Relación del uso de redes sociales y gestión del ocio en estudiantes universitarios[a]

Relationship of the use of social networks and leisure management in university Students

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Resumen
El objetivo de este estudio se refiere a un examen de la relación entre las adicciones a las redes sociales en estudiantes universitarios y la gestión del ocio según las características sociodemográficas de los individuos. En la recopilación de los datos del estudio se utilizó la Escala de Adicción a las Redes Sociales (SMDS), que consta de 41 preguntas para determinar el nivel de adicción a las redes sociales de los estudiantes; la Escala de gestión del tiempo libre, que consta de 15 ítems; y un formulario de información sociodemográfica. Estos se utilizaron para medir la opinión de los estudiantes sobre la evaluación de la gestión del tiempo libre. Al examinar los resultados obtenidos de la investigación, se determinó que los participantes presentaban diferencias significativas en las variables género, edad, éxito en el curso, años de uso de redes sociales, tiempo de uso diario de redes sociales y dificultad para evaluar el tiempo libre.

Palabras clave: Redes sociales, adiccion, estudiantes universitarios, ocio, recreacion, internet

Abstract
The objective of this study refers to an examination of the relationship between addictions to social networks in university students and leisure management according to the sociodemographic characteristics of the individuals. In collecting the data of the study, the Social Media Addiction Scale (SMDS) consisting of 41 questions was used to determine the social media addiction level

of the students; the Leisure Time Management Scale consisting of 15 items and the sociodemographic information form were used to measure the students' views on the evaluation of the leisure time management. When the results obtained from the research were examined, it was determined that the participants showed significant differences in the variables of gender, age, course success, social media usage years, daily social media usage time and having difficulty in evaluating leisure time.

Keywords: Social networks, addiction, university students, leisure, recreation, internet

Introduction

Currently, social media has become an important part of human lives. The use of internet and social media is increasing exponentially day by day due to technological advances (Nalwa & Anand, 2003; Chou et al., 2005). Many social media tools, such as Twitter, Facebook, and blogs, not only provide people with the information they are looking for, but also allow users to collectively share, discuss, and create useful information. As a result, many countries, companies and organizations have changed the traditional communication method, and accordingly, image and prestige are not based on the actions and achievements of the countries, companies and organizations in question.

It has started to be defined by how countries perceive, share and comment on social media channels (Wanyamah, 2015). For Savcı and Aysan (2017), social media use and addiction; intensive use, inability to meet the desire for use, postponing physical and mental activities due to intensive use, negative effects of intensive use on bilateral communication between people, using it as a means of getting away from negative emotions and life pressure, encountering problems in minimizing and stopping use, not likely to use they express it as the emergence of problems at times, not telling the truth about the duration and intensity of use. Almost all over the world and in our country, more students were preferred in internet and social media usage researches. In this context, internet use has been dealt with as a phenomenon of youth and knowledge research (Ayhan & Çavuş, 2014).

Today, with the advancement of science and technology, the increase in urbanization, the decrease in working hours and the decrease in the need for manpower, it is seen that there is a significant increase in the free time that people will devote to themselves. Insufficient planning of the areas where recreational activities will be carried out, the newly opened settlements having insufficient equipment in terms of facilities and personnel, it constitutes a significant obstacle for

individuals to participate in recreational activities. In particular, leisure time activities are important to get rid of the stress and fatigue caused by the working life, since the free time of the working people is less compared to the other segments of the society. In this context, making use of free time will make people personally happier and more successful in social life (Aydogan & Gündoğdu, 2006).

For the other hand, individuals' requests to spend their free time with social media: loss of time, mental unrest, some deterioration in health, disruption of daily routine, etc. It will return as negative. However, in productive spare time, the person can do additional activities for his future development, can fully focus on his social relations, they can experience different activities, and they can turn to activities that will relax themselves physically or mentally and relieve their stress. The effective and efficient use of leisure time is possible with a good leisure time management, which includes the planning, programming and effective organization of activities to be carried out in leisure time (Akgül & Karakucuk, 2015; Işıkgöz et al., 2021).

