

AN EXAMINATION OF PHYSICAL EDUCATION TEACHERS' ATHLETE IDENTITY AND SOCIAL MEDIA ADDICTION LEVELS

UMA ANÁLISE DA IDENTIDADE ATLÉTICA E DOS NÍVEIS DE DEPENDÊNCIA DAS REDES SOCIAIS EM PROFESSORES DE EDUCAÇÃO FÍSICA

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Onur Akyüz*

*Ankara University, Faculty of Sports Sciences, Ankara, Türkiye

Orcid: <https://orcid.org/0000-0002-7631-460X>

onur.akyuz@dicle.edu.tr

Erhan Çembertaş**

**İstanbul Cerrahpaşa University, Faculty of Sports Sciences, İstanbul, Türkiye

Orcid: <https://orcid.org/0009-0006-7626-8830>

erhan.cembertas@iuc.edu.tr

Yalçın Dalay***

***Batman Municipality, Batman, Türkiye

Orcid: <https://orcid.org/0000-0001-5151-5942>

yalcindalay@hotmail.com

Mustafa Bulut****

****Vocational School of Social Sciences, Diyarbakır, Türkiye

Orcid: <https://orcid.org/0000-0002-3747-7887>

mbulut@dicle.edu.tr

Sadık Serçek*****

*****Faculty of Economics and Administrative Sciences, Diyarbakır, Türkiye

Orcid: <https://orcid.org/0000-0003-2429-320X>

sadik.sercek@dicle.edu.tr

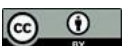
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Abstract

This learning objective is to examine the impact of physical education on social media and athlete performance. A total of 232 physical education teachers, 124 female and 108 male, participated in the study. The "Athlete Identity Scale (ASIS)," adapted for the Turkish session by Öztürk and Koca (2013), was used to determine the level of athlete structure, and the "Social Media Addiction Scale (SMAS)" prepared by Tutgun-Ünal and Deniz (2015) was used to determine the level of social media addiction. The study data were tested using the SPSS 25.0 package program. T-test, One Way ANOVA, and Tukey tests were used. Participation in women's physical education is higher in the amount of social media compared to men's, while men's physical education has a higher social identity level, the intensity of emotional situations in

Resumo

O objetivo deste estudo é examinar o impacto da educação física nas mídias sociais e no desempenho de atletas. Participaram do estudo 232 professores de educação física, sendo 124 mulheres e 108 homens. A "Escala de Identidade do Atleta (ASIS)", adaptada para a versão turca por Öztürk e Koca (2013), foi utilizada para determinar o nível de estrutura do atleta, e a "Escala de Dependência de Mídias Sociais (SMAS)", elaborada por Tutgun-Ünal e Deniz (2015), foi utilizada para determinar o nível de dependência de mídias sociais. Os dados do estudo foram analisados utilizando o programa SPSS 25.0. Foram utilizados os testes t de Student, ANOVA de uma via e de Tukey. A participação feminina nas aulas de educação física apresenta maior uso de mídias sociais em comparação com a masculina, enquanto os



physical education is higher, athletes are more likely to participate in physical education, the amount of physical education in parts is higher, and youth physical education has more social media use ($p < 0.05$). Consequently, social media addiction in physical education is moderate, while athlete performance is high. Furthermore, it has been determined that changes in social media in the organization of physical education vary according to gender and age variables; the athlete's status, exercise status, and educational status vary depending on the variability.

Keywords: Physical Education Teacher. Social Media Addiction. Athlete Identity.

alunos de educação física do sexo masculino demonstram maior nível de identidade social, maior intensidade de situações emocionais, maior participação de atletas, maior carga horária de aulas e maior uso de mídias sociais nas aulas de educação física para jovens ($p < 0,05$). Consequentemente, o vício em mídias sociais na educação física é moderado, enquanto o desempenho dos atletas é elevado. Além disso, constatou-se que as mudanças no uso de mídias sociais na organização das aulas de educação física variam de acordo com o gênero e a idade; o status do atleta, o nível de atividade física e o nível de escolaridade também influenciam essa variabilidade.

