

THE DICHOTOMOUS SITUATION AND ITS IMPACT ON SOCIAL RECIPROCAL ACTIONS AMONG YOUTH

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ABSTRACT

This research study investigates the dichotomous situation and its impact on social reciprocal actions among youth using a quantitative research method. The dichotomous situation, characterized by conflicting social, cultural, or economic factors, significantly influences the social behavior and reciprocal actions of young individuals. This study aims to quantify these influences through a structured Likert scale survey administered to a diverse sample of youth. The data collected and analyzed to identify patterns and significant difference between the dichotomous factors and the extent of social reciprocal actions. Findings from this research are expected to provide valuable insights into how these conflicting situations affect youth behavior and their interactions within society. The study was also recommended implications for Promote Dialogue and Mediation in Dichotomous Social Environments, Incorporate Cultural Sensitivity Training in Youth Programs, Strengthen Support for Social Reciprocal Actions in Divided Communities, Address Economic Disparities to Enhance Youth Social Engagement, Promote Social Equity and Inclusion Policies and Youth Empowerment and Participation Initiatives.

Key words: dichotomous situation, social reciprocal actions, conflicting social and cultural.

INTRODUCTION

In contemporary society, the lives of young individuals are increasingly shaped by complex and often contradictory forces. These forces, or dichotomous situations, emerge from a variety of conflicting social, cultural, and economic factors that exert a profound influence on the behaviors, attitudes, and interactions of youth. A dichotomous situation, in this context, refers to the presence of two opposing realities or forces that coexist, creating a challenging environment for individuals, particularly young people, to navigate. The impact of these conflicting forces on youth is profound, influencing their social reciprocal actions those behaviors and responses that form the basis of their social interactions and relationships.

As youth attempt to reconcile these conflicting forces, they often find themselves at a crossroads where traditional values clash with modern realities, economic aspirations conflict with socioeconomic constraints, and cultural

expectations are at odds with globalized influences. These dichotomies are not merely abstract concepts but are lived experiences that shape the daily lives and social interactions of young people. Understanding how these dichotomous situations affect social reciprocal actions among youth is crucial, as these interactions form the foundation of social cohesion, community engagement, and ultimately, societal stability (Jameson, 2001).

The study of dichotomous situations is particularly relevant in an era marked by rapid technological advancements, increasing cultural diversity, and widening economic disparities. Globalization, for instance, has brought about unprecedented access to information, ideas, and cultures, creating a global youth culture that transcends national boundaries. However, this same globalization has also intensified local cultural conflicts, as traditional norms and values are challenged by new, often foreign, influences. Similarly, while

technological advancements have provided youth with new opportunities for communication and self-expression, they have also created new pressures, such as the need to constantly curate an online identity or the challenge of navigating cyber bullying and online harassment.

Economically, the dichotomous situation is evident in the widening gap between the aspirations of youth and the realities of the job market. In many parts of the world, young people are encouraged to pursue higher education as a means of achieving economic mobility. However, upon graduation, they often face a job market that is saturated, underpaying, or mismatched with their skills. This economic dichotomy creates frustration, disillusionment, and in some cases, leads to social unrest. The impact of such economic pressures on social reciprocal actions can be significant, as youth may become disengaged from traditional social structures, such as family, community, and civic institutions, in favor of more individualistic or even oppositional forms of social behavior (Ramachandran, 2021).

Culturally, youth today are navigating a landscape where traditional cultural norms are increasingly at odds with global cultural trends. In many societies, young people are expected to adhere to long-standing cultural traditions and familial expectations, even as they are exposed to and often embrace global cultural movements that promote individualism, freedom of expression, and alternative lifestyles. This cultural dichotomy can lead to tensions within families and communities, as well as internal conflicts within the youth themselves, as they struggle to reconcile their cultural heritage with their desire to participate in the global youth culture. These cultural conflicts often manifest in social reciprocal actions, as youth may either conform to or reject traditional social roles and expectations (Megan et al., 2002).

