



Examining the Exercise Addiction and Social Media Addiction Levels of Physical Education Teachers

Nurdan Ateş¹, Gülseren Özaltaş Serçek²

¹ Dicle University, Physical Education and Sports School, Kitilbil Neighborhood, TUR-21280 Diyarbakır, Turkey, nurdan.ates@dicle.edu.tr

² Mardin Artuklu University, Faculty of Tourism, Nur Neighborhood, TUR-47100 Artuklu/Mardin, Turkey, gulserenozaltassercek@artuklu.edu.tr

Annotation. The universe of the study consists of physical education and sports teachers working in schools affiliated with the Ministry of National Education in the 2024–2025 academic year. The sample group consists of 226 physical education and sports teachers, 80 of whom are female and 146 of whom are male, within the research universe and accessible to the researcher. The Personal Information Form: gender, age, type of school where they work, and years of exercise are included as data collection tools in the study.

Keywords: *physical education teacher, exercise addiction, social media addiction.*

Introduction

Addictions that significantly affect human life can be caused by medical and behavioral reasons. Addictions that do not involve any substance use are classified as behavioral addictions (Kim & Kim, 2002). Examples of these behavioral addictions include exercise addiction, social media addiction, shopping addiction, work addiction, etc. (Pinna et al., 2015; Sun & Zhang, 2021). These behavioral addictions can be harmful both mentally and physically. For example, while regular exercise is beneficial to health,

exercise addiction is a mental health disorder that can cause disabilities by causing excessive exercise (Di Trana et al., 2024; Landolfi, 2013). Exercise addiction usually begins with regular exercise for health and recreational purposes. However, later on, exercise becomes more important than all other aspects of life. The amount of exercise is not enough, and the person feels guilty and incomplete when they cannot exercise (Lichtenstein & Hinze, 2020). This strict commitment to exercise can cause a person to ignore family, friends, and responsibilities that may prevent them from exercising. The person develops a tolerance to exercise and wants to continue intense training despite fatigue. (Freimuth et al., 2011). These exercises, which include excessive load, can create a feeling of deprivation when exercise cannot be done for various reasons (injury, weakness, illness, etc.), unlike a healthy exercise. In addition, excessive exercise can cause injuries, insomnia, sudden mood swings, impulsivity, disruption of social relationships, and financial damage (Abrantes et al., 2019; Hausenblas & Downs, 2002; Landolfi, 2013; Minutillo et al., 2024). It has been observed that individuals increasingly use social media to prove themselves and gain acceptance from their environment and peers (Gunnarsson et al., 2022; Qiu et al., 2023; Trott et al., 2020). This situation leads us to consider social media addiction as a behavioral disorder.

Individuals use social media to learn about other people's opinions and interests and to communicate with them online. However, this communication model can become an addiction when used excessively (Zivnuska et al., 2019). The stressful and sedentary lifestyle resulting from the digitalization and diversification of social life significantly harms people's psychological health (Ateş, 2023). Spending too much time on social media also negatively impacts daily routines (Özbek & Akyüz, 2022). Comments and likes on social media posts lead to emotional reactions and a waste of time (Nowland et al., 2018; Serçek & Korkmaz, 2023). Furthermore, the creation of a false sense of perfection through shared content can lead to a loss of self-esteem (Petry et al., 2018; Trott et al., 2020).

When the literature was examined, it was seen that there are studies examining the effects of social media addiction or internet addiction, which is a related concept, on teachers (Chen et al., 2022; Erdoğan & Topuz, 2020; Fukuda et al., 2023; Karakose, Ozdemir, et al., 2022; Karakose, Yirci, et al., 2022; Kızılok & Özok, 2021; Pohl et al., 2021; Tóth et al., 2021). Research on exercise addiction among physical education and sports department students as well as physical education and sports teachers has been found (Çakır, 2019; Esmer, 2020; Gün & Ağırbaş, 2018). However, no study was found that examined the social media addiction and exercise addiction of physical education and sports teachers together. Therefore, this study aims to examine the exercise addiction and social media addiction levels of physical education and sports teachers.

To investigate exercise addiction and social media addiction among physical education teachers, the following questions were addressed:

1. Do physical education teachers' exercise addiction levels differ by gender?

2. Do physical education teachers' social media addiction levels differ by gender?
3. Do physical education teachers' exercise addiction levels differ by age?
4. Do physical education teachers' social media addiction levels differ by age?
5. Do physical education teachers' exercise addiction levels differ by years of exercise (sports background)?
6. Do physical education teachers' social media addiction levels differ by years of exercise (sports background)?
7. Is there a significant relationship between physical education teachers' exercise addiction and social media addiction?

Behavioral addictions have become a significant problem affecting the physical, psychological, and social lives of individuals in today's societies. With the rapid advancement of technological advancements, social media addiction is increasingly affecting more individuals, as is the increasing pursuit of a healthy lifestyle and physical appearance. Physical education teachers are a professional group that both embraces an active lifestyle and maintains professional and social interactions through social media. These characteristics place them at risk for both types of addiction.

The fact that no studies have been found that address both exercise addiction and social media addiction from the perspective of physical education teachers makes this study significant. It is believed that the research findings will contribute to the development of strategies to support teachers' psychological well-being, raise awareness of addiction, and encourage healthy lifestyle behaviors. On the other hand, this research will make a significant contribution to the literature, particularly regarding addiction issues among physical education teachers.

