THE RELATIONSHIP BETWEEN SOCIAL COHESION AND COMPUTER-INTERNET USAGE

Emre Balkan
Faculty of Education, Cyprus International University, North Cyprus
ebalkan@ciu.edu.tr

Assist. Prof. Dr. Ahmet Adalıer
Faculty of Education, Cyprus International University, North Cyprus
aadalier@ciu.edu.tr

ABSTRACT
The aim of this study is to analyze the relationship between social cohesion and computer-internet usage among university students. The research was conducted among university students in North Cyprus. The sample for the research consists of 38.8% (n=80) female, 61.2 % (n=126) male, 206 university students by using the criterion sampling method. "Hacettepe Personality Inventory – Social Cohesion Scale" developed by Özgüven (1992) and Biographic-Demographic Information Form was used as a collecting data. Percentage documentation average, ANOVA and Pearson Moment's correlation were figured out in data analysis in this study. The results of this study showed that there is a significant correlation between social cohesion as social relations and the computer usage of the university students. There is significant correlation between social cohesion as family relations, social relations, social norms and antisocial tendency with each other.
Keywords: Social cohesion, computer usage, internet usage, cohesion, internet.

INTRODUCTION
Recent years have witnessed a growing awareness of the potential impacts of computer and internet usage on the structures and dynamics of the society. Since the turn of the decade, researches have made much progress in establishing solid evidence of the often highly complex ways in which the take-up and computer-internet usage has initiated, enabled or fostered processes of social change. In face to face interaction you may find people smiling, frowning and nodding while computers have no social feedback. Computer technology affects the people's awareness of themselves, relationships with others and the world (ref. Zanden, 1990).

Social cohesion is a "we feeling" that members of a group are bound together, such as by attraction for one another (Myers, 1993). According to Durkheim, religion confirms to social values to the people and it is contributing of social cohesion. Religion, education and family life all help to improve social cohesion and strengthen the collective conscience (Tischler, 1996; Giddens, 1997; Marsh, 2000).

The concept of social cohesion refers to the capacity of an individual to establish good relations with his/her environment and to continue such relations. The family relations reflect the level of harmony of the individual with his/her relations with their family. The social relations determine the characteristics of the individual's relationships with others. The social norms do not only measure the legal obligations of an individual, but also the social rules and values; respecting others rights and realizing his/her own requirements independently in parallel with the society. The antisocial tendencies refer to the characteristics of individuals indicating anger, fury, revenge and violence (Özgüven, 1992; ref. Yücel, 2007).

Cohesion behavior is defined as the degree of meeting the individual's personal independence and social responsibility. Depending on the degree of their lives the individual develops more effective attitudes depending on his/her life. All these behaviors occur in the form of a chain. Behavior in itself is a chain process that contains both cognitive and behavioral elements (ref. Toy, 2006). Especially, the age of adolescence is described as years of social development and cohesion. Social cohesion recovered over time but it develops some experiences in adolescence (Yavuzer, 1995).

The need to spend increasing amounts of time on computer activities such as playing games, arranging files or participating in online discussion groups are indicated by psychological tolerance. Computer users are aware of this problematic behavior but they continue to use the computer compulsively. When a person is unable to access a computer they showed that withdrawal symptoms are indicated by an increase in irritability and anxiety (ref. Orzack, 1998).

According to the Young in 1996, there are lots of negative consequences of addictive use of the computer and internet, such as familial problems, academic problems and occupational problems. The context of relationship problems caused by internet addiction has been undermined by its current popularity and advanced utility.

Patients will spend less time with people in their lives and the serious relationship problems were reported by addict's surveyed (ref. Aslanbay, 2006).

Computer and internet usage, which is defined as a new type of addiction, became an important study area that attracts the interest of different disciplines including psychology, sociology and communication (Balcı, Gülnar, 2009). The present study was conducted to determine the social cohesions of students depend on computer and internet usage. In this respect the results of this study will light the way for researches of academics, educational program developers, managers, educators etc.

The Aim of the Study
The purpose of this study is to analyze the relationship between social cohesion and computer-internet usage among university students.