The social implications of these dichotomous situations are profound. Social reciprocal actions among youth such as cooperation, trust, empathy, and mutual respect are foundational to the development of strong social networks and communities. However, when youth are caught between conflicting forces, these social reciprocal actions can become strained. For example, youth who experience economic disparities may be less likely to engage in cooperative behaviors if they perceive that the social system is unfair or biased

against them. Similarly, cultural conflicts may lead to a breakdown in trust and empathy between youth from different cultural backgrounds, exacerbating social divisions and leading to increased tensions within communities (Bar-Tal et al., 2007).

This research aims to explore the relationship between dichotomous situations and social reciprocal actions among youth using a quantitative research method. By examining the extent to which these conflicting social, cultural, and economic factors influence youth behavior, this study seeks to provide a deeper understanding of the challenges facing young people today. The research conducted through a structured survey administered to a diverse sample of youth, allowing for the identification of patterns and correlations between the dichotomous factors and the extent of social reciprocal actions. This approach was enabling a comprehensive analysis of how these conflicting situations impact youth behavior and their interactions within society.

The study of dichotomous situations and their impact on social reciprocal actions among youth is a critical area of inquiry in today's rapidly changing world. As young people grapple with conflicting social, cultural, and economic forces, their ability to engage in positive social interactions is increasingly challenged. This research aims to shed light on these challenges, providing a comprehensive analysis of how dichotomous situations influence youth behavior and offering practical recommendations for supporting youth in their social development. Through this study, we hope to contribute to a better understanding of the social dynamics at play among youth and to promote the development of more resilient, cohesive communities.

Background of the study:

The concept of a dichotomous situation refers to the existence of two opposing or contradictory conditions, realities, or forces that coexist within a particular context, often creating tension, conflict, or a need for resolution. In the realm of social, cultural, or economic factors, these dichotomous situations manifest when individuals, groups, or societies are simultaneously influenced by competing forces that pull them in different directions. These forces may stem from a variety of sources, including traditional versus modern values, local versus global cultural influences, and

economic opportunities versus socioeconomic constraints.

Dichotomous situations are increasingly prevalent in today's interconnected world, where rapid globalization, technological advancements, and evolving cultural norms are challenging long-standing traditions, beliefs, and social structures. For example, in many societies, traditional cultural values emphasize community, family, and collective responsibility, while modern global influences promote individualism, self-expression, and personal autonomy. This cultural dichotomy can lead to internal conflicts within individuals, as well as external conflicts within communities, as people struggle to reconcile these opposing values (Sun, 2003).

Similarly, economic dichotomies are evident in the growing disparities between the rich and the poor, the urban and the rural, and the educated and the uneducated. While some individuals and communities benefit from economic growth, technological innovation, and increased access to global markets, others are left behind, trapped in cycles of poverty, unemployment, and social exclusion. These economic disparities create a dichotomous situation where opportunities for upward mobility coexist with significant barriers to success, leading to frustration, disillusionment, and social tension (Niaz, 2022).

In the social sphere, dichotomous situations often arise when different groups within a society have conflicting needs, goals, or expectations. For example, younger generations may embrace new technologies, lifestyles, and social norms, while older generations may hold onto more traditional ways of life. This generational dichotomy can create social friction, as each group struggles to assert its values and preferences, leading to misunderstandings, mistrust, and even conflict. Understanding the concept of a dichotomous situation is crucial for analyzing the complexities of modern social, cultural, and economic dynamics. These situations are not merely theoretical constructs; they are lived experiences that shape the behaviors, attitudes, and interactions of individuals and communities. By examining how dichotomous situations impact social reciprocal actions such as cooperation, trust, empathy, and mutual respect researchers can gain valuable insights into the challenges and opportunities facing contemporary societies.

In this study, the focus is on how dichotomous situations influence social reciprocal actions among youth. Youth are particularly susceptible to the effects of dichotomous situations, as they are often at the forefront of societal change and are more likely to be caught between conflicting forces. Whether navigating the demands of a rapidly changing job market, balancing cultural heritage with global influences, or reconciling traditional family expectations with personal aspirations, young people face a complex social landscape that can significantly impact their behavior and interactions. By exploring the relationship between dichotomous situations and social reciprocal actions, this study aims to provide a deeper understanding of the factors that shape youth behavior in today's world. The findings will have important implications for policymakers, educators, and social workers who are tasked with supporting youth in their social development and fostering positive social behaviors within increasingly diverse and dynamic communities.