Also, the opportunities offered by the schools during their university education are realized in a semi-organized manner; in this sense, universities can also play an encouraging role for their students to make good and efficient use of their spare time outside of their education (Karaçar & Paslı, 2014). Today, free time has become a part of life. Especially the activities carried out during university education shape the behavior of people in the future (Ağaoğlu & Eker, 2006). In some studies on university students, how the majority of them spend their free time. It has been determined that they do not have information about what they will spend or they are engaged in passive activities. However, if opportunities are provided, there is a desire to actively participate in many activities. It was determined as a result of (Demir, 2003).

Therefore, in light of the previous background, this study examines the relationship between social media use and leisure management, it is aimed to investigate the relationship between university students' views on social media and their leisure time management levels by examining them in the light of different variables.

Methodology

Study design

This research was carried out with convenient sampling method. Convenient sampling method is also called accidental or discoverable sampling. Appropriate sampling is expressed as taking the sample elements that the research can easily reach (Özen & Gül, 2007).

Participants

The research was carried out in the province of Karaman in Turkey in the 2019-2020 academic year. A total of 607 university students, 284 women and 323 men, who were studying at Karamanoğlu Mehmetbey University and participated in the research with the principle of voluntary participation, participated in the research. While the universe of the study consists of university students, the sample consists of students (n=607) who are studying at Karamanoğlu Mehmetbey University and determined by convenient sampling method.

Information on the "Social Media Addiction Scale" (SMAS)
used as a data collection tool

"SMAS", (Social Media Addiction Scale), which is developed by Tutgun-Ünal and Deniz (2015) to measure the "social media addiction" levels of university students, is a measurement tool consisting of a total of 41 items prepared with a "five point" Likert Type. In the scale; there are four sub-dimensions: "Busyness", "Emotional State Regulation", "Repetition" and "Conflict". Responses to the items were rated as "Always", "Often", "Sometimes", "Rarely" and "Never". The lowest score which could be obtained from the "Social Media Addiction" scale was determined as 41 and the highest score as 205 (Tutgun-Ünal & Deniz, 2015). Within the scope of this study, the reliability coefficient of the scale was determined as .549 for the Occupation sub-dimension, .605 for the Mood Regulation sub-dimension, .605 for the Repetition and .638 for the Conflict.

Leisure Time Management Scale

In order to collect data on participants' assessment of leisure management, Wang et al. (2011), the "Leisure Time Management Scale" was preferred. The Turkish adaptation of the aforementioned scale (and its reliability and validity studies) were carried out by Akgül and Karakuş (2015), the Turkish version of the scale was used in this study. The mentioned scale consists of 15 items in total. The items covered by the scale were structured in a "five point" Likert type (1= Strongly Disagree, 5= Totally Agree) for the responses of the participants.

It is stated that the Turkish version of the measurement tool consists of four sub-dimensions. These sub-dimensions are named as "Goal Setting and Method", "Evaluation", "Leisure Attitude" and "Programming". In this study, in terms of the reliability coefficient sub-dimensions calculated for the "leisure management scale"; .699 for "Goal Setting and Method", .699 for "Assessment", .699 for "Leisure Attitude" and finally .707 for "Programming" sub-dimension.

Statistical Analysis of Obtained Data

"SPSS 20.0" package program was preferred for the analysis of the data obtained within the scope of the study. Firstly, normality test was performed to determine the distribution of the data. As Hair et al. (1995) stated, the normality test was carried out in three stages. In the first stage, the data were analyzed formally, in the second stage, the skewness and kurtosis values of the data were examined, in the third and last stage, Kolmogorov-Smirnov test was applied to the data.

As a result of the tests performed on the data obtained in the study, it was observed that the data collected through the scale exhibited a normal distribution, so parametric statistical methods were used for further analysis. In this context, Manova test and Pearson Correlation analyzes were used in the study process. In addition, "Cronbach Alpha" coefficients for the dataset were calculated to determine the "reliability" level of the scales.

Ethics approval and informed consent

In the publication process of this study, the process was carried out by complying with the journal writing rules and publishing principles, as well as the research and publication ethics rules. The responsibility of any violation that may arise within the framework of these rules will belong to the authors of the work. In addition, the necessary permission was obtained from the "Scientific Research and Publication Ethics Committee of Karamanoğlu Mehmetbey University" for the research done before this study (Date: 05.06.2020, No: 2020-11991). A text explaining that participation in the research was based on volunteerism, that identifying information such as name, surname, school number should not be written, and how to fill in the questionnaire was presented to the participants as a consent text, and the survey was started after their approval was obtained.