Palavras-chave: Professor de Educação Física. Vício em Mídias Sociais. Identidade do Atleta.

1 INTRODUCTION

The rapid progress of digital and technological transformation has permanently altered people's methods of social interaction, communication experiences, and ways of acquiring information. In particular, the proliferation of social media platforms is reshaping individuals' daily routines, social connections, and identity presentations (Boyd, 2014). In addition, uncontrolled and excessive use of social media platforms can reach addiction levels, negatively impacting individuals' social communication skills, professional duties, and psychological well-being (Kuss & Griffiths, 2017). Therefore, the social media usage patterns of teachers, who have a high level of social interaction, are also important for this research area.

Due to the nature of their professional roles, physical education teachers are closely associated with digital platforms in order to connect with both the younger generation and their athletic personality structures. An athletic identity is formed by a person's self-definition from a sporting perspective, their sense of belonging to the sports environment, and the strength of their integration with sports (Brewer *et al.*, 1993). This identity is directly reflected in the communication levels of physical education teachers with their students, their lifestyles, and their professional practices. The literature shows that individuals with high levels of athletic identity tend to have high levels of physical

activity, center their social relationships around sports environments, and evaluate decision-making processes from a sporting perspective (Horton & Mack, 2000).

Today, social media is an important tool in maintaining and presenting athletic identity. Individuals share their physical performance, training processes, and sporting achievements on social media platforms, making their identities more visible and reinforcing them through social validation (Geurin-Eagleman & Burch, 2016). In addition, research on physical education teachers' social media use indicates that while it increases the visibility of both athletic lifestyles and professional development, excessive use can lead to negative effects such as addiction, social isolation, and distraction (Andreassen, 2015; Ateş and Özaltaş Serçek, 2025).

Recent studies have shown significant relationships between self-perception and social media addiction, job satisfaction, and identity development. While excessive use can lead to dysfunction in a person's social roles, it is known that the reasons for social media use in individuals with a high level of athlete identity are based on factors such as social approval, identification, and performance presentation (Turel & Serenko, 2012). Therefore, examining both the social media addiction tendencies and the athlete identity levels of physical education teachers together is considered a valuable area of study. A limited number of studies in the literature have examined these two variables together, and the research conducted has mostly focused on athletes and students. Therefore, this study aims to reveal the relationship between the athlete identity and social media addiction of physical education teachers.

2 METHOD

2.1 Research model

This research aims to examine the levels of athletic identity and social media addiction of physical education teachers working in schools affiliated with the Ministry of National Education in Diyarbakır province during the 2023-2024 academic year, in terms of certain variables. The study addresses the relationships between some demographic characteristics of physical education teachers (gender, age, type of school worked in, active exercise status, purpose of internet access, purpose of internet use, and educational status) and their athletic identity and social media addiction levels using a

descriptive approach. The descriptive research model is a method used to reveal and explain an existing situation.

2.2 Research population and sample

The study group consists of a total of 232 physical education teachers, 124 of whom are female and 108 are male, working in schools affiliated with the Ministry of National Education in Diyarbakır province during the 2023-2024 academic year. Data were collected using the convenience sampling method. To ensure representativeness of the population, the sample size was determined using a non-random simple sampling method (Altunışık *et al.*, 2017). Since the sample size was 232, and according to the Central Limit Theorem, sample sizes above 30 tend to normalize the distribution, it was decided to conduct normality tests in the study (Albayrak *et al.*, 2005).

Table 1. Demographic information of participating physical education teachers.

