhelyi, 2015; Zsolnai, 2017). | There is a link between interpersonal behavior and daily use of the internet. |
| Which platforms play a role in the media socialization of youth athletes? | With the increased use of personal phones, tablets, laptops, and the internet, social media has also become a socialization platform (Lenhart et al, 2010; Kárpáti et al, 2012; Kósa & Berta, 2015; László & Danó, 2015; Ságvári, 2016; Zsolnai, 2017). | The measurements carried out confirm that the growth in time spent online and in the use of personal phones and tablets will continue. |
| What is the link between social responsibility and social competence? | Social responsibility can indirectly develop social problem-solving and emotional skills (Zins & Elias, 2006; Elbertson et al. 2010) | The interventions and videos resulted in positive improvements in interpersonal behavior and emotional responses. |

4. Research measurement tools:

My research measured athletes' interpersonal behavior, emotional reactions to social responsibility, online habits, and demographic data. The measurement tools I used were:

- Interpersonal Reactivity Index (Davis 1980),
- the PANAS SHORT FORM (Watson, et al., 1988),
- the SEARS-C (Merrel, 2007),
- and the questionnaire I edited.

I measured the interpersonal behavior of the participants using the Interpersonal Reactivity Index (Davis, 1983). The 28-question test provides quantitative results on the attributes of the respondents' interpersonal behavior using a validated measurement instrument and a 5-point Likert scale. The IRI test measures and examines participants' interpersonal traits using four components.

- **Perspective segment** - Spontaneous acceptance of and interest in the viewpoints of others.
- **Fantasy segment** - Respondents' ability to put themselves in the shoes of a character in a book or film.
- **Empathic concern segment** - Appreciates and empathizes with the feelings of others. Empathic, concerned about the other person.
- **Personal anxiety segment** - How the respondent handles tense interpersonal situations. Anxious, uneasy, tense, or performing well.

