

Denisa Jánošová, Renáta Sádecká

Aspects Of Communication In The Digital Literacy Of Generation Y In The Region

ABSTRACT

This paper deals with digital literacy, which helps develop generation Y's skills and competencies. The aim of this paper is, based on a questionnaire survey, to obtain information on the digital literacy of Generation Y in the Trenčín region (Slovak Republic) and the Zlín region (Czech Republic) and whether these regions help to increase Generation Y's digital competences. Also, analyse and compare specific survey results in each region and, based on the obtained data, prepare recommendations that would be generally applicable not only for the selected regions from the survey but also for other regions. Before starting our marketing research, we set research questions and hypotheses, which we justify and statistically verify in this article's empirical part. Based on our findings, there is no statistically significant relationship between sex and learning new digital media of Generation Y. According to our findings, Generation Y is interested in learning about digital media, but none of the regions studied offers sufficient development opportunities.

KEY WORDS

Digital literacy. Generation Y. Communication. Trenčín region. Zlín region.

1. Introduction

Generally, literacy has several levels of understanding and is associated with essential related areas, such as the ability to express oneself, digital competence, and the ability to analyse information media critically.¹ An individual's literacy skills can help him/her gain confidence, improve health, well-being and increase civic or societal engagement. Digital literacy does not only depend on the technical mastery of tasks and knowledge associated with the control of one technology, i.e., computers. These are the individual competencies, which are related to the technical mastery of information and communication technologies, the ability to work with digitized content, the ability to master the safe use of digital technologies, communication skills and abilities.² Access to digital technologies of a certain minimum quality is one of the essential conditions. The development of digital literacy refers to practices, measures and learning opportunities that programmatically link a set of sub-competencies with questions of their meaning to an individual or group of people in solving problems in everyday personal or professional life. There is a metaphor about the digital divide between digital literate people and those who do not use digital technologies or have a low level of digital literacy.³ People can belong to the group of digitally integrated or to the group of digitally excluded. However, digital inclusion does not necessarily mean success in society or a better quality of life. On the contrary, excessive use of information and communication technologies can cause various dependencies associated with frequent use of the Internet, health issues, impaired concentration, etc. The technologies experienced a significant qualitative change during the formation of Generation Y. According to the experts, this is an approximate range between the years 1980 and 1995.⁴ The characteristics of Generation Y differ depending on the social and economic status of individual regions. In a broader sense, this cohort is characterized by a positive impact on communication, media and digital technologies. Children of generation Y had the opportunity to grow up in an environment where technology surrounded them in everyday life. The digital world had brought to their lives possibilities when previous generations were growing up at the level of fiction. While the previous generations accepted the technological and information boom slowly and carefully, generation Y became almost immediately accustomed to the digital elements that connect them to the world and represent a means of entertainment. However, in 2007, Generation Y was hit by the economic crisis, which has had a far-reaching impact on them to this day. Experts talk about possible long-term economic and social damage for this generation. Therefore, it is essential that the regions are also interested in and communicate to a sufficient extent to develop Generation Y's digital literacy as its inhabitants.

¹ See: ALAGU, A., THANUSKODI, S.: *Bibliometric Analysis of Digital Literacy Research Output: A Global Perspective*. USA, Nebraska : University of Nebraska, 2019, p. 6.; ŠUPŠAKOVÁ, B.: Media Education of Children and Youth as a Path to Media Literacy. In *Communication Today*, 2016, Vol. 7, No. 1, p. 32-50.

² American Press Institute: *How Millennials Get News: Inside the Habits of America's First Digital Generation*. [online]. [2021-02-20]. Available at: <<https://www.americanpressinstitute.org/publications/reports/survey-research/millennials-news/>>.

³ See: CHAN, S. K. et al.: Digital Literacy Learning in Higher Education through Digital Storytelling Approach. In *Journal of International Education Research*, 2017, Vol. 13, No. 1, p. 12.; TRNICIC, D., VUKELIC, A. K.: Privacy on the Internet Concerning Generation Z in Bosnia and Herzegovina. In *Media Literacy and Academic Research*, 2021, Vol. 4, No. 1, p. 180-199.

⁴ JEŽOVÁ, D.: Generácia Y: Mileniáli sú najvzdelanejšou generáciou. Stres je ich najväčším nepriateľom. In *Ateliér*, 2019, Vol. 15, No. 4, p. 19.

2. Theoretical Framework

Competences and their use by individuals are associated with the increasing demands of current society. The term competence is used in everyday life and competencies are in demand in public, so it is also referred to as a phenomenon. Kmet⁵ points out these competencies in the context of training and preparation for the profession, which also referred to a person's ability to perform tasks. Turek shares the view that individual competencies will enable one to cope successfully with rapid changes in work, personal and social lives. A subset of competencies is critical competencies initiated and endorsed by the European Parliament and the Council of Europe in 2006.⁶ They express a set of knowledge, skills, and attitudes appropriate to the individual that they need for their personal development, active citizenship, social inclusion, and employment.

Competence	Competence's meaning
Communication in the mother tongue	Interpretation of thoughts, feelings, the transmission of information (orally, in writing), communication within various social topics.
Communication in foreign languages	Productive and receptive skills in oral and written form as in communication in the mother tongue, the difference is in learning a foreign language and its use in practice.
Mathematical competence and essential competencies in science and technology	Includes math skills, mathematical operations in everyday life, explanation of natural and technical phenomena.
Digital competence	Be able to use multimedia technologies (content creation, sharing, editing, presentation, sorting and exchange of information).
Learn to learn	Application of new knowledge in real life, knowing how to solve problems at home and in society.
Social and civic competences	These are competencies that help the individual to participate effectively in social events
Initiative and entrepreneurship	Taking individual responsibility for oneself, addressing issues in the context of accepting and supporting changes brought about by external factors.
Cultural awareness and expression	Developing the ability to know how to appreciate the culture and appreciate its manifestations.