Understanding social reciprocal actions among youth is of paramount importance in the current socio-cultural landscape, where rapid changes and increasing complexity characterize the environment in which young people live, interact, and develop. Social reciprocal actions refer to the behaviors and responses that individuals engage in during social interactions, such as cooperation, trust, empathy, mutual respect, and the exchange of social favors. These actions are fundamental to the formation of social relationships, the cohesion of communities, and the overall functioning of society.

In today's world, youth are navigating an increasingly complex social environment marked by significant shifts in cultural norms, technological advancements, and global connectivity. These changes have profound implications for how young people interact with one another, form social bonds, and participate in their communities. As traditional social structures and norms evolve, understanding the ways in which youth engage in social reciprocal actions becomes essential for fostering positive social development and ensuring the stability and resilience of societies.

One of the most significant factors influencing social reciprocal actions among youth is the rapid pace of technological change. The proliferation of

social media, digital communication tools, and online platforms has transformed how young people interact with one another, enabling new forms of social engagement while also presenting challenges. For example, while social media allows for instant communication and the formation of global networks, it also introduces new pressures related to online identity management, cyberbullying, and the potential for superficial or transient relationships. Understanding how these technological influences shape social reciprocal actions is crucial for addressing the challenges that arise from digital interactions and promoting healthy, meaningful social connections among youth (Wolff, 2021).

Culturally, the landscape in which youth operate is becoming increasingly diverse and globalized. Young people today are exposed to a wide range of cultural influences, from local traditions and values to global trends and movements. This cultural diversity can enrich social interactions and broaden perspectives, but it can also lead to cultural clashes and misunderstandings. As youth encounter and navigate these diverse cultural influences, their social reciprocal actions may be shaped by a complex interplay of cultural norms, expectations, and personal values. Understanding how cultural diversity influences social reciprocal actions is vital for promoting intercultural understanding, reducing social tensions, and fostering inclusive communities (Cultural Competence, 2022).

The socio-economic environment also plays a critical role in shaping social reciprocal actions among youth. Economic disparities, access to education and resources, and socio-economic status can all impact how young people engage in social interactions. For instance, youth from disadvantaged backgrounds may face barriers to participating fully in social networks or may develop different patterns of social reciprocity based on their economic circumstances. Understanding the socio-economic factors that influence social reciprocal actions is essential for addressing inequalities and ensuring that all youth have the opportunity to participate in and contribute to their communities.

Furthermore, the importance of understanding social reciprocal actions among youth extends to the broader implications for societal stability and cohesion. Social reciprocal actions are the building blocks of social capital the networks of

relationships, trust, and mutual obligations that bind communities together. In an era where social cohesion is increasingly challenged by polarization, fragmentation, and rising individualism, fostering positive social reciprocal actions among youth is crucial for building resilient, connected communities. By understanding the factors that influence these actions, policymakers, educators, and social workers can develop targeted interventions to strengthen social ties, promote civic engagement, and support the social development of young people (Tuominen & Haanpää, 2021).

Understanding social reciprocal actions among youth is critical in the current socio-cultural landscape. As young people navigate a world marked by rapid change, cultural diversity, and socio-economic challenges, their social interactions play a key role in shaping their development and the future of their communities. By exploring the factors that influence social reciprocal actions, this study aims to contribute to the creation of supportive environments where youth can thrive, build strong social connections, and contribute positively to society.

Problem Statement:

The dichotomous situations arising from conflicting social, cultural, and economic factors present a significant challenge to youth, impacting their behavior and social interactions in profound ways. In today's rapidly changing world, young people are often caught between opposing forces traditional versus modern values, local versus global cultural influences, economic opportunities versus socioeconomic constraints that create a complex environment for social development. These conflicting factors not only shape how youth perceive themselves and their place in society but also influence their ability to engage in positive social reciprocal actions, such as cooperation, trust, empathy, and mutual respect (Magrì, 2019).

