Investigation of the Relationship between Facebook Addiction and the Level of Free Time Satisfaction of the Recreation Department Students

M. Sibel YAMAN
İstanbul Rumeli Üniversitesi, Spor Bilimleri Fakültesi
msibelyaman@gmail.com

ABSTRACT

The purpose of this study is to examine the relationship between recreation department students' Facebook addiction and free time satisfaction levels and to determine whether they differ according to certain variables. 212 Turkish students, 108 males and 104 females studying at the Faculty of Sport Sciences Recreation Department in the 2018-2019 academic years, were included in the study. As the data collection tool, the personal information form prepared by the researcher, "Facebook Addiction Scale (FAS)" developed by Çam and İşbulan (2012), and "Free time Satisfaction Scale" (FTSS) developed by Bearli and Ragheb (1980) and adapted in Turkish by Karlı et al. (2008)"were used. Descriptive statistics, independent groups t-test, one-way analysis of variance (ANOVA) and Pearson correlation tests were used in order to analyze the data. When the findings of the research are examined; there was no significant difference between Facebook Addiction and Free Time Satisfaction Scale sub-dimensions according to gender, age and monthly family income variables (p> .05). Among the findings, only a significant difference was found in the "daily free time period" variable in the FTSS "relaxation" sub-dimension (p <.05), and no significant difference was found in the other sub-dimensions and Facebook addiction level (p> .05). In conclusion, while there is no significant relationship between recreational department students' Facebook addiction and free time satisfaction levels (p> .05), it can be said that student' free time satisfaction levels do not influence the level of addiction towards Facebook usage.
Keywords: Recreation department students, Facebook addiction, Free time Satisfaction

INTRODUCTION

Today, there is a difference in time management with the ever-evolving technology, and concrete activities regarding effective and efficient evaluation remain in the background, and an intense change occurs for individuals to use the Internet and social network. Particularly, the sharing made for socialization and education in the virtual environment increases the interaction between individuals and reveals the importance of the social network. A large part of social networking or media applications are the methods of finding and using important points which will attract individuals.

Social networking is used to maintain existing offline relationships or support offline connections and to meet new people (Hergüner, 2011). Social networking sites are primarily based on friendship, relationships, interests and activities. Social networking sites are not only comprised of family and friends, but also links between teachers, school staff, neighbors, and society (Kwon and Wen, 2010; Çam and İşman, 2012). In addition, the use of the Internet and social networks for field education also facilitates individuals' rapid spreading knowledge and writing skills and learning motivation (Yaman, 2008). Therefore, the use of social networks is becoming widespread and several social networking websites come to the fore in this regard.

Founded in 2004, Facebook has gained an important role in this regard by becoming one of the world's leading social networking sites. Although it remained mostly within the academic community in 2005, it reached its general masses in 2006 by reaching its current qualifications. In the second quarter of 2016, it has been announced that the social media giant Facebook has more than 1 billion active users (Gulec, 2018). Its main purpose is to enable you to interact with people you know in real life. Facebook is used more frequently by users aged between 18 and 25. The main reason why Facebook usage is so common is seen as the entertainment and psychological benefits it provides to its users (Kim & Lee, 2011).

Facebook has become the most widespread social networking site in the world today and its use has become widespread all over the world. The use of Facebook has become an activity which is particularly popular among young people. Young people now spend most of their time on Facebook (Hacıefendioğlu, 2010). Facebook provides maintaining existing friendships rather than expanding the circle of friends, especially among university students. However, it is seen that the user thinks that they control the information about themselves and therefore their limits are defined, and surveillance of friends rather than sharing is at the forefront (Şener, 2009).

Therefore, Facebook users now have the opportunity to perform most of their real-life activities in a virtual environment.

In addition, in some studies conducted on university students in our country, it was found that Facebook is the most used among social networks (Öztürk & Akgün, 2012; Göker, Demir & Doğan, 2010) and the frequency of using Facebook is high. (İşman and Hamutoğlu, 2013; Öztürk & Akgün, 2012; Göker, Demir & Doğan, 2010). There are many reasons why Facebook's rate of being preferred is so high (İşman and Albayrak, 2014).

