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Analyzing of Internet Usage Habits of High School Students Doing Sports and Not Doing Sports

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Abstract

The aim of this research is studying whether there is a difference between the internet usage habits of students doing sports and not doing sports. In addition to this, it is aimed to determine whether internet use habits differentiate in terms of license, the frequency of doing sports and gender. In the study, the students doing sports with license accepted as 'students doing sports'. 367 female and 315 male (682 in total) students receiving education at 9th, 10th, 11th grades of Anatolian High Schools in central districts of Mersin province participated in this research voluntarily. For this purpose, 'Internet Usage Habits Scale' and 'the self info form of the internet usage and the case of students doing sports or not' prepared by researchers were applied. The data was analyzed by the SPSS program. T test, one -way analysis of variance (anova) and descriptive statistical methods were used in analysis. Consequently, a significant difference was found out between the internet usage habits of students doing sports and not doing sports. It was studied out that students doing sports have internet usage habits more than students not doing sports. Additively, a significant difference was examined between the average points of internet usage habits of students having sports club licenses compared to the students having school licenses. It was found out students having sport club licenses have internet usage habits highly. It was seen that internet usage habits of students didn't differentiate significantly in terms of the frequency of doing sports. On the other hand, it was determined that internet usage habits differentiated in terms of gender, and male students have higher internet usage habits compared to female students.

Key words: sport, internet usage, adolescence

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1. Introduction

Nowadays, it is very easy and fast to reach the information by means of the improvements of mass mediums and the spread of internet use. Respectively, every individual can use the internet beginning from young ages if he/she has the appropriate opportunities. 16-24 age group has the highest rate of computer and internet use in Turkey (Tuik, 2014). Especially adolescents use internet intensively because of the fact that both they are interested in new technologies and so many fields of interests (social relationships, music, game, pornography, research, doing homework, etc.) exist on the internet (Kraut veark. 1998; Montgomery, 2000; akt; Bayraktar, 2001). The unconscious and uncontrolled usage of internet affects children and adolescents disadvantageously, besides it causes some physical, social and psychological problems. It affects adolescents to carry out their growing progress negatively (Whang, Lee, Chang, 2003). Reasons such as family neglect, peer pressure and the lack of communication isolate individuals. Therefore, these individuals see internet as a savior, and spend their time on the computer for hours. The more people use the internet the less they exercise. Change of the body composition (being overweight, decrease of the muscle mass, muscle and skeleton problems, lumbar and back pain), hypertension, diabetes, cardiological problems, psychosocial disorder are seen as a result of the exercise lack. These illnesses show up at early ages and they become chronic at advanced ages (Zorba, 2006). If we deliberate the harmful aspects of the internet as mentioned above, we can understand that it is important how students spend their spare times. It is estimated that students spending their time with using products such as computer, television, tablet, mobile phone experience some physical and social problems.

People's all individual or collective activities intended to develop and put forward their physical, psychological and intellectual abilities in a predetermined order and certain rules are called as sports (Ozturk, 2006). According to a research done by World Health Organization (WHO), physical activities decrease in adolescence, and this decrease continue in adulthood. Also, female adolescents do less sport activities compared to male adolescents (WHO, 2003).

2. Dataset Generation

2.1 Sample

The sample of this study consists of 377 female and 322 male volunteer students who receive education at 9th, 10th and 11th grades at Mersin Ticaret ve Sanayi Odasi Anatolian High School, Cagdaskent Anatolian High School, Mehmet Adnan Ozcelik Anatolian High School, Icel Anatolian High School, Mehmet Serttas Anatolian High School placed in central districts of Mersin province in 2013-2014 academic year. The ones with licence who do physical activities, are accepted as they do sports, the ones who don't have licence are accepted as they don't do sports. The distribution of sample group in terms of gender is shown at the table one.

Table 1. The distribution of sample group in terms of gender and grade

	Female	Male	Total
9th grade	164	152	316
10th grade	81	82	163
11th grade	122	81	203
Total	367	315	682

2.2 Data Acquisition Tools

'Internet Usage Habits Scale' was applied to sample group. At the same time, 'Internet usage- Sports participation personal information form' prepared by researchers by taking expert views was applied to sample group. Via this form, the information about the students school, class, gender as well as the habits of doing sports or not doing sports, their having licence, usage of internet is gathered.

2.3 Internet Usage Habits Scale

It was created by Gultutan, (2007). The Likert type 5-point scale consists of five choices as 'almost always'(5) , 'generally'(4) 'sometimes'(3) , 'rarely'(2), 'scarcely ever'(1). All items of the scale comprise positive items.

