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Abstract

The objective of our research is to look at the internet addiction levels of high school pupils based on their athletic status. In our investigation, we employed the survey model. This study's universe includes of high schools in the province of Elazig. Elazig's Fırat Anatolian High School, Elazig Fine Arts High School, Elazig Sports High School, and Mehmet Akif Ersoy Anatolian High School comprise its sample. A total of 135 students from these high schools, 64 male and 71 female, volunteered to participate. Our research is divided into two parts. The personal information form was employed in the first section, and the internet addiction scale was used in the second. The scale, created by Young and shortened by Pawlikowski et al., consists of 12 components. Following the collection of study data, the SPSS 22.0 statistical package application was employed. As a result of our research, the average score on the internet addiction scale was higher than the national average, and no statistically significant difference was found in the variables of your gender, class, type of school, frequency of doing sports, type of sport, and frequency of weekly exercise. When the average internet addiction scores of high school students are examined; it is discovered that women's scores are high in terms of frequency of doing sports and it has been determined that the internet addiction scores of those who never do sports, do not do sports and do at least sports a week have higher internet addiction scores. As a result of this research, it was determined that the internet addiction levels of high school students who do not do sports are higher than their peers who do sports regularly.

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Research Article

Examination of the Levels of Internet Addiction According to the High School Students' State of Doing Sports *

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Abstract

The objective of our research is to look at the internet addiction levels of high school pupils based on their athletic status. In our investigation, we employed the survey model. This study's universe includes of high schools in the province of Elazig. Elazig's Fırat Anatolian High School, Elazig Fine Arts High School, Elazig Sports High School, and Mehmet Akif Ersoy Anatolian High School comprise its sample. A total of 135 students from these high schools, 64 male and 71 female, volunteered to participate. Our research is divided into two parts. The personal information form was employed in the first section, and the internet addiction scale was used in the second. The scale, created by Young and shortened by Pawlikowski et al., consists of 12 components. Following the collection of study data, the SPSS 22.0 statistical package application was employed. As a result of our research, the average score on the internet addiction scale was higher than the national average, and no statistically significant difference was found in the variables of your gender, class, type of school, frequency of doing sports, type of sport, and frequency of weekly exercise. When the average internet addiction scores of high school students are examined; it is discovered that women's scores are high in terms of frequency of doing sports and it has been determined that the internet addiction scores of those who never do sports, do not do sports and do at least sports a week have higher internet addiction scores. As a result of this research, it was determined that the internet addiction levels of high school students who do not do sports are higher than their peers who do sports regularly.

Keywords: Student, internet addiction, sports

1. INTRODUCTION

The Internet is more than just a platform for information sharing; it is a network that challenges the limits of the human mind with its unique terminology, rules, and tools, and it is independent of the time constraints of the user's daily life (Eltugay, 2011). The internet, which has begun to permeate all aspects of life, has resulted in a slew of new alterations, particularly in interpersonal connection. Although these changes are generally for the betterment of mankind, the internet, which has become an integral part of our life, does not always provide favorable outcomes (Gökçearslan & Günbatar, 2012). If utilized in accordance with its purpose, the internet is a tool that can make a very important contribution to the individual and academic development of the child with its unique flexible and attractive structure (Şendağ & Odabaşı, 2007). Using the Internet is perceived as an activity that the majority of young people adopt and enjoy, which contributes to excessive internet use among them (Lin & Tsai, 2002). According to Young (2004), youngsters are the most vulnerable to internet addiction. Excessive usage, particularly among school-age adolescents, severely affects young