Variables	Groups	n	%
Gender	Female	124	53,4
	Male	108	46,6
	Total	232	100,0
The school where the assignment is made	Secondary School	106	45,7
	High school	126	54,3
	Total	232	100,0
Active Exercise Status	Yes	134	57,8
	No	98	42,2
	Total	232	100,0
Educational Status	University	204	87,9
	Postgraduate	28	12,1
	Total	232	100,0
Age	21 - 24 Ages	72	31,0
	25 – 29 Ages	82	35,3
	30 and Above Ages	78	33,6
	Total	232	100,0
Internet Access Tool	Telephone	210	90,5
	Tablet	18	7,8
	Computer	4	1,7
	Total	232	100,0
The Purpose of Using the Internet	Communication	140	60,3
	Shopping	22	9,5
	Access the News	32	13,8
	Research/Information Gathering	38	16,4
	Total	232	100,0

Source: Authors

2.3 Data collection tools of the research

To collect data, a personal data form developed by the researcher, the Athlete Identity Scale, and the Social Media Addiction Scale were used.

Personal Data Form: This form asked participants questions regarding their Gender, Age, Active Exercise Status, School Attended, Internet Access Device, Purpose of Internet Use, and Education Level.

Athlete Identity Scale (AIS): The Turkish adaptation of the scale, developed by Brewer and Cornelius (2001) with 7 items (Brewer & Cornelius, 2001), was made by Öztürk and Koca (2013). The scale consists of 3 separate sub-dimensions: social identity (3 items), sports-related limitations (2 items), and negative affect (2 items). The Athlete Identity Scale is a 7-point Likert type. High scores obtained from the scale indicate that the person identifies themselves with sports and has a strong athlete identity. The internal consistency coefficient of the Turkish scale is .81 (Öztürk and Koca, 2013). In our study, the internal consistency coefficient is .85. Social

Media Addiction Scale (SMAS): Developed by Tutgun Ünal and Deniz in 2015, the SMAS consists of 41 items. It aims to measure the social media addiction levels of university students. The scale was developed as a 5-point Likert scale. The developed scale has four sub-dimensions: "conflict, repetition, mood regulation, and preoccupation". The scale is evaluated based on the total score. Tutgun and Ünal determined the Cronbach Alpha reliability coefficient of the scale they developed as .967. In our study, the internal consistency coefficient was determined as .979 (Tabachnick & Fidell, 2013).

2.4 Data analysis of the study

The study data were tested using the SPSS 22.0 software package. Kurtosis and skewness values were examined to determine whether the data conformed to a normal distribution; according to Tabachnick and Fidell (2013), if these values are within the range of ± 1.5 , as calculated in the study, SMAS: Skewness: -.066 Kurtosis: -.090 and AIS: Skewness: -.539 Kurtosis: .683, it was accepted that parametric tests could be applied. Independent samples t-test was used for the analysis of two groups, and one-way analysis of variance (ANOVA) was used for comparative analyses of three or more groups. The Tukey test, a Post-Hoc test, was used to determine which groups caused the

differences between the groups. The significance level was applied as 0.05 in all statistical analyses.

Table 2. Results of the mean score distribution of participants on the Social Media Addiction Scale and the Athlete Identity Scale and their sub-dimensions.

Scale Dimensions	n	\bar{x}	ss	Skewness	Kurtosis
Conflict	232	2,50	0,87	-,159	-,451
Repeat	232	2,67	0,95	,052	-,206
Mood Regulation	232	2,72	0,94	-,171	-,249
Busyness	232	2,77	0,81	,052	,045
SMAS (General)	232	2,62	0,80	-,066	-,090
Social Identity	232	3,34	0,83	-,237	,363
Sports Limitation	232	3,10	0,94	-,279	,090
Negative Emotionality	232	3,38	1,08	-,520	-,226
AIS (General)	232	3,28	0,80	-,539	,683

Source: Authors

3 FINDINGS

Table 3. Comparison results regarding the differences in the social media addiction scale and its sub-dimensions among physical education and sports teachers according to the gender variable.

