Internet and Social Media Usage Situations in Young People

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Abstract

Background: This research was conducted to determine the Internet and social media usage status of young people who do sports.

Method: The research group consisted of 1521 (927 Males, 594 Females) young volunteers attending sports branches. As a data collection tool, an online questionnaire form was applied in which the participants' demographic information, social media usage status, Internet usage status and purposes were questioned.

Results: It was determined that the research group used mobile phones frequently and at high rates for Internet access and social media. The participants' self-reported purposes of participating in the Internet included doing research, watching videos and movies, communicating with friends, making use of their spare time and following sports news, respectively. It was observed that the majority of the participants used the Internet almost every day. It was determined that the participants use Instagram, e-mail, Facebook and twitter, respectively, in social media, and 99.1% of them use social media for 1-3 hours every day. It was also revealed that the rate of using social media among women is higher than that among men, along with the increase in age, the rate of using Instagram and the rate of using email decreases, and the rate of using e-mail and Instagram increases in line with the increase in the level of education.

Conclusion: It was observed that a large part of the research group frequently used the Internet and social media. It is recommended that the athletes use the Internet and social media to follow their professional development, sports news and organizations.

Key Words: Internet, Social Media, Young athletes.

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1- INTRODUCTION

The communication that exists between people is constantly changing and has gained a new dimension today. The developing and constantly changing technology has been instrumental in the development of a number of new communication tools. With the new communication tools and social networking on the Internet, people have started to have easier and faster communications.

The use of the Internet and social media is developing rapidly creating a wide area of influence. Social media creates opportunities for people to share their opinions, thoughts and works, and offers opportunities for meetings, as well as sharing and discussions (1). Today, it is known that approximately two-thirds of the world's populations are Internet users, and the number of Google searches and e-mails is much more than a billion (2).

With the rapid development of technology in the world, the usage rates of mobile phones, tablets and other communication devices along with the Internet are also increasing. Nowadays, as Internet access has become easy and cheap, the number of Internet users and the range of services offered on the Internet have increased. It has become a necessity to use the Internet in daily life. The services offered on the Internet make life easier; social network applications, entertainment, commerce, music and movie-video content sites are offered to users. Moreover, among the social networks that develop based on the Internet, the use of social media is constantly increasing.

Social media is defined as online platforms where individuals share their ideas, thoughts, deeds, things to do, and experiences with their friends and / or strangers via the Internet (3). Social media provides the opportunity to be in contact with all individuals around the world without time and space limits (4). In another definition, a bond is formed by establishing a mutual communication between individuals and, thus it provides information flow between individuals (5). In social media, users form a space of their own. They can share their own opinions and thoughts, photographs, videos and posts in these areas. Social media networks are known as systems that allow other users to share data, see what they share, like mutual posts, and view user lists. With these developments, individuals are in constant communication and information exchange through social media networks such as Facebook, Twitter, Instagram, Youtube, Tik Tok, LinkedIn, and Flickr (6).

When the data on Internet usage are examined, according to the "We Are Social" (2017) "Internet and Social Media User Statistics" report, 50% of the world population are Internet users, 37% are active social media users and 66% are smartphone users (7). The data of Internet use in Turkey are also similar to those of this report (8). According to the 2020 data of the We Are Social research company, the number of Internet users has reached 5.4 billion worldwide (9). Among the reasons for the rapid spread of the Internet; the reasons such as facilitating daily life, being easily and quickly accessible, providing ease of access to information, ability to communicate quickly, keeping communication continuous, providing the opportunity to follow the agenda and interaction, meeting the need of entertainment and socializing can be listed (10). According to the data of January 2020, it was revealed that there were 62.7 million Internet users in Turkey and it was 4 percent more than the same period in 2019. In addition, it was stated that individuals in Turkey spent an average of 7 hours and 29 minutes a day on the Internet; and YouTube, Instagram,

Facebook, Twitter were among the most visited websites and social media (11).

According to the Turkish Statistical Institute (TURKSTAT) (2019), Household Informatics Report, the rate of having an Internet connection at home is 88.3%. According to the TURKSTAT (2018) report, 75.1% of the men between the ages of 16-24, and 61% of women use computers; It is stated that 94.7% of men and 86.5% of women use the Internet. The fact that the rate of Internet usage is higher than the rate of computer use can be explained by the increase in mobile Internet usage used in smartphones. In that report, when the data of Internet use were analyzed by age groups, it was seen that the rate of Internet use among adolescents is 90.7%. In the report of TURKSTAT (2016), it was stated that there were cell phones or smartphones in 96.9% of Turkey. According to the reports, Internet and social media usage has been constantly increasing exponentially in 2017, 2018, 2019 and 2020 (12-15). Aytekin and Sütçü's (2012) study with 707 university students showed that the young people between the ages of 18 and 25 were the most social media network users with a ratio of 90.8% (16). Vural and Bat, (2010), in a study conducted on university students, reported that the rate of participants using the Internet was 100% and the answers to the question "for what purpose do you use the Internet? " included 36.7% information exchange, 26.6% social networks, 25.4% entertainment, 32.0% watching videos, 20.7% downloading, 24.5% official services, 26.6% bank transactions (17). In another study, Yüksel et al. (2020), in a study conducted in Turkey, stated that 92.6% of adolescents connected to the Internet by mobile phones (8).

Internet usage purposes were determined by the Turkish Statistical Institute in the first three months of 2016 as 82.4% of individuals creating profiles, sending messages or sharing content and photographs on social media, 74.5% watching videos, 69.5% reading online news, newspapers or magazines, 65.9% searching for information about health, 65.5% searching for information about goods and services, and 63.7% listening to music (12). Previous studies have also proposed that the use of mobile devices is more common among young people, since the adaptation process of young people to new technologies is faster than that among the other ages (18). Smart phones, Internet and social media virtualize our life and since mobile phones also have computer functions, they can provide access to many different applications; and smartphones' becoming a part of our lives can cause phone addiction (19). Research studies have shown that young people spend about 1-4 hours on more than one social media network a day, Internet and social media addiction affect both social, physical and academic lives of students; and in addition to the use of social networks, digital games are another common area of use in digital tools and that online games are generally preferred by students (4, 20-22). The level of social media usage has been found to be 97.6%, with Facebook being the most used social media. In addition, social media are revealed to be used to meet friends, look at photos, do homework, view messages, as well as for texting, having fun, making use of leisure time, accessing information, and following the agenda (1,23-25). Nowadays, the number of social media users is increasing day by day.

