Araştırma Makalesi ● Research Article

Use of Websites with Educational Content: A Study on Students of Sports Sciences

Eğitsel İçerikli Web Sitelerinin Kullanımı: Spor Eğitimi Alan Öğrenciler Üzerine Bir Araştırma

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Öz: Bu araştırmanın amacı Türkiye'de spor bilimleri fakültelerinde okuyan öğrencilerin eğitsel içerikli web sitelerini kullanımını etkileyen faktörleri araştırmaktır. Etik kurul onayı Fırat Üniversitesinden alınmıştır (20.11.2020-24/12). Öğrencilerin eğitsel içerikli web sitelerini kullanımını etkileyen faktörleri belirlemek için "Eğitsel İçerikli Web Sitelerinin Kullanımını Etkileyen Faktörler Ölçeği" kullanılmıştır. Elde edilen veriler lisanslı SPSS paket programı kullanılarak parametrik testlerden "Tek Yönlü Varyans Analizi" analizi, bağımlı değişkenler arasında ne düzeyde ve ne yönde bir ilişki olduğunu ortaya koymak amacıyla "Pearson Korelasyon Analizi" kullanılmıştır. ANOVA analizi sonucunda eğitsel web sitelerini kullanma sıklıkları ve sınıf düzeyi değişkenlerinde ölçek ve alt boyutlarında istatistiksel olarak anlamlı farklılıklar belirlenmiştir. Korelasyon analizi sonucunda en güçlü ilişkinin ölçek ile "Memnuniyet" alt boyutu arasında pozitif yönde ve yüksek düzeyde olduğu görülmüştür. Sonuç olarak eğitsel içerikli web sitelerinin spor eğitiminde kullanılmasının faydalı olduğu ortaya çıkmıştır. Bu çerçevede eğitsel web siteleri çeşitli görsel materyallere erişimde hem öğrencilere hem de öğretim elemanlarına kolaylık sağlamanın yanı sıra öğrencilerin mesleki bilgilerini kendi aralarında paylaşmalarına olanak sağlamıştır. Ayrıca öğrenciler araştırmalarını eğitsel web siteleri aracılığıyla kolayca yapabilmektedirler. Teknolojinin gelişmesiyle birlikte sosyal ağ ortamlarında daha fazla uygulamanın yer alabileceği ve spor eğitimi sürecinde daha verimli kullanılabileceği belirlenmiştir. Spor eğitimi veren kurumlarda her öğrenim döneminde öğrencilerin internet kullanımı konusunda bilinçlendirilmesi için çeşitli eğitimler düzenlenebilir.

Anahtar Kelimeler: Web siteleri, Eğitsel içerik, Spor eğitimi, Üniversite, Öğrenci

Abstract: This study aims to investigate the factors that affect the use of educational websites by the students of the faculty of sports sciences in Turkey. Ethics committee approval was obtained from Fırat University (20.11.2020-24/12). To determine the factors affecting the use of educational websites of students, the "Factors Affecting the Use of Educational Websites Scale" was used. The data obtained in the study were analysed by the SPSS package software. The "One-Way Variance" analysis, which is one of the parametric tests, was conducted.

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Additionally, a "Pearson Correlation Analysis" was conducted to determine the level and nature of the relationships between the dependent variables. As a result of the ANOVA analysis, significant differences were observed in the variables of frequency of using educational websites and grade level. As a result of the correlation analysis, it was observed that the strongest relationship was positive and high between the scale and the "Satisfaction" subscale. As a result, it was revealed that educational websites were beneficial in terms of sports education. Within this framework, educational websites enabled students to share professional information among themselves, in addition to providing convenience to both students and instructors while accessing various visual materials. Furthermore, students could easily do their research via educational websites. Finally, it was determined that with the development of technology, more applications could be included in social networking environments, and they could be used more efficiently in the sports education process. In institutions that provide sports education, various trainings can be organized to raise the awareness of students about internet use in each education period.

Keywords: Websites, Educational content, Sports education, University, Student

Introduction

Rapid changes in the world of science affect individuals' ways of thinking and perspectives, changing mental processes as well as social structure and behaviour. While the interaction between science and technology enables the development of both, it also affects the educational processes and mental structure of individuals (Budak, 2015; Senemoğlu, 2009). Developments and changes in science are directly proportional to the education processes of humans. As individuals are educated, science develops, technological changes are experienced with scientific developments, and individuals can be educated again thanks to technological changes. Therefore, education and science form a cycle that affects each other.