Scale and Sub-Dimensions	n	\bar{x}	ss	t	df	p
Conflict	Female	124	2,64	2,703	230	,01*
	Male	108	2,34			
Repeat	Female	124	2,80	2,329	230	,02*
	Male	108	2,51			
Mood Regulation	Female	124	2,92	3,414	230	,00*
	Male	108	2,50			
Busyness	Female	124	2,81	,813	230	,42
	Male	108	2,72			
SMAS (General)	Female	124	2,74	2,418	230	,02*
	Male	108	2,49			

* $p < 0,05$; *t Test*

Source: Authors

Table 3 shows that the mean scores of the Social Media Addiction Scale (SMA) differed statistically significantly according to the gender variable ($t=2.418$, $p=0.02$, $p < 0.05$) based on the t-test results. Female physical education teachers ($\bar{x}=2.74$) had statistically significantly higher levels of social media addiction compared to male physical education teachers ($\bar{x}=2.49$). The "Conflict" sub-dimension of the SMA showed statistically significant differences according to the gender variable ($t=2.703$, $p=0.01$, $p < 0.05$). Female physical education teachers ($\bar{x}=2.64$) had statistically significantly higher levels of "Conflict" compared to male physical education teachers ($\bar{x}=2.34$). The

"Repetition" sub-dimension of the SMA showed statistically significant differences according to the gender variable ($t=2.329$, $p=0.02$, $p<0.05$). It was observed that female physical education teachers ($\bar{x}=2.80$) had statistically significantly higher levels of "Repetition" compared to male physical education teachers ($\bar{x}=2.51$). It was also observed that the "Emotion Regulation" sub-dimension of the SMBÖ differed statistically significantly according to gender ($t=3.414$, $p=0.00$, $p<0.05$). Female physical education teachers ($\bar{x}=2.92$) had statistically significantly higher levels of "Emotion Regulation" compared to male physical education teachers ($\bar{x}=2.50$). On the other hand, no difference was found for the gender variable in the "Occupation" sub-dimension ($p>0.05$).

Table 4. Comparison results regarding the differences in the athlete identity scale and its sub-dimensions according to the gender variable of physical education and sports teachers.

Scale and Sub-Dimensions		n	\bar{x}	ss	t	df	p
Social Identity	Female	124	3,19	,62	-3,002	230	,00
	Male	108	3,51	1,00			
Sports Limitation	Female	124	3,15	,82	,721	230	,47
	Male	108	3,06	1,07			
Negative Emotionality	Female	124	3,25	1,05	-1,895	230	,06
	Male	108	3,52	1,11			
AIS (General)	Female	124	3,19	,69	-1,809	230	,07
	Male	108	3,38	,91			

* $p<0,05$; *t Test*

Source: Authors

Table 4 shows that a statistically significant difference was found in the "Social Identity" sub-dimension of the Athlete Identity Scale according to the gender variable ($t=-3.002$, $p=0.00$, $p<0.05$). Male physical education teachers ($\bar{x}=3.51$) were found to have statistically significantly higher levels of "Social Identity" compared to female physical education teachers ($\bar{x}=3.19$). No significant difference was found in the overall Athlete Identity Scale or in the "Sports-Restricted" and "Negative Affectiveness" sub-dimensions according to the gender variable ($p>0.05$).

Table 5. Comparison results regarding the differences in social media addiction scale and its sub-dimensions according to the exercise participation variable of physical education and sports teachers.

Scale and Sub-Dimensions	Exercise Status	n	\bar{x}	ss	t	df	p
Conflict	Yes	134	2,44	0,85	-1,177	230	,24
	No	98	2,58	0,88			
Repeat	Yes	134	2,59	0,92	-1,397	230	,16
	No	98	2,77	0,99			

Mood Regulation	Yes	134	2,60	0,93	-2,437	230	,02*
	No	98	2,90	0,92			
Busyness	Yes	134	2,78	0,81	,225	230	,82
	No	98	2,75	0,83			
SMAS (General)	Yes	134	2,58	0,79	-1,070	230	,29
	No	98	2,69	0,82			

* $p < 0,05$; *t Test*

Source: Authors

Table 5 shows that the t-test results indicate a statistically significant difference in the mean scores of the "Mood Regulation" sub-dimension of the Social Media Addiction Scale (SMAS) based on the exercise participation variable ($t=2.437$, $p=0.02$, $p < 0.05$). Physical education teachers who did not exercise ($\bar{x}=2.90$) were found to have statistically significantly higher levels of "Mood Regulation" compared to those who did exercise ($\bar{x}=2.60$). No significant difference was found in the overall SMAS or in the "Conflict," "Repetition," and "Occupation" sub-dimensions based on the exercise participation variable ($p > 0.05$).