The use of the Internet and social media, which have entered our lives compulsorily, is curious among athletes. Athletes have an active life pace, they are constantly moving with competitions, training, away matches, international activities, seminars and courses. The athletes' and sportsmen's use of the Internet and social media and their frequency of playing digital games in their spare time, along with their professional activities are really

wonderful. The aim of this research was to investigate how the young athletes' frequency and purposes of social media and the Internet usage is related to their demographic characteristics, and their sports status.

2- METHOD

This research aims to determine the views of young people who do sports on the use of the Internet and social media. This study is a descriptive research using general survey method following the quantitative research methodology and the scanning model approach. Scanning model studies are studies that aim to collect data in order to determine the desired characteristics of any group (26). Creswell (2016) defines the scanning model as the scanning performed on a designated sample taken from a population in order to make a general judgment about the population consisting of many elements (27). Scanning model is a research approach that aims to describe a past or present situation as it exists (26, 28).

2-1. Population and Sample

The research sample consisted of 1521 (927 males, 594 females) young volunteers operating in different provinces and branches (team and individual sports) in Turkey during December 2020 and January 2021. Questionnaire method, one of the data collection techniques, was used in the study. In order to determine the demographic information of the participants in obtaining the data, the "Personal Information Form" and the questionnaire used by Tel (2015) and Taylan et al. (2017), adapted according to the purpose of the study by taking the opinions of four experts in the field, were distributed among the participants via the Google form application (29,30). The validity and reliability of the survey questions used in the research were tested, according to which its KMO was .958 and its Cronbach's Alpha was .993.

2-2. Data Analysis

SPSS software was used for the analysis of the data. In the analysis, a crosstab analysis was performed regarding the demographic information of the research group, the purpose of using the Internet and social media, and the status views. And the arithmetic mean, percentage, and frequency were calculated as descriptive statistics. The significance level was considered as p <0.05.

3- RESULTS

In this section, the findings of the research results are presented in tables and evaluated.

As shown in **Table 1**, it was revealed that 60.9% of the study participants were men and 39.1% were women; 7% were coaches, 1.4% were housewives, 8.8% were civil servants, 59.2% were students, 8.9% were self-employed; 14.6%. 8.2% middle school students, 30.2% high school students, 54.7% university students, 6.8% postgraduate students; 4.1% did sports for less than 1 year, 36.9% for 1-5 years, 27.5% for 6 -10 years, 11.8% for 11-15 years, 6.6% for 16-20 years, 4.3% for 21-25 years, and 8.7% for 26 years or more; 62.6% were athletes, 18% were coaches, 2.9% were referees and 16.5% were doing sports at other levels.

According to **Table 1**, 11.2% of the participants stated that they usually played, 14.3% of them played frequently, 32.5% of them sometimes, 27.2% rarely, and 14.7% did not play at all. Considering the time of the participants' daily game playing on mobile phones, it was determined that 27.1% did not play at all, 37.7% played 0-1 hours, 14.3% 1-2 hours, 17.4% 2-3 hours and 3.5%, 3 hours and over. Considering the daily gaming time of the research group on computers, it was found that 57.7% of them did not play games at all, 22.4% played for 0-1 hours, 8.9% for 1-2 hours, 5.9% for 2-3 hours and 5.1% for 3 hours and over.

Table-1: Demographic information of the participants

Variable		Frequency	Percent (%)
Gender	Male	927	60.9
	Female	594	39.1
Occupation	Trainer	107	7
	Housewife	22	1.4
	Officer	134	8.8
	Student	900	59.2
	Teacher	222	14.6
	Self-Employed	136	8.9
Educational Status	Secondary School	125	8.2
	High School	460	30.2
	University	832	54.7
	Postgraduate	104	6.8
Years of Doing Sports	Less than a year	63	4.1
	1-5 years	561	36.9
	6-10 years	419	27.5
	11-15 years	180	11.8
	16-20 years	100	6.6
	21-25 years	65	4.3
	26 years and more	133	8.7
Level in the Sportive Branch	Athlete	952	62.6
	Coach	274	18
	Referee	44	2.9
	Other	251	16.5
Frequency of Playing Games	I never play	224	14.7
	I rarely play	414	27.2
	I sometimes play	495	32.5
	I frequently play	218	14.3
	I usually play	170	11.2
Playing Game on Mobile Phone per Day	Never	412	27.1
	0-1 hour	574	37.7
	1-2 hours	218	14.3
	2-3 hours	264	17.4
	3 hours and more	53	3.5
Playing Game on Computer per Day	Never	878	57.7
	0-1 hour	341	22.4
	1-2 hours	136	8.9
	2-3 hours	89	5.9
	3 hours and more	77	5.1

According to **Table 2** the purposes of the participants' Internet use were as follows: 13.2% used it to conduct research, 12.8% to watch video movies, 12.3% to communicate with friends, 9.9% to follow news and social media, 9.4% to spend leisure time, 9.0% to follow sports news, 8.9% to play games, 8.8% to have fun, and 7.7% to relieve stress.