Results

The opinions of the participants on their social media addiction levels and their evaluations on leisure time management are presented in the relevant tables.

Table 1
Demographic information of participants

Variables of the research		f	%
Gender	Woman	284	46.8
	Man	323	53.2
	Total	**607**	**100,0**
	(17-20)	290	47.8
Ages of individuals	(21-24)	222	36.6
	25 and above	95	15.7
	Total	**607**	**100,0**
	Bad	46	7.6
Success Status in Courses	Medium	237	39.0
	Good	236	38.9
	Very good	88	14.5
		607	**100.0**
	Total	54	8.9
How long have you been using "social media"?	Less than 1 year	156	25.7
	Between 1-3 Years	218	35.9
	Between 4-6 Years	179	29.5
	Seven Years and above	**607**	**100.0**
		84	13.8
	Total	276	45.5
	Less than a hour	183	30.1
How long do you connect to "social media"?	Between 1-3 hours	64	10.5
	Between 4-6 hours	**607**	**100.0**
	Seven hours or more	79	13.0
		357	58.8
	Total	171	28.2
How often do you find it difficult to spend your free time?	Anytime	**607**	**100.0**
	Sometimes		
	Never		
	Total		

As seen in Table 1, 53.2% of the participants within the scope of the research were male, 47.8 % were in the 17-20 age group, 39 % had a medium level of academic success, 35.9 % had a social life of 4-6 years. media, 45.5 % spend 1-3 hours a day on social media, and 58.8 % sometimes have difficulty in making use of their free time.

Analysis Results of Social Media Addiction Scale

Table 2
MANOVA results of participants' SMAS scores according to gender variable

Scales	The dependent variable	Gender	N	Average	Ss	Sd	F	p
SMAS	Busyness	Woman (f)	284	33.13	10.74	1-605	9.877	.002*
		Man (m)	323	30.38	10.79			
	Mood-State Determination	Woman (f)	284	13.15	5.59	1-605	3.232	.073
		Man (m)	323	12.36	5.27			
	Repetition	Woman (f)	284	10.84	4.81	1-605	.135	.714
		Man (m)	323	10.99	4.90			
	Conflict	Woman (f)	284	37.61	15.54	1-605	4.017	.045*
		Man (m)	323	40.30	17.26			

When the data presented in Table 2 are analyzed, the MANOVA test results, which show the gender and status of the scores obtained in the SMAS "Social Media Addiction Scale" sub-dimensions of the participants who participated in the research, can be seen. With the MANOVA analysis results, it was determined that the main effect for the gender variable in terms of the participants showed a significant difference on the sub-dimensions of the scale [$\lambda= 0.940$, $F(4.6022)=9.573$; $p<0.05$].

Table 3

MANOVA Analysis Results of the SMAS Scores of the Participants' Data Obtained in Terms of Daily Social Media Usage Time Variable

Scales	The dependent variable	D.U.S.M.	n	Average	Ss	Sd	F	p	Difference
SMAS	Busyness	Less than one hour	84	21.83	6.59				1-2 1-3 1-4
		Between 1 3 hours	276	29.15	8.78	3-603	79.401	.000*	
		Between 4 6 hours	183	36.68	10.36				
		More than seven hours	64	41.12	10.36		37.663		
	Mood-state arrangement	Less than one hours	84	9.38	4.11	3-603			1-2 1-3 1-4 1-2 1-3 1-4 1-3 1-4
		Between 1 3 hours	276	11.76	4.78				
		Between 4 6 hours	183	14.22	5.31				
		More than seven hours	64	17.07	5.94	3-603		.000* .000* .000*	
	Repetition	Less than a hour	84	8.42	3.41		23.605		
		Between 1 3 hours	276	10.21	4.18				
		Between 4 6 hours	183	12.06	5.04				
		More than seven hours	64	14.00	6.17				
	Conflict	Less than a hour	84	33.10	14.26	3-603	24.274		
		Between 1 3 hours	276	35.81	13.48				
		Between 4 6 hours	183	42.23	17.14				
		> seven hours	64	51.62	20.80				

Table 3 presents the results of the MANOVA test conducted regarding the scores obtained in the sub-dimensions of the SMAS in terms of daily social media usage time of the participants who participated in the study. The results of the MANOVA analysis applied on the data indicate that the main effect of daily social media usage times is significant on the SMAS sub-dimensions [$\lambda= 0.693$, $F(12,1587)=19,638$; $p<0.05$].