Methods

Research Model

In this study, the scanning model, one of the quantitative research designs, was used. With this research, the exercise addiction and social media addiction levels of physical education and sports teachers were determined, and it was revealed whether the exercise addiction and social media addiction levels differed according to some variables.

Research Group

The research population comprises 226 physical education and sports teachers, 146 men and 80 women, working in schools in Türkiye during the 2024–2025 academic year. The survey method, a descriptive research method, was employed in the study. Convenience sampling was used as the sampling method, considering the researcher's accessibility. This method not only provided time and cost advantages but also enabled

the accessibility of a sufficiently large participant group to represent the general profile of teachers within the research population.

In conclusion, the selected sample group provides a suitable framework for examining both exercise addiction and social media addiction variables, in line with the purpose of the study.

Table 1

Frequency and Percentage Distribution of Demographic Information of the Physical Education and Sports Teachers Participating in the Study

Variables	Groups	n	%
Gender	Female	80	35.4
	Male	146	64.6
	Total	226	100.0
Age	18–22 Age	74	32.7
	23–35 Age	78	34.5
	36 and Above	74	32.7
	Total	226	100.0
Years of Exercise	1–3 Years	64	28.3
	4–6 Years	48	21.2
	7–9 Years	30	13.3
	10 and Above	84	37.2
	Total	226	100.0

Table 1 reveals the professional experience duration, gender, and age of the participating physical education teachers. It is observed that 35.4% of the physical education and sports teachers are female and 64.6% are male. An examination of the age distribution reveals that the 23–35 age group had the highest percentage (34.5%). Based on the years of exercise variable, 37.2% of the participants had been exercising for 10 years or more, indicating that the majority of the sample consisted of individuals with exercise experience.

Data Collection Tools

Personal Information Form: This form includes items regarding the gender, age, school of duty, year of exercise and Internet usage purposes of the academics participating in the study.

Exercise Addiction Scale: The Exercise Addiction Scale, which was pre-studied by Gürbüz and Aşçı (2006), was developed by Hausenblas and Downs (2002). The scale measures individuals' exercise addiction symptoms. The original scale consists of

21 items and 7 sub-dimensions. However, since 9 items in the “Reducing Other Activities”, “Purpose” and “Time” sub-dimensions were collected in a single dimension, a 5-factor structure was obtained in the Turkish preliminary study. The sub-dimensions were named “Lack of Control”, “Time and Exercise Preference”, “Withdrawal Effects”, “Tolerance”, and “Continuity”. Participants’ exercise addiction scores are evaluated on a 6-point Likert-type range of “1 = Never” and “6 = Always”. A high score indicates exercise addiction. In the original scale, the internal consistency coefficients varied between .59 and .87. In this study, the internal consistency was calculated as .96.

Social Media Addiction Scale: The Social Media Addiction Scale (SMAS) is a measurement tool developed by Ünal (2015) to measure social media addiction in adults.

The Social Media Addiction Scale (SMAS): Developed in 2015 by Tutgun-Ünal and Deniz, it consists of 41 items and a 5-point Likert scale, and is designed for adults. 4 sub-dimensions, namely “busyness”, “emotion regulation status”, “repetition” and “conflict”, and is rated with frequency expressions in the range of “Always”, “Frequently”, “Sometimes”, “Rarely” and “Never”. The internal consistency coefficient in the original scale was found to be .94. In this study, it was calculated as .98. Participants could obtain a maximum score of 205 on the scale, while the lowest score was 41.

Data Collection and Analysis

The research was approved by the Ethics committee of Dicle University on 13.11.2024 and numbered 809954. The scales were prepared electronically and sent to physical education and sports teachers via virtual network channels (e-mail, social media).

SPSS 24.00 package program was used in the analysis of the research data. In order to test the normality of the distribution of the data, parametric tests should be performed if the skewness and kurtosis values of the obtained data are within the range of ± 1.5 (Tabachnick et al, 2013). After determining that the data were normally distributed, the standard deviation, arithmetic mean, frequency and percentage distributions of the physical education and sports teachers were examined. T-Test was used for the difference in means of paired groups, ANOVA and Tukey and Scheffe Tests were used for the comparison of three or more independent groups.

Findings and Results

Table 2

T-Test Results of The Participants in Terms of the Gender Variable

Scale and Sub-Dimensions	Gender	n	$\bar{X}$	SD	t	df	p
Time and Exercise Preference	Female	80	2.24	.92	-3.40	224	.001*
	Male	146	2.71	1.02			
Lack of Control	Female	80	2.24	.95	-3.22	224	.001*
	Male	146	2.72	1.12			
Withdrawal Effects	Female	80	2.86	1.15	-1.35	224	.190
	Male	146	3.06	1.07			
Tolerance	Female	80	2.71	1.16	-1.71	224	.086
	Male	146	2.99	1.21			
Continuity	Female	80	2.28	.90	-1.61	224	.094
	Male	146	2.51	1.05			
EAS General	Female	80	2.40	.87	-2.88	224	.004*
	Male	146	2.77	.95			
Busyness	Female	80	2.98	.61	0.66	224	.510
	Male	146	2.94	.41			
Mood Regulation	Female	80	2.94	.54	0.68	224	.499
	Male	146	2.89	.48			
Repeat	Female	80	2.88	.46	-1.29	224	.198
	Male	146	2.96	.49			
Conflict	Female	80	2.81	.34	-2.21	224	.028
	Male	146	2.93	.40			
SMAS General	Female	80	2.88	.39	-0.90	224	.369
	Male	146	2.93	.35			