Table-2: Percentage and frequency distributions of the participants according to their purposes of Internet use

Game Type	Responses	
	Frequency	Percent (%)
Playing Game	638	8.9
Doing Research	944	13.2
Having Fun	635	8.8
Relieving Stress	550	7.7
Intelligence Training	391	5.4
Making Use of Leisure Time	673	9.4
Watching Videos-Movies	919	12.8
News-Following Social Media	711	9.9
Communicating with Friends	880	12.3
Following Sports News	649	9
Other	186	2.6
Total	7176	100

* N number exceeds the sample size

Regarding the relationship between gender and Internet use purposes of the participants, as **Table 3** showed, respectively, 13.5% of the men applied Internet for conducting research, 12.5% for communicating with friends, and 12.3% for watching videos and movies. On the other hand, 13.1% of women were used Internet for watching video-movies, 12.1% for communicating with friends and 12.9% for doing research. Considering the relationship between the profession and Internet usage purposes of the participants, 11.9% of the coaches were implemented it for doing research, 11.7% for watching movies, 9.8% for communicating with friends, 15.0% of the housewives for watching movies, 15.2% for communicating with friends, and 13.2% for having fun. % 13.4% of the civil servants used Internet for doing research, 13.0% for watching video clips-movies, 12.2% for communicating with friends, 13.8% of the students for doing research, 12.5% for watching video clips-movies and 12.4 % for communicating with friends, 13.9% of the teachers for watching video clips-movies, 12.8% for communicating with friends and 12.4% for doing research, 13.4% of the self-employed individuals used it for watching video clips-movies, 11.4% following news- using social media, and 12.0% for communicating with friends. Considering the relationship between the educational status of the participants and the purpose of using the Internet, 14.8% of secondary school graduates used it for doing research, 14.6% for watching video clips-movies, 13.2% for communicating with friends, 14.3% of high school graduates for doing research, 12.3% for making contact with friends and 11.9% for watching movies, 13.1% of university graduates for

watching movies, 12.2% for communicating with friends and 12.0% for doing research, 14.1% of the postgraduates for doing research, 12.9% for watching movies and 11.2% for communicating with friends. Considering the participants' years of doing sports and their purposes of using the Internet, 18.0% of the group with less than 1 year of experience in sports used the Internet for doing research, 15.4% for spending their leisure time, and 13.4% for communicating with friends; 12.9% of the group with 1-5 years of sport experience implemented it for doing research, 12.5% for watching movies, and 12.3% for communicating with friends. 13.4% of those with 6-10 years of sport experience for doing research, 13.0% for watching movies, 12.2% for communicating with friends,13.5% of those with 11-15 years of experience used it for watching movies, 12.4% for communicating with friends, and 10.9% for doing research; 13.1% of the athletes who had 16-20 years of sport experience implemented it for watching movies, 12.5% for doing research and 11.7% for communicating with friends, 13.2% of those with 21-25 years of experience for watching movies, 12.5% for doing research and 10.9% communicated with friends; 13.6% of the age group of 26 and above watched movies , 12.0% communicated with friends and 10.6% played games. Considering the relationship between the level of the participants in different sport branches and the purpose of using the Internet, 13.2% of the athletes used Internet for doing research, 12.9% for communicating with friends and 12.7% for watching movies, 12.9% of the coaches implemented it for doing research, 12.7% for watching movies, and 11.0% for communicating with friends; 15.5% of the referees were found to apply it for watching movies, 13.9% for visiting news-social media and 12.4% for following sports news.

As shown in **Table 4**, regarding the participants' frequency of playing games and the purpose of using the Internet, 12.9% of the participants that never played used the Internet for watching video-movies, 12.2% for doing research, and 11.4% for communicating with friends; 13.1% of the participants that rarely played implemented it for doing research, 12.6% for watching videos, and 12.0% for communicating with friends; 13.1% of those who sometimes played applied it for doing research, 12.9% for watching video-movies and 12.8% for communicating with friends; 13.7% of those who frequently played used it for doing research, 12.9% for watching video-movies, and 12.2% for communicating with friends; 13.6% of those who usually played used it for doing research, 12.9% for watching video-movies and 12.5% for communicating with friends. Considering the relationship between the frequency of daily mobile phone usage of the research group and the purpose of using the Internet, 12.8% of those who never played mobile games used the Internet for doing research, 12.6% for watching video-movies, and 12.3% for communicating with friends. Those who played for 1 hour implemented the net, respectively, for doing research (12.8%), watching video-movies (12.6%) and communicating with friends (12.3%); 13.6% of those who played for 1-2 hours used it for doing research, 13.8% for watching video-movies and 12.3% for communicating with friends; 14.1% of those who played for 2-3 hours used it for doing research, 12.8% watching videos-movies and 12.4% communicating with friends. 14.9% of those who played for 3 hours or more reported to use the Internet for doing research, 12.7% for communicating with friends, and 12.4% for watching videos and movies. Considering the relationship between the frequency of daily game playing on computer and Internet usage purposes, 12.9% of those who never played claimed to most use it for doing research, 12.9% for watching video-movies, and 12.4% for

communicating with friends; 13.4% of those who played for 1 hour implemented it for doing research, 13.0% for watching video-movies and 12.5% for communicating with friends; 13.4% of those who played for 1-2 hours applied it for doing research, 12.1% for watching video-movies and 12.4% for communicating with friends; 13.4% of those who played for 2-3 hours used it for doing research, 12.7% for watching videos-movies and 11.3% for communicating with friends; 14.2% of those who played for 3 hours and more applied it for doing research, 12.6% for communicating with friends, and 11.1% for watching videos-movies.

According to **Table 5**, looking at the participants' having social media accounts, it was revealed that 1263 people had Instagram (27.2%) and 1087 people had e-mail (23.4%). It was followed by 18.0% Facebook, 15.1% twitter, 7.3% Snap chat, and 5.3 Tik-Tok.