people's physical and mental development, as well as their social relationships, leading to a decline in academic achievement (Cengizhan, 2003; Sezer & Çelikel, 2021). The problem of high school and university students being prone to internet addiction is a global phenomenon. The simplicity of internet access and the frequent use of the internet for educational purposes contribute to this trend. For instance, a study conducted in Korea revealed that university students had the highest rate of internet addiction. Among the contributing factors are difficulties in adapting to a new life away from established routines and psychological issues such as depression and social anxiety (Kim, 2007). Aside from the physical, physiological, and psychological benefits of sports—especially during adolescence—the social impact of sports is also profound (Erdogan, 2020). Regular participation in sports and physical activities provides significant opportunities for individuals to preserve and enhance their physical fitness, physiological resilience, and social capabilities (Erdogan et al., 2023). The monotonous and stressful nature of modern daily life often pushes individuals to seek refuge in alternative areas (Necmettin, 1998). Sport, as a dynamic and active phenomenon, supports social integration, bridges social distinctions, and reduces deviant behaviors by promoting conformity and channeling individual tension in constructive ways. It is widely accepted that an individual's capacity for productivity is closely linked to their physiological, psychological, and social well-being. In this context, sport functions as an essential element of social order and individual balance (Diana & Mears, 2004). The significance of this research lies in its unique focus on the intersection of internet addiction and athletic engagement among high school students—an area that has received limited attention in national literature. While there are numerous studies separately addressing internet addiction and the benefits of sports, this research distinguishes itself by exploring how regular physical activity may serve as a protective factor against excessive internet use among adolescents. This study contributes original value by empirically examining whether variables such as type of sport, frequency of exercise, and school type have a measurable impact on students' internet addiction levels. Its findings offer potential implications not only for educators and policymakers but also for parents and mental health professionals seeking to promote healthier digital habits and lifestyles among youth. In terms of broader impact, this research has the potential to influence school-based wellness programs and youth policy initiatives by emphasizing the integrative role of sports in digital behavior regulation. Moreover, it supports the growing global discourse on balancing technology use with real-life activities that foster personal development, social cohesion, and psychological resilience. In this part, there are explanations about the research model, universe and sample, data collection tool, how the data was assembled, and statistical analysis of the collected data.

2. METHOD

2.1. Research Method

It was intended to investigate the levels of internet addiction among high school students based on their athletic status. In our investigation, we employed the survey model. The study in question was evaluated within the scope of the cross-sectional survey model, which is one of the quantitative research methods. The survey model is an approach used to describe certain characteristics, attitudes or behaviors of individuals and allows working with large samples. In this context, in examining the relationship between high school students' internet addiction levels and their sports activities, the relevant data was collected through a questionnaire form and the findings obtained were evaluated with statistical analysis techniques. In this respect, the study has the characteristics of a relational research based on the survey model.

2.2. Participants

This study's universe includes of high schools in the province of Elazig. Its sample includes the Elazığ province's Fırat Anatolian High School, Elazığ Fine Arts High School, Elazığ Sports High

School, and Mehmet Akif Ersoy Anatolian High School. A total of 135 students from these high schools volunteered to participate

Table 1. Distribution of students according to their socio-demographic characteristics (n=135)

Variables		f	%
Gender	Male	64	47,6
	Female	71	52,4
Class	9th grade	38	28,1
	10th grade	55	40,7
	11th grade	26	19,3
	12th grade	16	11,9
School Type	Anatolian High School	81	60
	Vocational High School	24	17,8
	Sports Academy	30	22,2
Frequency of Sportive Activity	Never	16	11,9
	Sometimes	67	49,6
	Often	52	38,5
Sports Type	Individual Sports	39	28,2
	Team Sports	35	25,9
	Both of them	39	28,9
	None of them	22	16,3
Frequency of Exercising	Once a Week	47	34,8
	Twice a Week	29	21,5
	Three times a Week	19	14,1
	Four Times and over a Week	40	29,6

When examining the internet addiction levels of high school students according to their sports status in Table.1, 64 (47.6%) of the gender variable were male, 71 (52.4%) were female, and 38 (28.1%) of the class variable.) 9th grade, 55 (40.7) 10th grade, 26 (19.3%) 11th grade, 16 (11.9%) 12th grade, 81 (%) of school type variable 60) Anatolian High School, 24 (17.8%) Vocational High School, 30 of them are from (22.2%) Sports High School, 16 (11.9%) never, 67 (49.6% occasionally, 52 (38.5%) frequently, 39 (28.2%) individual sports, 35 (25.9%) team sports, 39 (28.9) both, 22 (16.3%) none of them exercise frequency 47 (34.8%) 1 day a week, 29 (21.5%) 2 days a week, 19 of them (14.1%) answered 3 days a week, and 40 of them (29.6%) answered.

