

Comparison of Internet Addiction Level of Sports Science Faculty Students in Accordance with Some Variables

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ABSTRACT

Background: Internet addiction, which has become a global social issue, can be broadly conceptualized as an inability to control one's use of the Internet which leads to negative consequences in daily life.

Aim: The purpose of this study was to compare internet addiction levels of sports science faculty students in Çanakkale 18 Mart University according to some variables.

Methods: 205 voluntary students that are currently receiving education who were between 19-25 age participated in this research. Internet Addiction Scale developed by Şahin and Korkmaz was used as a data collection tool. SPSS package was used in data analysis. For determining whether the data had a normal distribution or not, "Kolmogorov-Smirnov" test were used and "Anova-Homogeneity of variance" test were used for the homogeneity of data and as a result of these tests the data were determined to have a normal distribution and a homogeneity. Descriptive statistics, Independent Sample t-test and One-Way variance analysis were conducted in data analysis.

Results: As a result of statistics, in scale size comparison according to gender variable, significant differences were determined in negativity in social relationship dimension and there were no significant differences in control loss and desire for staying online more. According to departments of students, there were no statistically significant differences determined in desire for staying online more and negativity in social relationships.

Conclusion: In conclusion, there were similarities and differences determined between internet addiction levels of students according to departments which they received education and gender variable of students in Sports Science Faculty. These differences may be due to intentions of internet use, increasing need for internet use, and varying education styles that students receive from different departments.

Keywords: Internet Addiction, University, Sports Science, Student, Athlete.

INTRODUCTION

Internet addiction which is called a novel way of addiction have become an important working area engaging attention of researchers from different disciplines like sociology, psychology and communication. Even though there is no a standardized definition of internet addiction, such a phenomenon among the researchers were believed to exist⁸. The term "Internet addiction" was first suggested by Dr. Ivan Goldberg in order to characterize the pathological internet use. Goldberg (1996) defines "Internet Addiction Disorder" through some basic multiple diagnostics¹². These can be explained with a desire for increasing the time spent in the network, dreaming about the network, staying online more than planned, and having social or psychological issues. According to Griffiths (1998) excessive internet use may not be problematic in many ways, however investigations reveal that an extreme use of internet by some individuals is a true addiction and a source of anxiety¹. In addition, internet use was explained as a sort of technology addiction (computer addiction) and a subtype of behavioral addictions⁷. Young (1998) resembles addicted internet use as an intoxicant non-drug impulse control disorder and a pathological gambling²⁵.

According to the author, internet addicts; worry about the internet (i.e. they think about their previous online activities or they make account for future online moments); increasingly using the internet for satisfaction; control the internet use, and attempt to stop their internet activities or show repeating behaviors about it; feel depression and restlessness when trying to decrease internet use; try to stay online more than before; endanger their relationships,

business, education or career opportunities and create the risk for losing them; tell lies to family members, therapists or other people in order to hide their content of connection with the internet and using the internet for relieving of disturbing moods (i.e. a feeling of despair, delinquency, anxiety and depression for escaping from daily problems¹.

In internet addiction; it is the same as alcohol addiction to be exposed oneself to the influence of a drug⁵. Such that, like an alcoholic who needs to consume more alcohol more and more, addicted individuals can stay online for longer durations. In addition, addicted individuals leave no avenue unexplored to retain the nature of this behavior and extent. In many of impulse control disorders mostly can disappear through a certain action and arise from an increasing agonizing tension and restlessness. For instance, an uptight moments when someone would like to drink alcohol, someone who have an eating disorder want to eat a lot. In either case emotional tension is lowered through an obsessed behavior and this replaces with a reward for a future behavior. Similarly, internet use of an internet addict is seen as a psychological escape from the problems of life rather than obtaining information²⁶. In accordance with this, this research was carried out with the purpose of comparing internet addiction levels of university students.

MATERIAL & METHODS

In this research, causal-comparative research model from quantitative research methods were used as a method.