Table 4

MANOVA results of participants' SMAS ´scores according to difficulty in evaluating leisure time

Scales	The dependent variable	D.E.F.T.	N	Average	Ss	Sd	F	p	Difference
SMAS	Busyness	Any time	79	34.67	11.83			.004*	
		Sometimes	357	31.87	10.35	2-604	5.567		1-3
		Never	171	29.85	11.09				
	Mood-state arrangement	Anytime	79	14.41	5.95			.008*	1-2
		Sometime	357	12.64	5.16	2-604	4.885		
		Never	171	12.15	5.60				1-3
	Repetition	Anytime	79	12.17	5.12			.038*	
		Sometime	357	10.84	4.75	2-604	3.289		1-3
		Never	171	10.52	4.88				
	Conflict	Anytime	79	45.93	18.46				1-2
		Sometime	357	38.11	14.90	2-604	8.111		1-3
		Never	171	37.79	16.52			.000*	

Within the scope of Table 4, the findings obtained from the MANOVA analysis for the scores obtained within the scope of the SMAS sub-dimensions in terms of "difficulty in evaluating their spare time" of the individuals who participated in the study are presented. The MANOVA analysis results were determined in such a way that it can be stated that the main effect of difficulties in evaluating leisure time on SMAS sub-dimensions is significant [$\lambda= 0.962$, $F(8,1203)=2.948$; $p<0.05$].

Analysis results of the leisure time management scale

Table 5
MANOVA results of participants' leisure management scale scores by gender variable

Scales	The dependent variable	Gender	n	Ort.	Ss	Sd	F	P
LTMS	Goal setting and method	Woman (f)	284	2.62	0.88	1-605	1.339	.248
		Man (m)	323	2.53	0.93			
	Evaluation	Woman (f)	284	2.46	0.81	1-605	4.131	.043*
		Man (m)	323	2.31	0.90			
	Leisure time Attitude	Woman (f)	284	2.03	0.88	1-605	1.211	.270
		Man (m)	323	2.12	0.97			
	Programming	Woman (f)	284	3.06	0.91	1-605	1.211	.272
		Man (m)	323	3.15	1.06			

The results of the MANOVA test regarding the scores of the individuals participating in the study in the Leisure Time Management Scale sub-dimensions according to gender are presented in Table 5. According to the MANOVA analysis results presented in the table, it was determined that the main effect of the gender variable was significant on the sub-dimensions of the leisure management scale [λ= 0.982, F(4.602)=2.751; p<0.05].

Table 6

MANOVA results of participants' leisure management scale scores by daily social media usage time

Scales	The dependent variable	D.S.M.U.L.	n	Average	Ss	Sd	F	p	Difference
LMS	Goal setting and method	Less than 1 hour	84	2.49	1.03	3-603	7.241	.000*	2-3 2-4
		1-3 hours	276	2.45	0.89				
		4-6 hours	183	2.66	0.80				
		More than 7 hours	64	2.99	0.96				
	Evaluation	Less than 1 hour	84	2.32	1.00	3-603	11.157	.000*	1-4
		1-3 hours	276	2.26	0.76				
		4-6 hours	183	2.39	0.81				
		More than 7 hours	64	2.93	1.00				
	Leisure time attitude	Less than 1 hour	84	2.22	1.00	3-603	7.188	.000*	1-4
		1-3 hours	276	1.94	0.90				
		4-6 hours	183	2.08	0.84				
		More than 7 hours	64	2.50	1.11				
	Programming	Less than 1 hour	84	3.05	1.08	3-603	6.753	.000*	2-3
		1-3 hours	276	3.29	0.98				
		4-6 hours	183	2.87	0.90				
		More than 7 hours	64	3.07	1.08				

Table 6 presents the MANOVA test results for the scores obtained in the Leisure Time Management Scale sub-dimensions in terms of daily social media usage times of the participants whose data were collected within the scope of the study. According to the results of the analysis, it was understood that the main effect of daily social media usage times on the sub-dimensions of the leisure management scale was significant [λ=0.904, F(12,1587)=5.141; p<0.05].