The rapid integration of technology into information has accelerated the entry into the modern information society and paved the way for information to be accessible in every environment. The development of computer and internet technologies provides advanced technical support for individuals' lifelong learning systems in the age of the information economy (Tang, 2018). The endless proliferation of information in the information age of the modern world has also increased the need for information (Kurbanoğlu and Akkoyunlu, 2001). The increase in the use of technology brings digitalization while education and teaching platforms also get their share from these changes. These developments, called information and communication technologies, create educational environments by including computers, tablets, smartboards, smartphones, the internet, and similar environments in education processes. Accordingly, it was stated that this new structure would make a positive contribution to the learning-teaching processes, while it was predicted that the effectiveness of teaching would increase as the frequency of the utilization of educational environments increased (Karataş and Sözcü, 2013).

Considering the importance of education in human life, the number of websites that can share educational content through the internet is increasing day by day. Thanks to online learning opportunities, the internet, which provides ease of access to information quickly and in a short time, has become a popular tool in learning processes. Platforms (websites) with educational purposes, constituting the concept of online learning, are designed to meet the needs of the students (Akdemir and Koszalka, 2008). Individuals shape their expectations for educational websites in this direction, and in the most accurate, up-to-date and accessible ways according to their preference (Henkoğlu and Mıhçı, 2012). Şahin et al. (2016) categorized the use of the internet for educational purposes as accessing information, sharing information, conducting research and studies, following scientific studies, using web pages and applications designed for educational purposes, following books, articles and journals shared online, translating texts in foreign languages, providing educational content, watching programs and games and using libraries on the internet. Thanks to the internet, it has become easier to share different types of data such as videos, music, and photos instantly in addition to accessing information (Yılmazsoy and Kahraman, 2017). According to Gökdaş and Kayri (2006), it is frequently emphasized that the use of educational content should become widespread. The increases in the use of educational

content to increase the quality and efficiency of education also result in an important problem. This problem is whether the educational software is usable (Bertiz, 2017: 21).

When the studies on educational websites were examined, it was observed that these studies mainly dealt with the design elements, usability, and formal features of the websites. In studies that highlighted the way the websites presented educational information content, and the way that they appeared, data collection tools measuring these purposes were used (Hsu, 2006; Lam and McNaught, 2004). However, there have been no studies on the factors that affect the expectations of individuals from these websites, their satisfaction in terms of use, overall satisfaction, and intentions to use these websites, or studies that reveal the relationship between individuals' expectations from these sites, and their satisfaction in terms of using these sites again.

Based on the developments and innovations, internet technologies offer different options to individuals. This is because educational websites were born as a result of the use of the internet for teaching purposes, and were created to meet the needs of individuals to obtain information in different fields. Especially, considering the advantages they enable in terms of time, ease of access, and cheap costs, educational websites are the first resources that individuals refer to when they need information on any subject. This situation has changed the perspective of individuals in the teaching and learning process, and has led individuals to perceive the internet environment as the main source for obtaining information. Currently, individuals prefer to use educational websites that provide access to up-to-date, accurate and satisfying information, and thus, offer rich learning opportunities. Accordingly, they shape their expectations in this direction. Within this framework, this study was conducted to determine the factors affecting the use of educational websites in line with the perceptions of students receiving sports education in Turkey. In the study, the expectations of the students who received sports education from educational websites, and the satisfaction they got as a result of using these websites were revealed. Furthermore, the study also aimed to determine the students' intentions for reusing these websites, and whether the expectations of the students from such sites were met. In line with these purposes, it was attempted to answer questions such as "*Are there any differences in the variables of the students who receive sports training, such as the factors affecting the use of educational websites, the frequency of using websites with educational content, and the grade in which they receive an education?*" or "*Are there any relationship between the scale and subscales for the use of educational websites by students receiving sports training? If so, at what level and in what direction?*". This study is of importance in terms of guiding students about why and how students studying in the field of sports sciences benefit from the internet, and the consequences that internet use may cause. Furthermore, the study provides important contributions to the literature, and researchers by determining the expectations, and satisfaction levels of students, which are experienced in learning environments independent of time and place, apart from the design elements of educational websites.

