

Studying the intended uses of the social networks by the students of the department of physical education and sport

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Abstract. The objective of this research is to study the intended uses of the social networks by the students of the Department of Physical Education and Sport (DPES). A total of 407 DPES students have been participated into the research; 25,6% of them were women and 74.4% were men. The data collection tool used for the study was the Scale for the Intended Uses of the Social Networks. With regard to the research statistics, the independent variable t-test and ANOVA have been used; and in order to evaluate the diversity of the subgroups, Bonferroni and Tamhane ($\alpha=0,05$) have been used. The analysis has revealed that on the basis of the social networking sites for which the males show a higher usage tendency according to the gender variable ($p<0,05$); there is no difference in terms of intended uses between those who use Facebook, Snapchat and those who do not ($p>0,05$). It has been seen that the Twitter users show a higher tendency in terms of the research and content sub-dimensions ($p<0,05$); and that the Instagram and other social network users show a higher tendency in terms of keeping in touch and content sharing ($p<0,05$). The research has revealed that the intended social network uses by the students arises mostly from the social network services, besides certain cultural influence.

Keywords: University, student, social network, intended use, sport

1 Introduction and objective

An important sphere of influence that has been introduced to the current daily life by the technological developments as an efficient element is the social networking. The social networking sites are the internet based technologies that help people to establish communication with other people and to interact. It is remarkable that in the recent years, the social networking sites are also used as academical education tools [1]. The previous studies indicate that the new generation is defined as digital native; however, it is emphasized that the digital native status of the individuals shall be differentiated not only in terms of their births, but also in terms of their characteristics. It has been stated that the

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efficiency of the social network use is one of these characteristics [2]. Currently, the availability of the studies revealing similarities between the internet usage of the individuals as well as the efficient use of the internet for sharing also indicate how efficient the sharing-based social networking [3]. The internet based social networking that covers different applications also influences the teaching efforts [4-6]. Also, it has been indicated that the zone of proximal development of the social networks may render the teaching media more meaningful [7, 8].

However, although the social networking is qualified as a supportive element for the education basically, it is considered that the social networks may restrict the efficiency of the teaching activity due to the problems arisen at the application level [9-11]. Currently, with the increasing number of the smart phones, the use of the social networks has become a global phenomenon, reaching addiction levels [12]. Also similarly, it has been observed that the hours spent for the internet and other technologies due to the overuse of the social networks triggers problems for the young people in various development areas [13, 14].

The new developments, i.e. the most significant evidences of the developing world, are also an activity area for any nation, state and individual who wants to survive in this world. Mostly, this situation renders the social networking an obligation for the individuals, public establishments and legal entities. In general, the institutions' informing the public through the social networks rather than the local communication channels is not found strange, even appreciated by the citizens.

In this context, considering that the DPES students will serve for the sports, a need for reviewing the use of the social networks by these students has arisen as a dimension of their reactions to the developing world, besides the efficiency of the education provided. Also, it is thought that the significance of the present study increases since it provides a foresight about the expectations of the participant students with regard to the development of the university's own social network application.

2 Material and method

The study has been conducted according to the screening model. The screening model is a research approach that targets to describe a past or present situation as it is. The approach tries to describe any event, individual or object which is subject to the research as it is, under its own conditions. No effort is made to change or to affect them in any way. There is something to find out and it is out there. What is important is to "observe" properly and specify it [15].

A total of 407 Dumlupınar University, Department of Physical Education and Sport (DPES) students have been participated into the research; 25,6% of them were women and 74,4% were men. The distribution of the participating students by divisions is as follows.

The Scale for the Intended Uses of the Social Networks has been used in this research in order to specify the intended uses of the social networks by the participant students [16]. The scale consists of the research, cooperation, initiating communication, keeping in touch, content sharing and entertainment subdimensions; however, it does not provide a total score on the basis of the scores obtained from these subdimensions. In this research, the coefficient of consistence for the scale has been calculated as $\alpha=0.897$.

Table 1. Distribution of the participating students by divisions.