Sample and Population: Data were obtained from the student receiving education at Sports Science Faculty

students in 2020/2021 education season at Çanakkale Onsekiz Mart University. The population of this research consisted of students who receive education at Sports Science Faculty at Çanakkale Onsekiz Mart University, and sample consisted of 205 students from physical education and sports teaching, coaching and sports managements departments who participated voluntarily in research.

Data Collection Tools: In research, a personal information form and Internet Addiction Scale developed by Hahn and Jerusalem (2001) and adopted to Turkish by Şahin and Korkmaz were used. The original name of the scale was "Skala zur Erfassung der Internetsucht."

Data analysis: SPSS package was used in data analysis. For determining whether the data had a normal distribution or not, "Kolmogorov-Smirnov" test were used and "Anova-Homogeneity of variance" test were used for the homogeneity of data and as a result of these tests the data were determined to have a normal distribution and a homogeneity. Descriptive statistics, Independent Sample t-test and One-Way variance analysis were conducted in data analysis.

RESULTS

Table 1: Descriptive Statistics Results According to Gender Variable

Variable	Gender	N	$\bar{x} \pm SS$
Loss of Control	Female	88	15,98±6,94
	Male	117	15,47±6,28
Desire for Staying Online More	Female	88	9,14±4,93
	Male	117	9,27±4,25
Negativity in Social Relationships	Female	88	12,96±6,74
	Male	117	15,45±7,99

When descriptive statistics results of students were investigated according to gender variable in Table 1; it was determined that female students had more desire in staying online more sub dimension and negativity in social relationships subdimensions than male students.

Table 2. Independent Sample t Test According to Gender Variable

Variable	Gender	$\bar{x} \pm SS$	F	t	Sig.
Kontrol Kaybı	Female	15,98±6,94	2,448	,465	,643
	Male	15,47±6,28			
Desire for Staying Online More	Female	9,14±4,93	4,456	-,172	,864
	Male	9,27±4,25			
Negativity in Social Relationship	Female	12,96±6,74		-	,041
	Male	15,45±7,99			

Table 3. Descriptive Statistics Results According to Departments and One Way Variance Analysis

Variable	Departments	N	Mean	Ss
Loss of Control	Physical Education and Sports Teaching	82	14,88	6,26
	Coaching	66	16,46	6,65
	Sports Management	57	16,76	6,76
Desire for Staying Online More	Physical Education and Sports Teaching	82	8,92	4,38
	Coaching	66	9,64	4,63
	Sports Management	57	9,56	4,65
Negativity in Social Relationships	Physical Education and Sports Teaching	82	13,58	6,70
	Coaching	66	15,55	8,58
	Sports Management	57	15,83	8,35

As a result of a comparison in scale size according to gender variable while there were no statistically significant difference in loss of control and stayign online more

subdimensions ($p>0.05$), there were a statistically significant difference in negativity in social relationships dimension ($p<0.05$)

When mean scores of students were investigated according to their departments; in loss of control subdimensions physical education and sports department students had 14,88±4,63, coaching department students had 16,46±6,65 and sports management department students had 16,76±6,76. In staying online more subdimension; physical education and sports department students had 8,92±4,38, coaching department students had 9,64±4,63 and sports management department students had 9,56±4,65 and in negativity in social relationships subdimension; physical education and sports department students had 13,58±6,70, coaching department students had 15,55±8,58 and sports management department students had 15,83±8,35.

Table 4. One Way Variance Analysis Results According to Departments

Variable		Sum of Squares	Mean Square	F	Sig.
Loss of Control	Between Groups	112,88	56,44	1,35	0,26
	Within Groups	6338,54	41,97		
Desire for Staying Online More	Between Groups	18,38	9,19	0,452	0,63
	Within Groups	3071,22	20,33		
Negativity in Social Relationships	Between Groups	168,54	84,27	1,45	0,23
	Within Groups	8778,49	58,13		

As a result of one way variance analysis of students according to department which they receive education there were no statistically significant difference between loss of control, desire for staying online more, and negativity in social relationships variables.

