

INDEX

Note: Page numbers followed by “*n*” indicate notes.

- Adolescents, 92
- American Academy of Pediatrics (AAP), 44*n*5
- Analytical method, 56

- Bartók Béla Faculty of Arts (BBMK), 25*n*9
- Bayesian information criterion (BIC), 56
- Beliefs and practices, 71
- Big data youth research, 14, 16

- Child-centered methodologies, 104
- Children
 - social intelligence development, 75–76
 - social intelligence enhancement process, 71
 - use narratives, 106
- Climate change, 17
- Climate emergency, 17
- Climate well-being, 17–22
- Cluster analysis, 53, 56
- Cocooning, 97
- Communication on feelings and close relationships and emotional intimacy, 71
- Confidentiality/privacy, 36
- Conformity, 4
- Coronavirus pandemic, 22
- COVID-19
 - family activities and parental stress during, 61–63
 - home activities and parental stress during, 56–57, 63
 - household activity patterns during, 57–60
 - infection, 15
 - lockdown, 31, 33
 - mental health of children and parents in, 52
 - outbreak, 17
 - pandemic, 50
 - spending time at home during, 50–51

- Demographic factors, 61, 64–65
- Digital detox, 13
- Digital future, 41
- Digital media use
 - children, time and, 30–31
 - digital time as field of inter- and intrasubjective negotiations, 41–43
 - expanding self, 43–44
 - qualitative content analysis to explore young people’s perspectives, 34–36
 - time spent online, 32–34
 - young people’s perspective on spending time digitally, 36–41
- Digital online approach, 70
- Dissatisfaction, 4
- Documentary method, 107–109

- Economic growth, 18
- Emotional intimacy with integrity and openness in advancing family time spend and contact, 83–85
- Environment protection, 19
- Essays, 106

- European Early Childhood Education Research Association (EECERA), 36
- Excessive use, 32
- Exploratory study
 - analytical method, 56
 - ethical consideration, 54
 - family activities and parental stress during COVID-19 pandemic, 61–63
 - limitations of research and future issues, 65–66
 - measures, 54–56
 - mental health and home activity during COVID-19 pandemic, 52–53
 - mental health of children and parents in COVID-19 pandemic, 52
 - participants and recruitment process, 54
 - relationship between patterns of home activities and parental mental health, 60, 63–64
 - relationship between patterns of household activities and demographic factors, 61, 64–65
 - research questions, 53
 - results, 56–61
 - spending time at home during COVID-19 pandemic, 50–51
- Faculty of Agriculture (MGK), 25n9
- Faculty of Dentistry (FOK), 25n9
- Faculty of Economics and Business Administration (GTK), 25n9
- Faculty of Engineering (MK), 25n9
- Faculty of Health Sciences and Social Studies (ETSZK), 25n9
- Faculty of Humanities and Social Sciences (BTK), 25n9
- Faculty of Law and Political Sciences (ÁJTK), 25n9
- Faculty of Medicine (ÁOK), 25n9
- Faculty of Pharmacy (GYTK), 25n9
- Faculty of Science and Informatics (TTIK), 25n9
- Family activities and parental stress during COVID-19 pandemic, 61–63
- Fantasy, 104–105
 - data analysis and results, 109–116
 - ethical issues, sampling, setting, and method of analysis, 106–109
- Federal Centre for Health Education (BZgA), 44n5
- Free time activities, 25n18
- Fridays For Future* movement, 18
- Fukuyama confidence, 5
- General Linear Model (GLM), 56
- Generation, 2
 - coronavirus pandemic, 22
 - Janus-faced Generation, 2–3
 - New Silent Generation, 3–5
 - problem perception and social life activity, 14–22
 - research methodology and respondents, 5–6
 - satisfaction with different aspects of life, 11–12
 - screen free time, 13–14
 - self-description of generation, 6–11
- Generation X, 5, 24n1
- Generation Y, 2, 5
- Generation Z, 2
- Generational community, 5
- Harmonized European Time Surveys (HETUS), 92
- Home activities and parental stress during COVID-19 pandemic, 56–57
- Home activity during COVID-19 pandemic, 52–53, 63
- “Homo-globals”, 5
- Household activity patterns during COVID-19 pandemic, 57–60
- Ideal childhood, 104
- Infodemia, 25n21

- Inter- and intrasubjective negotiations,
digital time as field of, 41–43
- Interview partners (IP), 45n11
- Janus-faced Generation, 2–3
- Juhász Gyula Faculty of Education
(JGYPK), 25n9
- Junior High School (JHS), 107
- Learning, 112
- Leisure, 93
activities, 110
- Mannheim's concept, 2
- Mannheim's generational factor, 5
- MAXQDA, 35
- Mental health of children and parents
in COVID-19 pandemic,
52–53
- Narratives, 105
- Neptun. NET Unified Study System,
6, 25n7
- New Childhood Studies, 33
- New Silent Generation, 3–5
- oNEET, 24n5
- Open-ended questions (OQ), 34
- Opinion index, 8
- Pandemic age, 70
- Parental education, 53
- Parental mental health, 60, 63–64
- Passivism, 4
- Pessimism, 4
- Preschool children, 50
- Problem perception of young, 14–22
- “Problematic use” concept, 44n4
- Public educators, 71
- Qlimates, 2–3
- Qualitative content analysis to explore
young people's perspectives,
34–36
- Quality family time, 72
analysis, 85–88
- children's social intelligence
development, 75–76
- family time-well-arranged practice
for children's social
intelligence support, 78–79
- literature review, 72–73
- methodology, 79–81
- need for developing children's social
intelligence through family
time arrangement, 76–78
- to parenting skills, 73–75
- results and analysis, 81–85
- Quarantines, 3
- Resource dilution model, 65
- Responsible commitment and
balance for close family
relationships, 82–83
- Restrictive circumstances, 3
- Right to time for oneself, 98–100
- Risk-bearing countries, 18
- Risk-creating countries, 18
- Satisfaction with different aspects of
life, 11–12
- Satisfying physiological needs, 25n18
- School, 92–93
activities in Ghana, 112
excursion, 115
- Screen free time, 13–14
- Screen time, 51
- Self-actualization, 35
- Social cognition, 70
- Social intelligence, 70–71
family time-well-arranged practice
for children's social
intelligence support, 78–79
need for developing children's
social intelligence through
family time arrangement,
76–78
orientation, 76
- Social isolation, 52
- Social life activity of young, 14–22
- Social skills, 71
- Socially fixed events, 25n18

- Sociology, 20
- Space-independent social staging, 97
- SPSS 25.0, 56
- Spy apps, 96

- Technical skills to improve family relationships, 81–82
- Temporal flexibility, new norm of, 95–98
- Three-tier instrument, 104
- Time management, 93
- Time spent online, 32–34
- Time use, 104, 106
- Two-faced generation, 23
- Two-step cluster analysis, 56

- Uncertainty, 4
- Unequal time patterns in childhood and adolescence, 91–92
 - emergence, 92–94
 - linking, 94–95
 - new norm of temporal flexibility, 95–98
 - right to time for oneself, 98–100
- United Nations Convention on the Rights of the Child (UNCRC), 36
- University of Szeged (SZTE), 5–6, 8
- University students, 6

- Voluntary informed consent, 36

- Well-being, 36

- Young people, 31
 - adults' presumptions on digital media, 36–38
 - perspective on spending time digitally, 36
 - perspectives on digital media time, 38–41