2.3. Personal Information Form

This form consisting of 6 questions in total (Your Gender, Class, School Type, Frequency of Doing Sports, Type of Sports, Frequency of Weekly Exercise) was created by the researcher in order to determine the personal characteristics of the individuals participating in the study.

2.4. Data Collection Tool

The scale, enhanced by Young and shortened by Pawlikowski et al., consists of 12 components. A five-point Likert scale (1=Never, 5=Always) is used. The scale's internal consistency reliability coefficient was estimated to be 0.85. The findings of the validity and reliability tests demonstrate that the Young Internet Addiction Scale has validity and reliability. The scale has no reverse-scored items. A high scale score indicates a high level of online addiction. Kutlu et. al. created the Turkish short form of the scale in 2016. The scale's scoring goes from 12 to 60.

2.5. Analysis of Data

Following the collection of study data, the SPSS 22.0 statistical package application was employed. The Kolmogorov Smirnov test was performed in the data analysis to assess whether the

data had a normal distribution, and the study concluded that the data had a normal distribution. Homogeneous proportions of variances. The significance level in the analyses was set at p<0.05.

3. FINDINGS

Table 1. Distribution of students according to their socio-demographic characteristics (n=135)

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Table 2. Young internet addiction test short form

Young internet addiction test short form score average		
Mean ±sd	**Middle**	**Min-Max Value**
31,074±9,837	31	12-58

Table 6 shows the pupils' average Young Internet Addiction Test Short Form score in Table 2. Each question on the Young Internet Addiction Test Short Form is scored between 1 and 5. The scale's scores range from 12 to 60. A high scale score indicates a high level of online addiction. The average Young Internet Addiction Test Short Form score was 31,074±9,837, with a minimum value of 12 and a maximum value of 58.

Table 3. t-test analysis of internet addiction levels of high school students according to their sports status

		N	Mean	SD	t	p
Gender	Male	64	30,32	9,99	0,862	,391
	Female	71	31,80	9,87		

In Table 3, when the gender variable was assessed in the t-test analysis of the internet addiction levels of high school students according to their sporting status, it was determined that there was no statistically significant difference, and it was determined that the internet addiction of female and male students was moderate (p>0.05). Internet addiction scores of women were higher than men.

Table 4. ANOVA analysis of internet addiction levels of high school students according to their sports status

		N	Mean	SD	f	p
Grade	9th grade	38	30,97	10,50		
	10th grade	55	30,90	8,19	1,089	0,356
	11th grade	26	33,61	12,09		
	12th grade	16	28,00	10,00		
School Type	Anatolian High School	81	32,38	10,26		
	Vocational High School	24	29,12	7,11	1,701	0,186
	Sports High School	30	29,23	10,59		
Sports Activity Status	Never	16	35,12	14,58		
	Sometimes	67	31,89	8,91	2,958	0,055
	Often	52	28,84	9,06		
Sports Type	Individual	39	29,46	8,82		
	Team	35	31,94	9,47	1,247	0,295
	Both of Them	39	30,25	8,52		
	None of them	22	34,18	13,88		
Weekly Exercise Frequency	Once a Wek	47	32,85	9,03		
	Twice a Week	29	30,75	10,42	1,029	0,382
	Three times a Week	19	28,31	11,03		
	Four Times and over a Week	40	30,62	10,00		

In Table 4, it was specified that there was no statistically significant difference between high school students' levels of internet addiction according to their sports status, age, school type, frequency of doing sports, which sports do you like to do, weekly exercise frequency, and ANOVA test results (p>0.05). When the class variable is examined, 11th grade students are internet addicted, 12th grade students are less internet addicted, Anatolian High School students are more internet addicted in the school type variable, Vocational High School students are less internet addicted, and students who do not do sports are more likely to do sports. Individuals who participate in sports on a regular basis have lower internet addiction; students who do not have a branch in the type of sport variable have high internet addiction; students who participate in individual sports have low internet addiction; students who participate in sports one day a week have high internet addiction; and students who participate in sports three days a week have high internet addiction. Students' online addiction has been confirmed to be low.