The Problem Statements of the Study
The main problem statement of the study: "Is there any statistical meaningful correlation between social cohesion and internet-computer usage among university students?" The following sub-questions were answered in order to reach the result of the main problem.
1. Is there any statistical meaningful correlation between computer usage and social cohesion?
2. Is there any statistical meaningful correlation between internet usage and social cohesion?
3. Is there any statistical difference between social cohesion and duration of computer usage?
4. Is there any statistical difference between social cohesion and duration of internet usage?

RESEARCH METHODOLOGY
Research Design
The research was made by descriptive type of associational research method. The aim of the descriptive perspective is to determine related cases. This type of research aimed to evaluate the level and the variation together between two and more variables (Karasar, 2009).

The Universe and Sample of the Study
The universe of this research is consists of university students in North Cyprus. The sample for the research consists of 38.8% (n=80) female, 61.2 % (n=126) male, 206 university students used by purposive sampling techniques of criterion sampling method. The students have their own personal computer set as criteria.

Instruments
In the collection of data "Hacettepe Personality Inventory (HKE) – Social Cohesion Scale" and Biographic-Demographic Information Forms were used. Biographic and Demographic Information Form is prepared by the researchers and it is arranged according to the suitability with the aims of the study. It is formed of 17 questions. In this form people are subjected to demographic features and computer-internet related questions. "HKE – Social Cohesion Scale" which has four subscales was developed by Özgüven. The mean of Cronbach's alpha reliability coefficient of these subscales was .82. These subscales are family relations, social relations, social norms and antisocial tendencies. Family relations reflect the individual's relationships with his/her family. A high family relation scores indicates that s/he has a friendly and healthy relationship with his/her family. Family relations in the low score show the confusion and inconsistency in its dealings with the individual's family. Social Relations subscale reflects the individual's nature of its relations with others. A high social relations score indicates that the individual adopts a flexible attitude within the society and that s/he exhibits acceptable behaviors. In terms of social relations score is high indicates a high level of the individual's maturity and social skills. These people are happy and comfortable in groups of friends and other adults give an outlook. In the lower scores indicate that the individual's means that stagnant in terms of socialization and social skills. Social norms subscale determines the mandatory conditions to be considered legal and social rules and values of society means being respectful of the rights of others. The high score of social norms indicate that personal desires may be delayed according to the needs of the group's and also meets the individual's understanding of the rights of others. Antisocial tendencies to the low score indicates that an individual with antisocial aptitudes. Antisocial tendencies subscale determines the characteristics of individual indicating anger, fury, revenge and violence. A higher score indicates that the individual does not possess antisocial tendencies (Özgüven, 1992).

Hacettepe Personality Inventory has a reliability subscale. A higher score of reliability subscale indicates that the individual carefully read each item to respond to reviews with insight and conscious, paper fill out a reliable of the inventory answering behavior. In practice, if the reliability score of answer sheet is lower than 5 it is counted as invalid and it is not included in scoring (Özgüven, 1992).

Data Analysis
All analysis are performed by using the SPSS 15.0 for Windows. Considering purposes of the study percentage documentation average, ANOVA, Pearson moment's correlation were figured out in data analysis. The statistical significance level was accepted as .05 in the study.

RESULTS
In this study, the following results were found according to the problem statement and sub-questions of the study.

The first and second sub-questions of the research were expressed as "Is there any statistical meaningful correlation between computer usage and social cohesion?" and "Is there any statistical meaningful correlation between internet usage and social cohesion?"

Table 1. Correlation of Social Cohesion Subscales Test Scores with Computer – Internet Usage Scores

	Computer Usage	Internet Usage	Family Relations	Social Relations	Social Norms	Antisocial Tendency	Social Cohesion
Computer usage							
r	1	-.408**	.070	.166*	-.099	.009	.062
n	206	206	206	206	206	206	206
p		.000	.318	.017	.157	.899	.378
Internet usage							
r	-.408**	1	.010	-.089	.068	-.044	-.024
n	206	206	206	206	206	206	206
p	.000		.886	.205	.331	.528	.729
Family Relations							
r	.070	.010	1	.278**	.387**	.472**	.773**
n	206	206	206	206	206	206	206
p	.318	.886		.000	.000	.000	.000
Social Relations							
r	.166*	-.089	.278**	1	.229**	.279**	.646**
n	206	206	206	206	206	206	206
p	.017	.205	.000		.001	.000	.000
Social Norms							
r	-.099	.068	.387**	.229**	1	.334**	.665**
n	206	206	206	206	206	206	206
p	.157	.331	.000	.000		.000	.000
Antisocial Tendency							
r	.009	-.044	.472**	.279**	.334**	1	.743**
n	206	206	206	206	206	206	206
p	.899	.528	.000	.000	.000		.000
Social Cohesion							
r	.062	-.024	.773**	.646**	.665**	.743**	1
n	206	206	206	206	206	206	206
p	.378	.729	.000	.000	.000	.000	

