



Investigation of Academicians' Athlete Identity and Social Media Addiction Levels

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Annotation. In this study, the aim was to examine the athlete identity and social media addiction levels of academicians working in universities in Turkey in the 2024–2025 academic year in terms of some variables. As a result of the tests, it can be said that male academics have a higher athlete identity, but female academics have a higher social media addiction. It is seen that the athlete identity of academics who exercise regularly is higher. It was found that the athlete identity of academicians decreased as they got older.

Keywords: *academician, athlete identity, social media addiction.*

Introduction

The rapid spread of the internet in recent years has reshaped individuals' access to information, communication habits, and daily routines. Some studies emphasize that the internet and social media facilitate interpersonal interaction, support information sharing, and empower individuals (Evli et al., 2023; Göктаş & Öztürk, 2022). On the other hand, excessive internet use and social media addiction can lead to emotional dependence, a decline in psychological well-being, and behavioral disorders (Gökbulut & Bilen, 2024; Yüksel-Şahin & Altınsoy, 2025). Some social media users use social media to be alone with themselves, while others use social media to establish friendships in virtual spaces (Tektaş, 2014; Taş, 2017). In addition, individuals use social media for

reasons such as spending their free time, learning current news, and sending messages (Başoğlu & Yanar, 2017). With the increase in social media users, social media addiction occurs (Beyens et al., 2016). Social media addiction is the situation in which the time spent by the individual on social media increases continuously, he/she spends excessive time on social media, and the time spent negatively affects the functioning of his/her daily life (Durar, 2018; Özbek & Akyüz, 2022).

Individuals who exhibit behaviors such as unbalanced nutrition, postponing special needs, and not showing the necessary attention to their work life and family during social media use are called social media addicts (Tutgun-Ünal, 2015). Procrastinated tasks are either left until the very end or not done at all (Baltacı, 2017). It is observed that these individuals experience detachment from social life and friends, detachment from real life as a result of creating a new virtual identity (Cheng et al., 2021), and they cannot control their access to social media (Hou et al., 2019).

The pervasive expansion of social media platforms has also brought renewed interest in constructs such as cyber-identity, cyber-self, and digital personality, which are increasingly used to explain individuals' emotional dependence on online environments and the behavioral patterns observed within them. Therefore, identity and personality must be reconceptualized in the context of the cyber world, where users often adopt "virtual identity, network identity, internet identity, electronic identity, digital identity, online identity, or cyber identity." Similarly, recent literature highlights the emergence of digital or cyber personality structures shaped through continuous online self-presentation (Sartonen et al., 2020) and emphasizes the psychological mechanisms of self-representation in cyberspace (Suler, 2016). More recent scholarship continues to explore this dynamic, positing that the digital self is a distinct and measurable construct, often utilized for self-exploration and social experimentation (Granic et al., 2020). The affordances of digital platforms, such as anonymity, persistence, and searchability, facilitate the strategic construction of an "ideal" digital self that may significantly diverge from one's offline persona (Vyas, 2025). These concepts suggest that online platforms allow individuals to construct alternative identities that may differ from their offline selves, potentially intensifying their psychological involvement and emotional reliance on digital environments. Hence, social media addiction cannot be fully understood without considering the contemporary identity dynamics produced within the cyber environment, as the pursuit and maintenance of this curated digital persona can become a central life concern (Davison, 2024).

In this framework, research varies in the direction of the common effects of two or more different psychological or social phenomena on adult individuals and what kind of different characteristics these effects are caused by. In this sense, the aim of this study is to determine the levels of athlete identity and social media addiction of academicians and examine them in terms of some variables.

Methods

Research Model

In this study, the survey model, one of the quantitative research designs, was used. With this research, the levels of athlete identity and social media addiction of academicians were determined, and it was revealed whether the levels of athlete identity and social media addiction differ according to some variables.

Research Group

The population of the study consists of academics working in universities in Turkey in the academic year 2024–2025. The sample group consists of 292 academicians who are within the research universe and whom the researcher can reach. In the study, the survey method, one of the descriptive research methods, was used.

Table 1
Frequency and Percentage Distribution of Demographic Information of the Academicians Participating in the Study

Variables	Groups	n	%
Gender	Female	90	30,8
	Male	202	69,2
	Total	292	100
Years	18–23 Years	72	24,7
	24–29 Years	74	25,3
	30–39 Years	74	25,3
	40 and Over	72	24,7
	Total	292	100,0
Purpose of Internet Use	Contact	138	47,3
	Shopping	10	3,4
	Access to News	40	13,7
	Research / Information Acquisition	104	35,6
	Total	292	100,0

Data Collection Tools

Personal Information Form: This form includes items related to the gender, age, title, and internet usage purposes of academicians participating in the study.