TABLE 1: Key competencies for lifelong learning within the European Reference Framework

Source: own processing, 2021

The importance of these critical competencies has increased since 2006.⁷ These competencies bring one a certain degree of self-confidence, success in life and work situations. Therefore, it is essential not only to acquire the given competencies but also to develop them further.

With the gradual development, the use of information and communication technologies, as well as the continually expanding informatization and electronization of society, another concept began to emerge, in particular digital literacy, in addition to information literacy.⁸ The rapid development of technology that has taken place in recent decades has significantly affected

⁵ See: KMEŤ, P.: Klúčové kompetencie vo výchove a vzdelávaní – uplatnenie nových didaktických prístupov. In *Didaktika*, 2011, Vol. 2, No. 2, p. 22-25.

⁶ *Klúčové kompetencie pre celoživotné vzdelávanie v rámci Európskeho referenčného rámca*. [online]. [2021-02-20]. Available at: <https://ec.europa.eu/commission/presscorner/detail/sk/MEMO_10_199>.

⁷ *Main Statistical Findings*. [online]. [2021-02-20]. Available at: <https://ec.europa.eu/eurostat/statistics-explained/index.php/Digital_economy_and_society_statistics_-_households_and_individuals#Main_statistical_findings>.

⁸ See: JORMAND, H. et al.: A Qualitative Study on People's Experiences of Covid-19 Media Literacy. In *Media Literacy and Academic Research*, 2021, Vol. 4, No. 1, p. 38-52.

all areas of human activity. According to several authors,⁹ modern information technologies in some areas are replacing entire professions and in others, these changes are expected soon.

In 2010, a document was approved by the European Commission entitled “*Digital Agenda for Europe*.”¹⁰ This document presents a strategy to support the digital economy until 2020. The strategy contains 7 priority areas that focus on creating a single digital market, interoperability, increasing the credibility and security of the Internet, faster access to the Internet, higher investment in research and development – improving digital literacy and inclusion and applying information and communication technologies to address the challenges facing society – climate change and an aging population. Adopting this strategy should revitalize the economy and build the foundations for a sustainable digital future for the younger generations.

The document Digital Citizenship,¹¹ which is part of the EU documents, mentions the importance of ICT and applications for digital literate users. Besides, digital literacy is required to effectively search, evaluate, use, and create information to achieve personal, social, professional and educational goals.

One of the critical competencies for lifelong learning is digital literacy. The definition of digital literacy is not coherent and established today because its subject is continually evolving. For the first time, the concept of digital literacy was defined by Gilster¹² in 1997 – “*the ability to understand and use information in various formats from a wide range of sources that are obtained or provided through a computer.*” Progress and developments in ICT are also reflected in definitions and perspectives on the issue of digital literacy. According to Velšic,¹³ digital literacy includes the body of knowledge, skills and understanding needed to make appropriate, safe and productive use of digital technologies for learning and cognition, whether at work or in everyday life. Thus, it is a set of gradually built skills that make sense when using digital tools for their needs, cognition, expression or individuals’ personal development. Thanks to digital literacy, an individual can effectively solve everyday problems in a digital environment.

In 2020, nationwide representative research focused on the digital literacy of respondents older than 14 years was carried out. It turned out that the share of digital literates who have at least essential experience in mastering modern information technologies is currently about 83%. In recent years, the share of respondents who declare that they have experience working on laptops, tablets, or smartphones with various electronic services and communication technologies has increased. However, long-term mapping within the Digital Literacy¹⁴ project in Slovakia draws attention to digital literacy in adapting to new trends in the field of information technology. While in 2015, 17% of those who found it difficult or somewhat challenging to work with ICT, in 2020, already account for 27%.

In this paper, we discuss the relationship between digital literacy and Generation Y. For our paper; the most appropriate definition is generation from a sociological point of view.¹⁵ Thus, the generation represents a large, socially differentiated group of people born at about the same time, which is reflected in the formation of their attitudes, values, thinking and actions.

⁹ See: FRAILLON, J. et al.: *International Computer and Information Literacy Study 2018: Assessment Framework*. Amsterdam : Springer, 2019; PORAT, E. et al.: Measuring Digital Literacies: Junior High-school Students’ Perceived Competencies versus Actual Performance. In *Computers & Education*, 2018, Vol. 12, No. 6, p. 23-26; CARETTERO, S. et al.: *DigComp 2.1: The Digital Competence Running Head: MEASURING DIGITAL LITERACY Framework for Citizens with Eight Proficiency Levels and Examples of Use*. Luxembourg : Publication Office of the European Union, 2017.

¹⁰ *Digitálna agenda pre Európu*. [online]. [2021-02-20]. Available at: <https://ec.europa.eu/commission/presscorner/detail/sk/MEMO_10_199>.

¹¹ See: GRUSZCZYNSKA, A. et al.: Digital Futures in Teacher Education? Exploring Open Approaches Towards Digital Literacy. In *Journal of E-learning*, 2013, Vol. 11, No. 3, p. 193-206.

¹² GILSTER, P.: *Digital Literacy*. New York : Chichester, 1997, p. 43.