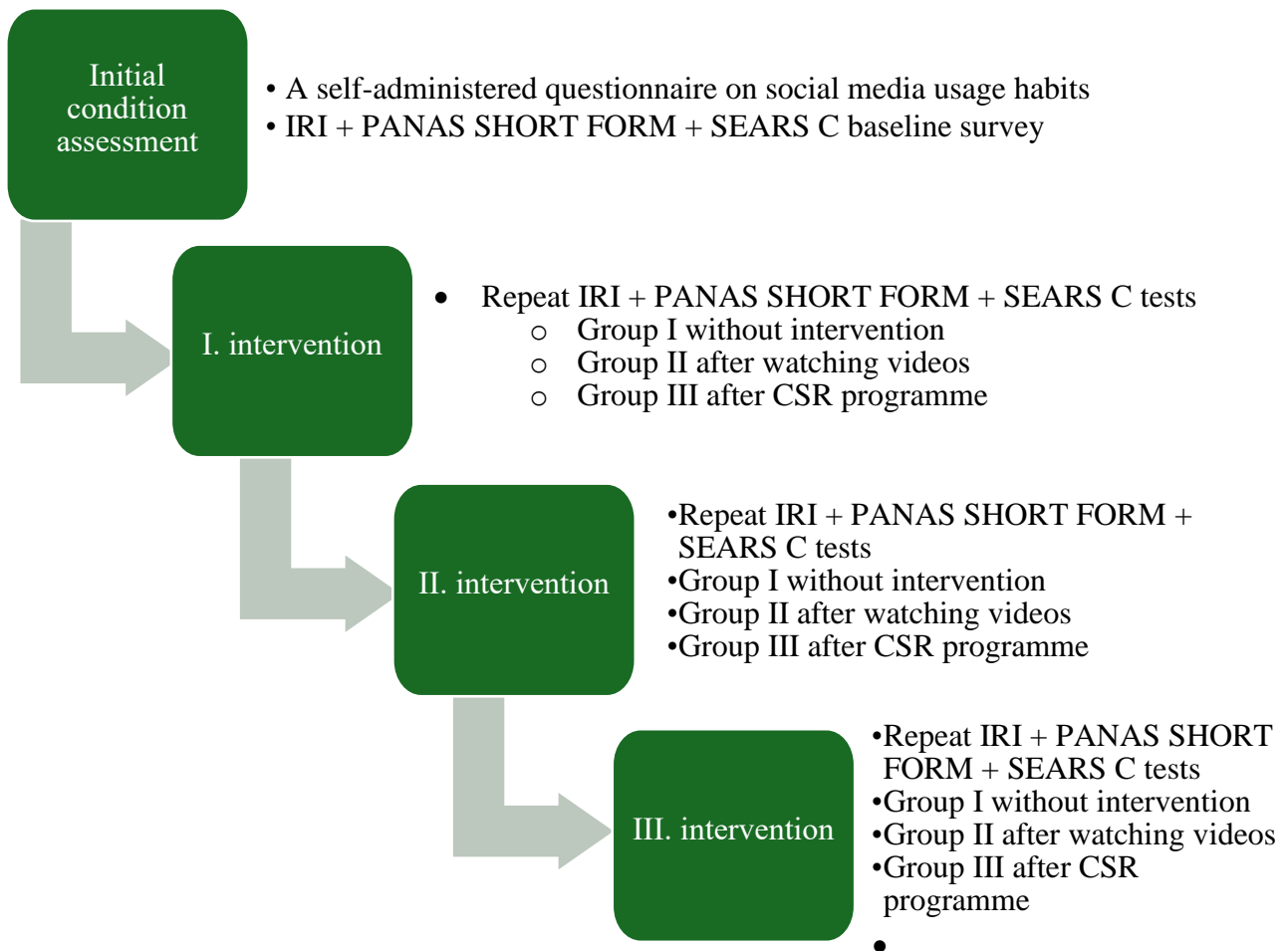
In addition to the Interpersonal Reactivity Index, I used another self-assessment test of social competence, the SEARS-C. The SEARS-C (Merrell, 2007; Cohn et al., 2009) is a 52-item self-assessment test developed in the late 2000s. The SEARS-C measures respondents' perceptions of their social-emotional competencies and social values and specifically quantifies learning in school, in my measurement, "living" and functioning in university groups (Merrell, 2007; Cohn et al., 2009). It was developed to measure the development of skills and competencies necessary for successful social inclusion. In the validated test, participants are asked to rate on a 4-point scale how true a behavior is for them (i.e. 0 = "never true", 1 = "sometimes true", 2 = "often true", 3 = "always true"). I also considered it important to examine the well-being of the research participants. I measured the well-being of the research subjects with a validated psychological test, the Positive and Negative Affectivity Schedule (PANAS SHORT). The test provided quantifiable data on how they reacted to the CSR video or participation in the CSR program. Using the PANAS SHORT FORM, participants can quantify the positive and negative emotions they experience (Watson et al., 1988; Kercher, 1992; Thompson, 2007; Gyollai et al., 2011; Köteles et al., 2012). I wanted to measure and quantify their reactions because they can change as a result of the videos and participation, as in both cases I assume

that both the video and the participation pushed them out of their comfort zone, so I examined their public "response". My 4th measurement tool was a self-designed questionnaire, which was designed to describe and map the social media usage habits of the respondents. The questionnaire was composed of closed questions.

5. The research process:

In my research, I studied university students playing for Vas County junior teams and divided my population into 3 groups.

- **Group I** was the control group of my research. The members of this group completed the questionnaires they received without intervention.
- **Group II** members watched two short 90-second videos during the interventions before completing the PANAS SHORT FORM, the IRI test, and the SEARS-C test. The video was a video1 of the NBA and Hungarian Decathlon's campaign on social responsibility, which can be viewed by anyone on their YouTube and Facebook pages. The above videos were embedded in the questionnaire, thus creating a consistent level of intervention.
- **Group III** members participated in various CSR programs during the interventions. It was more difficult to ensure uniformity here in my research because there was no event large enough for 32 people to participate at once or for everyone to fit in. To do this, I organized several events, with a lot of help from the local basketball team Falco-Vulcano Energia KC Szombathely. The members of the group took part in voluntary dog walks and helped in the collection actions integrated into the CSR program of the above-mentioned basketball club. After each session, the group members completed the three tests mentioned above.