The significance of the study

The significance of this issue lies in its potential to disrupt the foundational social behaviors that are essential for healthy community life and societal cohesion. When youth are exposed to dichotomous situations, they may experience internal conflict, confusion, and frustration, which can manifest in various ways. For example, economic disparities

can lead to feelings of alienation and disengagement, causing some youth to withdraw from traditional social structures or engage in antisocial behavior. Similarly, cultural conflicts may result in misunderstandings, stereotyping, or even social divisions, as youth struggle to navigate competing cultural expectations.

These conflicting factors can have a cascading effect on social interactions among youth. The ability to engage in meaningful and positive social reciprocal actions is crucial for building and maintaining relationships, forming social networks, and participating in community life. However, when young people are caught between dichotomous situations, their capacity to trust, cooperate, and empathize with others may be diminished, leading to strained relationships, social isolation, or even conflict. The long-term consequences of such disruptions can be severe, potentially contributing to increased social fragmentation, reduced civic engagement, and weakened social cohesion (Meng et al., 2024).

Research Objectives

1. To Examine the Influence of Dichotomous Situations on social conflicts
2. To Identify the Key Social Dichotomies Affecting Youth Culture conflicts
3. To Analyze the Effect of Dichotomous Situations on Social Reciprocal Actions
4. To Assess the Impact of Economic Disparities on Youth's Social Engagement

Research Questions:

1. How do dichotomous situations influence youth social conflicts?
2. What are the key social dichotomies affecting youth cultural conflicts?
3. What is the effect of dichotomous situations on social reciprocal actions among youth?
4. How do economic disparities impact youth's social engagement?

Hypothesis

H0: There is no significance difference between Influences of Dichotomous Situations on social conflicts

H0: There is no significance difference between Social Dichotomies Affecting on Youth Culture conflicts

H0: There is no significance difference between Effect of Dichotomous Situations on Social Reciprocal Actions

H0: There is no significance difference between Impact of Economic Disparities on Youth's Social Engagement

Literature Review

Dichotomous situations, characterized by the division of experiences or circumstances into binary opposites, have significant implications for social behavior. For youth, these situations often manifest as stark contrasts in social environments, economic status, or cultural values, influencing their social interactions and reciprocal actions. This literature review examines the impact of dichotomous situations on social reciprocal actions among youth, highlighting key findings from recent research.

The concept of dichotomous situations refers to scenarios where individuals face clear and opposing conditions or choices. Research indicates that such situations can profoundly impact social behavior. According to Media (2021) dichotomous choices simplify decision-making but may also lead to biases and skewed perceptions. For youth, facing dichotomous situations such as wealth versus poverty or inclusion versus exclusion can affect their social interactions and behaviors.

Social reciprocal actions involve the give-and-take nature of interpersonal interactions. Youth in dichotomous situations may experience altered reciprocal dynamics. A study by Febrina & Salendu (2023) found that adolescents exposed to high levels of economic disparity often engage in reciprocal actions that reinforce their social status or group affiliation. This phenomenon, referred to as social status maintenance, can lead to both supportive and antagonistic behaviors within peer groups.

Economic disparities are a prominent dichotomous situation affecting youth. Research highlights that economic hardship can influence social reciprocity by limiting resources available for social engagement. Youth from economically disadvantaged backgrounds may experience reduced opportunities for positive social interactions, leading to a higher likelihood of competitive or defensive reciprocal actions. Conversely, those from more affluent backgrounds

may engage in reciprocal actions that perpetuate their social advantages (Johnson et al., 2003).

Cultural dichotomies, such as differing values or traditions, also impact social reciprocal actions. Manterys (2018) demonstrates that cultural conflicts can create tension in interpersonal relationships, as individuals navigate contrasting cultural norms. For youth, navigating these dichotomies often involves complex social strategies to balance conflicting expectations, which can influence the nature of reciprocal actions within multicultural settings.

From a psychological standpoint, dichotomous situations can influence reciprocal actions through mechanisms such as identity formation and social comparison. Erikson's theory of psychosocial development (1968) suggests that youth are particularly sensitive to dichotomous social conditions as they form their identities. In such contexts, reciprocal actions may serve as a means of affirming one's identity or negotiating social standing (Ragelienė, 2016).

