

The determination of the leisure orientation of university students and the investigation of the purpose of social network uses by various variables

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Abstract

The aim of this study is to determine the purpose of using social networking sites for university students. The universe of our search; Seljuk University and the research is composed of 309 students studying in Seljuk University at the different faculties during 2017-2018 education periods. Demographic information form including the questions determined by the researchers and Social Network Sites Usage Scale (8) were used as the data collection tool in the research. In the analysis of the data, the relevance of normal distribution was tested according to the variables independent t test for binary comparisons and the non-parametric tests for multiple comparisons without normal distribution relevance Kruskal Wallis test was used. Significance level in the study was taken as 0.05. In conclusion, while there was no difference according to gender, age SASKA variable scale according to the "recognition and for self-promotion" in the lower size 18-20 age group is in favor. According to the class variable, there was a difference between all the other classes in the sub-dimension for "recognition and self-promotion in favor of the 2nd grade. According to the monthly income variable, in the sub-dimension "recognition and self-promotion", significant results were found in favor of 1501 and above income group ($p < 0.05$).

Keywords: Use of Social Network Sites, University Student, Social Media

INTRODUCTION

Social networking sites are web-based services that allow individuals to create a public or semi-open profile within a defined system, display a list of other users to whom they are linked, this allows other users to see the listed connections on the system and web-based services that allow these connections to switch between them (3). Social networking sites are defined as "software that facilitate the interaction between individuals and groups, offer a variety of options for social feedback and support the formation of social relations" (7,9). These structures; it enables users to communicate with each other in online social communities, and to communicate with other users with common interests or common features, it also helps users publish photos, files, personal work and information online and even organize online organizations (6).

Although social networks can communicate with friends, make new friends, reach old friends, photos, videos, articles, etc. social networks can also be considered as a tool that can be used in education, although it is seen as structures that

allow them to share various documents and share their thoughts with others (5).

Social networks, which have many features that respond to the users' requests in the Internet environment, are the most preferred sites by Internet users. Social networking sites, where members of different cultures and different geographies can be used at no cost, have brought different levels of communication and interaction between people. Social networking sites that can share all kinds of files, from photo and file sharing to educational software, visual training sets, can combine their members with a common interest in a group (13).

MATERIAL & METHOD

The universe of the research; its sample consists of 309 students studying at different faculties during 2017-2018 academic year at Selcuk University.

The demographic information form and the Social Network Sites Intended Purpose Scale were used as data collection tools (8). In the analysis of the data, normal distribution was tested according to variables and Independent t-test was used for

pairwise comparisons and Kruskal Wallis test was used for non-parametric tests. The significance level was taken as 0.05.

FINDINGS

Table.1 Demographic Information of Participants

		N	%
Gender	Female	106	34.3
	Male	203	65.7
Age	18-20 age	90	29.1
	21-23 age	189	61.2
	24 and above	30	9.7
Class	1	34	11.0
	2	78	25.2
	3	90	29.1
	4	107	34.6
Weekly Free Time	1-3 hours	46	14.9
	4-6 hours	89	28.8
	7-9 hours	73	23.6
	10 hours and above	101	32.7

According to Table-1, 34.3% of the students are female and 65.7% are male. When the age range is examined, 29.1% of the students 18-20 age, 61.2% of the students 21-23 age and 9.7% of them 24 and above. Considering they are trained in what grade

the participants, 11% Class 1, 25.2% Class 2, 29.1% Class 3 and 34.6% Class 4. considering the weekly free time of the participants, 14.9% is 1-3 hours, 28.8% is 4-6 hours, 23.6% is 7-9 hours and 32.7% is 10 hours and more.

Table 2. Participants' Free Time Preferences

	Female	Male	Total	t
	$\bar{X} \pm SS$	$\bar{X} \pm SS$	$\bar{X} \pm SS$	
Going to cafe etc.	3.31±1.37	3.10±1.35	3.17±1.36	1.236
Watching TV	3.07±1.12	3.13±1.20	3.11±1.17	-0.456
Surf on Internet	3.21±1.08	3.36±1.14	3.31±1.12	-1.114
Spending time on social media	3.21±1.25	3.29±1.23	3.26±1.24	-0.508
Playing Computer Games	2.56±1.41	3.00±1.29	2.85±1.34	-2.744**
Being With My Friends	3.60±1.11	3.45±1.08	3.50±1.09	1.153
Watching movie	3.42±1.16	3.50±1.04	3.48±1.09	-0.596
Reading books	3.65±1.12	3.21±1.13	3.36±1.15	3.212**
To participate in sports organizations / To do sports	3.50±1.34	3.47±1.29	3.48±1.30	0.232

**P<0.01

When Table 2 is examined, the mean of the activities of the participants in their free time is given. Their preferred activities are in order of priority; 'To be with my friend', 'Watching movie', 'To participate in sports organizations / To do sports', 'Reading books', 'Surf on Internet', 'Spending time on social media', 'Going to Café etc.',

'Watching TV' and 'Playing Computer Games' has been ranked as.

In addition, when we examine the difference between free time preferences according to gender, "Playing computer games" has a mean score in favor of males ($t = -2.774$), while 'reading books' is higher in favor of female participants ($t = 3.212$).

