

LEISURE ACTIVITIES AND THEIR PRESENCE IN SOCIAL NETWORKS IN POTENTIALLY VULNERABLE YOUTH

ACTIVIDADES DE OCIO Y SU PRESENCIA EN LAS REDES SOCIALES EN JÓVENES POTENCIALMENTE VULNERABLES

ATIVIDADES DE LAZER E SUA PRESENÇA EM REDES SOCIAIS EM JOVENS POTENCIALMENTE VULNERÁVEIS

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ABSTRACT: Attention to groups at risk of social exclusion concerning digital literacy must play a greater role in educational and social research. The objective of the study is to analyze the presence and dissemination in the social networks of the leisure activities of a collective of potentially vulnerable youth, relating it to sex and the geographic areas of residence. The sample was made up of 140 Spanish students of Basic Vocational Training. A questionnaire structured in different thematic blocks was applied, from which we selected 3 items that explored the topic under study. Descriptive and inferential analyses were carried out. The results show that 62.8% disseminate their leisure activities on the social networks, with physical activities being the experiences most frequently shared by this group. The boys publish more festive activities. The northerners and the residents of the center of Spain communicate more physical activities in social networks, and the easterners share more cultural experiences. The findings of this study have provided keys to optimize the digital leisure education of students of Basic Vocational Training in the critical and constructive use of social networks, which would contribute to the digital literacy of this collective and, therefore, would help minimize the likelihood of their belonging to risky scenarios.

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<p>PALABRAS CLAVE: redes sociales formación profesional básica jóvenes vulnerables ocio interactividad interacción social</p>	<p>RESUMEN: La atención a los colectivos en riesgo de exclusión social en referencia a la alfabetización digital ha de tener mayor protagonismo en la investigación educativa y social. El objetivo del estudio es analizar la presencia y difusión en las redes sociales de las actividades de ocio de un colectivo de jóvenes potencialmente vulnerable, relacionándolo con el sexo y las áreas geográficas de residencia. La muestra ascendió a 140 estudiantes españoles de Formación Profesional Básica. Se aplicó un cuestionario estructurado en diferentes bloques temáticos, del que se seleccionaron los 3 ítems que indagaban en el tema objeto de estudio. Se llevaron a cabo análisis descriptivos e inferenciales. Los resultados manifiestan que un 62.8% difunden sus actividades de ocio en las redes sociales, siendo las actividades físicas las experiencias más compartidas por este colectivo. Los chicos publican en mayor medida actividades festivas. Son los norteños y quienes residen en el centro de España los que más comunican en las redes sociales las actividades físicas y los levantinos quienes más comparten las experiencias culturales. Las conclusiones de este estudio han proporcionado claves que optimizan la educación del ocio digital de los estudiantes de Formación Profesional Básica para un uso constructivo y crítico de las redes sociales, lo que contribuirá a la alfabetización digital de este colectivo y, por ende, a minimizar las posibilidades de pertenecer a escenarios de riesgo.</p>
<p>PALAVRAS-CHAVE: redes sociais treinamento vocacional básico juventude vulnerável lazer interatividade interação social</p>	<p>RESUMO: A atenção aos grupos em risco de exclusão social em relação à alfabetização digital deve ter um papel maior na pesquisa educacional e social. O objetivo do estudo é analisar a presença e difusão nas redes sociais das atividades de lazer de um grupo de jovens potencialmente vulneráveis, relacionando-o com o sexo e as áreas geográficas de residência. A amostra totalizou 140 estudantes espanhóis de Formação Profissional Básica. Um questionário estruturado foi aplicado em diferentes blocos temáticos, dos quais foram selecionados os 3 itens que investigaram o tópico em estudo. Foram realizadas análises descritivas e inferenciais. Os resultados mostram que 62,8% divulgam suas atividades de lazer nas redes sociais, sendo as atividades físicas as experiências mais compartilhadas por este grupo. Os rapazes publicam atividades mais festivas. São os habitantes do norte e os que residem no centro da Espanha que mais comunicam nas redes sociais as atividades físicas e Levantinos que compartilham as experiências mais culturais. As conclusões deste estudo forneceram chaves que otimizam a educação digital de lazer dos alunos da Formação Profissional Básica para um uso construtivo e crítico das redes sociais, o que contribuirá para a alfabetização digital deste grupo e, portanto, para minimizar as possibilidades de pertencer a cenários de risco.</p>

1. Introduction

The pair of concepts science and conscience gains predominance in 21st century society (Fernández-Buey, 2005) and demands the attention of vulnerable groups within the framework of our digital society (Fuente-Cobo, 2017), which implies that concepts as social exclusion must expand their presence in national and international social political agendas (García-Blanco, 2016).