Athlete Identity Scale (AIS): The Athlete Identity Scale (AIS) was developed by Brewer & Cornelius (2001) to measure the identity roles of athletes. It has been used in different cultures and studies with different numbers of items and sub-dimensions (Hale et al., 1999). The statements in the scale, which consist of a total of 10 items, are

evaluated on a 5-point Likert scale with 1 = Strongly Disagree, and 5 = Strongly Agree. The Turkish validity and reliability study of the version of the scale used in this study was conducted by Çetinkaya (2015). The scale consists of 10 items and one factor. The internal consistency coefficient of the original scale is .84. In our study, the internal consistency coefficient was calculated as .87.

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. As a result of all validity and reliability studies, it is a 5-point Likert-type scale consisting of 41 items and 4 sub-dimensions as “busyness”, “emotion regulation state”, “repetition” and “conflict” and rated with frequency expression in the range of “Always”, “Often”, “Sometimes”, “Rarely”, and “Never”. The internal consistency coefficient of the scale, Cronbach’s alpha values is .967. In our study, the internal consistency coefficient was calculated as .979. The lowest score that participants can get from SMAS is 41, and the highest score is 205.

Data Collection and Analysis

Ethics committee approval for the research was granted by Dicle University on 13.11.2024 with the approval number 809994. The scales were prepared electronically and sent to academicians through virtual network channels (e-mail, social media).

The SPSS 22.00 package program was used to analyze 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 ± 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 academicians were examined. t-Test was used for the difference in averages of paired groups, ANOVA for the comparison of three or more independent groups, and Tukey and Scheffe Tests from Post Hoc tests were used.

Findings and Results

Table 2
Results of the T-Test on the Participation Scale in Sports According to the Gender Variable of the Participants

Scale and Subscales	Gender	n	$\bar{X}$	ss	t	df	p
Sports Participation Scale (SPS)	Female	90	3,04	,74	-3,58	290	,001*
	Male	202	3,38	,80			

* p<0.05 significance level

In Table 2, an independent sample t-test was conducted to determine the statistical difference in academicians' participation in the scales according to their gender. According to the t-test, it was observed that academicians differed according to the gender variable ($p < 0.05$). It was observed that the average scores of male academicians ($x = 3.38$) were higher than the average scores of female academicians ($x = 3.04$).

Table 3
T-Test Results of the Social Media Addiction Scale and Sub-Dimensions of the Scale According to the Gender Variable of the Participants

Scale and Subscales	Gender	n	$\bar{X}$	ss	t	df	p
Busyness	Female	90	3,14	,90	4,74	290	,000*
	Male	202	2,64	,79			
Emotion State Regulation	Female	90	3,00	1,18	4,46	290	,000*
	Male	202	2,42	,96			
Repetition	Female	90	2,56	1,26	2,19	290	,030*
	Male	202	2,28	,90			
Conflict	Female	90	2,38	1,21	2,51	290	,013*
	Male	202	2,06	,90			
Social Media Addiction Scale (General)	Female	90	2,70	1,03	3,66	290	,000*
	Male	202	2,30	,77			

* $p < .05$ significance level

According to the t-test results in Table 3, a statistically significant difference was found in the social media addiction scale and its sub-dimensions in terms of the gender of academics. According to the engagement sub-dimension, the average scores of female academics ($x = 3.14$) are higher than those of male academics ($x = 2.64$). According to the mood regulation sub-dimension, the mean scores of female academics ($x = 3.00$) are higher than those of male academicians ($x = 2.42$). According to the repetition sub-dimension, the mean scores of female academics ($x = 2.56$) are higher than those of male academics ($x = 2.28$). According to the conflict sub-dimension, the mean scores of female academics ($x = 2.38$) are higher than those of male academics ($x = 2.06$). According to the SMAS, the mean scores of female academics ($x = 2.70$) are higher than those of male academics ($x = 2.30$).