Method

Research Model

In this study, the "*quantitative method*" was used, and the relational survey design was chosen as the design of the study. In survey model studies, an existing situation is tried to be described as it is (Karasar, 2009). In addition, Büyüköztürk et al. (2010) used the expression that in correlational studies, the relationship between two or more variables put forward in the hypothesis is revealed.

Research Group

The study group consisted of 901 randomly chosen individuals who studied at the Sports Sciences Faculties at Fırat University (344 individuals), Dicle University (93 individuals), Harran University (87 individuals), Bitlis Eren University (54 individuals), İnönü University (158 individuals), Ağrı İbrahim Çeçen University (74 individuals), Bayburt University (37 individuals) and Atatürk University (47 individuals). The demographic information of the 901 participants was presented below (Table 1).

Table 1. Demographic Information of Research Group

Variables		N	%
Gender	Male	592	65.7
	Female	306	34.3
Age	18-21	394	43.7
	22-25	426	47.3
	26 and above	81	9.0
Grade Level	1st grade	97	10.8
	2nd grade	353	39.2
	3rd grade	326	36.2
	4th grade	125	13.9

Data Collection Tools

The scale developed by Henkoğlu and Mıhcı (2012) was used to obtain the data from the study group. This scale is used to determine the expectations of university students from educational websites, and the factors that affect their intention to reuse these websites. As a result of the factor analysis performed by Henkoğlu and Mıhcı (2012), it was observed that the scale consisted of 16 items and 4 factors. These factors were named as perceived usefulness, meeting expectations, satisfaction, and continuance intention, representing the subscales of the Expectation-Fitness Model. For the reliability of the data obtained from the scale, the Cronbach Alpha (α) internal consistency coefficients of the measurements obtained from the whole scale, and each factor were calculated. The reliability coefficients were 0.91 for the measurements obtained from the whole scale, 0.83 for the perceived usefulness (items 9, 10, 11, and 12), 0.85 for meeting expectations (items 1, 2, 3, and 4), satisfaction (items 5, 6, 7 and 8) and 0.76 for continuance intention (items 13, 14, 15 and 16).

Data Analysis

For the analysis of the data obtained in the study, a licensed SPSS 22 package software was used. The data obtained from the 901 students who received sports training were first examined to investigate whether the scale, and its subscales fulfilled the assumption of normality. The kurtosis and skewness values of the scale, and its subscales were determined to be between +1.5 and -1.5, which indicated a normal distribution. Accordingly, it was determined that these results also provided the assumptions for the correlation and regression analyses. Furthermore, it was observed that the linearity condition, which is the second presupposition of the regression analysis, was also met. The Cronbach Alpha (α) internal consistency coefficient of the scale was determined to be 0.81.

Then, frequency and percentage calculations were conducted to reveal the distribution of the study group in terms of individual variables. One-Way Analysis of Variance (ANOVA), one of the parametric tests, was used to determine the differentiation according to the individual variables, frequency of using educational websites, and grade. The LSD test was conducted to determine among which variables the differences were. The level of statistical significance (α error level) was regarded as $p<0.05$. "Pearson Correlation Analysis" was conducted to determine the level and direction of the relationship between the dependent variables.

Ethical Procedures

Before conducting the study, the Ethics Committee Report of this study was obtained from the Social and Humanitarian Sciences Research Ethics Committee of Fırat University with document number 24 and decision no number 12, dated 20.11.2020.

Findings

In line with the aims of the study, the results obtained from the perceptions of the students receiving sports education were presented below.