Digital literacy, from a positive and resilient approach, and considered as a support for prevention policies, enables opportunities to abandon high-risk environments (Haenens, Vandoninck & Donoso, 2013), and it is for this reason that it is necessary to use its high potential as a mechanism for the empowering of the most vulnerable group (Vaquero, 2013).

Previous studies have brought into question the access, social impact and benefits of the use of Internet (Cloquell, 2015, Ochaita, Espinosa & Gutiérrez, 2011). Youth is the main group creating and editing its own virtual spaces, standing out as the real consumer of digital communication and virtual social networks (Colás, González & De Pablos, 2013, Espinar & González, 2009; Llamas & Pagador, 2010; Subrahmanyam, Greenfield & Michikyan, 2015).

Recently, Valdemoros, Sanz and Ponce de León (2017) established social networks as the primary digital leisure experience for young people in post-compulsory secondary education. In this line, Almansa, Fonseca and Castillo (2013) stated that young individuals shape their typologies through social networks, and Muros, Aragón and Bustos (2013) confirmed that chatting, sharing photos and playing are the main usages of social networks among young people.

It has been confirmed that social recognition is what leads young people to the use of social networks (Almansa *et al.*, 2013, Bernal & Ángulo, 2013, Colás *et al.*, 2013) and that the characteristics of friendships which are established through social networks by young people relate to their leisure behaviors (Marks, De la Haye, Barnett & Allender, 2015).

It also emerges that exclusion increases in the Information Society (Tezanos, 2001), given that it is linked to educational and relational disadvantages, as well as to lack of opportunities. Furthermore, it is closely related to the concept of “digital divide”, in other words, to the possibilities for access to technological devices and communication networks, as well as to their proper use, since this is one of the essential conditions for full participation in our Network Society (Fuente-Cobo, 2017).

One of the benefits of digital literacy is that it provides an opportunity for vulnerable groups to design strategies for e-inclusion and e-facilitation in order to regain their skills for social interaction and civic participation (Abad, 2014; Cáceres, Brändle & Ruiz, 2015). In this respect, we could talk about strategies for empowerment of young people that could teach them to use production technologies, enabling the implementation of initiatives that otherwise would not have the opportunity to become more visible (Aguaded & Sánchez, 2013 ; Saorín & Gómez, 2014). This promotes cyber activism and cyber solidarity through social technologies.

The scientific literature examining the use that vulnerable youth make of social networks is scarce. Some authors (Melendro, García & Goig, 2016) certify that it is similar to the use made by the rest of youth population, although they give priority to certain worrisome elements that should be considered in the social and educational action regarding this group. First, and in relation to gender, vulnerable young girls use digital social entertainment to a lesser extent when compared to girls who belong to non-vulnerable groups. Also, the recurrence and intensity of its use is greater in vulnerable boys, as well as its use while alone. Finally, this vulnerable group displays a lower capacity to transform the information received through these means into actual cultural wealth.

2. Justification and objectives

The Organic Law on the Improvement of the Quality of Education (LOMCE, 2013) justifies the introduction of Basic Vocational Training in a need for the decrease of early school dropout rates and the fight against social exclusion consequently caused. Royal Decree 127/2014 also requires Basic Vocational Training courses as a measure to foster the permanence of students in the educational system and offer them increased possibilities for their personal and professional development.

The current investigation focuses on Basic Vocational Training students in Spain, given that these courses are destined to a group of potentially vulnerable young people. Most of them are boys and girls presenting school failure rates who could not achieve professional qualifications in the traditional educational system, which classifies them, a priori, as the most vulnerable group in the personal, social and working fields (García, 2014, Sanjuán-Roca & Méndez-Lois, 2009).