* $p < .05$ = significance level n = sample $\bar{x}$ = mean SD = standart deviation

Table 2 examines the levels of exercise addiction and social media addiction among physical education and sports teachers by gender. The results of an independent samples t-test conducted for the first sub-question of the study, “Do physical education teachers’ exercise addiction levels differ by gender?” indicated a statistically significant difference in the total score and some sub-dimensions of the exercise addiction scale ($p < .05$). Accordingly, male teachers’ total exercise addiction scores and scores on the Time and Exercise Preference and Lack of Control sub-dimensions were significantly higher than those of female teachers. This result suggests that male teachers may be more likely than female teachers to devote more time to exercise, view exercise as a priority life activity, and experience a loss of control over exercise.

No significant differences were found in the Withdrawal Effects, Tolerance, and Persistence sub-dimensions of the Exercise Addiction Scale by gender ($p > .05$). This suggests that factors such as deprivation felt when unable to exercise, increased tolerance for exercise intensity, and desire to continue exercising are at similar levels in both genders.

The analysis results for the second sub-question of the study, “Do physical education teachers’ social media addiction levels differ by gender?” revealed no significant difference in the total score and sub-dimensions of the social media addiction scale ($p > .05$). This finding suggests that the social media usage habits and addiction levels of male and female physical education teachers are similar.

Overall, these findings suggest that gender may be a determining variable in terms of exercise addiction, but that gender does not have a significant effect on social media addiction.

Table 3
ANOVA Results According to the Age Variable of the Participants

Scale and Sub-Dimensions	Age	n	$\bar{X}$	SD	F	p	Scheffé
Time and Exercise Preference	18–22 Age(1)	74	2.90	1.07	10.43	.000*	1-3 2-3
	23–35 Age(2)	78	2.55	1.03			
	36 ve Above (3)	74	2.17	.80			
Lack of Control	18–22 Age(1)	74	2.95	1.18	8.34	.000*	1-2 1-3
	23–35 Age(2)	78	2.44	.99			
	36 ve Above (3)	74	2.27	.97			
Withdrawal Effects	18–22 Age(1)	74	3.01	.91	1.78	.171	
	23–35 Age(2)	78	3.15	1.24			
	36 ve Above (3)	74	2.81	1.10			
Tolerance	18–22 Age(1)	74	3.06	1.18	3.49	.032*	1-3
	23–35 Age(2)	78	3.01	1.17			
	36 ve Above (3)	74	2.59	1.20			
Continuity	18–22 Age(1)	74	2.86	1.06	15.19	.000*	1-2 1-3 2-3
	23–35 Age(2)	78	2.43	.95			
	36 ve Above (3)	74	2.00	.80			
EAS General	18–22 Age(1)	74	2.94	.99	8.89	.000*	1-3 2-3
	23–35 Age(2)	78	2.67	.91			
	36 ve Above (3)	74	2.31	.80			

Scale and Sub-Dimensions	Age	n	$\bar{X}$	SD	F	p	Scheffé
Busyness	18–22 Age(1)	74	3.04	.48	2.17	.116	
	23–35 Age(2)	78	2.94	.51			
	36 ve Above (3)	74	2.87	.48			
Mood Regulation	18–22 Age(1)	74	2.99	.50	2.02	.135	
	23–35 Age(2)	78	2.89	.55			
	36 ve Above (3)	74	2.83	.45			
Repeat	18–22 Age(1)	74	2.99	.43	2.17	.116	
	23–35 Age(2)	78	2.84	.51			
	36 ve Above (3)	74	2.96	.49			
Conflict	18–22 Age(1)	74	2.94	.39	1.43	.241	
	23–35 Age(2)	78	2.84	.42			
	36 ve Above (3)	74	2.88	.31			
SMAS General	18–22 Age(1)	74	2.98	.35	2.13	.122	
	23–35 Age(2)	78	2.88	.41			
	36 ve Above (3)	74	2.88	.32			

* $p < .05$ = significance level n = sample $\bar{x}$ = mean SD = standart deviation

According to the One-Way ANOVA results showing the significant difference in the exercise addiction scale of the participant physical education and sports teachers regarding the age variable in Table 3, a significant difference was detected ($f = 8.89$; $p < .05$). In order to determine which groups caused the statistically significant difference, the homogeneity of variances was first tested. Since the variances were homogeneous, the Tukey test was performed as a post-hoc test. As a result of the test, the average scores of Group 1 and Group 2 in the time and exercise preference sub-dimension of the physical education and sports teachers' exercise addiction scale were significantly higher than the average scores of Group 3 ($p < .05$). The average scores of Group 1 in the lack of control sub-dimension of the exercise addiction scale were statistically significantly higher than the average scores of Group 2 and 3 ($p < .05$). The average scores of Group 1 in the tolerance sub-dimension of the exercise addiction scale were statistically significantly higher than the average scores of Group 3 ($p < .05$). In the continuity sub-dimension of the exercise addiction scale, the mean scores of Group 1 are statistically higher than Groups 2 and 3, and Group 2 is statistically higher than Group 3 ($P < .05$). When the physical education and sports teachers are examined according to the age variable of the exercise addiction scale, the mean scores of Groups 1 and 2 are statistically higher than the mean scores of Group 3 ($p < .05$). No statistically significant difference was observed in the mean scores of physical education

and sports teachers in the withdrawal effects sub-dimension of the exercise addiction scale ($p > .05$).