Table 2. Results of the One-Way Analysis of Variance (ANOVA) Conducted to Determine Whether There Was A Difference According to the Variable of Frequency of Using Educational Websites By The Study Group

Scale	Frequency	N	Mean	SD	F	p-Value	LSD Test
Factors Affecting the Use of Educational Websites Scale	(a) Continuous Use	268	3.728	0.783	20.450	**0.000***	a< b, c, d
	(b) Occasional Use	424	3.553	0.575			b< c, d
	(c) Rare Use	174	3.370	0.553			c, d
	(d) No Use	35	2.975	0.741			
Meeting Expectations	(a) Continuous Use	268	3.621	0.900	13.498	**0.000***	a<b, c, d
	(b) Occasional Use	424	3.429	0.740			b<c, d
	(c) Rare Use	174	3.218	0.653			
	(d) No Use	35	2.971	0.952			
Perceived Usefulness	(a) Continuous Use	268	3.747	0.884	12.675	**0.000***	a<b, c, d
	(b) Occasional Use	424	3.615	0.694			d<b, c
	(c) Rare Use	174	3.482	0.729			
	(d) No Use	35	2.957	0.971			
Satisfaction	(a) Continuous Use	268	3.780	0.854	21.213	**0.000***	a< b, c, d
	(b) Occasional Use	424	3.556	0.705			b< c, d
	(c) Rare Use	174	3.383	0.643			c, d
	(d) No Use	35	2.857	0.887			
Continuance Intention	(a) Continuous Use	268	3.764	0.882	12.234	**0.000***	a<b, c, d
	(b) Occasional Use	424	3.614	0.752			b<c, d
	(c) Rare Use	174	3.398	0.683			
	(d) No Use	35	3.114	0.858			

SD= Standard Deviation   *p<0.05

According to the results, statistically significant differences were observed in the "Factors Affecting the Use of Educational Websites Scale (F=20.450; p=0.000)" and the subscales of "Meeting Expectations (F=13.498; p=0.000)", "Perceived Usefulness (F=12.675; p=0.000)", "Satisfaction (F=21.213; p=0.000)", and "Continuance Intention (F=12.234; p=0.048)" according to the variable of the frequency of using education websites (p<0.05) (Table 2). As a result of the LSD test, it was determined that the mean scores of those who constantly used websites with educational content in the scale and subscales were high.

Table 3. Results of The One-Way Analysis of Variance (ANOVA) Conducted to Determine Whether There Was A Difference According to the Grade Levels of the Study Group

Scale	Grade Level	N	Mean	SD	F	p-Value	LSD Test
Factors Affecting the Use of Educational Websites Scale	(a) 1st Grade	97	3.525	0.674	3.499	**0.015***	b< c, d
	(b) 2nd Grade	353	3.472	0.664			
	(c) 3rd Grade	326	3.586	0.683			
	(d) 4th Grade	125	3.678	0.607			
Meeting Expectations	(a) 1st Grade	97	3.389	0.791	2.988	**0.030***	b< c, d
	(b) 2nd Grade	353	3.347	0.795			
	(c) 3rd Grade	326	3.469	0.787			
	(d) 4th Grade	125	3.576	0.841			
Perceived Usefulness	(a) 1st Grade	97	3.528	0.784	1.796	0.146	-
	(b) 2nd Grade	353	3.550	0.819			
	(c) 3rd Grade	326	3.645	0.779			

	(d) 4th Grade	125	3.702	0.712		
Satisfaction	(a) 1st Grade	97	3.621	0.826		b< c, d
	(b) 2nd Grade	353	3.469	0.769	3.298 **0.020***	
	(c) 3rd Grade	326	3.595	0.771		
	(d) 4th Grade	125	3.694	0.732		
Continuance Intention	(a) 1st Grade	97	3.564	0.814		b, d
	(b) 2nd Grade	353	3.522	0.793	2.649 **0.048***	
	(c) 3rd Grade	326	3.634	0.818		
	(d) 4th Grade	125	3.740	0.740		

SD= Standard Deviation   *p<0.05

According to the perceptions of the study group, statistically significant differences were observed in the "Factors Affecting the Use of Educational Websites Scale (F=3.499; p=0.015)", and the subscales of "Meeting Expectations (F=2.988; p=0.030)", "Satisfaction (F=3.298; p=0.020)" and "Continuance Intention (F=2.649; 0.048)" according to the variable of the grade level (Table 3). As a result of the LSD test, differences were determined in the perceptions of the 2nd-grade students and the 3rd- and 4th-grade students. It was also determined that the perceptions of the students who received sports education in the 2nd grade were at lower levels.