Looking at the frequency of using social media according to the gender variable, **Table 6** shows that among the men 25.9% had e-mail, 26.4% Instagram, 18.5% Facebook, and 14.2% twitter acounts, while among the women, 27.7% had Instagram, 21.9% e-mail, 17.7% Facebook, and 15.7% twitter accounts. The number of using social media was found to be 1777 for men and 2863 for women. Considering the purposes of using social media according to the variable of educational status, it was determined that secondary school graduates had 27.9% Instagram, 22.5% Facebook and 21.4% e-mail addresses; high school graduates had 25.1% Instagram, 26.7% e-mail, and 19.1% Facebook addresses; university graduate athletes had 28.1% Instagram, 21.9% e-mail, 16.9% Facebook addresses, and postgraduate athletes had 29.0% Instagram, 22.8% e-mail and 16.3% Facebook addresses. Considering the purposes of using social media according

to the occupation of the participants, it was observed that 27.7% of the trainers had Instagram, 23.5% e-mail, and 13.7% Facebook addresses; among the housewives, 27.6% had Instagram, 19.7% e-mail, and 18.4% Facebook addresses; 28.6% of the officers had Instagram, 24.2% email, 18.1% Facebook addresses; 26.3% of the students had Instagram, 24.7% e-mail, and 18.1% Facebook addresses; 30.3% of the teachers had Instagram, 18.5% e-mail, and 15.6% Facebook and twitter addresses; among the self-employed athletes, 26.6% had Instagram, 22.6% e-mail, and 15.3% twitter addresses. Considering the years of experience in sports, it was found that among those who did sports for less than a year 49.2% had e-mail, 32.8% Facebook, and 17.2% Instagram addresses; among those who did sports for 1-5 years, 26.3% had Instagram, 24.3% e-mail, 20.2% Facebook addresses; among those who did sports for 6-10 years, 27.0% had Instagram, 22.8% e-mail, and 17.6% Facebook addresses; among those who did sports for 11-15 years, 27.9% had Instagram, 22.3% e-mail, and 16.0% Facebook addresses; among those who did sports for 16-20 years 28.4% had Instagram, 20.2% e-mail and 17.5% Facebook addresses; among those who did sports for 21-25 years, 27.8% had Instagram, 21.0% e-mail, and 17.0% twitter addresses; and among those who did sports for 26 years and above, 33.8% had Instagram, 18.2% e-mail, and 15.9% Facebook addresses. Considering the participants' levels in their sport branch, it was revealed that among the athletes, 26.6% had Instagram, 23.3% e-mail, and 18.9% Facebook; among the coaches 28.0% had Instagram, 23.1% e-mail, and 15.3% Facebook; among the referees 28.9 had Instagram, 18.5% e-mail, and 15.6% Facebook address; and finally, among the athletes with other levels, 28.8% had Instagram, 25.1% e-mail, and 18.3% Facebook.

As presented in **Table 7**, it was revealed that 28.9% of those who never played at all had Instagram, 22.9% had e-mail, and 16.3% Facebook addresses; among those who rarely played, 27.1% had Instagram accounts, 23.8% e-mail, and 18.7% Facebook addresses; those who sometimes played had 26.5% Instagram, 23.3% e-mail, and 18.2% Facebook addresses; among those who frequently played 26.9% had Instagram, 24.3% e-mail, and 18.6% Facebook addresses; and among those who usually played 27.7% had Instagram, 22.5% e-mail, and 17.5 Facebook addresses. Considering the participants' playing games on mobile phone per day, it was found that among those who played for a short time 28.2% had Instagram, 23.5% e-mail and 16.7% Facebook addresses; among those who played for 1 hour 27.4% had Instagram, 23.3% e-mail, and 18.1% Facebook addresses; among those who played for 1-2 hours 26.0% had Instagram, 22.5% e-mail, and 19.2% Facebook addresses; among those who played for 2-3 hours 26.4% had Instagram, 23.5% e-mail, and 18.8% Facebook addresses; and finally, among those who played for 3 hours or more 26.4% had Instagram, 27.0% e-mail, and 18.2% Facebook addresses. Considering playing games on computer, it was determined that among those who played for a short time 27.3% had Instagram, 23.4% e-mail, and 18.4% Facebook addresses; among those who played for 1 hour 27.5% had Instagram, 22.6% e-mail, and 17.6% Facebook addresses; among those who played for 1-2 hours 25.9% had Instagram, 23.6% e-mail, and 16.9% Facebook addresses; among those who played for 2-3 hours 28.6% had Instagram, 23.9% e-mail, and 17.9% Facebook addresses; and among those who played for 3 hours or more 26.0% had Instagram, 23.4% e-mail, and 17.3% Facebook addresses.

4- DISCUSSION AND CONCLUSION

4-1. Internet Usage Purposes of Young People

In this study, examining the Internet and social media usage status of the research group, 60% of the participants were male, 55% were university graduates, 36.9% of whom enjoyed 1-5 years of experience in doing sports and 27.5% had 6-10 years of experience. Most of the participants were athletes (62.6%) and the number of trainers and referees was very low. Games played by the participants were ranked as frequent, rare and usually. Mobile game playing time was found to be 0-1 hours per day for 37.7% of the participants. Our findings were in line with those of Akyürek (2020) stated in his research that students used the smartphone for as many as "1-3 hours" per day. In **Table 1**, it was noteworthy that never to play games from the computer was 57.7%. This is because it can be said that people play games and use social media at higher rates and frequencies with their mobile phones because they are more easily accessible (19). Yüksel et al. (2020) also found that 92.6% of the students used smart phones as a means of accessing the Internet (8). Although Taylan et al. (2017) pointed out that the rate of playing games on the computer was high, it can be said that the rate of using mobile phones for such purposes has increased with the development in their technologies and advances in Internet-compatible smartphones (30). In his study, Akyürek (2020) determined that "educational purposes" were the least and last objective of students' using smartphones (52). Kraut et al. (1998) stated in their study that the time allocated to computer use and video games was 20 minutes and it increased by getting older (31). In other studies, it was reported that students used the Internet for 1-1.5 hours a day (32-34). It can be said that our research results are consistent with the results of these studies.