Facebook provides its users with a rich variety of virtual environments. In addition, the frequent use of Facebook of university students takes place mainly in free time and enables them to interact with their environment. Therefore, the use of Facebook as part of leisure activities influences the level of happiness and satisfaction on university students and positively affects the level of satisfaction by revealing the concept of leisure time.

Free time concept involves good use of time; as well as enabling the person to express themselves, developing their creativity, gaining new experiences, developing social environment and increasing productivity. The wise use of free time is a result of development and education (Kılbaş, 2004). When leisure time activities are evaluated in terms of social, psychological, cultural and education, they can directly affect work efficiency and sports performance (Yaşartürk & Aydın, 2020). In addition, efficient usage of free time activities will affect the education and training process, and will provide experience and gains in university students' self-confidence, academic achievement and satisfaction levels (Yaşartürk, 2020).

Leisure time activities can bring positive effects not only to the individual but also to group activities. (Lloyd and Auld, 2002). The concept of satisfaction develops as a result of positive perceptions in leisure activities (Beard & Ragheb, 1980) and is assessed as an indicator of the degree of satisfaction towards meeting the individual's needs (Rojek, 2013).

The concept of free time satisfaction is defined as positive emotions that individuals acquire as a result of meeting their individual needs at the end of free recreational activities (Siegenthaler and O'Dell, 1998). Free time satisfaction is expressed as satisfaction or emotions gained as a result of free time activities and preferences of positive perceptions (Beard and Ragheb, 1980).

In this process, the students of the recreation department, which is the study area of the university students and especially the education process, comes to the fore. Recreation department students, who are in theoretical and practical training, receive training for effective usage of free time, especially for sports and entertainment activities. In addition, the students of the Recreation Department attain gains for the development of leisure activities on individuals and continue their evaluation processes in the most efficient way. In the light of this information, the aim of the research is to examine the relationship between the Facebook addiction and leisure time satisfaction levels of the students of the recreation department and to determine whether they differ according to some variables.

METHOD
Model of the Study
In the research, "Descriptive and Relational Screening Model" were used in accordance with the research objectives. Descriptive screening models are defined as the screening arrangements made on the whole universe or a group of samples or samples to be taken from it in order to make a general judgment about the universe in a universe consisting of many elements. (Karasar, 1994). Relational scanning models; are research models which aim to determine the presence and / or degree of co-exchange between two and more variables (Karasar, 2017).

Study Group
The research group is composed of 212 Turkish students, 108 males and 104 females studying in the Faculty of Sport Sciences Recreation in the 2018-2019 academic years.

Data Collection Tools
The research group is composed of 212 Turkish students, 108 males and 104 females studying at the Faculty of Sport Sciences, Recreation Department in the 2018-2019 academic years.

Facebook Addiction Scale (FAS)
The Facebook Addiction Scale used in the research was developed by Çam and İşbulan (2012) and consists of a single-factor structure. The load values of the 19 items in the scale ranged from 0.57 to 0.73, and it was found to consist of 19 items and a single factor. As a result of the confirmatory factor analysis performed later, the factor

load varies between .55 and .77 for Facebook Addiction. The total internal consistency coefficient of the Facebook Addiction scale with 19 items was found as .93.

Free Time Satisfaction Scale (FTSS)
The Free Time Satisfaction Scale used in the research was developed by Beard and Ragheb (1980) and its Turkish adaptation was made by Karlı et al. (2008). The measurement tool consists of 39 items and six sub-dimensions (psychological, educational, social, relaxation, physiological and aesthetic). In the evaluation of the expressions in the scale, a 5-point Likert-type scale was used. In the Turkish validity and reliability study of Free Time Satisfaction scale, the total internal consistency coefficient is .92 for psychological sub-dimension, .86 for educational sub-dimension, .84 for social sub-dimension, .82 for relaxation sub-dimension, 79 for physiological sub-dimension, and .82 for aesthetic sub-dimension. This situation is in harmony with the internal consistency coefficients (Table 1.) made in the present study and it was determined to be reliable in its application.