Table 4. Results of the Correlation Analysis for the Relationships Between the Factors Affecting the Use of Educational Websites Scale and Its Subscales

Scale	Descriptive	1	2	3	4	5
Factors Affecting the Use of Educational Websites Scale (1)	R	1				
	p	-				
	N	901				
Meeting Expectations (2)	r	**0.826***	1			
	p	0.000	-			
	N	901	901			
Perceived Usefulness (3)	r	**0.862***	**0.587***	1		
	p	0.000	0.000	-		
	N	901	901	901		
Satisfaction (4)	r	**0.863***	**0.661***	**0.668***	1	
	p	0.000	0.000	0.000	-	
	N	901	901	901	901	
Continuance Intention (5)	r	**0.826***	**0.538***	**0.656***	**0.592***	1
	p	0.000	0.000	0.000	0.000	-
	N	901	901	901	901	901

*p<0.05

According to the results, strong and positive, significant correlations were observed between the "Factors Affecting the Use of Educational Websites Scale" and the subscales of "Meeting Expectations (r=0.826; p=0.000; p<0.05)", "Perceived Usefulness (r=0.862; p=0.000; p<0.005)", "Satisfaction (r=0.863; p=0.000; p<0.05)", and "Continuance Intention (r=0.826; p=0.000; p<0.05)" (Table 4). It was determined that the strongest relationship was between the scale and the "Satisfaction" subscale, which was at a strong level and positive while the weakest relationship was moderate and positive between the "Meeting Expectations" and "Continuance Intention" subscale.

Conclusion

In line with the perceptions of the study group, significant differences were observed in the subscales of the "Factors Affecting the Use of Educational Websites Scale", which included "Meeting Expectations", "Perceived Usefulness", "Satisfaction", and "Continuance Intention", according to the

variable of frequency of using educational websites (Table 2). It was determined that the mean scores of those who constantly used websites with educational content in the scale, and its subscales were at high levels. A review of literature on the subject demonstrated the following conclusions. In a study, Yılmazsoy and Kahraman (2019) examined undergraduate and graduate students in terms of their aims to use social networks, and reported that mean scores of educational use were higher than the scores of communication, and recognition/introduction aspects. The researchers also stated that students mostly used social networks in the field of education. Budzinski et al. (2012) emphasized that the time students spend on social media was quite long, and the use of classroom-based social media sites could be interesting. However, due to the use of social media by most of the students, it was stated that the Facebook pages were used for educational purposes. Kamiloğlu and Yurttaş (2014) stated that the internet and all social media applications were not only entertainment environments but these applications were turned into educational and training platforms for young people. Toğay et al. (2013) reported that students mostly used social networking websites to connect with their friends, and they also used social networking sites to communicate with lecturers and classmates about course topics. İli (2013) stated that students' purposes of using social media were chatting online, following the news, playing games, following their friends, and conducting research. Accordingly, it can be stated that the use of social networks in education is increasing gradually due to features such as being flexible and useful, easier to use compared to other teaching management systems, enriching teaching experiences, and supporting the evaluation processes (Özmen et al., 2012; Jones et al., 2010). The results of this study also demonstrated that it was an expected result for the study group to have high scores for the frequency of using educational websites, and to reveal a significant relationship between them. Because the parallel development of applications for educational purposes in an environment where the internet, computers, tablets, and smartphones are widespread is an important issue in terms of its contribution to education. These results also demonstrate that the understanding of education has shifted from traditional teaching methods to contemporary teaching methods. Therefore, it is an important issue that further studies support the same results as this study.

Significant differences were determined in the subscales of "Factors Affecting the Use of Educational Websites Scale", "Meeting Expectations", "Satisfaction" and "Continuance Intention" according to grade levels (Table 3). There were differences in the perceptions of the 2nd-grade students and the 3rd- and 4th-grade students. It was observed that the perceptions of the students who received sports education in the 2nd grade were at a lower level. An analysis of other studies indicated the following conclusions. In the conducted by Yılmazsoy and Kahraman (2019), among the study group, undergraduate students used the internet for educational purposes more compared to graduate students while graduate students used the internet for social interaction and commutation purposes more frequently compared to undergraduate students. Yenen (2020) did not detect a significant difference in the mean scores of prospective teachers regarding the grade variable. Soysal and Aldal (2020: 132) concluded that the grade level of the students did not have any effect on the use of social networks. As the grade levels of the study group increase, it is an expected result that their expectations, satisfaction, and intention scores from educational websites increase. This is because it is natural for students not to use the internet in an educational sense in the first years of university, and to use the internet to chat online, play games, follow the news, follow their friends, etc. However, it can be interpreted that with the advancement of the grade variable, the educational content becomes a necessity for them in the professional sense, which increases the thought that it will contribute to their career plans. The fact that the study group did not demonstrate a significant difference in their perceptions on the usefulness of educational websites, and that every student had the same perception can be associated with the acceptance of a significant fact by everyone. Therefore, the absence of a significant difference in other studies should be considered as an expected result.