No differences were observed in SMAS and its subdimensions based on age ($p > .05$).

Table 4
ANOVA Results of Participants According to the Variable of Years of Exercise

Scale and Sub-Dimensions	Years of Exercise	n	$\bar{X}$	SD	f	p	Scheffé
Time and Exercise Preference	1–3 Years (1)	64	2.60	.95	.33	.805	
	4–6 Years (2)	48	2.44	.86			
	7–9 Years (3)	30	2.47	1.14			
	10 andAbove (4)	84	2.58	1.10			
Lack of Control	1–3 Years (1)	64	2.48	.93	.23	.873	
	4–6 Years (2)	48	2.50	.95			
	7–9 Years (3)	30	2.60	1.19			
	10 andAbove (4)	84	2.61	1.23			
Withdrawal Effects	1–3 Years (1)	64	3.00	1.02	.46	.709	
	4–6 Years (2)	48	2.85	1.01			
	7–9 Years (3)	30	2.96	1.06			
	10 andAbove (4)	84	3.08	1.23			
Tolerance	1–3 Years (1)	64	2.59	.89	2.98	.032*	2-1
	4–6 Years (2)	48	3.21	1.10			2-3
	7–9 Years (3)	30	2.71	1.27			4-1
	10 andAbove (4)	84	3.00	1.37			
Continuity	1–3 Years (1)	64	2.55	1.00	.63	.597	
	4–6 Years (2)	48	2.29	.72			
	7–9 Years (3)	30	2.40	1.14			
	10 andAbove (4)	84	2.42	1.09			
EAS General	1–3 Years (1)	64	2.63	.84	.16	.923	
	4–6 Years (2)	48	2.60	.80			
	7–9 Years (3)	30	2.58	1.06			
	10 andAbove (4)	84	2.69	1.04			
Busyness	1–3 Years (1)	64	2.97	.47	3.30	.021*	3-4
	4–6 Years (2)	48	2.91	.56			
	7–9 Years (3)	30	3.19	.59			
	10 andAbove (4)	84	2.88	.40			

Scale and Sub-Dimensions	Years of Exercise	n	$\bar{X}$	SD	f	p	Scheffé
Mood Regulation	1–3 Years (1)	64	2.88	.38	7.85	.000*	1-3
	4–6 Years (2)	48	2.79	.55			2-3
	7–9 Years (3)	30	3.29	.73			3-4
	10 andAbove (4)	84	2.85	.39			
Repeat	1–3 Years (1)	64	2.88	.41	6.47	.000*	1-3
	4–6 Years (2)	48	2.78	.43			2-3
	7–9 Years (3)	30	3.24	.63			3-4
	10 andAbove (4)	84	2.95	.46			
Conflict	1–3 Years (1)	64	2.85	.33	8.82	.000*	1-3
	4–6 Years (2)	48	2.71	.39			2-3
	7–9 Years (3)	30	3.14	.51			2-4
	10 andAbove (4)	84	2.92	.30			
SMAS General	1–3 Years (1)	64	2.89	.31	8.34	.000*	1-3
	4–6 Years (2)	48	2.79	.36			2-3
	7–9 Years (3)	30	3.19	.48			3-4
	10 andAbove (4)	84	2.90	.30			

* p < .05 = significance level n = sample x = mean SD = standart deviation

According to the One-Way ANOVA results showing the significant difference in the exercise addiction scale of the participant physical education and sports teachers in Table 4 regarding the exercise year variable, a significant difference was detected in the tolerance sub-dimension ($f = 2.98$; $p < .05$). In order to determine which groups caused the statistically significant difference, the homogeneity of the variances was first tested. Since the variances were homogeneous, the Tukey test was performed as a post-hoc test. The ANOVA results showed that Group 2 had significantly higher average scores on the “tolerance” subscale of the SMAS than Groups 1 and 3 ($p < 0.05$). Similarly, Group 4 also had significantly higher average scores than Group 1 ($p < 0.05$). No statistical difference was observed in the average scores of physical education and sports teachers in the time and exercise preference, lack of control, withdrawal effects, and continuity sub-dimensions of the exercise addiction scale and in the overall average of the scale ($p > .05$).

When the participating physical education and sports teachers’ social media addiction scale and its sub-dimensions were examined according to the variable of years of exercise, the average scores of Group 3 in the busyness sub-dimension were significantly higher than Group 4 ($p < .05$). In the “Emotion Regulation” sub-dimension of the SMAS, group 3 was found to have significantly higher average scores than groups

1, 2, and 4 ($p < 0.05$). It was determined that the average scores of Group 3 in the repetition sub-dimension of the social media addiction scale of physical education and sports teachers were statistically significantly higher than the average scores of Groups 1, 2, and 4 ($p < .05$). It was observed that the average scores of Group 3 in the conflict sub-dimension of the SMAS were statistically significantly higher than Groups 1 and 2, and the average scores of Group 4 were statistically significantly higher than Group 2 ($p < .05$). It was determined that the average scores of the 3rd Group in the social media addiction scale of the participating physical education teachers were statistically significantly higher than the average scores of the 1st, 2nd, and 4th Groups ($p < .05$).