Table 4

T-Test Results of the Sport Participation Scale According to the Participants' Exercise Variable

Scale and Subscales	Active Exercise Status	n	$\bar{X}$	ss	t	df	p
Sports Participation Scale (SPS)	Yes	190	3,46	,76	5,71	290	,000*
	No	102	2,93	,76			

* $p < .05$ significance level

In Table 4, an independent sample t-test was conducted to determine the statistical difference in the scale of participation according to the active exercise status of the academicians. According to the t-test, it was observed that the academicians differed according to the variable active exercise ($p < .05$). It was observed that the average scores of the academicians who said yes ($x = 3.46$) were higher than the average scores of the academicians who said no ($x = 2.93$).

Table 5

T-Test Results for the Social Media Addiction Scale and its Sub-Dimension According to the Participants' Active Exercise Status Variable

Scale and Subscales	Active Exercise Status	n	$\bar{X}$	ss	t	df	p
Busyness	Yes	190	2,70	,81	-2,69	290	,008*
	No	102	2,98	,92			
Emotion State Regulation	Yes	190	2,48	,95	-2,78	290	,006*
	No	102	2,84	1,22			
Repetition	Yes	190	2,38	,91	,38	290	,706
	No	102	2,33	1,22			
Conflict	Yes	190	2,15	,88	-,21	290	,838
	No	102	2,17	1,22			
Social Media Addiction Scale (General)	Yes	190	2,38	,77	-1,22	290	,222
	No	102	2,51	1,05			

* $p < .05$ significance level

According to the t-test results in Table 5, a statistically significant difference was found in the social media addiction scale in terms of academics' active exercise status in the sub-dimensions of busyness and mood regulation. According to the busyness sub-dimension, the mean scores of academics who do not actively exercise ($x = 2.98$) are higher than those of academics who do actively exercise ($x = 2.70$). According to the mood regulation sub-dimension, the mean scores of academics who do not actively

exercise ($x = 2.84$) are higher than those of academics who do actively exercise ($x = 2.48$). As a result of the t-test, it was determined that there was no statistically significant difference in the overall social media addiction scale and in the repetition and conflict sub-dimensions of the scale according to the active exercise variable of the participating academics ($p > .05$).

Table 6
ANOVA Results Related to The Scale of Participation in Sport According to the Age Variable of the Participation

Scale and Subscales	Age	n	$\bar{X}$	ss	f	p	Tukey
Sports Participation Scale (SPS)	18–23 Years (1)	72	3,33	,71	13,32	.000*	
	24–29 Years (2)	74	3,29	,88			1-4
	30–39 Years (3)	74	3,63	,57			3-2
	Age 40 and Over (4)	72	2,85	,81			3-4
							2-4

* $p < .05$ significance level

In Table 6, according to the One-Way ANOVA results showing the significant difference regarding the sports participation scale of the participants’ age level, a significant difference was found ($f = 13.32$; $p < .05$). In order to determine which groups caused the significant difference at the statistical level, the homogeneity of the variances was tested first. Since the variances were homogeneous, the Tukey test, one of the post-hoc tests, was performed. As a result of the test, it was seen that there was a statistically significant difference between the 4th Group and the 1st, 2nd, and 3rd Groups and between the 3rd Group and the 2nd Group ($p < .05$).

Table 7
ANOVA Results for the Social Media Addiction Scale and Sub-Dimensions According to the Age Variable of the Participants

Scale and Subscales	Age	n	$\bar{X}$	ss	f	p	Tukey
Busyness	18–23 Years (1)	72	2,67	,71	1,10	,348	
	24–29 Years (2)	74	2,88	,77			
	30–39 Years (3)	74	2,89	,99			
	Age 40 andOver (4)	72	2,74	,93			
Emotion State Regulation	18–23 Years (1)	72	2,63	,94	,26	,856	
	24–29 Years (2)	74	2,64	,98			
	30–39 Years (3)	74	2,63	1,18			
	Age 40 and Over (4)	72	2,51	1,15			

Scale and Subscales	Age	n	$\bar{X}$	ss	f	p	Tukey
Repetition	18–23 Years (1)	72	2,49	,83	4,55	,004*	2-1 2-3
	24–29 Years (2)	74	2,04	,91			
	30–39 Years (3)	74	2,62	1,21			
	Age 40 and Over (4)	72	2,31	1,04			
Conflict	18–23 Years (1)	72	2,36	,85	2,01	,113	
	24–29 Years (2)	74	1,99	,98			
	30–39 Years (3)	74	2,23	1,12			
	Age 40 and Over (4)	72	2,05	1,05			
Social Media Addiction Scale (General)	18–23 Years (1)	72	2,50	,70	,92	,432	
	24–29 Years (2)	74	2,34	,77			
	30–39 Years (3)	74	2,52	1,05			
	Age 40 and Over (4)	72	2,34	,95			