6. Results:

The average time spent on social media was 144.9 minutes, with a gender difference in this figure. On average, boys spent 133.4 minutes on social media sites, while female respondents spent 161.3 minutes. The result of the Mann-Whitney rank test for independent samples was $U = 1116.50$, $p = .223$, indicating a weak relationship between the two variables. The average social media use of more than 2 hours can also be explained by the fact that 100% of the respondents have their own phone and internet subscriptions. 57% of the survey respondents answered that they like to use social media to chat and enjoy this opportunity (Gerbner & Morgen 2002; Strasburger, 2015; Anderson & Jiang, 2018; Brunborg és Andreas, 2019; Tóth et al., 2019a; Zakovszky, 2019; Anderson & Jiang, 2020; Nesi, 2020). The data is not surprising, as several studies confirm that social media's most important role is to overcome time and distance. We should not forget that social media is nowadays the cheapest and fastest way to access the world, so it is very important for people of all ages, as social media can provide platforms that make it easier to socialize and educate young people. 91.2% of respondents were neutral or negative about their opinion on the emotional expression possibilities of social media. One of the effects of this is that addiction will reduce the role of interpersonal

communication, which raises serious problems and issues. As social space expands, the amount of communication in the online space will increase (Csepeli, 2012; Ujhelyi, 2015).

Another problem is that the quality of a large amount of information is highly questionable. 34% of respondents rated the relationship between learning and social media as a medium (Yonker et al. 2015; Akram & Kuram, 2017; Zsolnai, 2017; Zakinszky, 2019; Andreson & Jiang, 2020; Sreejesh et al., 2020). It is important for the future, especially for students to dare to use it (and to develop a good relationship with the use of social media for learning) but the question arises as to the quality of information received, with 16% responding that they fully agree with the positive impact of social media on learning. Using the basic questionnaire, I was able to find out that 75.6% of my population agree that it is possible to learn new information through social media. They are already divided on the extent to which they can tell whether the information is real or not.

H1 - The lack of personal communication due to physical separation hurts the development of interpersonal and communication skills:

Due to the size of the population, it is not allowed to draw far-reaching conclusions, but in any case, I obtained surprising data and correlation, because previous research on the effects of social media has predicted that time spent on social media(s) can compromise empathy and lead to casualization in young people. In contrast, it is clear that this is not the case for the population, and the positive (but weak) slope of the trend line shows that those who spend more time on "social media" score higher on the empathy concern factor. This is important because empathy is an integral part of social competence, enabling individuals to appreciate and empathize with the feelings of others. Empathic, concerned about the other person. to put themselves in the other person's shoes, making it easier for them to socialize. The result is twofold. On the one hand, it is clear that the stimuli received on social media have an impact on young people's empathy concerns, but in this case, a higher score does not mean better results. During the increased time spent on social media, respondents receive more content, more stimuli, and more information about the outside world, and therefore have more reasons to "worry", which cannot be said to be a positive phenomenon. Next to that, I have to mention FOMO again, as the feeling of Fear Of Missing Out cannot be said to be a positive emotion either. In addition to the small number of items, the demographic data may also explain the surprising result in terms of education. Since 100% of the respondents are university students, it can be assumed that they can properly select the information and stimuli they receive from social media and think through the implications of the content they see there. Further measurements will be needed to confirm this in any case.

H2 - Social media has also become a socialization platform due to the increased use of personal phones, tablets laptops, and the Internet.