The impact of dichotomous situations on social reciprocal actions among youth is multifaceted, involving economic, cultural, and psychological dimensions. Research underscores that dichotomous scenarios can shape how youth engage with peers, manage social status, and navigate cultural conflicts. Understanding these dynamics is crucial for developing interventions and support mechanisms that address the unique challenges faced by youth in dichotomous situations.

Theoretical Framework:

To understand the impact of dichotomous situations on social reciprocal actions among youth, it is essential to draw upon established theories in social behavior, reciprocal actions, and the influence of conflicting factors. This theoretical framework integrates key theories to elucidate how dichotomous contexts shape youth behavior and social interactions.

Social Exchange Theory posits that social interactions are based on a cost-benefit analysis where individuals seek to maximize rewards and minimize costs. In dichotomous situations, such as those involving economic disparity or cultural conflicts, youth may adjust their reciprocal actions to navigate perceived benefits and costs. For instance, youth from lower socioeconomic

backgrounds may engage in reciprocal actions that seek to gain social support or resources, while those from higher backgrounds might focus on actions that reinforce their social status (*Social Exchange Theory*, 2023).

Social Identity Theory emphasizes that individuals derive their identity from group memberships and that intergroup behavior is influenced by perceived group boundaries. Dichotomous situations often accentuate group distinctions (e.g., socio-economic classes or cultural groups), which can affect social reciprocal actions. Youth may engage in behaviors that favor their in-group and distance themselves from out-groups, thereby influencing their reciprocal interactions (*Social Identity Theory*, 2022).

The Reciprocity Norm Theory suggests that individuals feel obligated to return favors or benefits received from others. In dichotomous situations, this norm can manifest differently. For instance, in contexts of economic disparity, reciprocal actions may be driven by the need to gain or sustain social capital. Youth may engage in prosocial behaviors to secure future support or to align with perceived norms of fairness and equity (Hu et al., 2022).

Research Methodology

Quantitative research is a systematic investigation that primarily focuses on quantifying data and analyzing it through statistical, mathematical, or computational techniques. This research approach is often used to test hypotheses, measure variables, and identify patterns and relationships within data. By employing structured methods such as surveys, experiments, or observational studies, quantitative research allows for the collection of numerical data, which can then be subjected to rigorous analysis. The strength of quantitative research lies in its ability to produce results that are generalizable to larger populations, offering a high level of reliability and validity. It is particularly useful in studies that aim to identify causal relationships, test theories, or predict outcomes based on the data collected.

This study employs a quantitative research methodology to investigate the relationship between dichotomous situations characterized by conflicting social, cultural, or economic factors and social reciprocal actions among youth. The quantitative approach allows for the systematic

collection and analysis of data to identify patterns and correlations between these factors and youth behavior.

A cross-sectional study is a type of observational research design that involves collecting data from a population or a representative subset at a single point in time. Unlike longitudinal studies, which gather data over an extended period, cross-sectional studies provide a snapshot of the variables of interest as they exist at a specific moment. This design is particularly useful for assessing the prevalence of certain characteristics, behaviors, or conditions within a given population, and it allows researchers to identify patterns and correlations without inferring causality. Cross-sectional studies are often used in social sciences, epidemiology, and public health to gather insights that can inform further research or immediate decision-making. Their main advantages include efficiency in data collection and the ability to analyze a large number of variables simultaneously.

The research design is cross-sectional, focusing on collecting data at a single point in time from a diverse sample of youth. The use of a structured Likert scale survey enables the quantification of the impact of dichotomous situations on social reciprocal actions. This design is suitable for capturing the current state of these interactions and providing a snapshot of how conflicting situations influence youth behavior.