* $p < .05$ significance level

When Table 7 is examined, it is determined that there is a significant difference in the repetition sub-dimension of academicians' social media addiction levels according to the age variable ($f = 4.55$; $p < .05$). The Tukey test, one of the post-hoc tests, was applied to determine the difference between the groups, and as a result of the Tukey test, a difference was found between Group 2 and Groups 1 and 3 in the repetition sub-dimension ($p < .05$). No difference was observed in the academicians' social media addiction scale general mean and the sub-dimensions of busyness, mood regulation, and conflict in terms of the age variable ($p > .05$).

Table 8

ANOVA Results for the Scale of Sport Participation According to the Participants' Purpose of Using the Internet

Scale and Subscales	Purpose of Using Internet	n	$\bar{X}$	ss	f	p
Sports Participation Scale (SPS)	Contact (1)	138	3,23	,77	2,44	,065
	Shopping (2)	10	2,76	,99		
	Access to News (3)	40	3,48	,54		
	Research/ Information Acquisition (4)	104	3,31	,88		

* $p < .05$ significance level

In Table 8, according to the One-Way ANOVA results showing the significant difference regarding the sports participation scale of the participant academicians' purpose of using the internet, no significant difference was found ($p > .05$).

Table 9

ANOVA Results for the Social Media Addiction Scale and Sub-Dimensions of the Scale According to the Participants' Purpose of Using the Internet

Scale and Subscales	Purpose of Using Internet	n	$\bar{X}$	ss	f	p	Tukey
Busyness	Contact (1)	138	2,92	,75	2,94	,033*	1-4
	Shopping (2)	10	2,68	1,42			
	Access to News (3)	40	2,90	,82			
	Research/ Information Acquisition (4)	104	2,61	,92			
Emotion State Regulation	Contact (1)	138	2,75	,90	3,66	,013*	1-4
	Shopping (2)	10	2,60	2,07			
	Access to News (3)	40	2,78	,92			
	Research/ Information Acquisition (4)	104	2,33	1,14			
Repetition	Contact (1)	138	2,45	,96	3,67	,013*	2-1 2-3 2-4
	Shopping (2)	10	1,80	1,03			
	Access to News (3)	40	2,68	1,17			
	Research/ Information Acquisition (4)	104	2,19	1,02			
Conflict	Contact (1)	138	2,33	,95	5,16	,002*	1-2 1-4
	Shopping (2)	10	1,38	,49			
	Access to News (3)	40	2,30	1,05			
	Research/ Information Acquisition (4)	104	1,95	1,05			
Social Media Addiction Scale (General)	Contact (1)	138	2,57	,78	4,62	,004*	2-1 2-3 4-1 4-3
	Shopping (2)	10	1,96	1,02			
	Access to News (3)	40	2,58	,91			
	Research/ Information Acquisition (4)	104	2,22	,94			

* p<.05 significance level

When Table 9 is examined, it is determined that there is a significant difference in the academicians' social media addiction levels according to the purpose of using the internet ($f = 2.94$; $p < .05$ Tukey's test, one of the post-hoc tests, was applied to determine the difference between the groups, and as a result of the Tukey test, a difference was found between Group 1 and Group 4 in the busyness sub-dimension ($p < .05$). In the mood regulation sub-dimension of the social media addiction scale, a significant difference was observed between Group 1 and Group 4 according to the purpose of using the internet ($f = 3.66$; $p < .05$). In the repetition sub-dimension of the social media addiction scale, a significant difference was observed between the 2nd Group and the 1st, 3rd, and 4th Groups according to the purpose of using the internet ($f = 3.67$; $p < .05$). In the conflict sub-dimension of the social media addiction scale, a significant

difference was observed between the 1st Group and the 2nd and 4th Groups according to the purpose of using the internet ($f = 5.16$; $p < .05$). In the social media addiction scale, a significant difference was determined between the 4th Group and the 1st and 3rd Groups and between the 2nd Group and the 1st and 3rd Groups according to the purpose of using the internet ($f = 4.62$; $p < .05$).

Discussion

In the study, the aim is to examine the athlete identity and social media addiction levels of academicians, which are thought to affect the academic community. The study group consists of 292 academicians with different titles (Professor, Associate Professor, Faculty Member, Research Assistant, and Lecturer). 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.