The average of the population's daily time spent on social media is 144.9, also presented

above. The standard deviation (S) is 98.9, the upper quartile is 197.8, the median (M) is 120.0, and the lower quartile is 66.2. Boys spend an average of 2.2 hours, while female respondents spend 2.7 hours (27.9 minutes more) browsing social media platforms. Our female respondents spend an average of 27 minutes more time on social media, yet the median for both sexes was 120 minutes, and outliers can be observed in male respondents. The maximum value was 596 minutes, while the minimum value was 10 minutes, and both values were measured in men. The standard deviation was also higher for male respondents, with (S=103.6), while for female respondents it was (S=92.7). In any case, it is important data that during my previous (2019) research, when measuring a younger age group (14.9), the value obtained now is double the value obtained in 2019. The measurement made with the u16 youth team revealed that the respondents spent 72.9 minutes on social media, while five years later (in fact, the initial data collection was in 2021) an age group four years older (18.9) spent 144.9 minutes on social media. This increase is explained by the age difference, but also by the rapid development of digitalization caused by COVID-19.

In summary, we can conclude that by the 2020s, social media has grown into a social space, which is supported by the responses of the population of my research. In agreement with the results of several previous researches, the participants prefer to use social media to keep in touch and chat. 57% of my research respondents said they like and enjoy using social media to chat. An interesting development in the second half of the 2020s may be that, although the use of personal phones and tablets has increased, the time spent on social media has stagnated by the year 2022 (www.hootsuite.com) and screen time has increasingly increased (In the case of the 'Z' generation, this can reach 9 hours/day). What are the effects of spending so much time in front of a screen?

H3 – Social responsibility can indirectly improve social problem-solving and emotional skills.

In addition to the control group, I worked with two intervention groups. During the interventions, group II watched two short 90-second videos before completing the PANAS SHORT FORM, the IRI test, and the SEARS-C test. The videos of the NBA and Decathlon were also about social responsibility, these videos can be viewed by anyone on their YouTube and Facebook pages. I sent the above videos to the contact persons of the teams participating in Group II and included them in the questionnaire, thus making the level of the intervention uniform. Group III members participated in various social responsibility programs during the interventions. The members of the group took part in voluntary dog walking and helped with the collection actions included in the CSR program of the Falco-Vulcano Energia KC Szombathely basketball club. After each session, the group members completed the three tests mentioned above.

During the initial measurement of group II, the median of the empathic concern segment was (M=19), while at the last measurement, the median was only (M=15). The standard deviation was almost the same in both cases (S1=4.4) (S2=4.2) When examining the two variables, I performed a Shapiro–

Wilk normality test: $W = 0.97$, $p = .087$ The normality was not violated, therefore a paired t-test we ran Minimum effect size in d unit: 0.44. Paired t-test result: $t(38) = 3.70$, $p < .001$. We can interpret the significant relationship from several sides. During the initial survey, it was also revealed that more time spent on social media affects the empathic concern of the members of my population. During the intervention of group II, empathic concern decreased as a result of the videos. Interestingly, this intervention “seemed weaker” due to passive participation, and I did not expect a significant relationship. Watching the video reached the stimulation threshold of young people with 3 suitable repetitions, but it is necessary to reach young people with such content several times to expect an effect. In the long term, a hybrid type of sensitization may be the solution, since as long as the young generation spends 2.5 hours a day on social media, they need to be reached there, but when combined with active CSR program participation, young people can appreciate these videos more. Another reason for the significant result of empathic concern after the intervention is that in the video, the characters of the video visited hospital patients and children struggling with serious illnesses, while in the second short film, they were able to "meet" several visually impaired people in the Decathlon blind run - and although we are talking about university students - the "sight" the passive experience also sensitively affected the respondents. The above reasoning is supported by the fact that their commitment segment measured in the initial questionnaire decreased from the initial 2.64 to 1.92 as a result of watching the videos, while the determination segment dropped from 2.81 to 2.08. The perspective segment of the IRI test shows the extent to which the applicant can spontaneously accept other people's points of view, as well as the extent to which he can accept the weight of his situation, and whether he shows interest and openness to empathize and accept it. The positive change achieved here also explains the negative slope of the PANAS results. If we start from the assumption that, as a result of the videos, the respondents became more open to experiencing the situation of others and adopting a perspective, this explains the decreasing determination indicator, since they are alarmed by the situation. The values obtained here confirm again that a relationship can be observed between the PANAS and IRI results. After watching the videos, the factor of fear and anxiety increased, not only sharply, but also.