The aim of this article is to analyze the presence and dissemination of leisure activities of a group of potentially vulnerable young people through social networks, taking into account gender and geographical areas of residence. This will provide better understanding of methods of social interaction of Basic Vocational Training students. Likewise, it will help the classification of their most popular leisure activities, which will provide keys to optimize their digital leisure education in the constructive and critical use of social networks, situation that requires specific training for a better management of a large amount of information shared in virtual environments (García Valcárcel & Tejedor, 2010).

3. Methodology

3.1. Population and sample

The population is configured by 73.523 Basic Vocational Training students in Spain enrolled in the 2013-2014 academic year, with a sample of 140 participants, a sampling error of $\pm 2,3$ and a confidence level of 95%.

The majority of students in the sample (65%) are 17-18 years old: 23,6% women ($n = 33$); 76,4% men ($n = 107$).

A simple random sampling was conducted, trying to preserve a proportional allocation in every zone in which the Spain was divided (6 areas), including Ceuta and Melilla (table 1).

Table 1. Territorial areas used in the sample

Denomination / Location	Autonomous communities and / or provinces
A1-Northeast	Cataluña, Aragón (except Teruel) and Baleares
A2-East	Comunidad Valenciana, Murcia and Albacete
A3-South	Andalucía, Islas Canarias, Ceuta and Melilla
A4-Center	Madrid, Castilla-La Mancha (except Albacete), Castilla-León (except León, Palencia and Burgos), Cáceres and Teruel
A5-Northwest	Galicia, Asturias and León
A6-North	Cantabria, País Vasco, La Rioja, Navarra, Burgos and Palencia
Fuente: elaboración propia	

3.2. Variables

There are 2 variables that explain the sociodemographic characteristics of Basic Vocational Training students:

- Gender: dichotomous variable with two categories, male or female.
- Territorial areas: Spain (including Ceuta and Melilla) is divided in 6 zones, establishing the geographical areas of residence and providing 6 categories: A1-Northeast; A2-East; A3-South; A4-Center; A5-Northwest; A6-North.

There are 3 variables that organize the leisure activities published by this group in social networks:

- Most important leisure activities: 8 categories to identify the favorite leisure activities among Basic Vocational Training students:
 - Television or radio activities: watching TV in general; watching TV shows; sports programs; cultural programs or listening to the radio.
 - Digital activities: searching for specific information on the Internet; surfing the Internet without a specific goal; posting entries in my own blog or web page; sharing information; participating in chats, discussion forums or virtual communities; social networks; playing video games; online betting and gambling.
 - Physical activity: artistic and expressive physical activities; physical activities in the natural environment; cooperation and competition physical activities; competition activities one versus another; and individual activities.
 - Tourism or hiking: travelling; sightseeing; camping; excursions to the countryside; the mountains or the beach; hunting or fishing.

- Cultural activities: listening to music; watching movies; reading books that I like; going to the theater, to museums, galleries or exhibitions; concerts or festivals; attending sporting events; doing some artistic, musical or literary activity, etc.
 - Parties or celebrations: going out to have a drink, to the disco; going out with friends; going to traditional celebrations in my neighborhood or city; participation in the organization and development of celebrations in my neighborhood or traditional festivals.
 - Games (other than computer games): board games; pool, table football or other indoor games; role playing games; other games.
 - Others: taking care of animals; shopping; gardening; crafting activities; collecting; association or volunteering.
- Number of most important leisure activities spread on social networks: it specifies which activities from a list of three chosen as preferential by Basic Vocational Training students are disseminated on social networks.
 - Typology of most important leisure activities published on social networks.

3.3. Tools

A questionnaire structured in different thematic blocks was applied, so it gathered much more extensive information than the one reflected in this article. It was validated by an expert judgment formed by 14 researchers belonging to 7 Spanish universities and a pilot test carried out in 8 autonomous communities.

For the present study, items 1 (gender), 5 (family situation) and 28 (activities that have a presence in social networks) are used.

3.4. Procedure

The questionnaire was randomly applied in the student body belonging to a Basic Vocational Training course of educational centers located in each of the 6 established geographical areas, with prior permission of the General Director of Education of each autonomous community as well as of principals of every educational center, informing them of the details of the study. Two properly trained researchers were responsible for the implementation of the questionnaires, explaining to students the right way to answer the questionnaire in order to reduce experimental mortality.