In our study, when the athlete identity characteristics of academicians are analyzed according to the gender variable, it is observed that the averages of male academicians are statistically significantly higher than those of female academicians. Karakuş (2023) observed that, contrary to our study, athlete identity did not differ in terms of the gender variable (Karakuş, 2023). Perihan et al. (2023), in their study on teachers' sportman identity, observed that male teachers had higher levels of sportman identity than female teachers in terms of the gender variable, which supports our study. When the literature is examined, it is observed that male participants have stronger athlete identities compared to females (Wiechman & Williams, 1997; Lamont-Millis et al., 2006; Serçek & Korkmaz, 2023).

When the social media addiction levels of academics are analyzed in terms of the gender variable, it is observed that the social media addiction levels of women are higher than those of men. Contrary to our study, Karakoyun (2017) determined that internet addiction levels of males were higher than those of females in his research with pre-service teachers (Karakoyun, 2017). Coşar and Gedik (2021) examined the social media addictions of pre-service teachers and observed that there was no differentiation in terms of the gender variable (Coşar & Gedik, 2021). In their study, Teyfur et al. (2017) and Şeker (2018) concluded that the social media addiction level of female participants was higher than that of male participants. These results support the results obtained in our study.

When the athlete identity characteristics of the participants according to their exercise status were analyzed, it was determined that academicians who regularly participate in exercise have higher levels of athlete identity than academicians who do not participate regularly. In his study on the athlete identity of team athletes, Çetinkaya (2015) stated that, contrary to our findings, there was no statistically significant difference

between the athlete identity levels of national athletes and non-national athletes. In his study, Turan (2021) observed that athletes who participated in national competitions had higher levels of athlete identity than athletes who did not participate (Turan, 2021). This study supports our research. Although participation in sports is a disciplinary mechanism for athletes, it is a cultural process for academics. Therefore, it is quite normal for this difference to be in favor of those who exercise regularly.

When the social media addiction levels of academics were examined according to their exercise status, no difference was observed between academics who regularly participated in exercise and those who did not regularly participate in exercise. In their study with students, Can and Tozoğlu (2019) stated that there was no difference in terms of internet addiction levels between students who regularly participate in sports and students who do not regularly participate in sports (Can & Tozoğlu). Again, Özbek and Akyüz (2022) found that there was no significant difference between students who do sports and students who do not do sports in their study on social media addiction of sports science students (Özbek & Akyüz, 2022). These studies are parallel to our findings.

When the athlete identity levels of academicians were examined according to the age variable, it was observed that the athlete identity levels of young athletes were higher than those of older academicians. In contrast to our study, Doğaner et al. (2020), in their study with athletes, stated that the levels of athlete identity did not change in terms of the age variable. Again, Işık (2018) determined that the levels of athlete identity of football players did not differ according to the age variable in his study with football players. Poux and Fry (2015) stated that level of athlete identity should increase with increasing age (Poux & Fry, 2015). In his study with athletes, Başıoğlu (2018) found that the level of athlete identity increased with increasing age (Başıoğlu, 2018). As a result of the findings of the study, it is expected that young academics have higher levels of athlete identity. Sports is the right of individuals of all ages, but as age progresses, it becomes difficult to perform sports activities within the framework of certain rules, and it is evaluated that the difference in the findings is due to this reason.

No statistically significant difference was observed in the mean scores obtained from the social media addiction scale according to the age variable in academicians. Contrary to our findings, Yen et al. (2008) observed that there was a statistically significant difference between age and internet addiction in their study (Yen et al., 2008). Aslan and Ayaz (2014) found that there was no differentiation in the internet addiction levels of academicians in terms of the age variable. This is parallel to our study. It is thought that the reason for this result is that social media access is now accessible to all layers and classes of society.

When the athlete identity levels of the participant academicians were examined according to the internet usage purpose variable, it was observed that there was no significant difference. In a study conducted on students, it was determined that students

who used social media for a long time had higher levels of social identity in sports than students who used it less (Ulukan et al., 2021). Perihan et al. (2023), in their study on teachers, found that there was no significant relationship between teachers' athlete identity levels and social media habits (Perihan et al., 2023). This is in parallel with our study. It is thought that the reason for this is that the participating academics generally have the same social status and have a conscious consumer structure in society.