On the other hand, the perspective-taking segment of the Interpersonal Reactivity Index reacted positively to the video interventions. The starting value of the population was ($M=16.9$) ($S=4.0$), where the maximum value was 27.0, while the minimum value was 8.0. As a result of irrigation, a weak but positive trend line can be drawn. The values obtained after watching the videos were ($M=19.0$) ($S=4.3$), the maximum was 28.0, while the minimum was 7.0. The perspective segment of the IRI test shows the extent to which the applicant can spontaneously accept other people's points of view, as well as the extent to which he can accept the weight of his situation, and whether he shows interest and openness to empathize and accept it. The positive change achieved

here also explains the negative slope of the PANAS results. If we start from the assumption that, as a result of the videos, the respondents became more open to experiencing the situation of others and adopting a perspective, this explains the decreasing determination indicator, since they are alarmed by the situation. The values obtained here confirm again that a relationship can be observed between the PANAS and IRI results.

The fantasy segment measures the respondents' ability to imagine themselves in the skin of a character in a book or film. The significant difference between the taking perspective and the fantasy segment is that in the former, the person filling in is better able to take over and accept the thoughts of others - in our case, their fears - while the latter segment measures how much the person filling in can imagine themselves in the story - in our case, in the videos - to the situation of its characters. During the initial measurement in the fantasy segment, the values of my population were as follows: (M=16.), (S=4.7), the maximum value was 26.0, while the minimum value was 8.0.

As a result of the video intervention, however, a small drop in the results of the SEARS-C measuring instrument can be observed. Group II achieved an average value of 106.8 after the interventions, where (M=109.0) and (S=15.1) the maximum value was 140.0, while the minimum was 80.0. As a result of attrition, we had 38 data who participated in the video intervention all three times and/or entered their code correctly, so we were able to identify the change.

Group III members (n=32) (M=20), (S=3.1) achieved higher results in the empathic concern segment than group II participants (n=38), where (M=15) (S=4.3) was. You can see that the participants in the program were able to approach the problem more empathetically than during the indirect experience on the video, but the empathic concern segment quantifies the ability of the participants to appreciate and feel the feelings of others. Here, too, I must point out that a higher result does not equal a better result. There may be several distorting reasons for the higher achieved result. On the one hand, due to attrition, I was able to work with a small number of items in this group (n=32), so we should not draw general conclusions. I already talked about the other distortion above, but I also mention here that the members of group II watched videos about hospital visits and the integration of the blind, which, although they had an impact on them, provided a much more "shocking" experience than that of group III. members had to do. Unfortunately, I couldn't organize programs that match the content of the videos. Due to the strict regulations, we did not join a hospital, or due to the lack of local initiative, we did not join a program that prioritizes the sport's integration of the blind, but I organized several independent programs (dog walking, local basketball team fundraising campaigns).

Progress was made in the perspective-taking segment, the participants achieved better results than during the initial measurement. The average rose from 17.9 to 20.8, the median from 19.0 to 20.0, while the lower and upper quartiles also show higher values than in the initial measurement. Shapiro-Wilk normality test in the Difference of IRI_PT_sima and IRI_PIT_CSR variable: $W = 0.95$, $p = .162$.

The reason for the successful intervention may be the personal presence and the discussion (our latter statement will have to be substantiated in a separate measurement) since we did not have the capacity for this during the video intervention, while in the case of group III, we were able to answer the questions due to the personal presence. In personal participation, I play an important role in communication, as it is clear that prior sensitization helps the acceptance of the program and in this case develops the ability to adopt a perspective.

