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The Relationship Between Social Media Addiction and Physical Activity Participation Level in Teachers

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Authors' Contribution: A: Study design, B: Data collection, C: Data analysis, D: Manuscript preparation, E: Discussion and conclusion

ABSTRACT

Study aim(s): The study aims to determine the relationship between social media addiction and physical activity participation levels in teachers.

Methods: 408 teachers participated in the study voluntarily. A relational scanning model was used in the study. The Social Media Addiction Scale-Adult Form (SMAS-AF) was used to determine internet addiction levels, and the International Physical Activity Questionnaire (IPAQ) Short Form was used to assess the level of participation in physical activity. The scales were transferred to the online environment and delivered to the attendees. Data were collected by simple random sampling method. In the study analysis; a t-test for gender and marital status variables; ANOVA was used for age and social media variables. LSD was preferred as a post-hoc test. In addition, Pearson Correlation analysis was used to determine the relationship between PA and SMA, SMA VT, and SMA VC levels.

Results: It has been determined that there is a weak and negative significant relationship between teachers' level of participation in physical activity (PA) and social media addiction (SMA). It was determined that physical activity levels differed significantly according to gender and marital status. It has been determined that social media addiction differs significantly according to gender, marital status, time spent on social media, and age.

Conclusions: Considering that teachers are role models, this research is important in terms of creating awareness of the serious problems of our age, lack of physical activity, and social media addiction.

Keywords: Social Media Dependency, Body Composition, Physical Skills

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INTRODUCTION

Technological developments are evolving into new dimensions with their power that affects the history of humanity. The use of digital tools as a form of mass communication triggers significant changes in daily life. New technologies lead to the emergence of new concepts such as "social media" by changing the forms of communication and interaction between people. Social media can be defined as social networking sites that allow internet users to communicate online and share various posts [1].

With the convenience it offers and its power of influence in daily life, the use of social networks increases day by day. In particular, "social media" used with smartphones, which have become a device that users want to control at any time, has taken its place among the indispensables of life [2].

While traditional media tools such as newspapers, magazines, radio, and television allow one-way communication, multi-directional communication and interactions can be established with internet-based social media networks [3]. Social media's versatile communication and interaction power affects every aspect of our lives. This situation brings along various personal and social problems. Spending too much time on social media unconsciously and using it incorrectly causes disruptions in our private and business lives. Teachers are also faced with the possible negative consequences of social media, as they must use new technologies frequently due to their jobs and adopt them much more quickly. One of the negative consequences of social media, perhaps the most important, is social media addiction, which we can define as excessive use of social media. It is emphasized that social media functions in technological devices also increase the risk of addiction [4].

SMA is characterized as a behavioral addiction [5]. With its psychological, physical, and social effects, it can pose a problem for all kinds of users. Those with this type of addiction engages in obsessive behavior and lose control while using these tools [6].

Various tools can be used in the fight against social media addiction. PA is one of them. The cheapest and easiest method to protect humans and therefore public health and to prevent diseases is to raise awareness of physical activity in society. Regular and continuous participation in physical activity is important for a healthy and extended life. Although it is important for every individual in society, the improvement in technological opportunities has brought about a change in PA and reduced the frequency of physical activity in society [7]. The necessity of continuous and sufficient physical activity for individual and public health is accepted at national and international levels [8].

Physical activity is defined as the whole of activities that use muscles and joints in daily life, consume energy, increase respiratory rate, and heart rate, and result in fatigue [9]. PA is carried out in many areas. Such as physical activities related to sports, exercise, rest, home, work, and transportation [10].

Considering this information, the relationship between Teachers' SMA and PA Level was investigated in this study. The research is essential in terms of revealing whether the variables of gender, age, marital status, and time spent on social media are a factor in the relationship between teachers' SMA and PA levels. To determine the academic studies conducted in our country and abroad about the research, studies that may be directly or indirectly related to this research were scanned; Studies on students have been reached on similar subjects, but it has been determined that there is no study on the relationship between teachers' social media addiction and PA levels in our country. Based on this information, it is thought that the results of the outcome will contribute to the more effective use of social networks and studies on the importance of PA.

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METHODS

Research design

A relational screening model was preferred in the study. This model is used in research aiming to determine the existence or degree of common variance between two or more variables [11]. In simple random sampling, arbitrary units from the universe are listed and selected [12].