Table-3: The purpose of using the Internet by the demographic variables of the participants (frequencies and percentages)

	Variable	Playing Games	Doing Research	Having Fun	Relieving Stress	Exercising Intelligence	Making use of free time	Watching Videos-Movies	Following News-Social media	Communicating With Friends	Following Sport News	Other	Total
Gender	Male	224 %8	377 %13.5	271 %9.7	215 %7.7	143 %5,1	277 %9.9	343 %12.3	274 %9.8	350 %12.5	259 %9.3	58 %2.1	2791
	female	414 %9.4	567 %12.9	364 %8.3	335 %7.6	248 %5.7	396 %9	576 %13.1	437 %10	530 %12.1	390 %8.9	128 %2.9	4385
	Total	638	944	635	550	391	673	919	711	880	649	186	7176
Occupation	Trainer	49 %9.3	63 %11.9	63 %11.9	48 %9.1	27 %5.1	50 %9.5	62 %11.7	52 %9.8	52 %9.8	47 %8.9	15 %2.8	528
	Housewife	11 %12	9 %9.8	12 %13	8 %8.7	4 %4.3	8 %8.7	14 %15.2	5 %5.4	14 %15.2	6 %6.5	1 %1.1	92
	Officer	44 %6.7	88 %13.4	49 %7.5	52 %7.9	43 %6.6	61 %9.3	85 %13	68 %10.4	80 %12.2	64 %9.8	22 %3.4	656
	Student	368 %8.6	587 %13.8	369 %8.7	313 %7.3	220 %5.2	419 %9.8	531 %12.5	427 %10	530 %12.4	385 %9	112 %2.6	4261
	Teacher	95 %10	117 %12.4	75 %7.9	77 %8.1	64 %6.8	73 %7.7	134 %14.1	80 %8.4	121 %12.8	89 %9.4	22 %2.3	947
	Self-Employed	71 %10.3	80 %11.6	67 %9.7	52 %7.5	33 %4.8	62 %9	93 %13.4	79 %11.4	83 %12	58 %8.4	14 %2	692
	Total	638	944	635	550	391	673	919	711	880	649	186	7176
Educational Status	Secondary School	67 %11.5	86 %14.8	45 %7.7	27 %4.6	30 %5.1	49 %8.4	85 %14.6	59 %10.1	77 %13.2	47 %8.1	11 %1.9	583
	High School	199 %8.1	352 %14.3	222 %9	188 %7.6	149 %6.1	232 %9.4	294 %11.9	250 %10.2	303 %12.3	220 %8.9	52 %2.1	2461

													Total
	University	330 %9.1	436 %12	324 %8.9	296 %8.1	180 %5	349 %9.6	476 %13.1	356 %9.8	444 %12.2	334 %9.2	109 %3	3634
	Postgraduate	42 %8.4	70 %14.1	44 %8.8	39 %7.8	32 %6.4	43 %8.6	64 %12.9	46 %9.2	56 %11.2	48 %9.6	14 %2.8	498
	Total	638	944	635	550	391	673	919	711	880	649	186	7176
Years of Doing Sport	Less than a year	-	63 %18	40 %11.4	22 %6.3	14 %4	54 %15.4	37 %10.6	35 %10	47 %13.4	32 %9.1	6 %1.7	350
	1-5 years	263 %10.3	367 %14.4	216 %8.4	172 %6.7	124 %4.8	227 %8.9	329 %12.9	252 %9.9	317 %12.4	218 %8.5	72 %2.8	2557
	6-10 years	157 %7.8	259 %12.9	177 %8.8	169 %8.4	115 %5.7	192 %9.6	250 %12.5	213 %10.6	246 %12.3	182 %9.1	48 %2.4	2008
	11-15 years	81 %9.2	96 %10.9	85 %9.7	72 %8.2	46 %5.2	86 %9.8	118 %13.5	83 %9.5	109 %12.4	80 %9.1	21 %2.4	877
	16-20 years	41 %8.7	59 %12.5	40 %8.5	41 %8.7	31 %6.6	35 %7.4	62 %13.1	47 %10	55 %11.7	47 %10	14 %3	472
	21-25 years	32 %10.3	39 %12.5	25 %8	24 %7.7	16 %5.1	30 %9.6	41 %13.2	32 %10.3	34 %10.9	31 %10	7 %2.3	311
	26 years and more	64 %10.6	61 10.1	52 %8.7	50 %8.3	45 %7.5	49 %8.2	82 %13.6	49 %8.2	72 %12	59 %9.8	18 %3	601
	Total	638	944	635	550	391	673	919	711	880	649	186	7176
Level in the Sport Branch	Athlete	410 %9	600 %13.2	389 %8.6	348 %7.7	247 %5.4	415 %9.1	577 %12.7	440 %9.7	587 %12.9	409 %9	115 %2.5	4537
	Coach	124 %9.5	169 %12.9	127 %9.7	103 %7.9	73 %5.6	115 %8.8	166 %12.7	135 %10.3	144 %11	119 %9.1	37 %2.8	1312
	Referee	13 %6.7	24 %12.4	11 %5.7	13 %6.7	12 %6.2	15 %7.7	30 %15.5	27 %13.9	22 %11.3	24 %12.4	3 %1.5	194
	Other	91 %8	151 %13.3	108 %9.5	86 %7.6	59 %5.2	128 %11.3	146 %12.9	109 %9.6	127 %11.2	97 %8.6	31 %2.7	1133
	Total	638	944	635	550	391	673	919	711	880	649	186	7176

Table-4: The purpose of using the Internet among the participants with different amounts of playing games (frequencies and percentages)