** p<.001 statistically meaningful correlation
 * p<.05 statistically meaningful correlation

Pearson Moment's Correlation Test was applied in order to determine whether there is a statistically meaningful correlation between Hacettepe Personality Inventory – Social Cohesion Scale and computer-internet usage scores of the students.

The analysis of the data implies that there was a statistically meaningful mild positive correlation between Social Relations subscale score and computer usage scores (r=.166). Statistically meaningful mild negative correlation was found between computer usage and internet usage scores (r=-.408). There was no statistically meaningful correlation between computer usage and Family Relations (r=.070), Social Norms (r=-.099), Antisocial Tendency (r=.009) and Social Cohesion (r=.062) subscales of HKE Social Cohesion Scale.

There was no statistically meaningful correlation with internet usage scores and Family Relations (r=.010), Social Relations (r=-.089), Social Norms (r=.068), Antisocial Tendency (r=-.044) and Social Cohesion (r=-.024) subscales of HKE Social Cohesion Scale.

There was a statistically meaningful strong correlation with Family Relations and Social Cohesion (r=.773) subscales. Statistically meaningful mild correlation was found between Family Relations and Social Relations (r=.278), Social Norms (r=.387) and Antisocial Tendency (r=.472) subscales. It was determined statistically meaningful moderate correlation with Social Relations and Social Cohesion (r=.646) subscales. Statistically meaningful mild correlation was found between Social Relations and Social Norms (r= .229) and Antisocial Tendency (r=.279) subscales. There was statistically meaningful moderate correlation between Social Norms and Social cohesion (r=.665) subscales. Statistically meaningful mild correlation was found between Social Norms and Antisocial Tendency (r=.334). It was determined statistically meaningful moderate correlation between Antisocial Tendency and Social Cohesion (r=.743) subscales of HKE Social Cohesion Scale.

The third sub-question of the research was expressed as "Is there any statistical difference between social cohesion and duration of computer usage?"

Table 2. Comparing Student's Duration of Computer Usage with Social Cohesion Subscales Scores

Subscales	Computer Usage Duration	n	$\bar{X}$	sd	df	F	p
Family Relations	No daily usage	15	15,66	2,60	4		
	1-3 hours	18	14,38	3,69			
	4-5 hours	72	13,37	3,73	201	1,578	,181
	6-8 hours	60	13,28	3,85			
	8 hours and above	41	13,70	3,50			
	Total	206	13,66	3,67	205		
Social Relations	No daily usage	15	14,60	3,24	4		
	1-3 hours	18	12,72	3,46			
	4-5 hours	72	12,59	3,67	201	1,800	,130
	6-8 hours	60	13,78	3,57			
	8 hours and above	41	13,75	3,26			
	Total	206	13,33	3,54	205		
Social Norms	No daily usage	15	11,93	2,68	4		
	1-3 hours	18	12,50	2,79			
	4-5 hours	72	12,31	2,92	201	,736	,568
	6-8 hours	60	12,13	2,70			
	8 hours and above	41	11,43	3,20			
	Total	206	12,07	2,88	205		
Antisocial Tendency	No daily usage	15	11,40	3,18	4		
	1-3 hours	18	11,55	3,18			
	4-5 hours	72	10,59	3,56	201	,409	,802
	6-8 hours	60	10,98	3,37			
	8 hours and above	41	10,75	3,47			
	Total	206	10,88	3,41	205		
Social Cohesion	No daily usage	15	53,60	8,90	4		
	1-3 hours	18	51,16	9,88			
	4-5 hours	72	48,88	9,79	201		
	6-8 hours	60	50,18	8,98		,857	,491
	8 hours and above	41	49,65	10,11			
	Total	206	49,96	9,56	205		

One-Way ANOVA analyze was applied in order to determine whether there is statistically meaningful difference to the daily computer usage duration according to Social Cohesion's sub-scales.