Data Analysis
In the analysis of the data, along with descriptive statistics, the distribution of variables by groups were examined, since the parametric assumptions were met, independent groups t-test and one-way variance analysis (ANOVA) were used. The source of the difference was determined by the Tukey test. Pearson Correlation Analysis was applied to reveal the relationship between free time satisfaction and Facebook addiction. The significance level was accepted as 0.05 for statistical analysis and 0.01 only for correlation analysis.

Table 1. Free time satisfaction and Facebook addiction scale internal consistency coefficients

	Cronbach alpha
Psychological	.92
Education	.92
Social	.90
Relaxation	.87
Physiological	.89
Aesthetic	.90
FREE TIME STATISFACTION (FTS)	.97
FACEBOOK ADDICTION (FA)	.77

FINDINGS
Findings related to the examination of the relationship between recreation students' free time satisfaction and Facebook addiction are presented below.

Table 2. Demographic Features of Recreation Students

(N=212)		n	%
Gender	Male	108	50,9
	Female	104	49,1
Age	18-21	136	64,2
	22-25	76	35,8
Family Monthly Income	1000-2000	89	42,0
	2001-3000	65	30,7
	3001-4000	30	14,2
	4001 and above	28	13,2
Daily Free Time	2-3hours	35	16,5
	4-6 hours	70	33,0
	7 hours and above	107	50,5
Adequecy of Free Time	Insufficient	57	26,9
	Somewhat sufficient	70	33,0
	Sufficient	85	40,1
Doing Sports Actively	Yes	166	78,3
	No	46	21,7

Table 2 shows that 50.9% of the students are male and 49.1% are female, the majority of the students are in the 18-21 age range (64.2%), the average family monthly income is 1000-2000 (42.0%), daily free time is an average of 7 hours or more (50.5%), those who find free time sufficient (40.1%) and do active sports (78.3%) are higher.

Table 3. Recreation Students' Free Time Satisfaction and Facebook Addiction Levels

	N=(212)			
	$\bar{x}$	sd	Min	Max
Psychological	31,07	7,35	9,00	40,00
Eğducation	35,35	7,94	9,00	45,00
Social	30,66	6,76	8,00	40,00
Relaxation	15,82	3,60	4,00	20,00
Physiological	23,05	5,35	6,00	30,00
Aesthetic	15,70	3,93	4,00	20,00
FREE TIME SATISFACTION (FTS)	151,65	31,69	46,00	195,00
FACEBOOK ADDICTION (FA)	59,71	10,89	29,00	99,00

When the leisure time satisfaction levels of the recreation students are examined in Table 3, it is seen that the recreation students have the highest average in the relaxation sub-dimension (15.82 ± 3.60). When the averages are analyzed in general, it is seen that the recreation students' free time satisfaction levels (151.65 ± 31.69) and facebook addiction levels (59.71 ± 10.89) are at a moderate level.

Table 4. Comparison of Recreation Students' Free Time Satisfaction and Facebook Addiction Levels according to Gender

	Gender	n	$\bar{x}$	sd	t	p
Psychological	Male	108	30,72	7,74	-,702	,483
	Female	104	31,43	6,95		
Education	Male	108	34,97	8,06	-,704	,482
	Female	104	35,74	7,82		
Social	Male	108	30,64	6,69	-,047	,963
	Female	104	30,68	6,87		
Relaxation	Male	108	15,75	3,58	-,291	,771
	Female	104	15,89	3,64		
Physiological	Male	108	22,97	5,27	-,220	,826
	Female	104	23,13	5,46		
Aesthetic	Male	108	15,65	4,01	-,188	,851
	Female	104	15,75	3,85		
FTS	Male	108	150,70	32,29	-,443	,658
	Female	104	152,63	31,17		
FA	Male	108	59,30	10,53	-,559	,577
	Female	104	60,13	11,29		

The results of the t-test performed to test the free time satisfaction levels of the recreation students according to gender revealed that there was not a statistically significant difference according to gender in psychological, [t (210) =, 483; p> 0.05], education [t (210) =, 482; p> 0.05], social [t (210) =, 963; p> 0.05], relaxation [t (210) =, 771; p> 0.05], physiological [t (210) =, 826; p> 0.05], aesthetic [t (210) =, 851; p> 0.05] sub-dimensions and free time satisfaction levels [t (210) =, 658; p> 0.05]. Similarly, students' Facebook addiction levels did not display s statistically significant difference according to gender [t (210) =, 577; p> 0.05].