The deductive approach is a research methodology that begins with a general theory or hypothesis and then tests it through empirical observation and analysis. It follows a logical sequence where the researcher starts with an established theory, formulates a hypothesis based on that theory, and designs a study to collect data that will either confirm or refute the hypothesis. This approach is rooted in the principles of scientific inquiry, emphasizing the importance of moving from the general to the specific. By applying the deductive approach, researchers aim to test existing theories under various conditions, thereby contributing to the refinement or development of those theories. The strength of the deductive approach lies in its ability to produce clear, testable hypotheses and provide strong evidence for or against specific theoretical propositions (Staines, 2000).

The research adopts a deductive approach, starting with the hypothesis that dichotomous situations

significantly influence social reciprocal actions among youth. This hypothesis is tested through the collection and analysis of quantitative data, with the goal of confirming or refuting the initial assumptions. The deductive approach aligns with the study's objective of identifying specific patterns and correlations.

Research Strategy

A Likert scale survey is a popular research tool used to measure respondents' attitudes, opinions, or perceptions on a particular subject. Named after psychologist Rensis Likert, this type of survey presents participants with a series of statements related to the topic of interest, and they are asked to indicate their level of agreement or disagreement on a scale, typically ranging from "strongly agree" to "strongly disagree." The scale often includes five to seven points, allowing for a nuanced understanding of participants' views. The Likert scale is particularly valued for its simplicity and ease of use, making it accessible for respondents while providing researchers with quantitative data that can be easily analyzed. The resulting data can reveal trends, correlations, and patterns in attitudes or behaviors, making the Likert scale a widely used tool in social sciences, market research, and other fields that require insight into subjective experiences (Joshi et al., 2015).

Develop a structured Likert scale survey with questions targeting the key dichotomous factors and their perceived impact on social reciprocal actions among youth. The questionnaire contains total four (04) variables, variable one Social Conflict contains total (05) items, second variable Cultural Conditions total items four (04), third variable Economic Conditions total four (04) items and Social reciprocal actions variable total six (06). The population for this research study comprises all youth who are exposed to dichotomous situations involving conflicting social, cultural, or economic factors in Karachi. The target population specifically includes university students of Master level, as they are often at the intersection of these conflicting forces due to their age, educational environment, and transitional life stage.

The sampling method utilized in this study is simple random sampling, which ensures that every individual within the target population has an equal chance of being selected for the study. This

approach minimizes selection bias and enhances the generalizability of the findings.

The study uses a sample of university students, with 101 students in total representing a wide range of academic disciplines. The aim of this sample was to be indicative of their broader youth population, enabling the study to examine how polarised circumstances impact social mutual behaviours among that demographic.

Data Analysis:

The data collected from the structured Likert scale survey systematically analyzed to uncover patterns, significant difference between the

dichotomous situations and social reciprocal actions among youth applied t-test. Initially, descriptive statistics was employed to summarize the demographic characteristics of the sample and the overall responses to the survey items. This was providing a general overview of the data, highlighting central tendencies, distributions, and variances (*Correlation Analysis*, 2023).

Inferential statistical techniques, one sample t-test analysis was applied to explore the significant differences between the dichotomous factors such as conflicting social, cultural, or economic conditions and the level of social reciprocal actions.

Results

Table 1

One-Sample test

	N	Mean	Std. Deviation	Std. Error Mean
Social Conflicting	101	12.50	3.09	0.31
Cultural Conditions	101	12.68	3.62	0.36
Economic Conditions	101	8.55	1.80	0.18
Social reciprocal actions	101	15.77	3.43	0.34

Table 1 representing the demography presentation of the sample size, mean and std.Deviation of each variable included the Social Conflict, Cultural Condition, Economic Condition and social Reciprocal.

Table 2

One-Sample Test

	TV = 2			95% CI	
	t	df	Sig. V	Lower	Upper
Social Conflicting	34.16	100	.000	9.89	11.12
Cultural Conditions	29.69	100	.000	9.97	11.40
Economic Conditions	36.54	100	.000	6.20	6.91
Social reciprocal actions	40.33	100	.000	13.09	14.45

The able 2 shown that from left to right the t- value (t =column): df, Sig. (2- tailed) and the results of a one sample t- test. If the $p < .05$ So we may conclude that there is a statistically significant difference between the population means.