	Variable	Playing Games	Doing Research	Having Fun	Relieving Stress	Exercising Intelligence	Making use of free time	Watching Videos-Movies	Following News-Social media	Communicating With Friends	Following Sport News	Other	Total
Frequency of Playing Games	I never play	100 %9.8	124 %12.2	92 %9	86 %8.5	53 %5.2	93 %9.1	131 %12.9	97 %9.5	116 %11.4	99 %9.7	26 %2.6	1017
	I rarely play	183 %9.2	261 %13.1	182 %9.2	156 %7.9	116 %5.8	184 %9.3	250 %12.6	193 %9.7	239 %12	171 %8.6	52 %2.6	1987
	I sometimes play	186 %8.2	299 %13.1	193 %8.5	169 %7.5	126 %5.6	219 %9.7	292 %12.9	226 %10	290 %12.8	203 %9	65 %2.9	2268
	I frequently play	90 %8.3	149 %13.7	101 %9.3	81 %7.4	50 %4.6	106 %9.7	141 %12.9	109 %10	133 %12.2	106 %9.7	23 %2.1	1089
	I usually play	79 %9.7	111 %13.6	67 %8.2	58 %7.1	46 %5.6	71 %8.7	105 %12.9	86 %10.6	102 %12.5	70 %8.6	20 %2.5	815
	Total	638	944	635	550	391	673	919	711	880	649	186	7176
Playing Game on Mobile Phone per Day	Never	183 %9.4	247 %12.7	170 %8.7	153 %7.9	109 %5.6	175 %9	249 %12.8	197 %10.1	234 %12	186 %9.5	46 %2.4	1949
	0-1 hour	252 %8.9	362 %12.8	263 %9.3	212 %7.5	174 %6.1	280 %9.9	356 %12.6	274 %9.7	349 %12.3	235 %8.3	77 %2.7	2834
	1-2 hours	91 %9.6	129 %13.6	88 %9.3	67 %7	45 %4.7	84 %8.8	131 %13.8	85 %8.9	117 %12,3	82 %8.6	32 %3.4	951
	2-3 hours	87 %7.5	165 %14.1	96 %8.2	95 %8.1	55 %4.7	108 %9.3	149 %12.8	123 %10.5	145 %12.4	121 %10.4	23 %2	1167
	3 hours and more	25 %9.1	41 %14.9	18 %6.5	23 %8.4	8 %2.9	26 %9.5	34 %12.4	32 %11.6	35 %12.7	25 %9.1	8 %2.9	275
	Total	638	944	635	550	391	673	919	711	880	649	186	7176

Playing Game on Computer per Day	Never	347 %8.4	532 %12.9	368 %8.9	318 %7.7	222 %5.4	376 %9.1	531 %12.9	415 %10.1	511 %12.4	398 %9.6	111 %2.7	4129
	0-1 hour	153 %9.8	209 %13.4	142 %9.1	104 %6.7	91 %5.8	153 %9.8	203 %13	142 %9.1	194 %12.5	126 %8.1	40 %2.6	1557
	1-2 hours	61 %9	91 %13.4	54 %8	63 %9.3	36 %5.3	67 %9.9	82 %12.1	67 %9.9	84 %12.4	56 %8.3	16 %2.4	677
	2-3 hours	39 %9.2	57 %13.4	42 %9.9	34 %8	26 %6.1	39 %9.2	54 %12.7	42 %9.9	48 %11.3	34 %8	10 %2.4	425
	3 hours and more	38 %9.8	55 %14.2	29 %7.5	31 %8	16 %4.1	38 %9.8	49 %12.6	45 %11.6	43 %11.1	35 %9	9 %2.3	388
	Total	638	944	635	550	391	673	919	711	880	649	186	7176

Table-5: Percentage and frequency distribution of the participants' having social media accounts

Game Type	Responses	
	Frequency	Percent (%)
E-mail	1087	23.4
Facebook	836	18
Twitter	702	15.1
Instagram	1263	27.2
Tik-Tok	248	5.3
Snapchat	341	7.3
Other	163	3.5
Total	4640	100

* N number exceeds the sample size

Table-6: Percentage and frequency distribution of the participants' having social media accounts according to the demographic Variable

Variable		E-Mail	Facebook	Twitter	Instagram	Tik-Tok	Snapchat	Other	Total
Gender	Male	460 %25,9	329 %18,5	252 %14,2	470 %26,4	81 %4,6	129 %7,3	56 %3,2	1777
	Female	627 %21.9	507 %17.7	450 %15.7	793 %27.7	167 %5.8	212 %7.4	107 %3.7	2863
	Total	1087	836	702	1263	248	341	163	4640
Occupation	Trainer	79 %23.5	46 %13.7	45 %13.4	93 %27.7	14 %4.2	40 %11.7	19 %5.9	336
	Housewife	15 %19.7	12 %15.8	14 %18.4	21 %27.6	3 %3.9	10 %13.2	1 %1.3	76
	Officer	104 %24.2	78 %18.1	62 %14.4	123 %28.6	15 %3.5	36 %8.4	12 %2.8	430
	Student	671 %24.7	537 %19.7	414 %15.2	716 %26.3	137 %5	164 %6	80 %2.9	2719
	Teacher	116 %18.5	98 %15.6	98 %15.6	190 %30.3	47 %7.5	48 %7.6	31 %4.9	628
	Self-Employed	102 %22.6	65 %14.4	69 %15.3	120 %26.6	32 %7.1	43 %9.5	20 %4.4	451
	Total	1087	836	702	1263	248	341	163	4640
Education Status	Secondary School	80 %21.4	84 %22.5	61 %16.4	104 %27.9	14 %3.8	20 %5.4	10 %2.7	373
	High School	384 %26.7	275 %19.1	225 %15.6	361 %25.1	77 %5.4	82 %5.7	35 %2.4	1439
	University	557 %21.9	429 %16.9	376 %14.8	714 %28.1	140 %5.5	219 %8.6	103 %4.1	2538
	Postgraduate	66 %22.8	48 %16.6	40 %13.8	84 %29	17 %5.9	20 %6.2	15 %5.2	290