Table 7

MANOVA results of participants' leisure management scale scores according to their difficulty in evaluating leisure time

Scales	The dependent variable	D.E.L.T.	n	Average	Ss	Sd	F	p	Difference
LMS	Goal setting and method	Anytime	79	2.97	0.90	2-604	10.085	.000*	
		Sometimes	357	2.56	0.81				1-2
		Never	171	2.42	1.04			.000*	1-3
	Evaluation	Anytime	79	2.75	0.90	2-604	10.450		
		Sometimes	357	2.37	0.76				1-2
		Never	171	2.23	0.98				
	Leisure time attitude	Anytime	79	2.30	0.95	2-604		.064	1-3
		Sometimes	357	2.03	0.87				
		Never	171	2.07	1.04		2.769		1-2
		Anytime	79	2.73	0.80	2-604			
		Sometime	357	3.02	0.94			.000*	1-3
	Programming	Never	171	3.45	1.09		18.167		

The findings obtained by the MANOVA test for the scores obtained in the sub-dimensions of the scale in the data collected with the Leisure Time Management Scale regarding the leisure time difficulties of the individuals who participated in the study are presented in Table 7. According to the results of the analysis, it is seen that the main effect of leisure time difficulties is significant in the sub-dimensions of the leisure management scale [λ= 0.14, $F(8,1202)$=6.940; $p<0.05$].

Dıscussıon

The aim of this study is to explain the relationship between university students' social media addictions and leisure time management by examining the role of students' social media use in managing their spare time by examining the sociodemographic characteristics of individuals.

Evaluation of findings on Social Media Addiction Scale

The main effect of the "gender" variable in the social media addiction scale, which was determined as a result of the analysis, was found to be significant. At the sub-dimensions level, a significant difference was found in the scores of the "Busyness" sub-dimension and the "Conflict" sub-dimension. When the average scores are examined, the scores of women in the "Busy" sub-dimension and the scores of men in the "Conflict" sub-dimension are higher. When the previous studies in the literature are reviewed, it is seen that similar results have been reached. When Çiftçi (2018) examined whether social media addiction scores showed a significant difference according to the gender variable in his research with individuals at Vocational School; reported that the

repetition and conflict sub-dimensions of male students showed significant differences compared to female students.

In their study, Deniz and Gürültü (2018) found that there was a significant difference in favor of female students in the "Busyness" sub-dimension of the social media addiction scale. Özdemir (2019) compared social media addictions of students according to their gender in his research. He reported that the sub-dimensions of occupation, mood regulation, conflict and social media total scores differed significantly depending on gender. The mean scores of male participants were higher than female participants.

On the other hand, no significant gender-related differences were observed in the repetition sub-dimension. Aktan (2018) examined the social media addiction levels of university students in his study. Contrary to the results obtained in our study, Aktan (2018) states that in the data obtained from the participants in his study, "social media addiction" levels did not differ according to the gender variable. In his research on the social media addiction levels of university students, Baz (2018) concluded that the participants did not differ significantly according to the gender variable. In their study, Filiz et al. (2014) similarly reported that there was no significant difference between men and women in terms of social media addiction levels.

It was determined that the main effect on the level of social media addiction scale was significant according to daily social media usage times. It was determined that there was a significant difference in all sub-dimensions of the social media addiction scale in the subscales. This detected difference is; It has been determined that the sub-dimensions of "Busyness", "Emotion-State Regulation", "Repetition", "Conflict" are in favor of individuals who use social media for more than 7 hours a day. When the previous studies on the subject are analyzed in the literature; In their research, Deniz and Gürültü (2018) concluded that there were significant differences in the sub-dimensions of the social media addiction scale of the participants according to the average daily time spent on the Internet.

By its part, Çömlekçi and Başol (2019) aimed to reveal the relationship between these variables and social media addiction levels by analyzing the main social media usage purposes and frequencies of young people in their research. As a result of their research with university students; that young people use social media both for entertainment and communication and to follow the agenda determined that they spend 4 hours and 16 minutes daily in the social media environment and that there is a significant relationship between using their free time and social media addiction.

A study was conducted with the participation of 994 Nigerian university students in a study on the characteristics of Facebook use. How often students access Facebook was examined. After all; 22.3% of people reported checking every two hours, 22% every day, 31% within 98 hours (Folaranmi, 2013). It is considered that the increase in the use of social media and the increase in internet access every year are increasing the duration of social media use every year.