Table 5
Correlation Results for Exercise Training and Social Media Training of Competitors

		EAS	SMAS
EAS	r	1	,235*
	p	,000	
	n	226	
SMAS	r	,235*	1
	p	,000	
	n	226	

* $p < .01$ = significance level

Table 5 shows that there are positive aspects and a strong relationship between social media addictions and exercise addictions in physical education and sports ($p < 0.01$).

Discussion and Conclusions

This study aimed to examine the levels of exercise addiction and social media addiction among physical education and sports teachers in Türkiye. The study group consists of 226 physical education and sports teachers working in different schools. In this section, the interpretations of the findings obtained from the study will be discussed, and suggestions will be made regarding the results of the study.

When the exercise addiction levels of physical education and sports teachers in our study are considered according to the gender variable, it is observed that the averages of male teachers are statistically significantly higher than females. Contrary to our study, no difference was observed in terms of the gender variable in Esmer's study investigating the exercise addiction of physical education teachers (Esmer, 2020). In his master's thesis on physical education and sports science undergraduate students, Yılmaz (2021) concluded that male students' exercise addiction levels are higher than

those of females (Yılmaz, 2021). In support of our study, Toktaş et al. (2022) determined that male students' exercise addiction levels are higher than those of females in their study investigating the exercise addiction of university students (Toktaş et al., 2022). This may be due to men turning to exercise more to improve their physical condition.

This study found that the average scores of physical education and sports teachers on the SMAS and its sub-dimensions did not differ significantly based on gender. Teyfur et al. (2017) and Şeker (2018) concluded in their studies that the social media addiction level of female participants is higher than that of male participants. Tutgun-Ünal (2015), Yüzüncü (2016), Kaya (2018), Polat (2018), Coşar and Gedik (2021) concluded in their studies that the social media addiction of female and male participants does not differ by gender. These results also support our study. It is thought that the reason for this result is that social media access is possible for almost every segment of society.

When the exercise addiction levels of the participating physical education and sports teachers were examined according to the age variable, it was determined that the averages of young teachers were statistically significantly higher than those of older teachers. Contrary to our study, Katra (2021) did not observe a significant relationship in terms of the age variable in his study on the exercise addiction of individuals who exercise (Katra, 2021). In a study conducted by Cicioğlu et al. (2019) to examine the exercise addictions of sports science faculty students and elite athletes, a difference was determined in terms of the age variable (Cicioğlu et al., 2019). This also supports our study. It is thought that the reason for this result is that individuals' body perception and self-esteem are more intense at younger ages, and therefore, young people's attitudes towards exercise are more dominant.

In our study, it was observed that the average scores and sub-dimensions of social media addiction of physical education and sports teachers did not differ according to the age variable. Yen et al. (2008) found differences based on age in their research on internet addiction. Similarly, Aslan and Ayaz (2014), in their research examining internet addiction among physical education and sports teachers, did not find any differences based on age. (Aslan and Ayaz, 2014). Again, in the study conducted by Özbek and Akyüz (2022) on the social media addiction of sports science students, no significant difference was found in the social media addiction levels of students according to the age variable (Özbek & Akyüz, 2022). In line with this result, it is seen that social media has become an indispensable part of our daily lives for many reasons. In addition, it is thought that this increasing social media addiction or use is effective at all ages.

In our study, when the exercise addiction levels of physical education and sports teachers were considered according to the variable of the year of exercise, no statistically significant difference was observed. Contrary to our study, in the study by Çingöz and Mavibaş (2022) examining the exercise addiction of university students, it was observed that the level of exercise addiction increased as the year of participation in exercise increased (Çingöz & Mavibaş, 2022). In support of our study, in the study titled

“Examination of Exercise Addiction Levels of Elite Swimming Athletes”, no significant difference was observed between the exercise addiction levels of individuals according to their exercise duration (Batu & Aydın, 2020). It is thought that the reason for this result is that the sample group comes from a sporting tradition and sports already exist as a necessity in their lives, not a necessity.

In our study, a statistical difference is observed in the social media addiction scale and sub-dimensions of physical education and sports teachers according to the variable of the year of exercise. Contrary to our findings, in the study titled “Examination of the relationship between emotional intelligence and goal addiction levels of university students doing sports and social media addiction” by Özkul (2022), no significant difference was observed between the social media addiction levels according to the variable of the year of sports. In the study conducted by Deniz (2023) on students’ internet addiction, it was determined that the students’ internet addiction levels differed according to the variable of the year of sports. This also supports our study. It is thought that the reason for this difference is that teachers tend to make their professional identities more visible and to communicate more intensively with their social circles in the virtual world.

The findings of this study revealed that the exercise addiction and social media addiction levels of physical education and sports teachers differ according to some demographic variables. The results obtained show that especially young teachers and individuals who have been exercising for a long time may have higher social media usage tendencies. In this direction, increasing digital media literacy training for physical education and sports teachers can contribute to the development of healthy social media usage habits. In addition, repeating similar studies in different cities and with larger sample groups in future studies is important in terms of increasing the generalizability of the findings.

Acknowledgement

The authors sincerely thank all participants for their invaluable time and effort towards the study.