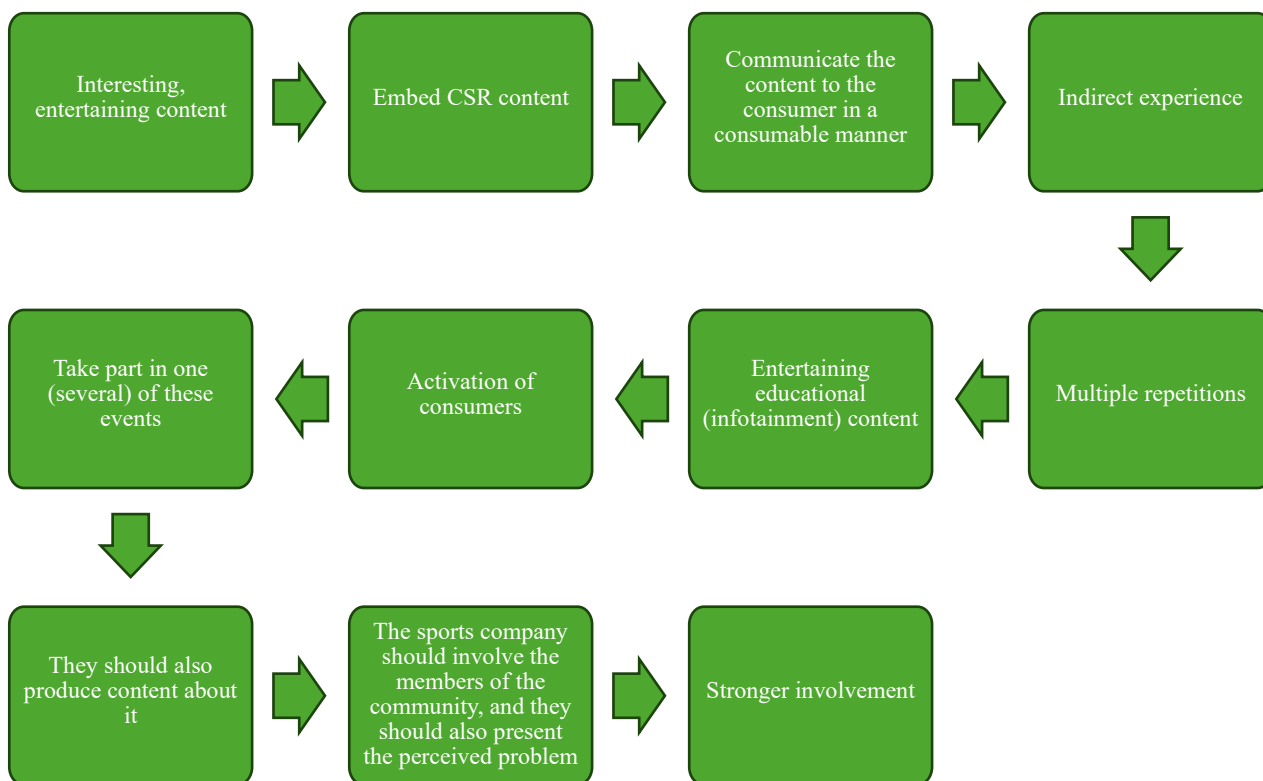
In advance, I expected that the joint program would have a positive effect on the SEARS-C results and could influence the values achieved there, but the intervention did not result in any significant changes. The Shapiro–Wilk normality test in the Difference of SEARS_initialó and SEARS_resztvevo variable: $W = 0.96$, $p = .291$.