			Gender		Total
			Female	Male	
Division	Physical Education	Count	28	58	86
		Teacher	% of Total	6,9%	14,3%
	Coaching Education	Count	23	69	92
		% of Total	5,7%	17,0%	22,6%
	Sport Management	Count	27	73	100
		% of Total	6,6%	17,9%	24,6%
	Recreation	Count	26	103	129
		% of Total	6,4%	25,3%	31,7%
	Total	Count	104	303	407
		% of Total	25,6%	74,4%	100,0%

During the analysis process, the univariate normal distribution degree of the materials has been determined by calculating the trendline and flatness coefficients. The analysis results have not revealed any trendline value higher than 3 and any flatness value higher than 10. Kline (1998), on the basis of the Monte Carlo simulation studies where the forecasting methods are used in the structural models, has indicated that the variables show normal distribution when the trendline index is higher than 3 and the flatness index is higher than 10 [17].

With regard to the research statistics, the t-test for the independent samples and ANOVA have been used, and in order to evaluate the diversity of the subgroups, Bonferroni and Tamhane ($\alpha=0,05$) have been used. Also, the significance level has been set as ($\alpha=0,05$).

3 Result (Findings)

The results obtained from the research have been evaluated in accordance with the subdimensions indicated in the research scale used in the research and studied on the basis of the variables accepted as independent variables. However, only the subdimension results showing significant differences have been included in the table.

Table 2. The independent samples t-test result of the attention stability sub-test of the participating athletes on the basis of the gender variable

	Gender	N	Average	Std. Deviation	t	p
Attention Stability	Female	104	9.1058	4.86900	2.936	.004
	Male	303	10.7822	5.07546		

The table 2 shows that the intention for initiating communication of the female participants (N=104) was $= 9.1058 + 4.869$ whereas for the male participants (N=303), this was $= 10.7822 + 5.07546$. The examination of the table 2 reveals that on the basis of the gender variable, there is a significant difference in favour of the male students with regard to the use of the social networks for initiating communication ($t_{.05}=2.936$; $p<0.05$). In this study, no significant difference has been determined with regard to the branch, having own computer, fixed internet payment, division and grade variables ($p>0.05$). However, the differences observed on the basis of the used social networks have been listed in the below table respectively.

Table 3. The independent samples t-test result of the participants on the basis of the use of the twitter social network

	Gender	N	Average	Std. Deviation	T	p
Research	No	204	14.6373	4.74220	2.497	.013
	Yes	169	15.7988	4.12250		
Content Sharing	No	204	19.3088	6.84362	3.161	.002
	Yes	169	21.7278	7.93556		

The table 3 shows that the research intention of the participating Twitter user students (N=169) was $= 15.988 + 4.1225$ whereas it was $= 14.6373 + 4.7422$ for the non-Twitter user students (N=303). Also, with regard to the Twitter user students participating in the research, the intention of use for content sharing has been determined as $= 21.7278 + 7.93556$ and for the non-Twitter user students, this intention was $= 19.3088 + 6.84362$. The research has revealed any significant difference between the Twitter user and non-Twitter user students ($t_{.05}=2.497$; $p<0.05$). Similarly, a significant difference has been revealed in favour of the Twitter users while comparing the Twitter users with non Twitter users ($t_{.05}=3.161$; $p<0.05$).

Table 4. The independent samples t-test result of the participants on the basis of the use of the instagram social network

	Gender	N	Average	Std. Deviation	T	p
Keeping in Touch	No	137	18.4672	6.09128	2.412	.016
	Yes	236	20.0381	6.04756		
Content Sharing	No	137	19.3139	7.33821	2.166	.031
	Yes	236	21.0381	7.45102		

The table 4 shows that the keeping in touch intention of the Instagram user students who have participated in the research (N=236) was $= 20.0381 + 6.04756$ whereas the non-Instagram user students' (N=137) keeping in touch intention was $= 18.4672 + 6.09128$. Also, the content sharing intention of the Instagram user students who have participated in the research has been calculated as $= 21.0381 + 7.45102$ whereas the non-Instagram user students' content sharing intention was $= 19.3139 + 7.33821$. The analysis has revealed a significant difference between the Instagram user and non-Instagram user students in terms of the keeping in touch intention ($t_{.05}=2.412$; $p<0.05$). Similarly, a significant difference in

favour of the Instagram users has been observed with regard to the content sharing intention while comparing the Instagram users with non-Instagram users ($t_{.05}=2.166$; $p<0.05$).