Table 3. Aims of Use of Social Network Sites Scale Sub-Dimension Scores by Age Variable Kruskal Wallis Test

	Age	n	Order Average	Sd	X2	p	
Recognition and Publicity	A 18-20 age	90	164.78	2	6.383	0.041*	C<A
	B 21-23 age	148	160.14				
	C 24 and above	71	131.89				
Educational Usage	A 18-20 age	90	161.11	2	0.722	0.697	
	B 21-23 age	148	153.95				
	C 24 and above	71	149.44				
Social Communication and Interaction Purpose	A 18-20 age	90	156.81	2	2.574	0.276	
	B 21-23 age	148	160.89				
	C 24 and above	71	140.44				

*p<0.05

Table 4. Aims of Use of Social Network Sites Scale Sub-Dimension Scores by Age Variable Kruskal Wallis Test

		Age	n	Order Average	Sd	X2	p	
Recognition and Publicity	A	18-20 age	90	164.78	2	6.383	0.041	C<A
	B	21-23 age	148	160.14				
	C	24 and above	71	131.89				
Educational Usage	A	18-20 age	90	161.11	2	0.722	0.697	
	B	21-23 age	148	153.95				
	C	24 and above	71	149.44				
Social Communication and Interaction Purpose	A	18-20 age	90	156.81	2	2.574	0.276	
	B	21-23 age	148	160.89				
	C	24 and above	71	140.44				

**p<0.05

Table 4. As a result of the examination of the students participating in the study according to age variable, Social Network Sites Usage Purpose Scale mean scores, it was found that the 'Recognition and Publicity Purpose' subscale differed significantly in favor of 18-20 year old students.

Table 5. Aims of Use of Social Network Sites Scale Sub-dimension Scores' by Class Variable Kruskal Wallis Test

		Class	N	X	sd	X2	P	
Recognition and Publicity	A	1. Class	34	152.82	3	12.878	0.005**	B>All
	B	2. Class	78	185.80				
	C	3. Class	90	143.92				
	D	4. Class	107	152.82				
Educational Usage	A	1. Class	34	162.78	3	2.609	0.456	
	B	2. Class	78	167.01				
	C	3. Class	90	148.54				
	D	4. Class	107	149.20				
Social Communication and Interaction Purpose	A	1. Class	34	151.54	3	3.159	0.368	
	B	2. Class	78	170.48				
	C	3. Class	90	149.59				
	D	4. Class	107	149.36				

**p<0.05

Table 6. Aims of Use of Social Network Sites Scale Sub-dimensions Scores' T test by Monthly Income Variable

		Monthly Income	N	X	Ss	Sd	T	P
Recognition and Publicity		1500 and below	212	2.8805	0.967	307	-2.867	0.004**
		1501 and above	97	3.2268	1.023			
Educational Usage		1500 and below	212	3.2005	0.867	307	0.043	0.966
		1501 and above	97	3.1959	0.864			
Social Communication and Interaction Purpose		1500 and below	212	3.3597	0.815	307	0.947	0.973
		1501 and above	97	3.3632	0.822			

**p<0.05

When the Table 5 is examined, the students who participated in the research, it is determined that the mean scores of Social Networking Sites Purpose of Use Scale were significantly different in favor of the students studying at the Class 2 in the 'Recognition and Publicity Purpose' sub-dimension.

When the Table 6 is examined, students participating in the research based on the monthly income variable, the mean score of Social Networking Sites Purpose Scale was found to be significantly different in favor of the students who have 1501 or more income in the 'Recognition and Publicity Purpose' sub-dimension.

DISCUSSION & CONCLUSION

In the social networks, which have recently increased rapidly in the world, it is possible for people to express themselves, to have fun with their

stresses, and to unite in line with common goals or opinions. In this context, it is necessary to determine the purposes of social networking in young people and many institutions and organizations, especially higher education, in terms of creating activity, social domain and the necessary public spaces.

As a result of the study, while there is no difference according to the gender variable, the AUSNSC scale according to age variable is in favor of 18-20 age group in the sub-dimension of 'recognition and publicity purpose', according to the class variable, between the other classes in the sub-dimension of 'recognition and publicity purpose' in favor of Class 2, according to the monthly income variable, 'recognition and publicity purpose' sub-dimension yielded significant results in favor of 1501 and more income groups (p<0.05).

In a study conducted by Filiz et al. (17) on Mehmet Akif Ersoy University students, it was observed that AUSNSC scale mean scores significantly changed in favor of Class 1 students. Although there is a significant difference in favor of Class 2 students, the AUSNSC Scale scores of the first year students are low. Similar results were obtained according to the age variable. This result shows that students who have just started university and who are looking for a chance to express themselves and who use social networks as a tool for this purpose are in low classes.

Akçayır (1) has linked the usage purpose of social networking with Maslow's needs hierarchy. Considering our results it can be said that, when individuals meet their physiological and basic needs, there are also tendencies to relieve the need for belonging through social networks (Table 2). As a matter of fact, when we look at the results, it can be thought that the way of expressing themselves are easier in the virtual environment considering that the university youth is composed of a multicultural structure. In addition to, the literature shows that males use higher levels of internet and their addiction levels are higher than females. In this respect, the table that questions the free time preferences coincides with the literature (15,14)

According to Martin (10), the use of the Internet primarily replaces the real life in social relations, so that users are caught in this bad cycle. At this point, the importance of interpersonal relations also comes into play. Studies show that there is a negative relationship between the degree of satisfaction obtained from interpersonal relationships in daily life and internet use. Individuals with disabilities in their social relationships often refer to the Internet to re-establish and maintain their personal relationships and replace the Internet with face-to-face communication (2). These individuals may develop internet addiction to address interpersonal relationship requirements and create alternative social channels. Many people are trying to get the satisfaction they get from the interpersonal relations that they cannot find in their real life (4,12). Individuals who cannot express themselves correctly or in a true way in daily life are trying to make meaningful relationships in internet environment (16, 11).

Research has some limitations. First of all, the individuals who created the sample were not selected by random sampling method; therefore they did not have the ability to represent. All of the sample is composed of university students, so the

differences between the students and the individuals working with the students could not be examined. When evaluating the findings, it will be a correct approach to consider these points and not to make generalizations.

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