Table 5. Comparison of free time satisfaction and Facebook addiction levels of recreation students according to age

	Age	n	$\bar{x}$	sd	t	p
Psychological	18-21	136	31,05	7,65	-,051	,959
	22-25	76	31,11	6,84		
Education	18-21	136	35,35	8,03	,010	,992
	22-25	76	35,34	7,81		
Social	18-21	136	30,57	7,07	-,250	,803
	22-25	76	30,82	6,22		
Relaxation	18-21	136	15,88	3,76	,332	,740
	22-25	76	15,71	3,33		
Physiological	18-21	136	22,74	5,67	-1,127	,261

	22-25	76	23,61	4,72		
Aesthetic	18-21	136	15,69	3,94	-,034	,973
	22-25	76	15,71	3,94		
FTS	18-21	136	151,29	32,98	-,219	,827
	22-25	76	152,29	29,43		
FA	18-21	136	59,46	11,11	-,436	,663
	22-25	76	60,14	10,55		

The results of the t-test performed to test the free time satisfaction levels of the recreation students according to age, showed that there was not a statistically significant difference in psychological [t (210) = -, 051; p> 0.05], education [t (210) =, 010; p> 0.05], social [t (210) = -, 250; p> 0.05], relaxation [t (210) =, 332,771; p> 0.05], physiological [t (210) = -1,127; p> 0.05], aesthetic [t (210) = -, 034; p> 0.05] sub-dimensions and free time satisfaction levels [t (210) = -, 219; p> 0.05] according to age. Similarly, students' level of Facebook addiction did not differ significantly according to age [t (210) = -, 436; p> 0.05].

Table 6. Comparison of recreational students' free time satisfaction and Facebook addiction levels according family monthly income

	Family Monthly Income	n	$\bar{x}$	sd	F	p
Psychological	1000-2000	89	29,96	7,53	1,389	,247
	2001-3000	65	31,74	7,45		
	3001-4000	30	31,33	6,48		
	4001 and above	28	32,79	7,27		
Education	1000-2000	89	35,48	7,51	,282	,838
	2001-3000	65	35,11	9,12		
	3001-4000	30	34,53	6,86		
	4001 and above	28	36,36	7,67		
Social	1000-2000	89	30,80	6,39	,275	,843
	2001-3000	65	30,54	7,43		
	3001-4000	30	29,83	6,25		
	4001 and above	28	31,39	7,10		
Relaxation	1000-2000	89	15,76	3,59	,150	,929
	2001-3000	65	15,86	3,77		
	3001-4000	30	15,57	3,39		
	4001 and above	28	16,18	3,60		
Physiological	1000-2000	89	23,08	4,76	,270	,847
	2001-3000	65	22,86	6,06		
	3001-4000	30	22,67	5,73		
	4001 and above	28	23,82	5,16		
Aesthetic	1000-2000	89	15,60	3,57	,296	,828
	2001-3000	65	15,80	4,04		
	3001-4000	30	15,30	4,89		
	4001 and above	28	16,21	3,76		
FTS	1000-2000	89	150,67	29,76	,326	,806
	2001-3000	65	151,91	34,75		
	3001-4000	30	149,23	29,97		
	4001 and above	28	156,75	33,09		
FA	1000-2000	89	60,55	10,45	,321	,810
	2001-3000	65	59,28	11,27		
	3001-4000	30	59,07	12,07		
	4001 and above	28	58,71	10,49		