7. Conclusions:

My research examined a problem, the negative consequences of increased time spent on social media on emotional competence. In addition, I also measured the effects of social leadership, a communication tool that has become more and more a trend in Western European and North American sports, on emotional competence. We can talk about two independent, but highly researched areas, the correlations of which have not yet been sought or measured. It is indisputable that the time spent there and the content consumed there influence not only the emotional competencies of young people but also older generations (if we are talking about young people, their development). Knowing this, it is very important that content producers - in our case, sports businesses, and professional sports clubs - "produce" content that helps the development of young people's emotional intelligence. I found that the use of social media for this purpose is not insurmountable, but the intervention repeated 3 times during the measurement (watching 3 videos) did not produce significant progress. I discussed the reasons above, but in summary, it is visible,

- watching the video is not enough,
- the content must also be introduced to young people,
- you have to communicate about it,
- the content of the CSR video must also be discussed.

The non-significant relationships can also be caused by the fact that the respondents have already reached their 18th birthday, and several researchers have highlighted that the most sensitive and receptive age group in the development of social competence, including emotional intelligence, is the 10-14-year-olds (Goleman, 1997; O'Connor, 2000; Pulos et al., 2004; Nagy, 2010; Raimundo et al., 2012; Zsolnai, 2017; Bredács, 2018). The program and the videos must be created in the spirit of long-term planning so that the positive change can be measured and recognized.



You can see in the flowchart that the model is a long process, the first steps of which must be taken on social media. Knowing the motivations for using social media helps in successful use. In the first half of the model, with the help of social media, people get an indirect experience, so they passively participate in the event, and as my measurement showed, video viewing affects the empathic concern of the participants, which is one of the factors of social competence. The presence of social media should also be used so that sports teams and sports businesses can activate spectators, fans, and people. The aim of the activation is for them to participate in similar initiatives, or to be interested on an individual level themselves. The process is facilitated by educational content that presents the problem and its solution options. In the next step, the task of sports enterprises is to organize joint programs, the purpose of which is to give people the opportunity to actively participate in such an event. I did not measure a significant relationship between active presence and the development of social competence, but as I explained above, there may be several reasons for this, which can be remedied in this model. With the right instructions, it is possible to help the participants to be more receptive as a result of social contact. It is also the task of sports enterprises to be able to repeat these events more often and in the presence of as many participants as possible. An active presence on social media platforms can help with this again. Facebook, Instagram, or other platforms can take the lead in spreading the CSR program, since according to hootsuite.com's measurements, we spend an average of 2:24 minutes a day on these platforms (the members of the population of my measurement spend 2:29/day). Involving fans and participants in active content production and sharing makes communication even more authentic. Discussion of videos and joint participation in events is a very

important program for developing interpersonal behavior in the 12-14-year-old age group, with the former, fantasy (as shown by the research population) and empathic concern can be developed, while joint CSR events in the community (SEARS -C - test) can develop thinking and coexistence. The task of the teams is to take the initiative. Both in videos and at personal events. In this sense, video content also functions as a promotion, in addition to education, where it draws attention to the problem and community organization. In summary, the model can affect all generations, and in addition to direct access, it can also indirectly affect the development of the community's emotional competence.

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9. Publication list:

9.1. My presentation:

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Tóth, D.Z., Dancs, H. & Gósi, Zs. (2019). A sportvállalatok társadalmi felelősségvállalásának hatása a szombathelyi utánpótlás kosárlabdázók érzelmi fejlődésére. *MSTT*, Nyíregyháza, 2019.06.05-07.

Tóth, D. Z., Dancs, H. & Gósi, Zs. (2019). Economic organizations, especially sports organizations effects on corporate social responsibility on youth aged athletes. *ECCS Conference*, Prága 2019.07.03-06.

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Szombathely Crucial Catch kampányának elemzése. *XXI. Országos Sporttudományi Kongresszus*.
2024.05.29-31., Székesfehérvár

9.2. My publications:

9.2.1. Articles, book chapters:

Tóth, D. Z., Dancs, H. & Gósi, Zs. (2019): A társadalmi felelősségvállalásból származó értékek átadása az utánpótlás edzői feladatok között. 11th International Conference of J. Selye University Pedagogical Sections absztraktkötet 151-163. DOI: <https://doi.org/10.36007/3334.2019.151-163>

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9.2.2. Publications in conference proceedings:

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