¹³ VELŠIC, M.: *Digitálna gramotnosť na Slovensku 2011*. Bratislava : IVO, 2011, p. 7.

¹⁴ VELŠIC, M.: *Digitálna gramotnosť na Slovensku 2020*. Bratislava : IVO, 2020, p. 12.

¹⁵ TULGAN, B.: *Not Everyone Gets a Trophy – How to Manage Generation Y*. USA : Jossey-Bass, 2019, p. 47.

Generational awareness is based on attitudes and opinions that arise in response to a shared social environment. In the professional literature, we can find slight deviations in identifying the years of individual generations. However, more important are the characteristics and traits that characterize generations. According to Ericson,¹⁶ determining the exact boundaries for Generation Y is still under discussion and reflection. Demographers are usually able to define a generation based on common traits, characteristics, and similar behaviour. If behaviour changes significantly, a new generation is defined. Dorsey¹⁷ limited Generation Y in the group of people born between 1977 and 1995. Lipkin¹⁸ identified Generation Y as the largest generation (73-75 million people), the size of which is close to the Baby Boomers generation and well above the number of Generation X. Given the young age of the youngest representatives of Generation Y, it is not yet possible to define precisely the period to which Generation Y belongs. However, according to several experts on this issue, Generation Y falls within the range of 1980-1995

Generation Y was used initially in the United States for a generation of young people who grew up in an environment saturated with communication and digital technologies.¹⁹ With the onset of the recession and its impact on these young people, the term earned a different meaning; due to Generation Y's insufficient opportunities, it could become a lost generation. Luptáková²⁰ has an opposing opinion on this issue, claiming that Generation Y is a generation of heroes. She has a theory that the generations are part of four regularly recurring cycles globally, and the children of Generation Y grow up in the third cycle, which she calls "unravelling." According to historians, this is a period in which individualism thrives while institutions are weak.

The PrincetonOne²¹ study states that this generation grew up in the world of the Internet and global society, brought up believing in their own strength, demands and belief that everything is feasible. Of all generations, Generation Y achieves the highest education and technological skills.

Research²² suggests that generation Y can be described as very advanced in digital literacy. Information technologies are part of everyday life for this generation. From an early age, they are connected to technology and the Internet, so it is a matter of course to own a mobile phone, computer or tablet. Their culture is made up of modern technologies, media and the Internet. Using the Internet for this generation is not just for fun; on the contrary, it is used to learn, shop, communicate or create different communities.

The digital literacy of the representatives of Generation Y, perceived from the perspective of the inhabitants of a particular region, may be influenced by the region's action steps in this issue, says Alam²³ in one of his studies. The development of digital competencies with the support of the region's representatives is one of the topics discussed, based on the digital strategy of individual regions. The digital era of the 21st century has brought along new technologies, innovations and trends that are dynamically changing the world and affecting all life areas.

¹⁶ ERICSON, T.: *Plugged in: The Generation Y Guide to Thriving at Work*. Boston : Harvard Business Press, 2018, p. 32.

¹⁷ DORSEY, J. R.: *Y-Size Your Business: How Gen Y Employees Can Save You Money and Grow Your Business*. USA : John Wiley&Sons, 2010, p. 81.

¹⁸ LIPKIN, N. A., PERRYMORE, A. J.: *Y in the Workplace, Managing the "Me First" Generation*. USA : Career Press, 2019, p. 25.

¹⁹ See: RAINER, T. S., RAINER, J.: *The Millennials: Connecting to America's Largest Generation*. USA : B&H Publishing Group, 2011, p. 50; ANDERSON, D.: U.S. High School Student's Social Media Use and Their Political Socialization. In *Communication Today*, 2020, Vol. 11, No 2, p. 166-174.

²⁰ LUPTÁKOVÁ, N., KRIŠKOVÁ, E.: *Generácia Y: Výskum*. Banská Bystrica : UMB, 2010, p. 18.

²¹ HOBART, B.: *Success Begins with Diversity*. [online]. [2021-02-21]. Available at: <<https://princetonone.com/success-begins-with-diversity/>>.

²² See: VRABEC, N.: *Mediálna výchova: teoretické východiská a trendy*. Trnava : FMK UCM v Trnave, 2015, p. 68; STANOVÁ, P.: Google generácia žije v online svete. In *IT lab: informačné technológie a knižnice*, 2016, Vol. 20, No. 4, p. 59-65; ŠRAMOVÁ, B.: Generácia Y v škole a v práci. In *Mládež a spoločnosť*, 2016, Vol. 12, No. 2, p. 24-31.

²³ ALAM, K. et al.: Assessing Regional Digital Competence: Digital Futures and Strategic Planning Implications. In *Journal of Rural Studies*, 2018, Vol. 60, No. 5, p. 60-69.

Informatization and digitization have changed how economic value is created, the structure and functioning of markets and, ultimately, how all relationships, both economic and social, are created and developed. The EU is working to build a European digital single market.²⁴ Such a market should enable the full use of digital technologies in society, create favourable conditions for digital networks and innovation, and ensure better access to digital goods and services. However, these tasks require that people be sufficiently digital literate for the given market conditions. The mentioned digital transformation in several areas at the regional level requires thorough communication of the region's competent representatives towards their inhabitants.

3. Methods

From January to February 2021, we conducted a marketing survey with a crucial focus on researching Generation Y's digital literacy in two regions. Two regions were selected for our survey – the Trenčín region (Slovak Republic) and the Zlín region (Czech Republic). We chose regions based on their related culture and location. Each of the regions is part of a different country, but at the same time, it forms cross-border regions. As part of the survey, we dealt with Generation Y's digital literacy in selected regions and communication of digital literacy by representatives of Generation Y.