Orcid

Nurdan Ateş <https://orcid.org/0000-0002-8626-970X>

Gülseren Özaltaş Serçek <https://orcid.org/0000-0001-6552-4559>

References

- Abrantes, A. M., Farris, S. G., Brown, R. A., Greenberg, B. D., Strong, D. R., McLaughlin, N. C., & Riebe, D. (2019). Acute effects of aerobic exercise on negative affect and obsessions and compulsions in individuals with obsessive-compulsive disorder. *Journal of Affective Disorders*, 245, 991–997. <https://doi.org/10.1016/j.jad.2018.11.074>
- Aslan, S., & Aylaz, R. (2014). Evaluation of academics' internet addiction level and related health level. *Annals of Health Sciences Research*, 3(2), 14–19.
- Ateş, H. (2023). Examination of the correlation between physical education teachers' levels of happiness and psychological well-being (Diyarbakır Province). *Turkish Journal of Sport and Exercise*, 25(2), 240–247.
- Batu, B. & Aydin, D.A. (2020). Examining the exercise addiction levels of elite swimming athletes. *Gaziantep Üniversitesi Spor Bilimleri Dergisi*, 5(4), 399–412.
- Chen, I.-H., Chen, H.-P., Gamble, J. H., Liao, X. ling, Chen, X.-M., Yang, Y.-T. C., Pakpour, A. H., Griffiths, M. D., & Lin, C.-Y. (2022). Evaluating a cross-lagged panel model between problematic internet use and psychological distress and cross-level mediation of school administrator support on problematic internet use: The serial mediating role of psychological needs thwarting of online teaching and psychological distress. *Frontiers in Public Health*, 10. <https://doi.org/10.3389/fpubh.2022.987366>
- Cicioğlu Hİ, Tekkurşun-Demir G, Bulğay C., & Çetin E. (2019). Exercise addiction levels of elite athletes and sports science faculty students. *Bağımlılık Dergisi*, 20 (1), 12–20.
- Çakır, E. (2019). The examination of exercise addiction levels of university students studying in health field. *Journal of Education and Training Studies*, 7(3), 177. <https://doi.org/10.11114/jets.v7i3.4096>
- Çingöz, Y. E., & Mavibaş, M. (2022). Examining the exercise addiction levels of university students. *The Online Journal of Recreation and Sports*, 11(2), 19–28.
- Deniz, A. V. (2023) *Examining the internet addiction and social skill levels of 10th, 11th and 12th grade students according to their sports activities according to some variables (Kırşehir province sample)* [Master's thesis, Kırşehir Ahi Evran University]. Kırşehir Ahi Evran University.
- Di Trana, A., Di Giorgi, A., & Tittarelli, R. (2024). Editorial: The relationship between exercise addiction, social media use, and mental health. *Frontiers in Psychiatry*, 15. <https://doi.org/10.3389/fpsy.2024.1459166>
- Erdoğan, Ç. H., & Topuz, R. (2020). Investigation of internet addiction levels of physical education teacher. *Asian Journal of Education and Training*, 6(2), 169–175.
- Esmer, O. (2020). Examination of exercise addiction levels of physical education teacher candidates according to some variables. *Asian Journal of Education and Training*, 6(2), 274–277. <https://doi.org/10.20448/journal.522.2020.62.274.277>
- Freimuth, M., Moniz, S., & Kim, S. R. (2011). Clarifying exercise addiction: Differential diagnosis, co-occurring disorders, and phases of addiction. *International Journal of Environmental Research and Public Health*, 8(10), 4069–4081. <https://doi.org/10.3390/ijerph8104069>

- Fukuda, M., Chowdhury, M., Chowdhury, T. T., Tsumura, H., Tsuchie, R., Kinuta, M., Hisamatsu, T., & Kanda, H. (2023). At-risk internet addiction and related factors among senior high school teachers in Japan based on a Nationwide survey. *Neuropsychopharmacology Reports*, 43(4), 553–560. <https://doi.org/10.1002/npr2.12350>
- Gunnarsson, B., Entezarjou, A., Fernández-Aranda, F., Jiménez-Murcia, S., Kenttä, G., & Håkansson, A. (2022). Understanding exercise addiction, psychiatric characteristics and use of anabolic androgenic steroids among recreational athletes – An online survey study. *Frontiers in Sports and Active Living*, 4. <https://doi.org/10.3389/fspor.2022.903777>
- Gün, A., & Ağırbaş, Ö. (2018). The relationship between exercise addiction, physical activity level and body mass index of the students who are studying at physical education and sports college. *Asian Journal of Education and Training*, 5(1), 50–55. <https://doi.org/10.20448/journal.522.2019.51.50.55>
- Gürültü E. (2016). *Examining the relationship between social media addiction and academic procrastination behaviors of high school students* [Master's thesis, Marmara University Institute of Social Sciences]. Marmara University Institute of Social Sciences.
- Hausenblas, H. A., & Downs, D. S. (2002). How much is too much? The development and validation of the exercise dependence scale. *Psychology & Health*, 17(4), 387–404. <https://doi.org/10.1080/0887044022000004894>
- Karakose, T., Ozdemir, T. Y., Papadakis, S., Yirci, R., Ozkayran, S. E., & Polat, H. (2022). Investigating the relationships between covid-19 quality of life, loneliness, happiness, and internet addiction among K-12 teachers and school administrators—a structural equation modeling approach. *International Journal of Environmental Research and Public Health*, 19(3), 1052. <https://doi.org/10.3390/ijerph19031052>
- Karakose, T., Yirci, R., & Papadakis, S. (2022). Examining the associations between covid-19-related psychological distress, social media addiction, covid-19-related burnout, and depression among school principals and teachers through structural equation modeling. *International Journal of Environmental Research and Public Health*, 19(4), 1951. <https://doi.org/10.3390/ijerph19041951>
- Katra, H. (2021). Exercise dependence and self-esteem in exercising individuals. *Bağımlılık Dergisi*, 22(4), 370–378.
- Kaya, G. (2018). *A study on the relationship between social media addiction and internet usage purposes* [Master's thesis, Mersin University Institute of Social Sciences]. Mersin University Institute of Social Sciences.
- Kızılok, G. E., & Özok, H. (2021). Teachers' views on stress and internet addiction due to cultural differences. *Participatory Educational Research*, 8(3), 441–467. <https://doi.org/10.17275/per.21.75.8.3>
- Kim, S., & Kim, R. (2002). A study of internet addiction: status, causes, and remedies. *Journal of Korean Home Economics Association English Edition*, 3(1).
- Landolfi, E. (2013). Exercise addiction. *Sports Medicine*, 43(2), 111–119. <https://doi.org/10.1007/s40279-012-0013-x>