Table 5. The independent samples t-test result of the participants on the basis of the use of other social networks

	Gender	N	Average	Std. Deviation	t	p
Keeping in Touch	No	278	19.0612	6.06879	2.176	.030
	Yes	95	20.6316	6.08285		
Content Sharing	No	278	19.8345	7.17406	2.549	.011
	Yes	95	22.0737	8.00032		

The table 5 shows that the keeping in touch intention of other social network user students who have participated in the research ($N=95$) was $= 20.6316 + 6.08285$ whereas the keeping in touch intention of non-other social network user students ($N=278$) was $=19.0612 + 6.06879$. Also, it has been observed that the content sharing intention of other social network user students who have participated in the research was $= 22.0737 + 8.00032$ and that the content sharing intention of non-other social network user students was $= 19.8345 + 7.17406$. The analysis has revealed a significant difference between other social network user students and non-other social network user students in terms of the keeping in touch intention in favour of other social network user students ($t_{.05}=2.176$; $p<0.05$). Similarly, a significant difference has been observed between other social network user students and non-other social network user students in terms of the content sharing intention in favour of other social network user students ($t_{.05}=2.549$; $p<0.05$).

4 Discussion (Conclusion)

According to the research; among the gender, branch, having own computer, fixed payment for internet, division and grade variables, only the gender variable has caused a significant difference with regard to the initiating communication intention subdimension. It has been observed that the male students show significantly higher tendency to use the social networks for initiating communication than the females ($p<0.05$). This result seems similar with the patriarchal nature of the Turkish family structure. It has been seen that the female students avoid to initiate communication through the social networks with an overall social attitude.

As another dimension of the research, the evaluations based on the social networking sites used have not revealed any difference between the participating students in terms of the Facebook and Snapchat usage; however, it has been observed that the Twitter using students show higher tendency in terms of the research and content sharing intentions compared to the non-Twitter users. The students using Instagram and other social networks have shown higher tendency in terms of keeping in touch and content sharing intentions ($p<0.05$). Recent studies have revealed that the use of Facebook by the students for academical purposes is limited [18]. Also, in other studies, it has been stated that the Facebook addiction affects negatively the body image of the people and the ability to communicate with others in the actual environments [12]. Furthermore, it has been seen that the university students prefer those social networks that are related with their academical field and that provide more services. In a study conducted in Kenya, it has been seen that the students of the faculty of pharmacy mostly use Youtube which is a social

network that covers mainly video content; that they do not benefit from the social networks academically and that they chat with the actual persons through applications such as “WhatsApp” rather than Facebook [10]. The obtained results support the research. However, it has been emphasized that any research involving the social network usage should also cover the specific name of the social network used [19]. Because, many current researches support that a lot of students use the social networks for educational purposes today [1]. The obtained results have also revealed that the social networks are also efficiently used to establish graduate relations and to help the concerned university afterwards [20]. This situation supports the creation of the social identities of the universities as well as the research results obtained with regard to the content sharing and keeping in touch subdimensions. The fact that the individuals using certain social networks show tendency to benefit from different social networks for keeping in touch purposes may be interpreted as a wish to create a specific social group [6, 21, 22]. Also, the conducted studies show that the social networks affect the educational motivation; these networks are accepted as an auxiliary element in programming and they help to create motivation with regard to the education [7, 8, 11, 23]. Today's having social network is important many different needs [24].

Consequently; it has been concluded that the underlying factor for the social network usage intentions is the socio-cultural behavior as is the case with all social events taking place in all actual or virtual environments; that the individuals are affected by the social dynamics all along the line; that the social networks affect the social dynamics and that the general variables (division, grade, having own computer, gender and branch, etc.) do not have an active role with regard to the social network usage intentions, on the contrary, the preferences are formed on the basis of the services and contents provided by the social network. In this regard, it should be useful for the universities to carry out a needs analysis and support/use the social networks accordingly.

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