	Total	1087	836	702	1263	248	341	163	4640
Years of Doing Sport	Less than a year	63 %49.2	42 %32.8	-	22 %17.2	-	-	1 %0.8	128
	1-5 years	421 %24.3	349 %20.2	275 %15.9	455 %26.3	73 %4.2	112 %6.5	46 %2.7	1731
	6-10 years	306 %22.8	236 %17.6	197 %14.7	362 %27	84 %6.3	106 %7.9	51 %3.8	1342
	11-15 years	124 %22.3	71 %12.8	92 %16.5	155 %27.9	41 %7.4	47 %8.5	26 %4.7	556
	16-20 years	67 %20.2	48 %14.5	58 %17.5	94 %28.4	18 %54	34 %10.3	12 %3.6	331
	21-25 years	41 %21.1	33 %17	30 %15.5	54 %27.8	9 %4.6	16 %8.2	11 %5.7	194
	26 years and more	65 %18.2	57 %15.9	50 %14	121 %33.8	23 %6.4	26 %7.3	16 %4.5	358
	Total	1087	836	702	1263	248	341	163	4640
Level in the Sports Branch	Athlete	694 %23.3	562 %18.9	471 %15.8	790 %26.6	159 %5.3	213 %7.2	84 %2.8	2973
	Coach	191 %23.1	126 %15.3	117 %14.2	231 %28	43 %5.2	72 %8.7	46 %5.6	826
	Referee	25 %18.5	19 %14.1	21 %15.6	39 %28.9	15 %11.1	8 %5.9	8 %5.9	135
	Other	177 %25.1	129 %18.3	93 %13.2	203 %28.8	31 %4,6	48 %6.8	25 %3.5	706
	Total	1087	836	702	1263	248	341	163	4640

Table-7: Frequency and percentage of the participants' media accounts according to their game playing amounts

Variable		E-Mail	Facebook	Twitter	Instagram	Tik-Tok	Snapchat	Other	Total
Frequency of Playing Games	I never play	156 %22.9	111 %16.3	107 %15.7	197 %28.9	40 %5.9	43 %6.3	28 %4.1	682
	I rarely play	290 %23.8	228 %18.7	175 %14.3	331 %27.1	65 %5.3	89 %7.3	42 %3.4	1220
	I sometimes play	362 %23.3	282 %18.2	234 %15.1	412 %26.5	84 %5.4	123 %7.9	55 %3.5	1552
	I frequently play	162 %24.3	124 %18.6	101 %15.2	179 %26.9	29 %4.4	47 %7.1	24 %3.6	666
	I usually play	117 %22.5	91 %17.5	85 %16.3	144 %27.7	30 %5.8	39 %7.5	14 %2.7	520
	Total	1087	836	702	1263	248	341	163	4640
Playing Game on Mobile Phone per Day	Never	292 %23.5	207 %16.7	192 %15.5	350 %28.2	65 %5.2	90 %7.3	44 %3.5	1240
	0-1 hour	406 %23.3	315 %18.1	259 %14.9	477 %27.4	105 %6	118 %6.8	59 %3.4	1739
	1-2 hours	156 %22.5	133 %19.2	110 %15.9	180 %26	35 %5.1	55 %7.9	23 %3.3	692
	2-3 hours	193 %23.5	154 %18.8	120 %14.6	217 %26.4	38 %4.6	68 %8.3	31 %3.8	821
	3 hours and more	40 %27	27 %18.2	21 %14.2	39 %26.4	5 %3.4	10 %6.8	6 %4.1	148
	Total	1087	836	702	1263	248	341	163	4640
Playing Game on Computer per Day	Never	644 %23.4	501 %18.4	427 %15.7	743 %27.3	136 %5	176 %6.5	96 %3.5	2723
	0-1 hour	227 %22.6	177 %17.6	144 %14.3	276 %27.5	58 %5.8	87 %8.7	35 %3.5	1004
	1-2 hours	95 %23.6	68 %16.9	58 %14.4	104 %25.9	26 %6.5	33 %8.2	18 %4.5	402
	2-3 hours	67 %23.9	50 %17.9	41 %14.6	80 %28.6	12 %4.3	24 %8.6	6 %2.1	280
	3 hours and more	54 %23.4	40 %17.3	32 %13.9	60 %26	16 %6.9	21 %9.1	8 %3.5	231
	Total	1087	836	702	1263	248	341	163	4640

Our research group stated that they used the Internet, respectively, for doing research, watching videos-movies, communicating with friends, making use of their leisure time, following sports news, playing games, having fun and relieving stress. By looking at the purposes of using the Internet, it was recognized that access to information and doing research were at high rates. Akyürek et al. (2020) stated in their study on students that 97% of the participants answered yes to the question "Can social media be used for educational purposes" and regarded it positively (19). Gülnar and Öztat (2020), in a study conducted on married families, found that the participants mostly used the Internet for entertainment and communication purposes, while the use of the Internet for information and other purposes remained low (35). In other studies, the aims of adolescents and students in their Internet usage were, respectively, education, entertainment, spending time, chatting, reading news, playing games, listening to music, watching movies and online shopping (8, 36-38). When the relationship between the gender of the research group and the purpose of using the Internet was examined, it was revealed that the men participating in the research were mostly engaged in research purposes, while the first purpose of the women was watching video-films. Yıldız and Demir (2016), in their study examining the Internet and social media usage purposes of university students, showed that male participants mostly used the Internet for information sharing, while women mostly used the Internet for entertainment purposes (39). In addition, the rate of following the sports news of the participants was around 10%. Using the Internet for research and watching videos and movies were at the next high ranks.

Considering the professions of the research group and the purpose of using the Internet, it was found that the rate of watching video-films and playing games is high among housewife athletes. It was also revealed that students used the Internet at high rates for research. Moreover, coaches and housewives, more than those in other professions, used the Internet at higher rates for having fun. Usta et al. (2007) examining the teacher candidates' attitudes towards Internet usage demonstrated that the majority of the participants used the Internet for educational purposes (40). Karaman (2010) found in his research that the participants mostly used the Internet to obtain information. In another study (41), Balcı and Gülnar (2009) highlighted the participants who regularly used the Internet stating their purposes of using the Internet as hobbies, surfing the Internet and playing online games, respectively (42).