The results of one-way variance (ANOVA) made to test the free time satisfaction levels of the recreation students according to amount of monthly income revealed that there was not a statistically significant difference in psychological [F (3,211) = 1,389; p> 0.05], education [F (3,211) =, 282; p> 0.05], social [F (3,211) =, 275; p> 0.05], relaxation [F (3,211) =, 150; p> 0.05], physiological [F (3,211) =, 270; p> 0.05], aesthetic [F (3,211) =, 296; p> 0.05] sub-dimensions and free time satisfaction levels [F (3,211) =, 326; p> 0.05]. Similarly, according

to the monthly income amount of the students, the level of Facebook addiction [F (3,211) =, 321; p> 0.05] did not significantly differ.

Table 7. Comparison of recreation students' free time satisfaction and facebook addiction levels according to daily free time

	Daily Free Time	n	$\bar{x}$	sd	F	p
Psychological	2-3 hours	35	29,77	8,90		
	4-6 hours	70	30,51	6,91	1,367	,257
	7 hours and above	107	31,86	7,06		
Education	2-3 hours	35	34,26	10,13		
	4-6 hours	70	34,77	7,03	,976	,379
	7 hours and above	107	36,08	7,68		
Social	2-3 hours	35	29,34	9,39		
	4-6 hours	70	30,19	6,20	1,486	,229
	7 hours and above	107	31,40	6,05		
Relaxation	2-3 hours	35	14,34	5,24		
	4-6 hours	70	15,73	3,02	4,321	,015*
	7 hours and above	107	16,36	3,17		
Physiological	2-3 hours	35	21,86	7,18		
	4-6 hours	70	22,89	4,65	1,378	,254
	7 hours and above	107	23,55	5,06		
Aesthetic	2-3 hours	35	15,49	4,69		
	4-6 hours	70	15,63	3,75	,107	,898
	7 hours and above	107	15,81	3,80		
FTS	2-3 hours	35	145,06	43,10		
	4-6 hours	70	149,71	27,66	1,521	,221
	7 hours and above	107	155,07	29,60		
FA	2-3 hours	35	59,37	10,17		
	4-6 hours	70	61,11	11,16	,895	,410
	7 hours and above	107	58,90	10,96		

*p<0.05

The results of one-way variance (ANOVA) performed to test the free time satisfaction levels of the recreation students according to the daily free time showed that while there was not a statistically significant difference in psychological [F (2,211) = 1,367; p> 0.05], education [F (2,211) =, 976; p> 0.05], social [F (2,211) = 1,486; p> 0.05], physiological [F (2,211) = 1,378; p> 0.05], aesthetic [F (2,211) =, 107; p> 0.05] sub-dimensions and free time satisfaction levels [F (2,211) = 1,521; p> 0.05], there was a significant difference in relaxation sub-dimension [F (2,211) = 4,321; p <0.05]. Accordingly, it is seen that those who state that their daily free time is 2-3 hours have lower free time satisfaction than those with 7 hours or more. There is not a statistically significant difference between the students' daily free time and levels of Facebook addiction [F (2,211) =, 895; p> 0.05].

Table 8. The relationship between recreation students' free time satisfaction and Facebook addiction levels

		Psychological	Education	Social	Relaxation	Physiological	Aesthetic	FTS
Facebook	r	-,067	-,027	-,037	-,067	-,005	-,019	-,041
Addiction	p	,334	,695	,591	,332	,939	,778	,552

*p<0,01

According to the results of Pearson correlation analysis conducted to reveal the relationship between recreation students' free time satisfaction and Facebook addiction levels, no significant relationship was found between total score and sub-dimensions of free time satisfaction and Facebook addiction (p> .05).

DISCUSSION AND CONCLUSION

The purpose of this study is to investigate the relationship between the addiction and free time satisfaction levels of recreation department students.