It was determined that the main effect on the Social media addiction scale level was significant according to the participants' difficulty in evaluating their spare time. It was determined that there was a significant difference in all sub-dimensions of the Social media addiction scale at the sub-dimensions level. It has been determined that this difference is in favor of individuals who always have difficulties in making use of their spare time in the sub-dimensions of "Busyness", "Emotion-State Regulation", "Repetition", "Conflict".

When the previous studies in the literature on the subject were examined, Aydın and Arslan (2016) conducted to understand the relationship between social media use and leisure activities, pointed out that the use of social media by users is entirely devoted to leisure activities. He reported that social media has ceased to be a tool and has turned into a purpose, and that users consider this medium as a channel that takes them to real leisure activities. In other words, social media sites, especially Facebook, have recorded that they direct their users about how they spend their free time.

Evaluation of findings related to the Leisure Time Management Scale

It was determined that the main effect on the level of leisure management scale was significant according to gender. It was determined that there was a significant difference only in the "Evaluation" sub-dimension of the Leisure Management Scale at the sub-dimensions level. When the average scores were examined, it was determined that the scores of women were higher than the scores of men.

Contrary to the results obtained when the studies on the subject in the literature are examined; Lau (2016) as a result of his research to examine the individual differences in motivation to use social media among university students; It has been determined that there is no significant difference in the variables of entertainment, personal benefit, information seeking, convenience and sacrifice depending on demographic variables (gender, faculty, years of education, computer or internet use experience and proficiency in information technologies). Çetin and Uzunöz (2019) found that social media usage and motivation of male students do not differ from female students

as a result of their research with students who continue their education and training within the scope of the 2018-2019 academic year, at the university named Nevşehir Hacı Bektaş Veli University.

It was determined that the main effect on the level of leisure management scale was significant according to the daily social media usage times of the participants. In the sub-dimension of "Purpose Setting and Method", it was observed that individuals who use social media for 4-6 hours and more than 7 hours are in favor of individuals who use social media for more than 7 hours daily in the "Evaluation" sub-dimension. It was determined that the difference in the "Leisure Time Attitude" sub-dimension was in favor of the individuals who used social media for more than 7 hours, and the "Programming" was in favor of the individuals who used social media for 1-3 hours.

As a result of the research conducted by Nyambuga and Ogweno (2014), 38% of students spend 2 to 4 hours on social media. The data are consistent with the data obtained in this thesis study. On the other hand, in the study of İçirgin (2018), in which he aimed to reveal the social media usage habits and motivations of university students with his master's thesis, it was seen that 48% of the participants had 6 hours or more daily use of social media, and demographic characteristics did not affect the frequency and habits of use. The addiction level of the group participating in İçirgen's research is high.

It was determined that the main effect at the level of the Leisure management scale was significant according to the difficulty in evaluating the leisure time. It was determined too that there was a significant difference in the sub-dimensions of the leisure management scale, except for "Leisure Time Attitude". This difference is; It has been determined that the sub-dimensions of "Purpose Setting and Method", "Evaluation" and "Programming" are in favor of individuals who always have difficulties in making use of their spare time. When the studies in the literature are analyzed, according to Soyer (2019), with 1298 students, it was revealed that students who have difficulty in making use of their spare time due to reasons such as individual psychology, ignorance, lack of friends, lack of time and indifference spend more time on the Internet and social media platforms. In addition, when the researches are examined, it is seen that having difficulty in making use of free time increases the use of social media, and accordingly, the negative effects on the mental health of young people are frequently emphasized. As a result of the research conducted by Brunborg and Andreas (2019); It has been evaluated that young people who have difficulty in making use of their spare time and use social media more may suffer from psychological problems.

Finally, as a result of the correlation analysis, it was determined that there is a positive and significant relationship between social media addiction and leisure management. When the studies in the literature are examined; It has been revealed that students with high social media addiction encounter problems in leisure management and experience obstacles in their participation in leisure activities (Soyer, 2019).

Conclusıon

When the researches related to this study are examined, it has been determined that the studies on social media use and leisure time management are quite limited. The generality level of the results obtained from the research is high. The sample of the study reveals the limitation of this study. Considering Turkey's geographical location and universities, regional differences suggest that there may be differences in the evaluation of social media use and leisure management.

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