H01: There is no significance difference between Influences of Dichotomous Situations on social conflicts

H01: There is significantly different between means ($.000 < 0.05$) and, therefore, we rejected the null hypothesis means. There is significantly different Influences of Dichotomous Situations on social conflicts

H02: There is no significance difference between Social Dichotomies Affecting on Youth Culture conflicts

H02: There is significantly different between means (.000 < 0.05) and, therefore, we reject the null hypothesis means. There is significance difference between Social Dichotomies Affecting on Youth Culture conflicts

H03: There is no significance difference between Effect of Dichotomous Situations on Social Reciprocal Actions

H03: There is significantly different between means (.000 < 0.05) and, therefore, we reject the null hypothesis means. There is significance difference between Effect of Dichotomous Situations on Social Reciprocal Actions

H04: There is no significance difference between Impact of Economic Disparities on Youth's Social Engagement

H04: There is significantly different between means (.000 < 0.05) and, therefore, we reject the null hypothesis means. There is significance difference between Impact of Economic Disparities on Youth's Social Engagement.

Table 3

Cronbach's Alpha	0.894
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Table 3 reliability test results of Reliability analysis of Total questionnaire: Cronbach's Alpha value is fine. The statement indicates that by this tool, the investigator can obtain very consistent results, which value of cronbach's alpha in regards to entire questionnaire is zero (does not give credit same asylum as instrument or validity because it is true.) 894. Again, regarding the results of our reliability analysis, the data and instrument are reliable to use for any kind further estimation.

Discussion

The results of this study provide significant insights into how dichotomous situations impact social conflicts, youth culture conflicts, social reciprocal actions, and youth's social engagement. By analyzing the p-values and rejecting the null hypotheses (H0) in each case, it becomes evident that dichotomous situations play a crucial role in shaping these aspects of social behavior.

Influences of Dichotomous Situations on Social Conflicts

The null hypothesis (H0) proposed that there is no significant difference between the influences of

dichotomous situations on social conflicts. However, the p-value obtained was less than 0.05 ($p = .000$), leading to the rejection of the null hypothesis. This indicates that dichotomous situations significantly influence the emergence and intensity of social conflicts. The statistical evidence suggests that polarized environments exacerbate divisions and contribute to conflicts between different societal groups.

This finding aligns with prior research that dichotomies tend to create tension and oppositional relationships between social groups. For instance, social conflicts often arise from opposing ideologies or resource disparities. The results indicate that these situations create fertile ground for conflicts by deepening divisions and perceptions of inequality.

Social Dichotomies Affecting Youth Culture Conflicts

Similarly, for the hypothesis examining the impact of social dichotomies on youth culture conflicts, the null hypothesis (H0) was rejected ($p = .000$). This reveals that social dichotomies have a statistically significant effect on conflicts within youth culture. Youth, being highly impressionable and socially connected, often encounter dichotomous pressures (e.g., traditional vs. modern values, global vs. local identity) that influence their behavior and cultural interactions.

The significance of the results suggests that these dichotomies, such as generational or cultural divides, likely fuel conflict among youth as they navigate complex social environments. The finding also indicates that young people might experience internalized conflict due to dichotomous choices imposed by society, creating a ripple effect in their social circles and interactions.

Effect of Dichotomous Situations on Social Reciprocal Actions

In the analysis of the effect of dichotomous situations on social reciprocal actions, the null hypothesis (H0) was also rejected ($p = .000$), pointing to a statistically significant difference. This implies that dichotomous situations have a profound influence on reciprocal actions in social settings. Dichotomous situations often involve power dynamics and social hierarchies, which can either facilitate or hinder reciprocal social behavior.

The findings suggest that in environments marked by dichotomies (e.g., superior/inferior, us/them), reciprocal social actions such as cooperation, support, and mutual aid may be adversely affected. Individuals or groups in such dichotomous scenarios might find it difficult to engage in reciprocal actions due to perceived inequalities, mistrust, or competition. Conversely, these same dichotomous conditions may also compel individuals to engage in strategic reciprocation to navigate social power structures.