Study sample

According to the Balikesir Governorship's Press Bulletin dated 10.09.2022 (2022/763), 13,334 teachers work throughout Balikesir in the 2022-2023 academic year [13]. However, the sample was chosen due to the difficulty of reaching the entire teacher population. The sample size was calculated as 373 to represent the population in the study.

In the 2022-2023 academic year, 408 teachers, 184 women, between the ages of 22-65, who work in different education levels and other branches in public schools in Balikesir province, participated voluntarily. In simple random sampling, arbitrary units from the universe are listed and selected [13].

Data collections tools

The online questionnaire form (WhatsApp and e-mail) was sent to the teachers for the scale form to be applied to the sample group. Participants were informed about the study and their identity information was not requested.

"Personal Information Form", "SMAS-AF", and "IPAQ Short Form" were used as data collection tools in the research.

Social Media Addiction Scale-Adult Form

It was developed by Cengiz Şahin, and Mustafa Yağcı (2017) [14] to determine the SMA levels of adults among the ages of 18-65. It has a five-point Likert-type structure consisting of 2 sub-dimensions (items 1-11 virtual tolerance and items 12-20 virtual communication) and 20 descriptions. To determine the

reliability of the scale, Cronbach Alpha reliability analysis was performed, and the reliability of the scale was determined as a=0.893. In addition, the reliability of the virtual tolerance sub-dimension was a=0.915; The reliability of the virtual communication sub-dimension was determined as a=0.900. Therefore, it is a reliable measurement tool. Because a Cronbach Alpha value of 0.70 and above is considered sufficient for the reliability of a measurement tool [15]. These results revealed that the SMDS-YF is a valid and reliable scale for determining adults' social media addiction.

International Physical Activity Questionnaire (Short-Form)

The scale was developed to determine the PA levels of the participants. [16]. Translated into Turkish by Melda Öztürk. It has been accepted that it is a valid and reliable scale [17].

The results of the survey and the MET minutes/week values of the participants forming the sample of the research will be calculated according to the formula below [18]:

MET/week = Frequency of activity * Duration of activity * Intensity of activity

The following score ranges will be used to classify the participants according to their physical activity levels [16]:

- Inactive: < 600 MET minutes/week
- Intermediate: 600-3000 MET minutes/week
- Active: > 3000 MET minutes/week

Data analysis

SPSS 25 package program was used in the statistical analysis of the data collected in the study. In line with the analyses, the t-test was used to examine the PA and SM scores of the teachers in terms of gender and marital status. ANOVA test was used for the variables of daily social media time and age groups, and the LSD test was used as a post-hoc test to determine the source of the difference in the findings where the differences were significant. Pearson Correlation analysis was used to specify the relation between teachers' PA and SMA,

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SMA subgroups VT and VC level.

RESULTS

Table 1. Demographic variables

Variables	Groups	f	%
Age	21-29 Age	66	16,2
	30-39 Age	198	48,5
	40-49 Age	108	26,5
	50-64 Age	36	8,8
	Total	408	100,0
Gender	Male	224	54,9
	Female	184	45,1
	Total	408	100,0
Marital status	Single	133	32,6
	Married	275	67,4
	Total	408	100,0
In Daily Social Media Time Found	0-1 hour	77	18,9
	1-3 hour	268	65,7
	3-6 hour	63	15,4
	Total	408	100,0

The data obtained as a conclusion of the comparison of the SMA and PA levels of the participants are given in Table 1.

Table 2. Pearson Correlation analysis to determine the relationship between teachers' PA and SMA and its sub-dimensions:

Items		PA	SMA	SMA VT	SMA VC
PA	r	1			
SMA	r	-,184**	1		
SMA VT	r	-,213**	,966**	1	
SMA VC	r	-,128**	,943**	,824**	1

*SMA: Social Media Addiction, SMA VT: Social Media Addiction Virtual Tolerance, SMA VC: Social Media Addiction Virtual Communication, PA: Physical Activity, **. Correlation is significant at the 0.01 level (2-tailed).*

According to the Pearson correlation analysis shown in Table 2, it was seen that there was a weak and negative (r=-.184**; p<.01) significant relationship between teachers' level of PA and SMA. It was determined that there was a weak and negative (r=-.213**; p<.01) significant relation between the level of PA participation and the SMA sub-dimension VT. It was observed that there was a weak and negative (r=-.128**; p<.01) significant relation between the level of PA and the SMA sub-dimension VC. Although there are different classifications in the literature, it is usually interpreted as (.00-.30) weak, (.31-.49) medium, (.50-.69) strong, (.70-.100) very strong relationship [19].