The quantitative survey was conducted online in the form of inquiries based on a questionnaire. Part of our survey is to examine two variables, namely sex and learning new digital media, based on hypotheses. We statistically verified the established hypotheses using a contingency table and contingency coefficient calculations. In the article, we used scientific methods such as questioning, induction, deduction, analysis, synthesis, and data comparison. The questionnaire contained 6 closed and 3 identification questions within the solved problem. The analysis of individual items from the questionnaire is presented in the Results of this article. The Google Forms platform was used to distribute the questionnaire. In this survey, we work with the range of the years 1980-1995 of Generation Y's birth in both regions. Generation Y and thus the respondents of our survey are people aged 26-41 years. We used the following pattern to calculate a representative sample of respondents:

$$n = \frac{z_1 - \frac{\alpha^2}{2} * \pi * (1 - \pi)}{E^2}$$

where: π means the ratio of the occurrence of the observed character within the basic set; E is the maximum for an acceptable error interval; z means the quantile of the distribution function.

Since we do not know the ratio of the observed trait occurrence within the basic set, we conservatively determined the value as 0.5. The maximum acceptable error interval was set at 5% and the quantile of the distribution function was 1.96, which is equal to a 95% reliability level.

The minimum size of the selected set was 376 respondents for each region separately. The respondents' actual sample size within the Trenčín region was 390 respondents and within the Zlín region, 400 respondents (Table 2).

²⁴ *Stratégia digitálnej transformácie Slovenska 2030*. [online]. [2021-02-21]. Available at: <<https://itas.sk/wp-content/uploads/2019/05/Strategia-digitalnej-transformacie-Slovenska-2030.pdf>>.

		Trenčín region		Zlín region	
		N %		N %	
Gender	women	182	47%	212	53%
	men	208	53%	188	47%
Age	26 – 33	159	41%	203	51%
	34 – 41	231	59%	197	49%
Education	Primary school	164	42%	170	43%
	High school	144	37%	127	36%
	University	82	21%	103	26%

TABLE 2: Respondent’s of Trenčín and Zlín region demographic data

Source: own processing, 2021

Before starting our survey, we defined research questions:

- **RQ 1** Do the representatives of the Trenčín and Zlín region communicate education in the field of digital literacy towards Generation Y?
- **RQ 2** Is the smartphone one of the most used digital media of Generation Y?
- **RQ 3** Does Generation Y consider it essential to learn about digital literacy in the latest technologies and innovations?

We also set hypotheses, which we statistically verify in the empirical part of this article using the contingency table and contingency coefficient calculations.

4. Results

In this part of the article, we present an analysis of the data obtained from our survey from both researched regions. We asked respondents about the digital media that Generation Y uses most often. Among the most frequent answers appeared a smartphone, websites, social media, ebooks, or a smartwatch. The most used digital media in the Trenčín region include smartphones (23%), social media (15%) and websites (14%). In the Zlín region, it is also a smartphone (26%), but unlike the Trenčín region, eBooks are in second place (11%) and smartwatches are in third place (11%). The least used digital media in both regions include blogs, robotics and digital television.

Which of the following digital media do you use most often?

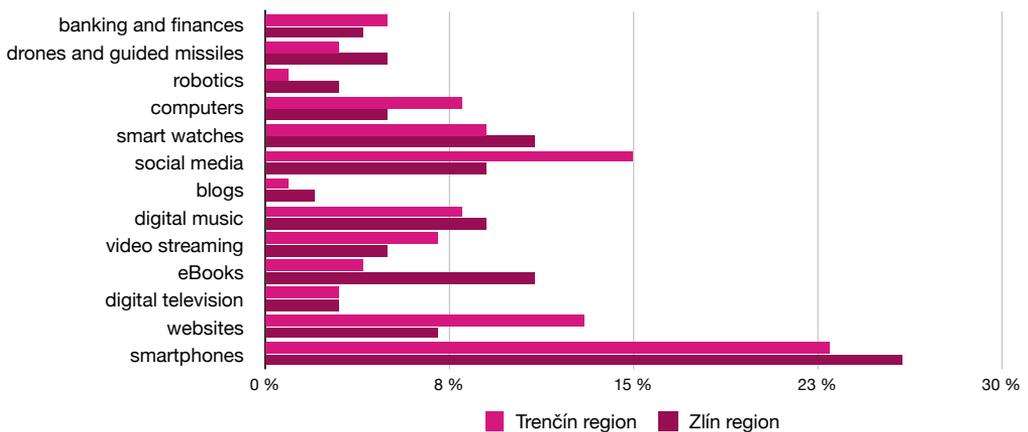


FIGURE 1: The most commonly used Y-generation digital media

Source: own processing, 2021

We found that Generation Y is one of the most skilled in using technology and communication equipment within the theoretical level. Therefore, we wanted to determine if Generation Y is looking for further education in digital skills in the new digital media. The majority of respondents within the Trenčín region (36%) and the Zlín region (49%) answered that they try to educate themselves in new digital media within their free time. The next largest group of respondents increased their digital literacy but as a result of their job position. Among the respondents were also those who are still skeptical about new digital media, which in our opinion is an interesting finding in connection with Generation Y. 30% of respondents in the Trenčín region are not at all interested in developing digital skills in the new digital media. In the Zlín region, it is only 12%.

Are you trying to learn to use newest digital media?