3.5. Data analysis

First, a descriptive analysis was conducted to quantify leisure activities disseminated in social networks and register the most common ones. Next, Student's t-distribution was used for independent samples, in order to establish the relationship between the sociodemographic characteristics of this group and the number of priority leisure activities that they spread on social networks. Finally, we calculated through contingency tables analysis the relationship between the sociodemographic characteristics and the type of main leisure activities that are most disseminated by Basic Vocational Training students, using Phi coefficient and Cramér's V, while respecting a level of significance of $p < 0.05$.

4. Results

Two out of three Basic Vocational Training students post at least one of their three preferential leisure activities in social network profiles: 42.1% shares one of them, 10.7% shares two of them, 10% shares all three of them.

Physical activities are, in the list of leisure experiences posted online by Basic Vocational Training students, the most widespread, given that 20.7% claim to share these practices in the network, followed by 18.6% declaring other activities, 17.1% posting parties and celebrations and 14.3% posting cultural activities. In contrast, playing board games (0.7%), watching TV (3.6%) and sightseeing and sharing digital leisure (4.3% each one) are the activities which Basic Vocational Training students posted online to a lesser extent (figure 1).

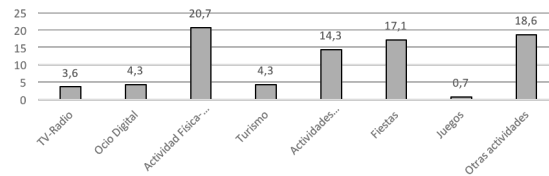


Figure 1. Frequency of types of leisure activities posted online by Basic Vocational Training students

Likewise, 11.4% of Basic Vocational Training students who rank physical activities the first one of the list of three preferential activities post them online. A lower proportion is noted among those students posting parties (7.9%), other activities (6.4%), cultural activities (5.7%), watching TV (2.7%), sightseeing and digital activities (2.1%) and games (other than digital) (0.7%) as their top favorite leisure experience (figure 2). Regarding the dissemination in social networks of the second priority activity, physical activities stand out once again (7.9%).

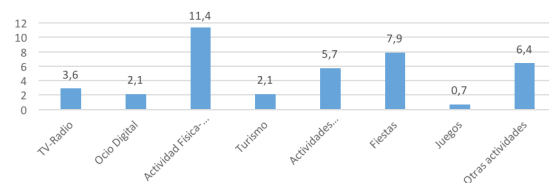


Figure 2. Frequency of Basic Vocational Training students who publish their main activity of leisure in social networks

There are no significant differences according to gender when disseminating and publishing leisure activities ($p=0.001$; $\bar{x}_m = 1.03 \pm 1.4748$ vs $\bar{x}_h = 0.91 \pm 0.09346$), since the inferential analysis reports that the vast majority of leisure activities shared in social networks are published to the same extent by potentially vulnerable girls and boys, with no significant differences regarding television or radio ($p=0.848$; $m=3\%$ vs $h=3.7\%$), digital activities ($p=0.919$; $m=3\%$ vs $h=4.7\%$), physical activity ($p=0.936$; $m=21.2\%$ vs $h=20.6\%$), sightseeing ($p=0.164$; $m=0.0\%$ vs $h=5.6\%$), cultural activities ($p=0.122$; $m=6.1\%$ vs $h=16.8\%$), games (other than digital) ($p=0.577$; $m=0.0\%$ vs $h=0.9\%$), as well as in the category called other activities ($p=0.948$; $m=18.2\%$ vs $h=18.7\%$). The same has not however occurred with party activities ($p=0.005$; $m=33.3\%$ vs $h=12.1\%$), given that they are significantly more popular among boys.

Nor were any significant differences found when comparing geographical areas of residence of these Basic Vocational Training young students, given that the propagation in social networks of television or radio, digital leisure, tourism, parties and games (other than digital games) occurs

equally in all residential areas. However, it is when referring to physical (Cramér's $V = .311$; $p = .019$), cultural (Cramér's $V = .302$; $p = .026$) and other activities (Cramér's $V = .409$; $p = .000$) when we find significant differences, weak or moderate depending on the different zones.

Northerner young people at risk of exclusion are singled out as the ones who communicate

their physical activities on social networks more often, followed by the students living in the center of Spain. Northeast students report their practices in the network to a lesser extent, followed by students from the East, the Northwest and the South (Table 2).