The results showed that there was no significant difference to the computer usage duration during a day to the no daily usage ($\bar{X}$=15.66 ± 2.60), 1-3 hours ($\bar{X}$=14.38 ± 3.69), 4-5 hours ($\bar{X}$=13.37 ± 3.73), 6-8 hours ($\bar{X}$=13.28 ± 3.85), 8 hours and above ($\bar{X}$=13.70 ± 3.50) and Family Relations subscale scores (p=.181). There was no significant difference to the computer usage duration during a day to the no daily usage ($\bar{X}$=14.60 ± 3.24), 1-3 hours ($\bar{X}$=12.72 ± 3.46), 4-5 hours ($\bar{X}$=12.59 ± 3.67), 6-8 hours ($\bar{X}$=13.78 ± 3.57), 8 hours and above ($\bar{X}$=13.75 ±

3.26) and Social Relations subscale scores (p=.130). There was no significant difference to the computer usage duration during a day to the no daily usage ($\bar{X}$=11.93 ± 2.68), 1-3 hours ($\bar{X}$=12.50 ± 2.79), 4-5 hours ($\bar{X}$=12.31 ± 2.92), 6-8 hours ($\bar{X}$=12.13 ± 2.70), 8 hours and above ($\bar{X}$=11.43 ± 3.20) and Social Norms subscale scores (p=.568). There was no significant difference to the computer usage duration during a day to the no daily usage ($\bar{X}$=11.40 ± 3.18), 1-3 hours ($\bar{X}$=11.55 ± 3.18), 4-5 hours ($\bar{X}$=10.59 ± 3.56), 6-8 hours ($\bar{X}$=10.98 ± 3.37), 8 hours and above ($\bar{X}$=10.75 ± 3.47) and Antisocial Tendency subscale scores (p=.802). There was no significant difference to the computer usage duration during a day to the no daily usage ($\bar{X}$=53.60 ± 8.90), 1-3 hours ($\bar{X}$=51.16 ± 9.88), 4-5 hours ($\bar{X}$=48.88 ± 9.79), 6-8 hours ($\bar{X}$=50.18 ± 8.98), 8 hours and above ($\bar{X}$=49.65 ± 10.11) and Social Cohesion scores (p=.491).

The fourth sub-question of the research was expressed as "Is there any statistical difference between social cohesion and duration of internet usage?"

Table 3. Comparing Student's Duration of Internet Usage with Social Cohesion Subscales Scores

Subscales	Internet Usage Duration	n	$\bar{X}$	sd	df	F	p
Family Relations	No daily usage	13	14,92	3,66	4		
	1-3 hours	24	13,12	4,05			
	4-5 hours	76	13,80	3,73	201	,989	,415
	6-8 hours	62	13,17	3,68			
	8 hours and above	31	14,22	3,19			
	Total	206	13,66	3,67	205		
Social Relations	No daily usage	13	13,84	3,15	4		
	1-3 hours	24	12,29	3,56			
	4-5 hours	76	13,42	3,69	201	1,047	,384
	6-8 hours	62	13,11	3,33			
	8 hours and above	31	14,12	3,70			
	Total	206	13,33	3,54	205		
Social Norms	No daily usage	13	11,92	2,81	4		
	1-3 hours	24	12,20	2,63			
	4-5 hours	76	12,31	3,18	201	,441	,779
	6-8 hours	62	12,04	2,75			
	8 hours and above	31	11,51	2,66			
	Total	206	12,07	2,88	205		
Antisocial Tendency	No daily usage	13	10,38	3,92	4		
	1-3 hours	24	10,70	3,35			
	4-5 hours	76	11,11	3,61	201	,308	,872
	6-8 hours	62	10,62	3,46			
	8 hours and above	31	11,16	2,70			
	Total	206	10,88	3,41	205		
Social Cohesion	No daily usage	13	51,07	10,42	4		
	1-3 hours	24	48,33	10,31			
	4-5 hours	76	50,65	9,99	201	,579	,678
	6-8 hours	62	48,96	8,86			
	8 hours and above	31	51,03	9,13			
	Total	206	49,96	9,56	205		

One-Way ANOVA analyze was applied in order to determine whether there is statistically meaningful difference to the daily internet usage duration according to Social Cohesion's sub-scales.