In regard to the educational status of the research group and their purpose of using the Internet, it was found that secondary school graduates used the Internet at high rates to play games. Secondary school graduates also had a high rate in watching video-movies. The rate of using the Internet for research purposes was determined to be high at all educational levels. Internet usage rates of university and post-graduate students to relieve stress were determined to be high.

As for the participants' amounts of playing games and their purposes of using the Internet, it was determined that the participants who had 2-3 hours and more than 3 hours of playing time used the Internet for research purposes at a higher rate compared to the other groups. Considering the frequency of playing games on the computer and the purpose of using the Internet, it was determined that those who played games for 1-2 hours were more likely to use the Internet for 'relieving stress' compared to the other groups. It has been also demonstrated that those who hang on the Internet for 3 hours or more follow news and social media at

higher rates than other groups. The purposes of their Internet use were listed as researching, watching videos-movies and communicating with friends, respectively. In a study on middle school students conducted by Çelik et al. (2014), it was determined that the majority of the participants used the Internet for research and entertainment purposes (43). In a different study, Şahin and Gülnar (2016) determined that the participants mostly used the Internet for communication and entertainment purposes (44). Durak and Seferoğlu (2018) revealed in their study that the purpose of the participants in using their mobile phones was mostly to communicate with their friends (45).

4-2. Internet Usage Status of Young People according to Social Media Usage Status

Considering the social media usage status, it was found that Instagram, E-Mail, Facebook, Twitter, and Snap Chat were, respectively, of more use among the participants. In addition, it was revealed that male participants had higher rates of having an e-mail address than females, and women's rate of using Instagram was higher than that of men. Other rates were, however, close to each other. In their research, Daşlı and Baloğlu (2020) determined that 99.1% of the students used social media and 42% of them used social media for 1-3 hours a day. In the study conducted by Yaman et al. (2020), it was determined that WhatsApp and Instagram social media accounts were used at a high rate among high school students, and the rate of using Snap chat among female students was higher than among male students (5). In the research conducted by Taştan (2020), it was manifested that 82.9% of university students used Instagram as the most used social media account (46). Anderson and Jiang (2018) found that 95% of teenagers aged 13-17 had a smartphone, and 45% were constantly online; they also determined

that YouTube was the most used social media among the teenagers (85%), and Instagram (69%) and Snapchat (51%) were in the next ranks (47). In another study, Solmaz et al. (2013) demonstrated that 69.2% of the communication faculty students in Selcuk University used social networks every day and 50.4% of them spent 1 to 3 hours on social networks (1). Çakır (2020) investigated the social media experiences of individuals living in the province of Karaman, and determined that the participants regarded Facebook as the most functional social media platform in terms of usage and satisfaction, thought more political posts were made on Twitter; the most used social media accounts were, respectively, on Facebook, Whatsapp, and Instagram. In regard to the genders of the social media users, the present study revealed that men were 1777 and women were 2863, showing that women used social media more than men (48). Büyükçorak and Dinç (2020) found in their study that the frequency of social media use among girls was higher than that among boys (20). In studies conducted between 2017 and 2020, a statistically significant relationship has been reported between social media use-addiction and gender, indicating that women used social media more than men and had more addictions (5, 50, 51).

Investigating the social media usage in line with the educational level of the participants, it was determined that the use of email accounts is the highest among high school graduates, the rate of using Instagram increases according to the level of education, and the rate of using Instagram is higher among graduates. It was also found that the rate of using Snap chat was higher among university students. Examining the relationship between the professions of young people and the use of social media, students and civil servants were found to have the highest rate of using e-mail addresses, teachers had the

highest rank in using Instagram among all other occupational groups, and the rate of using Snap chat among housewives was the highest among all other occupational groups. Considering the participants' years of experience in doing sports, it was revealed that Instagram and email enjoyed the highest usage rates among all groups, the rate of using Instagram was higher among those who had been doing sports for 26 years and more, and Snap chat was the least used media. In regard to the sports level, it was manifested that in all groups, the rates of using Instagram and email were higher than the other media, and the rate of using Tik Tok by the referees was higher than by those in the other sports levels. The investigation of the participants' frequency of playing games along with their use of social media indicated that the rate of having Instagram, e-mail and Facebook accounts is higher in all gaming groups, respectively. As for the status of playing games on mobile phones and using social media, it was observed that the rates of using Instagram, e-mail and Facebook are higher among mobile gamers, respectively. Having email accounts were found to have higher incidence rates among the gamers with 3 or more hours of playing a day. Likewise, the studies conducted by Yavuz and Tarlakazan (2018) and Yaman et al. (2020) showed that 53.3% of university students played games with mobile devices (21, 22). It can be said that the rate of using mobile phones and playing games has increased with the widespread use of smart mobile phones. Regarding the participants' playing time on the computer, it was found that the rates of using Instagram, e-mail and Facebook are, respectively, higher among the participants with higher daily playing times on the computer.

5- CONCLUSION

According to this study and similar research results, Internet and social media usage is a widely increasing

communication and sharing tool in the world and in Turkey. In many studies, the rate of individuals using the Internet and social media tools in their daily lives and leisure time was found to be increasing (51). They are especially used by young people and students (5). Young people often spend time on the Internet and social media. The majority of young people use the Internet and social media almost every day. Due to the increasing interest in the Internet and social media networks among the athletes, it is important to provide more opportunities for applying them more effectively and efficiently. The following items can be recommended for effective uses of the Internet and social media for athletes:

- Sports sites, training videos, technical-tactical training and general sports information can be enriched via social media and the Internet.

- Internet literacy training should be provided for children and adults.

- Posters, brochures, and public spots can be prepared to use the Internet and social media effectively and efficiently

- The importance of using the Internet and social media for professional development should be explained.

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