DISCUSSION

The purpose of this study was to compare internet addiction levels of sports science faculty students in Çanakkalae 18 Mart University according to some variables. 205 voluntary students (117 male and 88 female) that are currently receiving education from different departments participated voluntarily in this study. Today social media have been used actively by millions of young individuals with different purposes¹⁰. When literature is investigated, it can be seen that those who use internet are mostly between 18-24 age. A general population of this age rank consists of university students. This is stated in other studies as well^{3,6,11,16}. As a result of this study, according to the scores obtained from subscales of internet addiction and gender variable of students from different departments; it was determined that female students were more willing in negativity in social relationships and loss of control sub dimensions. On the other hand; in staying online more sub dimension male students were determined to be more willing. Correspondingly while there were no statistically significance in loss of control and desire for staying online more sub dimensions, there statistically significant difference in negativity in social relationship sub

dimensions. When studies were investigated in literature, Can and Tozoğlu (2019) in their study related to internet addiction levels of university students, they determined a significant difference in male and female students in desire for staying online more and negativity in social relationships sub dimensions. Also they found that male students had more desire for staying online more than female students and male students' level of negativity in social relationships were higher than female students, and in loss of control sub dimensions there were no intersexual difference⁴. When these results are compared to our results; loss of control and negativity in social relationships sub dimensions were determined to have similar results, and desire for staying online more subdimens were determined to be different. These differences may arise from internet use purposes of students in the departments which they receive education or may be due to sports science faculty students have much practical courses and this may lead to a much more time spent in internet. In another research, Usta (2017) investigated the relationship between emotional intelligence and internet addiction in University students²². Usta (2017) determined internet addiction mean scores of male students as 38.52 ± 18.02 and females as 28.31 ± 14.68 and in conclusion male students were found to be more addicted to internet than female students²². In another study of Soydan (2015), the relation between internet addiction, depression and life satisfactions of university students were investigated and as a result of the study Soydan (2015) determined that male students had statistically more internet addiction scores $40,95 \pm 22,02$ than female students had $25,39 \pm 16,72$ ¹⁹. Research related to this reveals that male students have more internet addiction than female students. This reflects the mutual results between these two variables in research results^{13,9,24,15}. Alternatively, Batigün and Hasta (2010), in their study related to Internet addiction: Loneliness and Interpersonal Relationship Styles, they found that there were no statistically significant difference between internet addiction and gender². When considered from this point of view research results show a similarity with our study. This may be due to different characteristics of males and females. In this research, there were no significant differences in the mean scores of loss of control, desire for staying online more and negativity in social relationship sub dimensions according to departments which students receive education. When these three dimensions are assessed separately, physical education and sports teaching students were determined to experience less loss of control than coaching and sports management departments' students. This reveals that students from physical education and sports department had a moderate use of internet, and students from sports management department were more addicted to internet. This result may arise from intensive theoretical courses sports management students receive and they get the information they need from the internet in pandemic. Üzümlü et al. (2020) studied computer using skills and attitudes towards technology of sports science faculty students and they concluded that students in sports science faculty had scores above the average in computer use, and the highest scores were seen in sports department students²³. Research reveals that this new type of addiction have

become a psychopathological situation in the world and in our country which psychiatrists recently come across. Especially, young population consists the risk group with regard to internet addiction. In accordance with these informations, as our country have more younger population in number, this risk is higher than many countries¹⁷. When research data was evaluated it was revealed that students from coaching department had higher mean scores than students from the other departments of sports science faculty in desire for staying online more sub dimension. The results of this research reveals that students in coaching department spend much more time in internet use and also they come up their current internet use level than the first times when they started to use internet. This may be due to students receiving education in coaching department have more practical course content than other departments and accordingly video content practices can easily be reached today. Different research in this field reveal that university students use the internet for different purposes. Özcan and Buzlu (2005) revealed that students use the internet for searching information, make a research and e-mail, Johansson and Götestam (2020) found that young individuals use the internet for e-mail and reading, and Şahin et al. (2011) found that students use the internet for social media^{18,14,21}.

CONCLUSION

In accordance with these results, this study shows that there are similarities and numerical differences between the internet addiction levels of students from different departments of sports science faculty. The differences here may arise from the curriculums of different departments and the purposes of internet use of students.

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