The analysis of the data showed that there was no significant difference to the internet usage duration during a day to the no daily usage ($\bar{X}$=14.92 ± 3.66), 1-3 hours ($\bar{X}$=13.12 ± 4.05), 4-5 hours ($\bar{X}$=13.80 ± 3.73), 6-8 hours ($\bar{X}$=13.17 ± 3.68), 8 hours and above ($\bar{X}$=14.22 ± 3.19) and Family Relations subscale scores (p=.415). There was no significant difference to the internet usage duration during a day to the no daily usage ($\bar{X}$=13.84 ± 3.15), 1-3 hours ($\bar{X}$=12.29 ± 3.56), 4-5 hours ($\bar{X}$=13.42 ± 3.69), 6-8 hours ($\bar{X}$=13.11 ± 3.33), 8 hours and above ($\bar{X}$=14.12 ± 3.70) and Social Relations subscale scores (p=.384). There was no significant difference to the internet usage duration during a day to the no daily usage ($\bar{X}$=11.92 ± 2.81), 1-3 hours ($\bar{X}$=12.20 ± 2.63), 4-5 hours ($\bar{X}$=12.31 ± 3.18), 6-8 hours ($\bar{X}$=12.04 ± 2.75), 8 hours and above ($\bar{X}$=11.51 ± 2.66) and Social Norms subscale scores (p=.779). There was no significant difference to the internet usage duration during a day to the no daily usage

($\bar{x}$=10.38 ± 3.92), 1-3 hours ($\bar{x}$=10.70 ± 3.35), 4-5 hours ($\bar{x}$=11.11 ± 3.61), 6-8 hours ($\bar{x}$=10.62 ± 3.46), 8 hours and above ($\bar{x}$=11.16 ± 2.70) and Antisocial Tendency subscale scores (p=.872). There was no significant difference to the internet usage duration during a day to the no daily usage ($\bar{x}$=51.07 ± 10.42), 1-3 hours ($\bar{x}$=48.33 ± 10.31), 4-5 hours ($\bar{x}$=50.65 ± 9.99), 6-8 hours ($\bar{x}$=48.96 ± 8.86), 8 hours and above ($\bar{x}$=51.03 ± 9.13) and Social Cohesion scores (p=.678).

DISCUSSION

In this study the main aim is to examine the relationship between social cohesion and computer-internet usage in a group of university students who have a personal computer. The social cohesion refers to individually good relations with their environment. "We feeling" is important to socially adaptation and proper social cohesion in the society. The social cohesion improves with religion, education and family. In this study family relations, social relations, social norms and antisocial tendency concepts were used as an explaining social cohesion.

The present study; level of computer-internet usage not severely affected the social cohesion in this group. Especially the computer usage duration is affected social relations. On the other hand the analysis showed that family relations, social relations, social norms, antisocial tendency and social cohesion related with each other. According to Koç's study the internet users who perceive lower social support found it is the easy way to communicate other with online but in reality online social support could worsen interpersonal problems (Koç, 2011).

Milliyetçi studied the relationship between social skills and attitudes towards the internet and his findings shows that there was no statistically meaningful difference between social control, social sensitivity, social expressivity, social skills and the use of internet (Milliyetçi, 2008). Also in this study, statistically meaningful relation was not found between internet usage and social cohesion as a family relations, social relations, social norms and antisocial tendency.

The study average of South Korean students spending 23 hours during a week for gaming and another 1.2 million are probably believed to be at risk for addiction. Therapists worry about the increasing number of student's low school success, dropping out from school to spend time on computers. Internet addiction is resistant to treatment and high relapse risks regrettably (Block, 2008). In this study it was determined that most of the students used 4-5 hours both computer and internet usage during a day. So it is a cause of personal, familial and social problems and shows us probably most of university students to be at risk for computer-internet addiction. In addition to these Koç's findings showed that the student who use six hours internet report that more psychiatric syptoms such as depression, obsession, compulsion, interpersonal sensitivity, anxiety, hostility, phobic anxiety, paranoid ideation and psychoticism (Koç, 2011).