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Table 3. T-test results of SMA and PA scores by gender:

Variables	Groups	N	X̄±SD	t	p
SMA	Male	224	2,479±,836		
	Female	184	2,634±,809	-1,899	,058
SMA VT	Male	224	2,527±,887		
	Female	184	2,741±,868	-2,447	,015*
	Male	224	2,419±,846		
SMA VC	Female	184	2,504±,835	-1,010	,313
PA	Male	224	2954,93±3239,761		
	Female	184	2120,10±2594,096	2,829	,005*

SMA: Social Media Addiction, SMA VT: Social Media Addiction Virtual Tolerance, SMA VC: Social Media Addiction Virtual Communication, PA: Physical Activity, *n: Number of Persons, X̄: Mean, SD: Standard Deviation, t: T Value, p: P Value

In Table 3, it is understood that the SMA level of the teachers does not show a significant difference according to their gender (t=-1.899; p>0.05). However, although there is no difference, male teachers' SMA values (X̄=2,479) are lower than female teachers' SMA values (X̄=2.634). Teachers' SMA VT sub-dimension levels show a significant difference according to gender (t=-2.447; p<0.05). SMA VT sub-dimension of female teachers (X̄=2.741) are higher than

male teachers' SMA VT sub-dimension values (X̄=2.527).

Teachers' SMA VC sub-dimension levels do not show a significant difference according to gender (t=-1.010; p>0.05).

PA levels of teachers show a significant difference according to gender (t=2.829; p<0.05). Male teachers' PA scores (X̄=2954.93) are higher than female teachers' PA scores (X̄=2120.10).

Table 4. T-test results of SMA and PA scores by marital status

Variables	Groups	N	X̄±SD	t	p
PA	Single	133	3245,48±3807,839		
	Married	275	2255,84±2447,062	3,167	,002
SMA	Single	133	2,869±,853		
	Married	275	2,394±,768	5,441	,000
SMA VT	Single	133	2,959±,874		
	Married	275	2,461±,844	5,452	,000
SMA VC	Single	133	2,759±,914		
	Married	275	2,311±,764	5,190	,000

SMA: Social Media Addiction, SMA VT: Social Media Addiction Virtual Tolerance, SMA VC: Social Media Addiction Virtual Communication, PA: Physical Activity, *n: Number of Persons, X̄: Mean, SD: Standard Deviation, t: T Value, p: P Value.

In Table 4, it is found that the PA levels of teachers differ significantly according to marital status. (t=3.167; p<0.05). The PA levels of single teachers (X̄=3245.48) are higher than the PA levels of married teachers (X̄=2255.84).

The level of SMA among teachers shows a significant difference according to marital status (t= 5.441; p<0.05). The SMA levels of single teachers (X̄=2,869) are higher than the SMA levels of married teachers (X̄=2.394).

Teachers' SMA sub-dimension VT level shows a significant difference according to marital status (t=5.452; p<0.05). Single teachers' SMA VT scores (X̄=2.959) are higher than married teachers' SMA VT scores (X̄=2.461).

Teachers' SMA sub-dimension VC level shows a significant difference according to marital status (t= 5.190; p<0.05). SMA VC scores of single teachers (X̄=2.759) are higher than those of married

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teachers ($\bar{X}$=2.311).

Tablo 5. ANOVA results of teachers' SMA, SMA sub-dimension VT, SMA sub-dimension VC, and PA levels according to the time spent on daily social media:

Variables	Social Media Duration	N	$\bar{X}\pm$SD	F	P	Significant Difference
SMA	0-1 (a)	77	1,843±,580	53,466	,000*	b>a; c>a; c>b
	1-3 (b)	268	2,625±,788			
	3-6 (c)	63	3,087±,679			
	Total	408	2,549±,827			
SMA VT	0-1 (a)	77	1,831±,575	63,529	,000*	b>a; c>a; c>b
	1-3 (b)	268	2,700±,828			
	3-6 (c)	63	3,267±,739			
	Total	408	2,624±,884			
SMA VC	0-1 (a)	77	1,858±,652	32,386	,000*	b>a; c>a; c>b
	1-3 (b)	268	2,533±,832			
	3-6 (c)	63	2,867±,711			
	Total	408	2,457±,841			
PA	0-1 (a)	77	2815,75±2650,903	,848	,429	-
	1-3 (b)	268	2439,65±2438,170			
	3-6 (c)	63	2878,81±4928,534			
	Total	408	2578,44±2991,591			