As a result of the t-test performed according to the gender variable of the participants, no statistically significant difference was found in the scale of Facebook Addiction and FTSS sub-dimensions (p> 0.05). Soysal (2016) concluded that Facebook addiction did not make a significant difference between men and women in the study of Facebook addiction and psychological addiction. This shows that the level of addiction of male and female students towards Facebook usage is similar. However, in a study conducted by Çam (2012) with prospective teachers, it was concluded that there was a significant difference in prospective teachers' Facebook addiction levels according to their gender. Facebook teacher addiction levels of male teacher candidates were significantly higher than Facebook teacher dependency levels of female teacher candidates. In other words, male teacher candidates were found to be more dependent on using Facebook than female teacher candidates (cited Soysal, 2016). In their study, Balcı and Tiryaki (2014) reached the conclusion that women spent more time on social media than men, and their Facebook addiction level was higher. Regarding the level of free time satisfaction, Yiğit (2018) did not find any significant difference in terms of gender variable in their study with individuals participating in recreational activities at university communities and university students studying in Huang (2003) Taiwan. In addition, Ardahan and Yerlisu Lapa (2010), Yaşartük and Bilgin (2019), Ayyıldız (2015) and Çelik (2011) did not find any significant difference in terms of gender, and are in parallel with our study. However, Vong Tze (2005) found a significant difference in terms of gender variable, and in another study conducted by Yaman (2016), it was concluded that women were higher than men in education and relaxation sub-dimensions. Most studies in the literature have revealed that there was no difference in gender of free time satisfaction levels of female and male participants. The reason for this is that although free time activities vary according to gender, the satisfaction level is similar.

As a result of the t-test performed according to age variable, no statistically significant difference was found in the scale of Facebook addiction and FTSS sub-dimensions. Hayes, Stolk-Cooke and Muench (2015), in the study of how adults between the ages of 18 and 70 use Facebook and how these usages affect people's happiness found that social media use predicted happiness, but this effect was negative. In addition, when other studies are taken into consideration, it can be said that when we rank generations from younger to older age, the usage of technology decreases accordingly, in other words, younger generations are more intertwined with technology than older generations (Köroğlu & Tutgun Ünal, 2013). Facebook User Stats of Turkey (2009) the usage of Facebook is more intense in the range of 18-24 and 25-30 age groups. Therefore, the young population has higher Facebook addiction. So, the age range of the students which the present study focuses on complies with the Facebook Turkey User statistics and this is the reason why there is not a significant difference. Yaşartürk (2019) and Çakır (2019) who investigated the levels of free time satisfaction did not find statistically significant differences in university students according to the age variable. Many studies in the literature show that university students have a similar level of satisfaction with their free time activities.

As a result of the one-way analysis of variance (ANOVA) test conducted according to the family income variable, no statistically significant difference was found in the scale of Facebook addiction and FTSS sub-dimensions. Similarly, in their study, Soysal (2016) did not detect a significant difference in terms of Facebook addiction levels according to income levels. In other words, it is concluded that there is no difference in Facebook addiction levels of people with high or low income levels. There are various studies comparing the personal or family income variable to free time satisfaction. Vong Tze (2005), on the other hand, stated that in their study on 993 people living in the Macao region, the level of free time did not differ according to income. However, Ardahan and Yerliu Lapa (2010) found a difference between the income levels of university students and the level of satisfaction they feel from free time activities and reached the conclusion that the level of satisfaction increased as the income increased. Yiğit (2018) found a significant difference between free time satisfaction and income level in their study on individuals participating in recreational activities at university communities. Borke et al. (2007) also found a positive relationship between income and free time satisfaction. Although there is no significant difference between income level and free time satisfaction in the present study, according to the studies in the literature, free time satisfaction of the participants increases as income increases. We can say that the recreation department students in the sample group have similar family income levels and their satisfaction levels are close, although their leisure time activities differ.