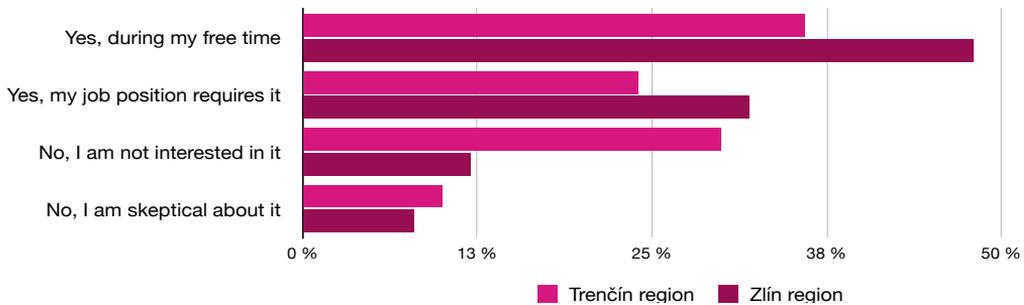


FIGURE 2: Generation Y's drive to learn new digital media

Source: own processing, 2021

For most respondents in both researched regions, the use of digital media is not considered an issue (Trenčín region – 62%, Zlín region – 68%). However, Generation Y has already encountered a problem that it had to solve as part of its digital media work. According to further research in our survey, this group of respondents was not discouraged by the issue encountered from continuing to use digital media further.

Have you ever had a problem with using a digital media?

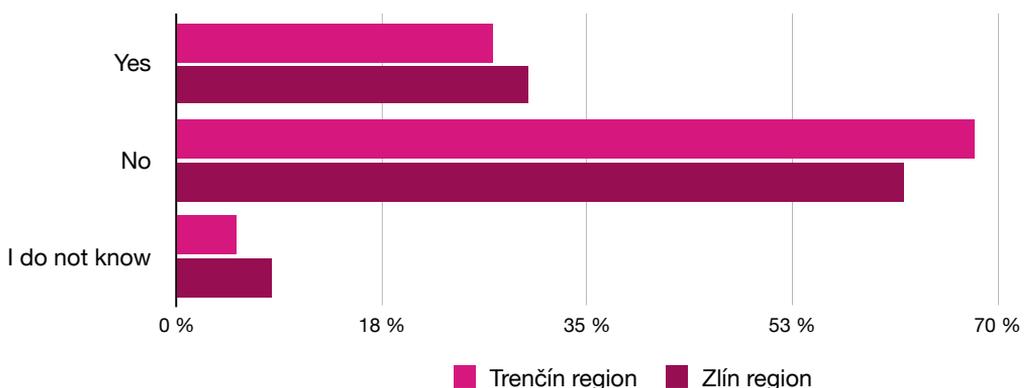


FIGURE 3: Generation Y digital media use

Source: own processing, 2021

Generation Y's most common reason for using digital media in the Trenčín region is communication (31%). On the other hand, Generation Y in Trenčín searches for job opportunities the least on digital media (10%). In the Zlín region, Generation Y uses digital media mainly for entertainment (41%) and job opportunities are the least interesting for it (5%), as was the case in the Trenčín region.

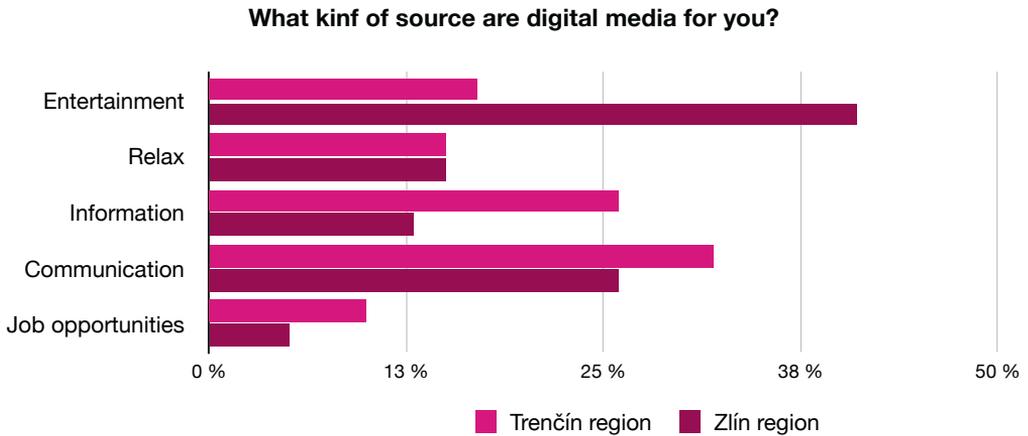


FIGURE 4: What is the representation of digital medium for Generation Y?

Source: own processing, 2021

According to experts in regional development, the importance of developing digital literacy with digitalization has become crucial. Therefore, we wanted to determine whether the competent representatives in the researched regions took steps to increase digital literacy for Generation Y. The vast majority of Generation Y respondents did not notice any communication in their region from the region’s representatives concerning the development of digital literacy. Only about 6% of respondents answered that they had seen a project in their region that would address digital skills development.