*SMA: Social Media Addiction, SMA VT: Social Media Addiction Virtual Tolerance, SMA VC: Social Media Addiction Virtual Communication, PA: Physical Activity, *n: Number of Persons, $\bar{X}$: Mean, SD: Standard Deviation, F: ANOVA F Value, p: P Value*

Looking at Table 5, it is seen that teachers' SMA levels differ significantly according to the time spent on social networks (F=53.466; p<.05). To determine how SMA differs according to the time spent on daily social media, the consequences of the LSD test were examined. Accordingly, SMA scores of teachers who spend 1-3 hours a day on social media ($\bar{X}$=2.625) are higher than teachers who spend time on social media between 0-1 hour a day ($\bar{X}$=1,843). The SMA levels of the teachers who spend 3-6 hours on social media per day ($\bar{X}$=3,087) are higher than the SMA levels ($\bar{X}$=1,843) of the teachers who spend time on social media between 0-1 hour per day. The SMA of the teachers who spent 3-6 hours on social media (X=3,087) was found to be higher than the SMA levels of the teachers who spent 1-3 hours (X=2.625) on social networks.

It is seen that the SMA VT levels of the teachers differ significantly according to the time spent on daily social media (F=63,529; p<.05). The LSD test was conducted to determine how the SMA sub-dimension VT differs according to the time spent on daily social

media. Accordingly, SMA VT ($\bar{X}$=2,700) of teachers who spend 1-3 hours a day on social networks were ascertained to be more than those who spend 0-1 hours on social networks daily ($\bar{X}$=1,831). The SMA VT levels of the teachers who spend 3-6 hours on social media daily ($\bar{X}$=3,267) are higher than the SMA VT levels ($\bar{X}$=1,831) of the teachers who spend 0-1 hours on social media daily. It has been determined that the SMA VT levels of teachers who spend 3-6 hours a day on social media ($\bar{X}$=3,267) are higher than the SMA VT levels of teachers who spend 1-3 hours daily on social med ($\bar{X}$=2,700).

It is seen that the SMA VC levels of teachers differ significantly according to the time spent on daily social media (F=32,386; p<.05). To determine how the SMA sub-dimension VC differs according to the time spent on daily social media, the results of the LSD test were examined. SMA VC levels of teachers who spend 1-3 hours a day on social media ($\bar{X}$=2.533) are higher than teachers who spend time on social media between 0-1 hour per day ($\bar{X}$=1,858). SMA VC levels of teachers who spend 3-6 hours on social media a day ($\bar{X}$=2.867)

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are higher than teachers who spend 0-1 hour on social media per day (X̄=1,858). It has been determined that the SMB SI levels of the teachers who spend 3-6 hours on social media per day (X̄=2.867) are higher than those of the teachers who spend 1-3 hours daily on social media (X̄=2.533).

It is seen that teachers' PA levels do not differ significantly according to the time they are on social media (F=,848; p>,05).

Table 6. ANOVA results of teachers' SMA, SMA sub-dimension VT, SMA sub-dimension VC and PA levels by age groups:

Variables	Age Groups	N	X̄±SD	F	P	Significant Difference
SMA	22-29 (a)	66	3,034 ±,803	17,514	,000*	a>b; a>c; a>d; b>c; b>d; c>d
	30-39 (b)	198	2,612 ±,816			
	40-49 (c)	108	2,307 ±,760			
	50-65 (d)	36	2,038 ±,562			
	Total	408	2,549 ±,827			
SMA VT	22-29 (a)	66	3,136 ±,813	16,920	,000*	a>b; a>c; a>d; b>c; b>d; c>d
	30-39 (b)	198	2,687 ±,873			
	40-49 (c)	108	2,377 ±,832			
	50-65 (d)	36	2,075 ±,664			
	Total	408	2,624 ±,884			
SMA VC	22-29 (a)	66	2,910 ±,888	14,502	,000*	a>b; a>c; a>d; b>c; b>d; c>d
	30-39 (b)	198	2,519 ±,830			
	40-49 (c)	108	2,222 ±,756			
	50-65 (d)	36	1,993 ±,587			
	Total	408	2,457 ±,841			
PA	22-29 (a)	66	2992,18 ±3925,668	2,041	,108	-
	30-39 (b)	198	2250,47 ±2336,454			
	40-49 (c)	108	3006,17 ±3554,080			
	50-65 (d)	36	2340,58 ±2134,077			
	Total	408	2578,44 ±2991,591			