As a result of the one-way analysis of variance analysis (ANOVA) performed according to the daily free time variable, there was not a statistically significant difference in the scale of Facebook addiction and psychological, educational, social, physiological and aesthetic sub-dimensions of FTSS, while a significant difference was found in the relaxation sub-dimension. In recent years, changes in education and training have been made for the

free time of university students to be effective and for the development of academic self-achievement. Therefore, we can explain the absence of significant differences due to the thought that university students with an existing Facebook account participate in the remaining free time at a sufficient level. Similarly, there is a direct relationship between the comfort of free time and the level of satisfaction. Yaşartürk et al. (2019) did not find a significant relationship between free time duration and satisfaction level during the study of university students' free time satisfaction and quality of life. However, rather than having a lot of free time, efficient evaluation is more prominent. Therefore, according to the results of the study, it can be said that there is a difference in the level of relaxation and it affects the satisfaction level among students only if the free time increases.

As a result, no significant relationship was found between Facebook addiction and free time satisfaction scale sub-dimensions. The level of satisfaction of the students at the recreation department does not influence their level of addiction towards using Facebook. Therefore, it can be concluded that recreation department students consciously satisfy their free time activities and their Facebook addiction levels do not differ, which is one of the most frequently used programs of the social network.

Suggestions
Within the scope of this study, the Recreation department, which dominates the concept of free time, was considered as a sample. It can be applied to other departments within the Sport Sciences and the difference between them can be investigated.

Research can be conducted on other social network programs, Internet or smartphone usage addictions, just as the present study focused on Facebook, which is a widely used social network.
The relationship between free time satisfaction and other social networking programs, Internet or smartphone addiction can be examined. In this way, a relationship can be made between the result of Facebook addiction of this study and others.

REFERENCES
Ardahan, F., & Lapa, T.Y. (2010). Investigation of free time satisfaction levels of university students according to gender and income. Hacettepe Journal Of Sports Sciences, 21(4), 129-136.
Ayyıldız, T. (2015). Free time satisfaction levels of individuals participating in recreational dance activities. MA Thesis. Gazi University, Institute of Health Sciences, Ankara.
Balcı, Ş. & Tiryaki, S. (2014). Facebook addiction among high school students in Turkey. IISES- The International Institute of Social and Economic Sciences: Vienna 10th Academic Conference, Vienna, Austria, June 3-6, 2014, pp. 120-134.
Beard, J.G. ve Ragheb, M.G. (1980). Measuring leisure satisfaction. *J. Leis. Res.*, 12(1), 20–33.
Borke J, Dedding M, Lausten M. (2009). Time and Money: A simultaneous analysis of men's and women's domain satisfactions. *J Happiness Study*, 10, 113–131.
Çam, E. & İşbulan, O. (2012). A new addiction for teacher candidates: Social networks. *The Turkish Online Journal of Educational Technology (TOJET),* 11 (3), 14-19.
Çam, E., & İşman, A. (2013). Teacher Candidates, Use of Facebook for Educational Purposes. *Social and Behavioral Sciences*, 106, 2500-2506.
Çelik, G. (2011). Examination of free time barriers and satisfaction levels of disabled people working in public institutions (example of central Antalya). Master Thesis. Akdeniz University, Institute of Social Sciences, Antalya.
Emre Çam, (2012) Educational and general purpose Facebook usage of teacher candidates and Facebook addictions: Example of SAU, Faculty of Education, Sakarya University, Unpublished MA Thesis, Sakarya,
Göker, G., Demir, M. ve Doğan, A. (2010). Socializing and sharing in network society: an empirical research on Facebook. e-Journal of New World Sciences Academy, 5(2), 184-201.
Güleç, V. (2018). The Collapse of Family Relationships with Social Media. *Yeni Medya Elektronik Dergi – eJNM*, 2(1), 105-120.
Hacıefendioğlu, Ş. (2010). "A Research on Membership Engagement of Social Sharing Sites", Kocaeli University, Institute of Social Sciences Journal, 20(2), 56–71.
Hergüner, G. (2011). Opinions of Students at Physical Education and Sports Teaching on the Use of Social Network Sites. *The Turkish Online Journal of Educational Technology (TOJET)*, 10(2), 174-183.
Huang, C.Y. (2003). The relationships among leisure participation. leisure satisfaction, and life satisfaction of college students in taiwan, PHD Thesis. University of the Incarnate Word, Faculty of the Graduate School.