As a result of the correlation analysis, it was determined that there was a strong and positive correlation between the "Factors Affecting the Use of Educational Websites Scale" and the "Satisfaction" subscale. The weakest relationship was observed to be moderate and positive between the subscales of "Meeting Expectations" and "Intention to Continuity" (Table 4). Yenen (2020) reported

that teacher candidates' perceptions of learning based on social networks were at high levels in terms of both general terms and all the variables. Şahin et al. (2016) stated that students' mean scores for internet addiction were low, and their educational internet usage skill levels were moderate. Additionally, the researchers could not find a significant relationship between students' educational internet usage skills and internet addiction levels. Accordingly, this result was interpreted as students' educational internet use situations did not cause internet addiction. As long as the internet can be used in education with information and educational content, the contributions of computer and internet technologies to our lives in terms of accessing information are undoubtedly very significant. Therefore, the presence of strong correlations between the students' perceptions of using educational websites and their expectations, satisfaction, perceived usefulness, and continuance intentions were considered as expected results.

Web-based education includes a complex process for establishing and maintaining social relationships (Panigrahi et al., 2018). For individuals existing in the education and training structure to be more competent in terms of knowledge, culture, or art by using the opportunities provided by technology, such social networks should be integrated into education and used consciously (Karal and Kokoç, 2010). Köşkeroğlu-Büyükimdat et al. (2011) stated in their study that the benefits of Facebook, a social network, made a significant contribution to the use of such social networks as a professional development tool, especially in communication, sharing, and socialization. In another study, Öztürk (2011) argued that it was a necessity to integrate social networking sites into university education and that their use in educational contexts would be beneficial in terms of communication, cooperation, and resource/material sharing. On the other hand, Mazman (2009) emphasized the importance of using social networks in educational contexts on issues such as providing effective communication, studying together, collaborative learning to create common outputs within the framework of different views and ideas, access to resources and material sharing.

These studies and observations demonstrate that learning perceptions and ways of accessing information are changing rapidly. The ever-developing technology has made it mandatory for people to use the internet more effectively. The use of social media has also evolved into such practices in many fields and continues to do so. While the internet was mostly used for social media purposes in the past, it is mostly used for educational purposes today. For this reason, students of all age groups should be able to follow educational sites more closely, and develop their research skills. We can ensure that the internet takes place in our lives in a more functional way by supporting the infrastructure in educational institutions, and preparing the necessary ground for the education of students. Raising generations who can keep up with the perception of learning of the new generations and guiding them accordingly should be the primary goal of institutions/organizations. To make effective use of educational websites, students receiving sports education must be made aware of how they can use these networks for academic and professional learning. In this direction, considering the dynamic structure and colorful contents of online education platforms, the attention of students who receive sports education can be drawn to the lesson while increasing their motivation. This is because it is thought that the use of such applications as introductory activities to the lessons will inform the students about what will be covered in lessons, and serve as reminders of learning during lessons. As a result, it was revealed that educational websites were beneficial in terms of sports education. Within this framework, educational websites enabled students to share professional information among themselves, in addition to providing convenience to both students and instructors while accessing various visual materials. Furthermore, students could easily do their research via educational websites. Finally, it was determined that with the development of technology, more applications could be included in social networking environments, and they could be used more efficiently in the sports education process. As a result of this study, the following suggestions were proposed.

- Students' awareness about the use of such practices in education can be increased.
- In sports education institutions, various educations can be organized for students to raise awareness about the use of the internet, especially for developing internet skills for educational purposes in each educational period.

- For the students who receive sports education to be more active in their lessons, and to participate in the lessons together with the instructors, lessons that emphasize the contents of educational websites can be provided.
- Studies can be conducted to investigate information-based data in a way to make them a part of the system, and support educational websites.

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