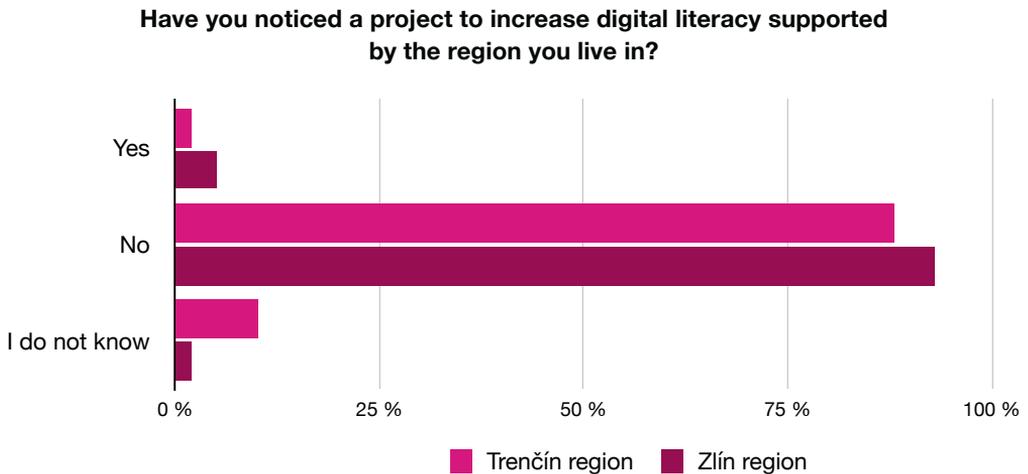


FIGURE 5: A project supported by the region to increase Generation Y digital literacy

Source: own processing, 2021

Although, Generation Y is perceived as very technically and digitally skilled, it would be interested in increasing digital skills. In both the Trenčín and Zlín regions, approximately 90% of Generation Y representatives expressed interest in participating in this project.

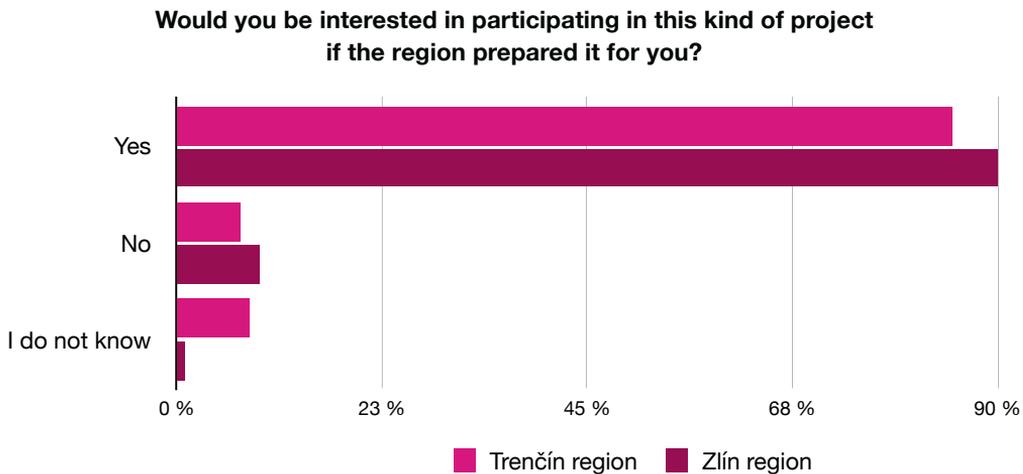


FIGURE 6: Interest in participating in a project aimed at promoting Generation Y digital literacy

Source: own processing, 2021

Before starting our survey, we set research questions as well as hypotheses, the explanation and statistical verification of which are given below:

- RQ 1** Do the representatives of the Trenčín and Zlín region communicate education in the field of digital literacy towards Generation Y?

Thanks to our survey, we were able to determine whether the competent representatives of the Trenčín and Zlín region deal with Generation Y education in digital literacy. Analysis of the data from our survey revealed that the vast majority of Generation Y respondents (90%) did not notice any communication from representatives of the region they live in. Moreover, roughly the same respondents said that they would like to participate in this type of project if the region prepared it for them. Our findings from the analysis of survey data can be a stimulus for regions looking to increase Generation Y digital literacy.
- RQ 2** Is the smartphone one of the most used digital media of Generation Y?

According to our survey, respondents in Generation Y most often use a smartphone among other digital media. This finding applies to both Trenčín and Zlín regions. The use of a smartphone differs in the regions by the representation of respondents. In the Trenčín region, 23% of Generation Y respondents use a smartphone; in the Zlín region, it is approximately the same, 26%. The reason may also be that Generation Y uses social media for entertainment and communication with family or friends, which are the easiest to access through a smartphone.
- RQ 3** Does Generation Y consider it essential to learn about digital literacy in the latest technologies and innovations?

As mentioned in the survey results, Generation Y is interested in education in the latest digital media. However, its reasons differ, either from the point of view of the region or from the general interest point. Generation Y respondents from both surveyed regions are educated in the new digital media in their free time and thus take this education in a specific entertainment (Zlín region) and communication (Trenčín region).

4.1 Hypothesis testing

In our survey, we observed whether Generation Y is interested in education in the latest digital media. We classified our respondents by gender and researched whether there was a statistically significant relationship between the respondents' gender and digital media education (individually

in each region). All necessary data were recorded in MS Excel. Since the features whose dependence we examined are situated at different levels, we would call them contingency. We entered the results of our survey into the contingency table for Trenčín and Zlín regions, respectively. We calculated the expected values based on the following pattern:

$$o_{ij} = \frac{f_i^A * f_j^B}{n}$$

We determined the zero and alternative hypotheses for Trenčín and Zlín regions separately.

Trenčín region:

H_0 : There is no statistical relationship between gender and Generation Y education in new digital media.

H_1 : There is a statistical relationship between gender and Generation Y education in new digital media.