İşman, A. ve Hamutoğlu, B. (2013). Opinions of mixed learning students about the use of social networks in the educational process: Sakarya University example. International Journal of New Trends in Arts, Sports &Science Education, 2(3), 61-67.

İşman, A., & Albayrak, E. (2014). Effectiveness of Facebook on Education. *Trakya University, Journal of Education Faculty*, 4(1), 129-138.

Karasar, N. (1994). Scientific research method: concepts, principles, techniques. Ankara: 3A Research Education Consultancy Ltd.

Karasar, N. (2017). Scientific Research Method. 32nd Issue. Ankara: Nobel Akademik Publishing.

Karlı, Ü., Polat, E., Yılmaz, B. ve Koçak, S. (2008). Validity and Reliability Study of Free Time Satisfaction Scale (FTSS-Long Version). *Journal of Sports Sciences Hacettepe*, 19 (2): 80-91.

Kılbaş, Ş. (2004). Recreation. (3rd edition). Ankara: Nobel Publishing.

Kim, J. & Lee, J. R. (2011). The facebook paths to happiness: Effects of the number of facebook friends and self-presentation on subjective well-being. Cyberpsychology, Behavior and Social Networking, 14 (6), 359-364.

Köroğlu, O. & Tutgun Ünal, A. (2013). The relationship between pre-service teachers' social network adoption levels and loneliness levels. Yeni Medya Congress, Kocaeli.

Kwon, O. & Wen, Y. (2009). An Empirical Study of the Factors Affecting Social Network Service Use. *Computers in Human Behavior*, 26(2), 254-263.

Lloyd, K. M., & Auld, C. J. (2002). The role of leisure in determining quality of life: Issues of content and measurement. Social Indicators Research, 57(1), 43-71.

Öztürk, M ve Akgün, Ö. E. (2012). University students' opinions on purpose of social networking sites usage, the positive and negative effects of these sites and their usage in education. Sakarya University Journal of Education, 2(3), 49-67.

Rojek, C. (2013). Capitalism and Leisure Theory (Routledge Revivals). NY: Routledge.

Şener, G. (2009). Research on Facebook Usage in Turkey. XIV. Conference of Internet in Turkey. İstanbul.

Siegenthaler, K.L., & O'Dell, I. (1998). Meeting the leisure needs of families. Journal of Parks and Recreation, 33(12), 38-43.

Soysal, N. M. (2016). Facebook Addiction adn Psychological Addiction. İstanbul Gelişim University, Institute of Social Sciences, MA Thesis, İstanbul

Vong, T. N. (2005). Leisure satisfaction and quality of life in Macao, China. Leisure Studies, 24(2), 195-207.

Yaman, B. (2016). Free time satisfaction levels of individuals participating in youth center activities (MA Thesis). Gazi University, Ankara.

Yaman, Ç. (2008). The Abilities of Physical Education Teachers In Educational Technologies and Multimedia. *The Turkish Online Journal of Educational Technology (TOJET)*, 7(2), 20-31.

Yaşartürk, F. & Aydın, O. (2020). Examining the relationship between the satisfaction level and self-perception levels of recreational activities of elite level bocce athletes studying at the university. *Manas Journal of Social Studies*, 9(1), 449-461.

Yaşartürk, F. & Bilgin, B. (2018). Investigation of Free Time Satisfaction and Life Satisfaction Levels of Handball Players Studying at the University. International Actual Educational Studies Journal (IAESJ), 4(2), 50-60.

Yaşartürk, F. (2019). Analysis of the Relationship between the Academic Self-Efficacy and Leisure Satisfaction Levels of University Students. Journal of Education and Training Studies, 7(3), 106-115.

Yaşartürk, F., Akyüz, H., Gönülateş, S. (2019). The Investigation of the Relationship between University Students' Levels of Life Quality and Leisure Satisfaction. Universal Journal of Educational Research, 7(3), 739-745.

Yiğit, İ. (2018). Free time satisfaction levels of individuals participating in recreational activities at university communities (MA Thesis), Institute of Health Sciences, İnönü University, Malatya.