- Lichtenstein, M. B., & Hinze, C. J. (2020). Exercise addiction. In C. A. Essau & P. H. Delfabbro (Eds.), *Adolescent addiction: Epidemiology, assessment, and treatment* (2nd ed., pp. 265–288). Elsevier Academic Press. <https://doi.org/10.1016/B978-0-12-818626-8.00010-4>
- Minutillo, A., Di Trana, A., Aquilina, V., Ciancio, G. M., Berretta, P., & La Maida, N. (2024). Recent insights in the correlation between social media use, personality traits and exercise addiction: a literature review. *Frontiers in Psychiatry*, 15. <https://doi.org/10.3389/fpsyt.2024.1392317>
- Nowland, R., Necka, E. A., & Cacioppo, J. T. (2018). Loneliness and social internet use: pathways to reconnection in a digital world? *Perspectives on Psychological Science*, 13(1), 70–87. <https://doi.org/10.1177/1745691617713052>
- Özbek, S., & Akyüz, O. (2022). Examining the social media addiction of sports science students according to some variables. *Mediterranean Journal of Sports Sciences*, 5(4), 1095–1108. <https://doi.org/10.38021/asbid.1184968>
- Özkul K. (2022). *Examining the relationship between emotional intelligence and goal commitment levels of university students who participate in sports and social media addiction* [Master's thesis. Bartın University, Institute of Graduate Education, Department of Physical Education and Sports]. Bartın University, Institute of Graduate Education, Department of Physical Education and Sports.
- Petry, N. M., Zajac, K., & Ginley, M. K. (2018). Behavioral addictions as mental disorders: to be or not to be? *Annual Review of Clinical Psychology*, 14(1), 399–423. <https://doi.org/10.1146/annurev-clinpsy-032816-045120>
- Pinna, F., Dell'Osso, B., Di Nicola, M., Janiri, L., Altamura, A. C., Carpiniello, B., & Hollander, E. (2015). Behavioural addictions and the transition from DSM-IV-TR to DSM-5. *Journal of Psychopathology*, 21(4).
- Pohl, M., Feher, G., Kapus, K., Feher, A., Nagy, G. D., Kiss, J., Fejes, É., Horvath, L., & Tibold, A. (2021). The association of internet addiction with burnout, depression, insomnia, and quality of life among Hungarian high school teachers. *International Journal of Environmental Research and Public Health*, 19(1), 438. <https://doi.org/10.3390/ijerph19010438>
- Polat, R. (2018). *Social media addiction in the context of consumer society* [Master's thesis, İstanbul University Institute of Social Sciences]. İstanbul University Institute of Social Sciences.
- Qiu, C., Qi, Y., & Yin, Y. (2023). Multiple intermediary model test of adolescent physical exercise and internet addiction. *International Journal of Environmental Research and Public Health*, 20(5), 4030. <https://doi.org/10.3390/ijerph20054030>
- Serçek, S., & Korkmaz, M. (2023). A systematic literature review on wearable technology in sports. *International Journal of Contemporary Educational Studies (IntJCES)*, 9(1).
- Serçek, S., & Korkmaz, M. (2023). A systematic literature study on the use of metaverse in the tourism sector. *Journal of Social, Human and Administrative Sciences*, 6(5), 701–721.