Table 6. Comparison results regarding the differences in the athlete identity scale and its sub-dimensions according to the exercise participation variable of physical education and sports teachers.

Scale and Sub-Dimensions	Exercise Status	n	\bar{x}	ss	t	df	p
Social Identity	Yes	134	3,51	0,86	3,690	230	,00*
	No	98	3,11	0,74			
Sports Limitation	Yes	134	3,22	0,96	2,295	230	,02*
	No	98	2,94	0,90			
Negative Emotionality	Yes	134	3,53	1,09	2,578	230	,01*
	No	98	3,16	1,04			
AIS (General)	Yes	134	3,43	0,81	3,425	230	,00*
	No	98	3,08	0,74			

* $p < 0,05$; *t Test*

Source: Authors

Table 6 shows that the mean scores of the Athlete Identity Scale (AIS) differed statistically significantly according to the exercise participation variable ($t=3.425$, $p=0.00$, $p < 0.05$). Physical education teachers who exercised ($\bar{x}=3.43$) had statistically significantly higher levels of athlete identity compared to those who did not exercise ($\bar{x}=3.08$). A statistically significant difference was also found in the "Social Identity" sub-dimension of the Athlete Identity Scale according to the exercise participation variable ($t=3.690$, $p=0.00$, $p < 0.05$). Physical education teachers who exercised ($\bar{x}=3.51$) had

statistically significantly higher levels of "Social Identity" compared to those who did not exercise ($\bar{x}=3.11$). A statistically significant difference was found in the "Sports-Restrictedness" sub-dimension of the Athlete Identity Scale according to the exercise participation variable ($t=2.295$, $p=0.02$, $p<0.05$). Physical education teachers who exercised ($\bar{x}=3.22$) had statistically significantly higher levels of "Sports-Restrictedness" compared to those who did not exercise ($\bar{x}=2.94$). A statistically significant difference was found in the "Negative Affectiveness" sub-dimension of the Athlete Identity Scale according to the exercise participation variable ($t=2.578$, $p=0.01$, $p<0.05$). Physical education teachers who exercised ($\bar{x}=3.53$) had statistically significantly higher levels of "Negative Affectiveness" compared to those who did not exercise ($\bar{x}=3.16$).

Table 7. Comparison results regarding the differences in the social media addiction scale and its sub-dimensions according to the educational status variable of physical education and sports teachers.

Scale and Sub-Dimensions	Educational Status	n	\bar{x}	ss	t	df	p
Conflict	University	204	2,48	0,82	-,670	230	,50
	Postgraduate	28	2,60	1,15			
Repeat	University	204	2,66	0,90	-,289	230	,77
	Postgraduate	28	2,71	1,29			
Mood Regulation	University	204	2,70	0,88	-1,230	230	,22
	Postgraduate	28	2,93	1,28			
Busyness	University	204	2,75	0,78	-,755	230	,45
	Postgraduate	28	2,88	1,05			
SMAS (General)	University	204	2,61	0,75	-,779	230	,44
	Postgraduate	28	2,74	1,12			

* $p<0,05$; t Test

Source: Authors

According to the t-test results in Table 7, no statistically significant difference was found in the overall mean score of the Social Media Addiction Scale and the mean scores of its sub-dimensions "Conflict", "Repetition" and "Mood Regulation" based on the educational level of the physical education teachers ($p>,05$).

Table 8. Comparison results regarding the differences in the athlete identity scale and its sub-dimensions according to the educational status variable of physical education and sports teachers.