*SMA: Social Media Addiction, SMA VT: Social Media Addiction Virtual Tolerance, SMA VC: Social Media Addiction Virtual Communication, PA: Physical Activity, *n: Number of Persons, X̄: Mean, SD: Standard Deviation, F: ANOVA F Value, p: P Value*

When Table 6 is examined, it is seen that the SMA levels of teachers differ significantly according to age groups (F=17.514; p<.05). To determine how SMA differs according to age groups, the results of the LSD test were examined.

Accordingly, the SMB levels of the teachers in the 22-29 age group (X=3,034) are higher than the SMB levels of the teachers in the 30-39 age group (X=2.612) and the SMB levels of the teachers in the 40-49 age group (X=2.307). In addition, the SMB levels of teachers in the 22-29 age group (X=3,034) are higher than the SMB levels of teachers in the 50-65 age group (X=2.038). The SMB levels of the teachers in the 30-39

age group (X=2.612) are higher than the SMB levels of the teachers in the 40-49 age group (X=2.307), and the SMB levels of the teachers in the 50-65 age group (X=2.038). The SMB levels of the teachers in the 40-49 age group (X=2.307) are higher than the SMB levels of the teachers in the 50-65 age group (X=2.038).

It is seen that teachers' SMA sub-dimension VT levels differ significantly according to age groups (F=16,920; p<.05). The LSD test was performed to determine the difference in SMA VT levels according to age groups. SMA VT levels of teachers aged 22-29 (X̄=3,136), SMA VT levels of teachers aged 30-39 (X̄=2.687), and SMA VT levels of teachers aged 40-49

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($\bar{X}$=2.377) and 50-65 age group teachers' SMA VT levels were found to be higher ($\bar{X}$=2,075). 30-39 age group teachers' SMA VT levels ($\bar{X}$=2.687) are higher than the 40-49 age group teachers' SMA VT levels ($\bar{X}$=2.377) and 50-65 age group teachers' SMA VT levels ($\bar{X}$=2.075). It has been determined that the SMA VT levels of the 40-49 age group teachers ($\bar{X}$=2.377) are higher than the SMA VT levels ($\bar{X}$=2,075) of the 50-65 age group teachers.

It is seen that teachers' SMA sub-dimension VC levels differ significantly according to age groups (F=14.502; p<.05). The LSD test was conducted to determine how the SMA VC level differs according to age groups. SMA VC levels of teachers in the 22-29 age group ($\bar{X}$=2.910), SMA VC levels of the teachers in the 30-39 age group ($\bar{X}$=2.519), and SMA VC levels of the teachers in the 40-49 age group ($\bar{X}$=2.222) and the 50-65 age group were found to be higher than teachers' SMA VC levels ($\bar{X}$=1,993). It was determined that the SMA VC levels of the teachers in the 30-39 age group ($\bar{X}$=2,519) were higher than the SMA VC levels of the teachers in the 40-49 age group ($\bar{X}$=2.222), and the SMA VC levels of the teachers in the 50-65 age group ($\bar{X}$=1,993). It was determined that the SMA VC levels of the teachers in the 40-49 age group ($\bar{X}$=2.222) were higher than the SMA VC levels ($\bar{X}$=1,993) of the teachers in the 50-65 age group.

It is seen that the PA levels of teachers do not differ significantly according to age groups (F=2.041; p>.05)

DISCUSSION

It was determined that 28.7% of the teachers participating in the study were inactive in the context of PA, 44.1% were moderately active, and 27.2% were active.

In the study, 22.3% of the teachers do not have SMA. 33.8% of them have a low level of SMA. 26.2% of them are at a moderate level of SMA. It was determined that 16.9% had high levels of SMA and 0.7% had very high levels of SMA. When searched in the literature, there are similar results despite the

difference in rates [8, 20].

According to the Pearson correlation analysis, it is seen that there is a weak and negative relationship as seen in Table 2. It was determined that there was a weak and negative significant relationship between the level of PA participation and the SMA sub-dimension VT. It was determined that there was a weak and negative significant relationship between the level of participation in PA and the SMA sub-dimension VC. Similar research results in the literature generally support our findings [21, 22, 23].