Internal consistency was looked for the confidence of the scale. For this purpose, Cronbach's alpha reliability co-efficient was found as 92, and Spearman Brown split half correlation was found as 90. Sufficiency of the questions placed in the scale in terms of the measured characteristic to distinguish the individuals was analyzed by using unrelated t-test analyzing the difference between the items' average points of %27 up-down groups formed by being based on total scale score ($t=16.70$, $p=.000$) and the corrected item-total correlation. Item total correlation changes between .487 and .706 for the all items placed in the scale. Cronbach's Alpha reliability co - efficient calculated as a result of the participants randomly separating into two groups are 94 and 92 respectively. The lowest point gotten from the scale is 19, the highest point is 95. The mid-point of the scale is 57. The point gotten above the average indicates that student has a strong internet using habit (Gultutan, 2007) In this study, Cronbach's Alpha reliability co-efficient of 'Internet Usage Habit Scale' was found out as 91.

2.4 Data Analysis

Independent groups t-test, one-way analysis of variance (anova) technique and descriptive statistics were used in the analysis of the obtained data.

3. Results and Discussion

The results of t test on independent groups about the internet usage habits of students who have licence on any sports and also who don't have a licence are shown at table 2.

Table 2. Independent groups t-test results with respect to the internet usage habits average of students having license and students not having license

	n	\bar{X}	s.s.	t	P
Students having license	175	48,14	16,77	3,49	,001
Students not having license	507	43,56	14,73		

$P<,05$

A significant difference was found out between the internet usage habits scale points of students having license and students not having license ($t=3,49$, $p<,05$). Internet usage habits scale average points of students having license are higher. The average point scale of the habit of internet usage of the students (43,56) who don't have licence is lower.

The results of one -way analysis of variance (anova) of internet usage habits scale in terms of students' license types are shown at Table 3.

Table 3. The ANOVA results of internet usage habits scale means in terms of students' license type

	Sum of squares	Sd	Mean of squares	F	p	Significant difference
Between groups	3482,138	3	1160,713	4,97	,002	Club License.- School License
In groups	158185,258	678	233,312			
Total	161667,396	681				

P<,05

A meaningful difference was found out between the students internet usage habits scale points in terms of students' license types ($F_{(678-3)}=4,97, p<,05$). It has found that the students who has club licence have high internet usage habits.

According to the gender variable the test results of independent groups related to internet usage habit points is shown at table 4.

Table 4. Independent groups t-test results according to the gender variable

	n	\bar{x}	s.s.	t	P
Kiz	366	41,46	14,19	-6,20	,000
Erkek	315	48,61	15,88		

p<,05

A significant difference was found out statistically in the results of independent groups t-test applied about internet usage habits in terms of gender variable ($t=-6,20, p<,05$). It is seen internet usage habits of male students are higher than female students.

4. Conclusion

One of the final results in this research is a significant difference was found between the internet usage habits of students doing sports and not doing sports. It was seen that students doing sports use internet more. This result can be interpreted as the internet can be used with mobile technologies without time and place restrictions. However, some researches done support this result. For instance, according to a research studied out in Holland, it was seen that the perception of 'children showing sedentary behaviors by spending their time on TV or internet for a length of time are likely to less participate in sport activities' is wrong, and it was seen that these students participate in organized sport activities (Jong, 2011).

In a study performed in our country, attitudes of high school students doing sports and not doing sports for the internet were examined. As a result of this study, students' attitudes towards internet showed a significant difference for their sport participations. The attitudes of students doing sports are more positive than the attitudes of students not doing sports (Kayikci, 2007).

Besides communication and accessing to information, opportunities of using computer and the internet can be grouped under headings such as; providing social accumulation, social chesion and strengthening awareness, inter-group coordination and improving communication (Akbulut, 2013). It's thought that the students who pays sports increase the internet usage habits because they spend

more time with their peers and their togetherness is more intense and frequent. According to findings of research conducted with university students (Tepekoylu, 2011).

Also, in this research, the internet usage habits of students that were club players were significantly higher than the internet usage habits of students that were playing for their school. When the literature was searched, no findings were come across about this result. It's thought that this result is based on that students who plays for a club watches matches and training videos via the internet and also they communicate more frequently with their teammates and coaches by using the internet.

Another result obtained from the research is internet usage habits differentiate significantly in terms of gender. Male adolescents' internet usage habits are higher than females. This situation coincides with the several researches. In a survey on high school students, it was seen that the boys were using the internet much more than the girls (Taf, 2009).The study on predicting the psychosocial variables of the internet addiction of adolescents shows that the boys internet addiction scores are higher than the girls (Esen, 2011).

In this study, it was found that the internet using habits of students who plays sports were higher than other students. The internet usage habits can be searched by getting more detailed information about socio-economic level of students, their region's cultural characteristics and family life. At the same time, it can be evaluated in a new study that the students of sports training in clubs are encouraged to study on the internet by their trainers and coaches. In addition, it can be analyzed whether the internet usage habits change according to individual or team sport.

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