Zlín region:

H_0 : There is no statistical relationship between gender and Generation Y education in new digital media.

H_1 : There is a statistical relationship between gender and Generation Y education in new digital media.

Trenčín region					
Sex/learning new digital media	Yes, during my free time	Yes, my job position requires it	No, I am not interested in	No, I am sceptical about it	Total
Women	58 (63,93)	61 (52,73)	22 (19,13)	41 (46,20)	182
Men	79 (73,06)	52 (60,27)	19 (21,87)	58 (52,80)	208
Total	137	113	41	99	390
Zlín region					
Sex/learning new digital media	Yes, during my free time	Yes, my job position requires it	No, I am not interested in	No, I am sceptical about it	Total
Women	69 (62,01)	73 (71,55)	35 (43,46)	34 (34,98)	212
Men	48 (54,99)	62 (63,45)	47 (38,54)	32 (31,02)	188
Total	117	135	82	66	400

TABLE 3: Real and expected rates of respondent's sex and learning new digital media

Source: own processing, 2021

The set hypothesis about the dependence between sex/learning new digital media has not been confirmed in Trenčín and Zlín region. The test showed dependencies between the features listed in Table 3. If the tested criterion's value exceeds the critical value, then the tested hypothesis will be rejected at the significance level α .

Test results – Trenčín region: value of test criterion = 6.789; calculated value of test criterion = 10.36572; the degree of statistical dependence calculated on the basis of the contingency coefficient $C = 0.1469393374257814$. According to the calculated value of the contingency coefficient, we can say that there is a zero degree of the bond between sex/learning new digital media.

Test results – Zlín region: value of test criterion = 8.283; calculated value of the test criterion = 36.12761; degree of statistical dependence calculated on the basis of the contingency coefficient $C = 0.1510170585416725$. According to the calculated value of the contingency coefficient, we can say that there is a zero degree of the bond between sex/learning new digital media.

5. Conclusion

Digital literacy is a critical ability combining a set of knowledge and skills that allow one to analyse and use their content to one's advantage. Findings of our marketing research have confirmed that Generation Y is interested in learning about new digital media. However, this interest is not statistically significant compared to the sex of Generation Y. In general, Generation Y is described as technologically and communicatively skilled, even when it comes to digital media. According to our survey, Generation Y is interested in projects that could support their digital literacy skills. Regions play an essential role in educating their citizens and providing them with opportunities for personal or professional growth. Today, the regions have the opportunity to educate individual generations so that they can pass on their knowledge to future generations. Due to various media, our world is becoming complex, although it might seem vice versa. Whether out of our comfort or ignorance, we sometimes let the media think for ourselves, even on significant issues. In this context, digital literacy is proving to be a useful but, above all, essential tool in one's life. Today's typical feature is the growing influence of various media, so it is essential to focus on developing competencies and digital literacy. It is necessary to develop such competencies that could help us understand digital media's function and thus form our own critical opinion and attitudes to individual content within digital media. Using media content wisely in the digital world for the benefit of generations should be one of the goals that regions should focus on.

Further attention to this topic has great potential in the possibilities of research. We find the comparison between cross-border regions (Slovak republic – Poland, Slovak republic – Ukraine, Slovak republic – Hungary or Slovak republic – Austria) and the perception of generation Y's digital literacy interesting for processing. A comparison between individual cross-border regions could reveal the digital literacy of generation Y. An interesting topic for further research could be the degree of involvement of regions in developing skills in Generation Y's digital literacy.

Literature and Sources

ALAGU, A., THANUSKODI, S.: *Bibliometric Analysis of Digital Literacy Research Output: A Global Perspective*. USA, Nebraska : University of Nebraska, 2019.

ALAM, K. et al.: Assessing Regional Digital Competence: Digital Futures and Strategic Planning Implications. In *Journal of Rural Studies*, 2018, Vol. 60, No. 5, p. 60-69. ISSN 0743-0167.

ANDERSON, D.: U.S. High School Student's Social Media Use and Their Political Socialization. In *Communication Today*, 2020, Vol. 11, No. 2, p. 166-174. ISSN 1338-130X.

American Press Institute: *How Millennials Get News: Inside the Habits of America's First Digital Generation*. [online]. [2021-02-20]. Available at: <<https://www.americanpressinstitute.org/publications/reports/survey-research/millennials-news/>>.

BOLTON, R. N. et al.: Understanding Generation Y and Their Use of Social Media: A Review and Research Agenda. In *Journal of Service Management*, 2013, Vol. 24, No. 3, p. 245-267. ISSN 1757-5818.

CARETTERO, S. et al.: *DigComp 2.1: The Digital Competence Running Head: MEASURING DIGITAL LITERACY Framework for Citizens with Eight Proficiency Levels and Examples of Use*. Luxembourg : Publication Office of the European Union, 2017.

Digitálna agenda pre Európu. [online]. [2021-02-20]. Available at: <https://ec.europa.eu/commission/presscorner/detail/sk/MEMO_10_199>.

DORSEY, J. R.: *Y-Size Your Business: How Gen Y Employees Can Save You Money and Grow Your Business*. USA : John Wiley&Sons, 2010.

FRAILLON, J. et al.: *International Computer and Information Literacy Study 2018: Assessment Framework*. Amsterdam : Springer, 2019.