CONCLUSION

The present study indicates that computer usage duration was related with the social relations. On the other hand, the findings showed that the internet usage was not related with social cohesion as family relations, social relations, social norms and antisocial tendency. Also denote that the students use computer and internet at least 4-5 hours a day. Many factors enhance computer and internet usage of the university students away from the home that reveals the difficulty of adapting living conditions in North Cyprus. Additionally the students have personal computers, free internet access, over-much free time and lack of parental pressure.

In this study, it was focused on the university students that use their own personal computer and their social cohesion. As related with findings enables us to aware of the effects of computer and internet usage on family relations, social relations, social norms, antisocial tendency and give importance to the relations of students with their parents and environments.

Only adolescents who attend university and who have families with higher socio-economical status and education participated the study. Low socio-economical status of the family, low education may be some other factors related with computer-internet usage and social cohesion, a sample having wide range of these characteristics should be formed. Having a large sample of students with different backgrounds may enable to generalize the results to the community. Therefore the further studies could be applied to other age groups like secondary and high school students, a varity of views may occur.

University students with social cohesion vision accepted by their peers in interpersonal relations, sense of belonging to a group can survive, this is also related to him/her provides positively influence the perceptions, to show positive behavior. Around the individuals who can establish good relations with both personal and social satisfaction by providing a social personality and self-esteem.

REFERENCES

Aslanbay, M. (2006). *A Compulsive Consumption Internet Use Addiction Tendency: High School the Case of Turkish Students.*(Unpublished Master's Thesis). University of Marmara/Institute of Social Sciences, İstanbul.

Balcı, Ş., Gülnar, B. (2009). Üniversite Öğrencileri Arasında İnternet Bağımlılığı ve İnternet Bağımlılarının Profili. *Journal of Selçuk Communication*, 6(1), 5-22.

Block, J. J. (2008). Issues for DSM-V: Internet Addiction. *Am J Psychiatry*, 165(3), 306-307.

Giddens, A. (1997). *Sociology.* UK: Blackwell Publisher Ltd.

Karasar, N. (2009). *Bilimsel Araştırma Yöntemi.* Ankara: Nobel Yayın Dağıtım.

Koç, M. (2011). Internet Addiction and Psychopatology. *TOJET,* 10(1), 143-148.

Marsh, I. (2000). *Sociology: Making Sense of Society.* England: Pearson Education Limited.

Milliyetçi, Ö. (2008). *Mesleki ve Teknik Eğitim Veren Ortaöğretim Kurumlarındaki Öğrencilerin İnternete Yönelik Tutumları ile Sosyal Becerileri Arasındaki İlişkinin İncelenmesi.* (Unpublished Master's Thesis). University of Yeditepe/Institute of Social Sciences, İstanbul.

Myers, G. M. (1993). *Social Psychology.* USA: McGraw-Hill, Inc.

Orzack, H. M. (1998). Computer Addiction: What is it? *Psychiatric Times*, 5(8), 2-3.

Özgüven, İ. E. (1992). *Hacettepe Kişilik Envanteri El Kitabı.* Ankara: Odak Ofset Matbaacılık.

Tischler, H. L. (1996). *Introduction to Sociology.* USA: Holt, Rinehart and Winston, Inc.

Toy, B. (2006). *Sanat Eğitimi Alan ve Almayan 15-17 Yaş Grubundaki Ergenlerin Sosyal Uyumlarının ve Benlik Tasarım Düzeylerinin İncelenmesi*. (Unpublished Master's Thesis). University of Ankara/Institute of Sciences, Ankara.

Yavuzer, H. (1995). *Çocuk Psikolojisi.* İstanbul: Remzi Kitabevi.

Yücel, F. (2007). *Harran Üniversitesi Birinci Sınıf Öğrencilerinin Sigara İçme Durumu ve Kişilik Tiplerine Göre Sigara Bırakma Konusundaki Yaklaşımları*. (Unpublished Master's Thesis). University of Harran/Institute of Health Sciences, Şanlıurfa.

Zanden, J. W. V. (1990). *The Social Experience*: *An Introduction to Sociology.* USA: McGraw-Hill, Inc.