4. DISCUSSION and CONCLUSION

In this day and age, internet addiction is a serious problem that must be handled. Our study's goal is to look at high school kids' participation in sports and degrees of internet addiction. In our survey, 135 persons took part, with 64 (47.6%) of the students being male and 71 (52.4%) being female. The average Young Internet Addiction Test Short Form score was 31,074±9,837, with a minimum value of 12 and a maximum value of 58. According to the t-test findings of the gender variable, no statistically significant difference in levels of internet addiction was discovered in our study. The reason for this is because women do not participate in sports as much as men do since they have more free time at home, and males are more active in sports. In his research of university students, Shen et al. (2021) concluded that internet addiction is frequent in both genders. When the internet addiction scale scores were compared by gender in the research done by Çalık (2020) and

Özvatan (2021), there was no significant difference identified. In their study, Koyuncu et al. (2012) discovered that there was no significant gender difference in internet addiction. When they looked at the class variable, they discovered that the 11th grade kids were more addicted to the internet. There was no statistically significant difference (p>0.05) between the class variables. Yilmaz et al. (2014) investigated high school students' internet addiction levels in relation to numerous factors (Balıkesir province as an example). Internet addiction levels of pupils by grade level; it has been shown that the addiction scores of both 9th and 10th grade students are greater than the scores of 11th grade students. Third-year high school pupils, according to Eker's (2016) study, use smart phones more than other students. It is comparable to our research. Günüç (2009) investigated the 9th, 10th, 11th, and 12th grades of secondary education and discovered the highest degree of addiction in the 9th grade. In our study, Anatolian high school students had the most internet addiction, while vocational high school students had the least, and there was no statistical difference between them (p>0.05). It is possible to argue that vocational high school internet addiction is minimal due to the students' work relevant to their own career. In his study, Dikme (2014) discovered that vocational high school students have higher average internet addiction ratings. In the variable of frequency of doing sports, it was established that students who never do sports are more online hooked, and the reason for this is that they spend the time they find on the internet since they do not do sports. In his study, Özdemir et al. (2016) noted that, while the average score of internet addiction among individuals who do not participate in sports is high, there is no significant association between them. Can and Tozoglu's (2019) study on the assessment of university students' internet addiction levels in terms of sports and numerous factors discovered that students who do not participate in sports had higher values. It was shown that pupils who do not participate in sports are more online hooked. Can and Tozoglu (2019) discovered that individuals who do not participate in sports are more online hooked in their study of university students' internet addiction levels in terms of sports and numerous factors. In the weekly exercise frequency variable, it was discovered that persons who participate in sports one day per week have a higher average score of internet addiction. Can and Tozoglu (2019) discovered that university students with a low frequency of practicing sports and a poor duration of exercise had high mean scores for internet addiction.

When the average internet addiction scores of high school students are evaluated, it has been found out that women have higher scores, those who do not do sports in terms of frequency, those who do not do sports in terms of type of sports, and those who do sports at least once a week have higher sports internet addiction scores. Individuals who do not participate in sports are more likely to get addicted to the internet. According to these findings, an increase in the frequency of conducting sports among high school students lessens internet addiction.

Recommended

Encourage children to do sports regularly: Considering that students who do not do sports have higher levels of internet addiction, children should be encouraged to do physical activities; this can contribute to balancing internet use and developing healthy life habits.

Make internet use controlled and conscious: Parents should prevent excessive and uncontrolled internet use by monitoring their children's internet use and providing guidance on time management; they should also direct them to alternative social and physical activities.

Ethics Committee Decision

This research was carried out with the permission of Munzur University Publication Ethics Board with the decision numbered 2023/10 dated 27.07.2023.

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