- GILSTER, P.: *Digital Literacy*. New York : Chichester, 1997.
- GRUSZCZYNSKA, A. et al.: Digital Futures in Teacher Education? Exploring Open Approaches Towards Digital Literacy. In *Journal of E-learning*, 2013, Vol. 11, No. 3, p. 193-206. ISSN 1479-4403.
- HOBART, B.: *Success Begins with Diversity*. [online]. [2021-02-21]. Available at: <<https://princetonone.com/success-begins-with-diversity/>>.
- CHAN, S. K. et al.: Digital Literacy Learning in Higher Education through Digital Storytelling Approach. In *Journal of International Education Research*, 2017, Vol. 13, No. 1, p. 12. ISSN 2694-7803.
- ERICSON, T.: *Plugged in: the Generation Y Guide to Thriving at Work*. Boston : Harvard Business Press, 2018.
- JEŽOVÁ, D.: Generácia Y: Mileniáli sú najvzdelanejšou generáciou. Stres je ich najväčším nepriateľom. In *Atteliér*, 2019, Vol. 15, No. 4, p. 19-23. ISSN 1339-1410.
- JORMAND, H. et al.: A Qualitative Study on People's Experiences of Covid-19 Media Literacy. In *Media Literacy and Academic Research*, 2021, Vol. 4, No. 1, p. 38-52. ISSN 2585-9188.
- Kľúčové kompetencie pre celoživotné vzdelávanie v rámci Európskeho referenčného rámca*. [online]. [2021-02-20]. Available at: <https://ec.europa.eu/commission/presscorner/detail/sk/MEMO_10_199>.
- KMEŤ, P.: Kľúčové kompetencie vo výchove a vzdelávaní – uplatnenie nových didaktických prístupov. In *Didaktika*, 2011, Vol. 2, No. 2, p. 22-25. ISSN 1338-2845.
- LIPKIN, N. A., PERRYMORE, A. J.: *Y in the Workplace, Managing the "Me First" Generation*. USA : Career Press, 2019.
- LUPTÁKOVÁ, N., KRIŠKOVÁ, E.: *Generácia Y: Výskum*. Banská Bystrica : UMB, 2010.
- Main Statistical Findings*. [online]. [2021-02-20]. Available at: <https://ec.europa.eu/eurostat/statisticsexplained/index.php/Digital_economy_and_society_statistics_-_households_and_individuals#Main_statistical_findings>.
- PORAT, E. et al.: Measuring Digital Literacies: Junior High-school Students' Perceived Competencies versus Actual Performance. In *Computers & Education*, 2018, Vol. 12, No. 6, p. 23-26. ISSN 2666-5573.
- RAINER, T. S., RAINER, J.: *The Millennials: Connecting to America's Largest Generation*. USA : B&H Publishing Group, 2011.
- STANOVÁ, P.: Google generácia žije v online svete. In *IT lab: informačné technológie a knižnice*, 2016, Vol. 20, No. 4, p. 59-65. ISSN 1336-0779.
- Stratégia digitálnej transformácie Slovenska 2030*. [online]. [2021-02-21]. Available at: <<https://itas.sk/wp-content/uploads/2019/05/Strategia-digitalnej-transformacie-Slovenska-2030.pdf>>.
- ŠRAMOVÁ, B.: Generácia Y v škole a v práci. In *Mládež a spoločnosť*, 2016, Vol. 12, No. 2, p. 24-31. ISSN 1335-1109.
- ŠUPŠÁKOVÁ, B.: Media Education of Children and Youth as a Path to Media Literacy. In *Communication Today*, 2016, Vol. 7, No. 1, p. 32-50. ISSN 1338-130X.
- TULGAN, B.: *Not Everyone Gets a Trophy – How to Manage Generation Y*. USA : Jossey-Bass, 2019.
- TUREK, I.: *Kľúčové kompetencie*. Bratislava : MPC, 2017.
- TRNICIC, D., VUKELIC, A. K.: Privacy on the Internet Concerning Generation Z in Bosnia and Herzegovina. In *Media Literacy and Academic Research*, 2021, Vol. 4, No. 1, p. 180-199. ISSN 2585-9188.
- VELŠIC, M.: *Digitálna gramotnosť na Slovensku 2011*. Bratislava : IVO, 2011.
- VELŠIC, M.: *Digitálna gramotnosť na Slovensku 2020*. Bratislava : IVO, 2020.
- VRABEC, N.: *Mediálna výchova: teoretické východiská a trendy*. Trnava : FMK UCM v Trnave, 2015.

Authors



Assoc. Prof. PhDr. Denisa Jánošová, PhD.

University of Ss. Cyril and Methodius
Faculty of Mass Media Communication
Námestie J. Herdu 2,
917 01 Trnava
SLOVAK REPUBLIC
denisa.janosova@ucm.sk

Assoc. Prof. Jánošová focuses on scientific, research and publishing activities mainly in the area of regional marketing and marketing of non-profit organizations. She is currently a member of the FMK Scientific Board, a member of the Czech Marketing Society. She is a member of the departmental commission for doctoral studies and a tutor in the field of mass media studies. She serves on the editorial board of Media Literacy Student Magazine.

Mgr. Renáta Sádecká

University of Ss. Cyril and Methodius
Faculty of Mass Media Communication
Námestie J. Herdu 2,
917 01 Trnava
SLOVAK REPUBLIC
re.sadecka@gmail.com



Mgr. Sádecká is a full-time doctoral student. She has been working at the Faculty of Mass Media communication since 2014, where she successfully completed both degrees of university studies in the field of marketing communication. As a part of her scientific activities, she deals with the specifics of regional marketing communication, social and economic processes in the region, as well as the problem of regional development.