- Sun, Y., & Zhang, Y. (2021). A review of theories and models applied in studies of social media addiction and implications for future research. *Addictive Behaviors*, 114, 106699. <https://doi.org/10.1016/j.addbeh.2020.106699>
- Şeker, V. T. (2018). *The relationship between social media addiction and depression and anxiety*, [Master's thesis, Beykent University Institute of Social Sciences]. Beykent University Institute of Social Sciences.
- Teyfur, M. Akpunar, B. Safalı, S., & Ercengiz, M. (2017). Examining the relationship between academic procrastination behaviors and social media addiction of education faculty students in terms of different variables. *Turkish Studies*, 12(33), 625–640.
- Toktas, S., Demir, A., & Aksu, A. (2022). Examining the exercise addiction levels of physical education and sports school students. *Gaziantep University Journal of Sports Sciences*, 7(4), 385–393.
- Tóth, G., Kapus, K., Hesszenberger, D., Pohl, M., Kósa, G., Kiss, J., Pusch, G., Fejes, É., Tibold, A., & Feher, G. (2021). Prevalence and risk factors of internet addiction among Hungarian high school teachers. *Life*, 11(3), 194. <https://doi.org/10.3390/life11030194>
- Trott, M., Yang, L., Jackson, S. E., Firth, J., Gillvray, C., Stubbs, B., & Smith, L. (2020). Prevalence and correlates of exercise addiction in the presence vs. absence of indicated eating disorders. *Frontiers in Sports and Active Living*, 2. <https://doi.org/10.3389/fspor.2020.00084>
- Tutgun-Ünal, A. (2015). *Social media addiction: a study on university students* [Doctoral thesis, Marmara University Institute of Social Sciences]. Marmara University Institute of Social Sciences.
- Yen, J. Y., Ko, C. H., Yen, C. F., Chen, S. H., Chung, W. L., & ve Chen, C. C. (2008). Psychiatric symptoms in adolescents with Internet addiction: Comparison with substance use. *Psychiatry and Clinical Neurosciences*, 62(1), 9–16.
- Yılmaz ÖE. (2021). *Examining exercise addiction and exercise behavioral regulation levels of physical education and sports science undergraduate students* [Master's thesis, İstanbul Gelişim University, Institute of Graduate Education, Department of Coach Education, Department of Sports Management]. İstanbul Gelişim University, Institute of Graduate Education, Department of Coach Education, Department of Sports Management.
- Zivnuska, S., Carlson, J. R., Carlson, D. S., Harris, R. B., & Harris, K. J. (2019). Social media addiction and social media reactions: The implications for job performance. *The Journal of Social Psychology*, 159(6), 746–760. <https://doi.org/10.1080/00224545.2019.1578725>

Kūno kultūros mokytojų priklausomybių nuo treniruočių ir socialinių tinklų lygių tyrimas

Nurdan Ateş¹, Gülseren Özaltaş Serçek²

¹ Dicle universitetas, Kūno kultūros ir sporto mokykla, Kitilbil rajonas, TUR-21280 Dijarbakyras, Turkija, nurdan.ates@dicle.edu.tr

² Mardin Artuklu universitetas, Turizmo fakultetas, Nur rajonas, TUR-47100 Artuklu / Mardinas, Turkija, gulserenozaltassercek@artuklu.edu.tr

Santrauka

Tyrime dalyvavo 2024–2025 mokslo metais Nacionalinio švietimo ministerijai pavaldžiose mokyklose dirbę kūno kultūros ir sporto mokytojai. Imtis sudaryta iš 226 fizinio lavinimo ir sporto mokytojų: 80 moterų ir 146 vyrų. Tai aprašomasis tyrimas, analizuojantis kai kurias kūno kultūros mokytojų demografines ypatybes, taip pat jų priklausomybes nuo treniruočių ir socialinių tinklų. Buvo naudotasi tyrime dalyvavusiųjų asmenine informacija, tokia kaip lytis, amžius, mokyklos tipas, kurioje dirba, ir metai, praleisti treniruojantis, kaip duomenų rinkimo priemonė.

Priklausomybės nuo treniruočių skalę (angl. *Exercise Addiction Scale*, EBS), sudarytą iš 21 punkto, sukūrė Hausenblasas ir Downsas (Hausenblas and Downs, 2002), o priklausomybės nuo socialinių tinklų skalę (angl. *Social Media Addiction Scale*, SMAS), kurią sudaro 41 punktas, 2015 m. sukūrė Denizas ir Tutgunas Ünalas (Deniz and Tutgun-Ünal). Surinkti duomenys buvo analizuojami naudojant SPSS 24 programinę įrangą. Tyrimo dalyvių demografinių savybių aprašomajai analizei atlikti buvo taikytos vidutinės reikšmės, dažniai ir procentai. Analizuojant dviejų grupių duomenis naudotas *t* kriterijus, o lyginant trijų ar daugiau grupių – dispersinė analizė (angl. *Analysis of Variance*, ANOVA). Taip pat naudotasi *post hoc* testais, siekiant nustatyti skirtumus, kurie buvo pastebėti, taikant dispersinę analizę, tarp tiriamų grupių. Gauti rezultatai atskleidė, kad mokytojai vyrai yra labiau priklausomi nuo sporto ir kad jaunesnio amžiaus mokytojai turi didesnę priklausomybę nuo treniruočių nei vyresni. Tyrimo rezultatai parodė, jog kūno kultūros ir sporto mokytojų priklausomybių nuo treniruočių ir socialinių tinklų lygiai skiriasi priklausomai nuo tam tikrų demografinių kintamųjų, o jauni mokytojai, ypač tie, kurie ilgą laiką sportuoja, gali turėti didesnę priklausomybę nuo socialinių tinklų.

Esminiai žodžiai: kūno kultūros mokytojas, priklausomybė nuo treniruočių, priklausomybė nuo socialinių tinklų.

Gauta 2025 08 24 / Received 24 08 2025
Priimta 2025 12 23 / Accepted 23 12 2025