Impact of Economic Disparities on Youth's Social Engagement

The results indicated a statistically significant difference in the impact of economic disparities on youth's social engagement ($p = .000$), leading to the rejection of the null hypothesis (H_0). Economic disparities, a form of social dichotomy, were found to significantly influence how young people engage in social activities. Youth from different economic backgrounds likely experience varying levels of social access, participation, and engagement, with those from disadvantaged backgrounds possibly experiencing barriers to active social participation.

This finding underscores the importance of addressing economic inequalities when fostering youth engagement in social, political, and cultural spheres. Economic disparities create distinct experiences for young people, influencing their social mobility, peer relationships, and engagement with society at large. The results suggest that bridging these economic gaps may be crucial in reducing social disengagement and conflict among youth.

The study demonstrates that dichotomous situations, whether social, cultural, or economic, have significant effects on social conflicts, youth culture conflicts, reciprocal social actions, and youth social engagement. The statistical rejection of all null hypotheses points to the pervasive influence of dichotomies in shaping social dynamics. Addressing these dichotomies may be essential for reducing conflict, promoting cooperation, and enhancing social engagement, particularly among youth. Future studies should explore specific interventions to mitigate the adverse effects of dichotomous situations on social relations.

Recommendations for Future Research **Promote Dialogue and Mediation in Dichotomous Social Environments**

Given that dichotomous situations exacerbate social conflicts, it is essential to create spaces for open dialogue and mediation between conflicting groups. Community organizations, educational institutions, and policymakers should prioritize conflict resolution programs that encourage communication between groups with opposing views or social statuses (e.g., rich/poor, traditional/modern).

Action Step: Implement workshops and community forums that focus on understanding different perspectives, reducing polarization, and fostering cooperation.

Incorporate Cultural Sensitivity Training in Youth Programs

Since social dichotomies significantly affect youth culture conflicts, it is crucial to integrate cultural sensitivity training into youth-oriented programs. Schools, youth organizations, and extracurricular programs should emphasize the importance of respecting diverse cultural identities and bridging generational or ideological gaps. This can help mitigate conflicts within youth culture arising from traditional versus modern value systems or global versus local identities.

Action Step: Develop educational curricula that teach empathy, cultural tolerance, and the benefits of diversity.

Strengthen Support for Social Reciprocal Actions in Divided Communities

The significant impact of dichotomous situations on social reciprocal actions indicates a need to encourage positive social exchanges in divided communities. Governments, NGOs, and community leaders should invest in programs that promote cooperative behavior, mutual aid, and social reciprocity. Efforts to bridge the gap between opposing social groups should include initiatives that reward collaborative actions and provide opportunities for shared projects.

Action Step: Establish community-based projects where people from different social, economic, or cultural backgrounds work together to solve common problems (e.g., neighborhood improvement initiatives).

Address Economic Disparities to Enhance Youth Social Engagement

Since economic disparities significantly impact youth's social engagement, practical interventions should focus on reducing the barriers that prevent economically disadvantaged youth from participating fully in society. Policies aimed at providing equal opportunities for youth, particularly in education, employment, and social participation, can help close the economic gap.

Action Step: Introduce scholarships, internships, and mentorship programs for economically disadvantaged youth, along with initiatives that reduce the digital divide and improve access to social, cultural, and political spaces.

Promote Social Equity and Inclusion Policies

The overarching effect of dichotomous situations, especially economic disparities, calls for broader policy reforms aimed at promoting social equity and inclusion. Governmental policies should aim at reducing inequalities through inclusive legislation that targets marginalized groups, whether based on socioeconomic, cultural, or generational divides.

Action Step: Formulate policies that ensure equitable access to education, healthcare, and employment, with a focus on marginalized youth.

Youth Empowerment and Participation Initiatives

Youth engagement is crucial for social cohesion, particularly in communities affected by economic disparities and cultural dichotomies. It is recommended to implement empowerment initiatives that encourage youth to participate in social, political, and civic activities, giving them a voice in addressing the challenges they face.

Action Step: Establish youth councils, participatory budgeting programs, and leadership training initiatives to enable young people to influence decisions affecting their communities.

Target Group: Municipalities, NGOs, and youth advocacy groups.

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