Table 2. Contingency table: physical activities shared in social networks according to territorial areas

Physical and sporting activities published on social networks	A1- Northeast	A2- East	A3- South	A4- Center	A5- Northwest	A6- North
No count % within areas	4 100%	22 95.7%	22 88%	35 68.6%	16 88.9%	12 63.2%
Sí count % within areas	0 0%	1 4.3%	3 12%	16 31.4%	2 11.1%	7 36.8%

Cramér's $V = .311$; $p = .019$

Basic Professional Training students living in the East of Spain disseminate their cultural experiences more frequently than their colleagues in the rest of the country, being closely followed by northwest and northeast students, respectively.

At the end of the scale, students living in the center of Spain share these practices to a lesser extent, followed by northerner and southerner students, respectively (table 3).

Table 3. Contingency table: cultural leisure shared in social networks according to territorial areas

Cultural leisure shared on social networks	A1- Northeast	A2- East	A3- South	A4- Center	A5- Northwest	A6- North
No count % within areas	3 75%	16 69.6%	22 88%	49 96.1%	13 72.2%	17 89.5%
Sí count % within areas	1 25%	7 30.4%	3 12%	2 3.9%	5 27.8%	2 10.5%

Cramér's $V = .302$; $p = .026$

Finally, we highlight that the northern group of young people at risk of vulnerability is the one disseminating other activities through social networks to a greater extent, followed a long way

behind by students from the South, center and Northwest of Spain. Students from the Northeast presented fewer posts about other activities in the social networks (table 4).

Table 4. Contingency table: other activities shared on social networks according to territorial areas

Other activities shared on social networks	A1- Northeast	A2- East	A3- South	A4- Center	A5- Northwest	A6- North
No count % within areas	4 100%	21 91.3%	21 84%	44 86.3%	16 88.9%	8 42.1%
Sí count % within areas	0 0%	2 8.7%	4 16%	7 13.7%	2 11.1%	11 57.9%
Cramér's V=.409; p=.000						

5. Discussion and conclusions

It is satisfying to observe that Basic Vocational Training students use digital means to post their leisure experiences, proving that social networks are a way of communication and a significant connecting link for them (Almansa, Fonseca & Castillo, 2013; Espinar & González, 2009). This contributes to their digital literacy and, consequently, to the achievement of opportunities for avoidance of risk contexts (Haenens, Vandoninck & Donoso, 2013).

The present work reveals that in the list of activities disseminated via Internet by Basic Vocational Training students, physical activities are the most common, closely followed by participation in parties and celebrations. In contrast, playing board games, watching TV and sharing tourism and digital leisure activities are published to a lesser extent.

This group of potentially vulnerable people does not display significant differences between males and females regarding their postings of leisure activities in social networks, except for festive activities, which can be found more often in male profiles. This could be in line with Colás *et al.* (2013), who state that men present a higher tendency towards the pursuit of social recognition through dissemination of information by means of social networks.

Our research sees the existence of differences in the type of leisure experiences published online by this group at risk of social inclusion depending on their place of residence, given that, according to the information revealed, physical activities are more common among students in the northern

and central Spain, and cultural activities are more likely to be posted by East Spain students, followed by northwestern and northeastern ones. Further investigations should be carried out to deepen on the possible causal links between this situation and the existing leisure activities options in every geographic area of Spain.

In the present research, we considered Basic Vocational Training students as a potentially vulnerable group, given that its members are boys and girls with higher school failure rates who could not achieve professional qualifications in the traditional educational system and are more likely to have the perception of failure in personal, social and working levels (García, 2014; Sanjuán-Roca & Méndez-Lois, 2009). Nonetheless, we consider that, in order to provide a greater scientific rigour in this study, the sample should be broadened to include other groups at risk of social exclusion which do not belong to this educational level.

Owing to the lack of research in this matter, it would be very interesting for the scientific community to ascertain whether the situation of potentially vulnerable young people is similar to the rest of youth population, such as Melendro *et al.* (2016) investigated. They focused on certain worrisome elements to consider when comparing vulnerable and non vulnerable groups, particularly regarding a more frequent use of electronic devices while alone in the case of young people at risk of social exclusion and their problems to transform in cultural wealth the information gathered through these means. Therefore, professionals of education are entrusted to educate in the proper and responsible use of social networks (García Valcárcel & Tejedor, 2010).

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