Scale and Sub-Dimensions	Educational Status	n	\bar{x}	ss	t	df	p
Social Identity	University	204	3,36	0,82	1,005	230	,32
	Postgraduate	28	3,19	0,94			
Sports Limitation	University	204	3,17	0,90	2,796	230	,01*
	Postgraduate	28	2,64	1,15			
Negative Emotionality	University	204	3,43	1,10	1,966	230	,06
	Postgraduate	28	3,00	0,90			
AIS (General)	University	204	3,32	0,79	2,144	230	,03*

Postgraduate 28 2,98 0,84

* $p < 0,05$; *t Test*

Source: Authors

Table 8 shows that the mean scores of the Athlete Identity Scale (ASS) differed statistically significantly according to the educational status variable of physical education teachers ($t=2.144$, $p=0.03$, $p < 0.05$). It was determined that the level of athlete identity was statistically significantly higher in physical education teachers with a bachelor's degree ($\bar{x}=3.32$) compared to those with a postgraduate degree ($\bar{x}=2.98$). A statistically significant difference was also found in the "Sports-Restrictedness" sub-dimension of the Athlete Identity Scale according to the educational status variable of physical education teachers ($t=2.796$, $p=0.01$, $p < 0.05$). It was determined that the level of "Sports-Restrictedness" was statistically significantly higher in physical education teachers with a bachelor's degree ($\bar{x}=3.17$) compared to those with a postgraduate degree ($\bar{x}=2.64$). On the other hand, no differentiation was found for the educational status variable in the sub-dimensions of "Social Identity" and "Negative Affectiveness" ($p > 0,05$).

Table 9. Comparison results regarding the differences in the social media addiction scale and its sub-dimensions according to the age variable of physical education and sports teachers.

Scale and Sub-Dimensions	Age	n	\bar{x}	Ss	F	p	Tukey
Conflict	21 - 24 Ages ⁽¹⁾	72	2,53	0,81	12,12	,00*	1-3 2-3
	25 - 29 Ages ⁽²⁾	82	2,80	0,75			
	30 and Above Age ⁽³⁾	78	2,16	0,92			
Repeat	21 - 24 Ages ⁽¹⁾	72	2,67	0,86	6,42	,00*	2-3
	25 - 29 Ages ⁽²⁾	82	2,92	0,91			
	30 and Above Age ⁽³⁾	78	2,39	1,01			
Mood Regulation	21 - 24 Ages ⁽¹⁾	72	2,64	0,80	12,35	,00*	1-2 2-3
	25 - 29 Ages ⁽²⁾	82	3,10	0,78			
	30 and Above Age ⁽³⁾	78	2,41	1,08			
Busyness	21 - 24 Ages ⁽¹⁾	72	2,82	0,75	6,99	,00**	1-3 2-3
	25 - 29 Ages ⁽²⁾	82	2,97	0,74			
	30 and Above Age ⁽³⁾	78	2,50	0,89			
SMAS (General)	21 - 24 Ages ⁽¹⁾	72	2,64	0,71	11,55	,00*	1-3 2-3
	25 - 29 Ages ⁽²⁾	82	2,90	0,67			
	30 and Above Age ⁽³⁾	78	2,32	0,89			

* $p < 0,05$; *one way ANOVA Test*

Source: Authors

Table 9 shows the ANOVA test applied to examine the differences in the Social and Cultural Assessment (SCA) and its sub-dimensions among participating physical education teachers based on age. A statistically significant difference was found in the SCA based on age ($F=11.55$, $p=0.00$, $p < 0.05$). According to the Tukey test results, physical education teachers aged 21-24 ($\bar{x}=2.64$) and 25-29 ($\bar{x}=2.90$) had higher SCA