As seen in Table 3, SMA does not show a significant difference according to gender. Despite this, male teachers' SMA values are lower than female teachers' SMA values. A study of adults [24], as well as studies by [25, 26], support our study. In all these studies, it was found that there was no difference between men and women in terms of SMA. In addition, different findings are also encountered [27, 28]). Although there is no clear explanation for the different results, the use of social media for very different purposes may be one of the reasons for these differences.

According to Table 3, teachers' SMA sub-dimension VS levels differ according to gender. The SMA VT sub-dimension values of female teachers are higher than the values of male teachers. According to this result, it can be stated that female teachers gradually increase the duration of use to achieve the same effect. Regarding gender, there is no significant difference between SMA sub-dimension VC levels.

According to Table 4. According to this result, it is thought that both male and female teachers prefer real-life communication instead of virtual communication.

PA participation levels differ by gender in table 3. PA values of male teachers are higher than female teachers' PA values. In different studies conducted in various countries, it has been determined that men have higher PA levels than women [8, 29]. It is thought that this may be related to the fact that men take on the responsibilities that they can be more physically active in daily life.

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When Table 4 is examined, teachers' SMA, SMA VT and SMA VC levels show significant differences according to marital status. SMA, SMA VT and SMA VC levels of single teachers are higher than those of married teachers. Similar results have been obtained in the literature [30, 24, 31]. In line with these findings, it can be thought that those who are alone are more on social media, and married individuals spend less time on social media due to their responsibilities to their spouses. Based on these results, single people prefer virtual communication because they use social media more. Since this situation requires being more present on social media, it can be stated that it causes their virtual tolerance to be high.

According to Table 4, PA levels of teachers differ according to marital status. The PA levels of single teachers are higher than the PA levels of married teachers. This finding is consistent with some research results [32, 33]. It is thought that the fact that married people are less physically active due to spending more time at home may be related to these findings.

As seen in Table 5, the total SMA scores of the teachers, and SMA sub-dimension VT and SMA sub-dimension VC levels differ significantly according to the time spent on daily social media. It has been observed that teachers' SMA, SMA sub-dimensions VT, and VC levels increase in direct proportion to the time they spend on daily social media. Our study result is similar to the finding that "social media has a high risk of addiction [34]". Some results overlap with our research findings [35]. In a study on university students in Turkey, the result that almost half of the students participating in the research prefer to spend time on social media in their spare time supports our study [36]. According to Table 5, it is seen that the PA levels of the teachers do not show a significant difference according to the time they are on social media.

Table 6 shows that SMA, SMA sub-dimension VT, SMA sub-dimension VC and PA levels of teachers differ significantly according to age groups. According to age groups, teachers' SMA and SMA sub-dimensions VT and VC levels decreased as age increased. When the literature is examined, we come across studies supporting these results [37, 38]. According to Table 6, PA levels of teachers do not differ according to age groups.

CONCLUSIONS

Uncontrolled internet and social media use pose a problem for teachers. Lack of physical activity also negatively affects public health. Teachers have a great responsibility in dealing with these problems. The effect of teachers on all segments of society is an undeniable fact. They shape the future. In this respect, the research is important in terms of raising awareness about the lack of PA and SMA, which are important problems of our age. Encouraging physical activity instead of social media, especially in leisure time, can positively affect individual and public health. For teachers to be healthy in all aspects and to be good examples to students and therefore to the whole society, their PA levels should be high and their SMA should be low. To achieve this goal, the Ministry of National Education and related institutions should establish the necessary policies and carry out studies. In addition to these results, it is thought that our study will enrich the literature in this field and contribute to and inspire research on different professions.

Based on the results of the research, the following suggestions can be made:

- This research is limited to teachers and a certain period. Therefore, more general results can be obtained by conducting similar studies on other occupational groups and studies on other occupational groups and wider audiences.
- Seminars can be given to teachers to prevent SMA
- Teachers can be trained for PA participation. Activities to increase teachers' participation in PA can be organized through in-service activities.
- Based on the finding that 43.1% of teachers are moderately and highly addicted to social media, studies can be conducted on the use

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of social media for educational purposes.

CONFLICT OF INTERESTS

No potential conflict of interest was reported by the authors

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