When the social media addiction levels of academicians were examined in terms of the purpose of using the internet, it was observed that the average scores of those who used the internet for communication and accessing news were higher than those who used the internet for shopping and research/information. In a study conducted by Akkoyunlu and Yılmaz (2005) on the internet usage purposes of pre-service teachers, it was stated that most of the pre-service teachers used the internet to obtain information and communicate for their projects, assignments, and professional development (Akkoyunlu & Yılmaz, 2005).

As a result, in line with our findings in this study, it can be said that male academics have higher athlete identity, but female academics have a higher social media addiction. It is seen that the athlete identity of academics who exercise regularly is higher. It is understood that the athlete identity of academicians decreases as they get older. The current study was conducted on academics' athlete identity and social media addiction. The study can be repeated with a larger sample group. Similar research can be conducted with the sample group.

Conclusion

The present study examined the athlete identity and social media addiction levels of academicians and explored how these constructs vary across several demographic and behavioral variables. The findings revealed that male academicians exhibit a stronger athlete identity compared to their female counterparts, while female academicians demonstrate higher levels of social media addiction. Additionally, academicians who engage in regular exercise displayed a higher athlete identity, emphasizing the reinforcing effect of active participation in physical activity on one's self-perception as an athlete. Age-related analyses further indicated that younger academicians tend to possess a stronger athlete identity, likely due to the greater ease with which they can participate in structured or recreational sports activities. On the other hand, social media addiction did not show significant variation across age groups or exercise status, suggesting that the pervasive use of digital platforms has become a universal behavior transcending demographic boundaries.

Overall, the study highlights important dynamics between digital behaviors and identity formation within the academic community. Understanding the factors influencing

athlete identity and social media addiction can inform institutional policies promoting healthier lifestyle behaviors, balanced technology use, and overall well-being among academicians. Future studies could expand the sampling frame, include qualitative perspectives to deepen insights into identity development processes, and examine additional mediating variables such as academic workload, technological competencies, or occupational stress. By broadening the scope of inquiry, researchers may develop more comprehensive models explaining how professional, personal, and digital identities intersect in contemporary academic life.

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Mokslo darbuotojų sportinio tapatumo ir priklausomybės nuo socialinių tinklų lygių tyrimas

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Santrauka

Šio tyrimo tikslas – ištirti 2024–2025 mokslo metais Turkijos universitetuose dirbusių mokslo darbuotojų sportinį tapatumą ir jų priklausomybę nuo socialinių tinklų pagal tam tikrus kintamuosius. Imtį sudarė 292 mokslo darbuotojai: 90 moterų ir 202 vyrai. Taikant aprašomąjį tyrimą nagrinėta: tyrimo dalyvių demografinės ypatybės, sportinis tapatumas ir priklausomybės nuo socialinių tinklų lygiai. Asmens anketa naudota kaip duomenų rinkimo priemonė, kurioje pateikta: lytis, amžius, fizinio aktyvumo lygis ir interneto naudojimo tikslas. Duomenys, atskleidžiantys sportinį tapatumą, surinkti taikant Öztürko ir Kocos (Öztürk and Koca, 2013) sukurtą sportinio tapatumo skalę (angl. *Sports Identity Scale*, SIS), sudarytą iš 10 teiginių. Priklausomybė nuo socialinių tinklų vertinta naudojant Tutguno-Ünalo ir Denizo (Tutgun-Ünal and Deniz) 2015 m. sukurtą priklausomybės nuo socialinių tinklų skalę (angl. *Social Media Addiction Scale*, SMAS), sudarytą iš 41 teiginio. Surinkti duomenys buvo analizuojami naudojant SPSS 24 programinę įrangą. Tyrimo dalyvių demografinėms ypatybėms aprašyti taikyti procentiniai, dažnių ir vidurkių rodikliai. Porinių grupių duomenų analizei naudotas t kriterijus, lyginant trijų ar daugiau grupių duomenis – dispersinė analizė (angl. *Analysis of Variance*, ANOVA), o skirtumų kilmei nustatyti taikyti *post hoc* testai. Tyrimo rezultatų analizė atskleidė, kad mokslo darbuotojų vyrų sportinis tapatumas yra aukštesnis, o mokslo darbuotojos moterys – labiau priklausomos nuo socialinių tinklų. Taip pat nustatyta, kad reguliariai sportuojančių mokslo darbuotojų sportinis tapatumas yra aukštesnis.

Esminiai žodžiai: mokslo darbuotojas, sportinis tapatumas, priklausomybė nuo socialinių tinklų.

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