levels than those aged 30 and over ($\bar{x}=2.32$). A significant difference was observed in the "Conflict" sub-dimension ($F=12.12$, $p=0.00$, $p<0.05$). Physical education teachers aged 21-24 ($\bar{x}=2.53$) and 25-29 ($\bar{x}=2.80$) were found to have higher levels of "Conflict" compared to those aged 30 and over ($\bar{x}=2.16$). A significant difference was observed in the "Repetition" sub-dimension ($F=6.42$, $p=0.00$, $p<0.05$). Physical education teachers aged 25-29 ($\bar{x}=2.92$) were found to have higher levels of "Repetition" compared to those aged 30 and over ($\bar{x}=2.39$). A significant difference was observed in the "Mood Regulation" sub-dimension ($F=12.35$, $p=0.00$, $p<0.05$). It was found that physical education teachers aged 25-29 ($\bar{x}=3.10$) had higher levels of "Emotional Regulation" than those aged 21-24 ($\bar{x}=2.64$) and 30 and over ($\bar{x}=2.41$). A significant difference was observed in the "Occupation" sub-dimension ($F=6.99$, $p=0.00$, $p<0.05$). It was determined that physical education teachers aged 21-24 ($\bar{x}=2.82$) and 25-29 ($\bar{x}=2.97$) had higher levels of "Occupation" compared to those aged 30 and over ($\bar{x}=2.50$).

Table 10. Comparison results regarding the differences in the athlete identity scale and its sub-dimensions according to the age variable of physical education and sports teachers.

Scale and Sub-Dimensions	Age	n	\bar{x}	Ss	F	p	Tukey
Social Identity	21 - 24 Ages ⁽¹⁾	72	3,43	1,01	1,71	,18	
	25 - 29 Ages ⁽²⁾	82	3,20	0,69			
	30 and Above Age ⁽³⁾	78	3,40	0,78			
Sports Limitation	21 - 24 Ages ⁽¹⁾	72	3,42	1,00	6,58	,00*	1-2 1-3
	25 - 29 Ages ⁽²⁾	82	3,04	0,83			
	30 and Above Age ⁽³⁾	78	2,88	0,94			
Negative Emotionality	21 - 24 Ages ⁽¹⁾	72	3,32	1,40	,14	,87	
	25 - 29 Ages ⁽²⁾	82	3,40	0,84			
	30 and Above Age ⁽³⁾	78	3,40	0,98			
AIS (General)	21 - 24 Ages ⁽¹⁾	72	3,39	1,00	1,05	,35	
	25 - 29 Ages ⁽²⁾	82	3,21	0,68			
	30 and Above Age ⁽³⁾	78	3,25	0,72			

* $p<0,05$; one way ANOVA Test

Source: Authors

Tablo 10’de katılımcı beden eğitimi öğretmenlerinin yaş değişkeni açısından SKÖ ve alt boyutlarındaki farklılıkları incelemek için ANOVA testi uygulanmıştır. SKÖ’nün “Sporla Sınırlanmışlık” alt boyutunda istatistiksel olarak anlamlı farklılaşma gözlemlenmiştir ($F=1,71$, $p=,00$, $p<,05$). 21-24 yaş ($\bar{x}=3,42$) ve 25-29 yaş ($\bar{x}=3,04$) beden eğitimi öğretmenlerinin, 30 ve üstü yaş ($\bar{x}=2,88$) beden eğitimi öğretmenlerine göre “Sporla Sınırlanmışlık” düzeylerinin daha yüksek olduğu belirlenmiştir. “Sporcu kimliği

Ölçeği” ile ölçeğin “Sosyal Kimlik” alt boyutunda istatistiksel olarak anlamlı farklılaşma gözlemlenmemiştir ($p>,05$).

4 DISCUSSION

Based on the average social media addiction scores of participating physical education teachers, the average scores of female physical education teachers are higher than those of male physical education teachers in terms of social media addiction levels, according to the gender variable. In contrast to our study, Kır and Sulak (2014) and Can and Tozoğlu (2019), in their studies with university students, found that male students had higher social media addiction levels than female students. Similarly, Oğuz *et al.* (2008), in their research with medical faculty students, did not observe any differentiation in internet addiction in terms of the gender variable. Perihan *et al.* (2023), in their research with teachers, concluded that when social media addiction levels were examined in terms of the gender variable, the average scores of female teachers were higher than those of male teachers. This shows parallelism with our study. This situation is thought to stem from the influence of digital interaction, communication preferences, and social roles on social media use.

When comparing the sub-dimensions and total scores of the athlete identity scale according to the gender variable of physical education teachers, a significant difference was found in the social identity sub-dimension, and male physical education teachers were found to have a higher level of athlete identity than female physical education teachers. In contrast to our study, Yanar *et al.* (2017), in their study on the identity perceptions of badminton and tennis athletes, found no significant difference in the identity perceptions of athletes according to gender. Parallel to our research, Savaş *et al.* (2023), in their study with students of the Faculty of Sports Sciences, determined that the average scores of male students in the social identity sub-dimension were higher than those of female students. It is thought that the reason for this is due to the fact that male athletes have more dominant sporting experiences and societal expectations.

A statistically significant difference was found in the levels of social media addiction among physical education teachers based on their active exercise habits. Contrary to our study, Özgen (2016), in his research with university students, determined that there was no difference in internet addiction levels between those who exercised and

those who did not. Özbek and Akyüz (2022), in their study on social media addiction among sports science students, found that students who exercised had higher levels of social media addiction than those who did not. This result supports our study. This outcome may stem from the fact that the time management, psychological satisfaction, and social interaction styles of individuals who exercise directly affect their social media habits.

A statistically significant difference was found in the levels of athlete identity of participating physical education teachers in terms of the variable of actively engaging in exercise. Perihan *et al.* (2023), in their study investigating the athlete identity of teachers, concluded that teachers who were licensed athletes had higher levels of athlete identity than those who were not licensed athletes. Kuvat and Uğurlu (2023), in their study with middle school students, also observed that students who participated in sports had higher levels of athlete identity than those who did not. These results support our study. This may be due to the fact that athlete identity is not only a professional role but also requires a continuity focused on behavior and lifestyle.

No statistically significant difference was observed in the levels of social media addiction among physical education teachers based on their education level. In contrast to our study, Kavruk (2016), in her study titled "Evaluation of Social Media Use in Terms of Gender and Education Level," determined that individuals with a bachelor's degree had higher daily social media use than those with a master's degree. Parallel to our study, Perihan *et al.* (2023) found that there was no difference in the levels of social media addiction among teachers based on the education variable. The lack of difference based on the education variable may be due to the fact that social media use patterns today are linked to personal preferences and lifestyles brought about by digitalization, even as education levels rise.

When the average scores of physical education teachers on the athlete identity scale are examined according to the educational status variable, a significant difference is observed. In contrast to our study, Perihan *et al.* found that the athlete identity levels of teachers with bachelor's degrees were higher than those with postgraduate degrees. In Nasirzade's (2019) study with adults aged 18-45, no difference was observed according to the educational status variable. This is thought to be due to academic developments in the field of sports sciences and physical education.

When the social media addiction levels of participating physical education teachers were examined according to the age variable, a significant difference was observed. In contrast to our study, Aslan and Ayaz (2014), in their research on internet addiction among academics, determined that there was no difference in internet addiction levels among academics when the age variable was considered. Yen *et al.* (2008), in their study on internet addiction in adolescents, observed a statistically significant difference in internet addiction levels among individuals according to the age variable. This shows parallelism with our study. This result may be due to the changing relationship established with digital platforms, and the fact that social media use has become more limited and controlled.

No significant difference was observed in the levels of athlete identity among physical education teachers based on age. In contrast to our study, Çinibulak and Özdilek (2023), in their research on athlete identity, found that athlete identity levels differed according to age. Similarly, Doğaner *et al.* (2020), in their study examining the relationship between athlete identity and self-efficacy, found that athlete identity did not differ based on age. This result is thought to stem from the fact that athlete identity is formed more by factors such as experience, sports experience, and individual commitment.

In conclusion, it is recommended that training programs be created to guide physical education teachers in their social media use more effectively, and that professional development courses, regular physical activities, and seminars be implemented as in-school practices to support their athletic identity. Furthermore, expanding the sample size and including physical education teachers from different regions in future studies would also be highly beneficial. Finally, designing qualitative research studies to understand physical education teachers' perceptions of their athletic identity and their purposes for using social media would also make valuable contributions to the field.

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Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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