

The predictive power of game addiction and social media addiction on adolescents' lifestyle

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Abstract

This study was conducted as a descriptive and cross-sectional study to examine the effects of game addiction and social media addiction on the lifestyle of Turkish adolescents. The study was conducted between May to June 2022, involved 1116 adolescents in the 13–18 age group receiving education in three high schools situated in the Western region of Turkey. Data were collected online with the Descriptive Information Form, Game Addiction Scale Short Form for Adolescents (GAS), Social Media Addiction Scale for Adolescents (SMAS), and Adolescent Lifestyle Profile Scale (ALP). Mean, percentage, *t* test, analysis of variance and linear regression analysis were used for analyzing data. There was a statistically significant difference between the presence of social media accounts and smartphones, duration of having social media account, average time spent daily on social media accounts and virtual games, social media use characteristics for the last 6 months, interests of influencers followed on social media, affection by influencers, and effect of social media on daily life and the mean scores on GAS, SMAS, and ALP. It was determined that game addiction and social media addiction explained 61.8% of the lifestyles of adolescents and significantly affected them. In addition, social media use characteristics, game addiction, and social media addiction explain and significantly predict the lifestyle of adolescents at a rate of 62.8%. The results of the study reveal that game addiction and social media addiction is a significant

predictor of Turkish adolescents' lifestyle. It can be recommended to provide trainings that shed light on the importance of efficient use of technology to adolescents and their parents and to evaluate the effectiveness of these trainings.

KEYWORDS

adolescent, game addiction, lifestyle, social media addiction

Practitioner points

- The game and social media addiction and social media use characteristics affect the mean adolescent lifestyle scores.
- Health professionals and school workers should collaborate with professionals from various disciplines and plan training to promote healthy use of the internet and smartphones.
- It is necessary to determine the causes and addiction levels of social media use and online gaming in future comprehensive studies.

1 | INTRODUCTION

The desire to play games can be addressed within the framework of the need for entertainment. However, meeting this need in nonfunctional ways may cause some obstacles. With the development of technology, games, which basically teach the child while entertaining them and develop them in cognitive, psycho-motor, social, and emotional aspects, have started to shift in a different direction in terms of content and type (Cohen, 2018; Hamari & Keronen, 2017). Games are now being played in virtual environments and with virtual people. Such interaction in the virtual world digitizes the child's world, as in every individual. In today's world, children have the ability to engage with virtual characters and can be influenced by negative scenarios like violence or self-harm (Cernikova et al., 2016). This can lead to severe problems such as game addiction, especially in adolescence, when behavior and attitude development is provided (Aydoğdu Karaaslan, 2015).

Game addiction is considered a sub-dimension of internet addiction within the scope of technological addictions. Considering the use of the internet in adolescence, it is observed that internet use is mostly entertainment and game-oriented (Esposito et al., 2020). The problem of game addiction has emerged with the beginning of meeting the need for games in the electronic environment (Özgür, 2019). Kuss et al. (2013) determined that game playing (2.3%) increased the risk of addiction (Kuss et al., 2013). Game addiction is defined as constantly thinking about playing games, being busy with the game, and not being able to stop playing. Game addiction can cause various situations such as preoccupation with games in adolescence, development of withdrawal symptoms when not playing, starting to play moreover time, unsuccessful attempts to reduce playing, giving up other activities for games, lying to family members and experts about the time allocated to play, escaping from negative emotions, having problems and conflicts with other people (Esposito et al., 2020; Kuss et al., 2013; Özgür, 2019).

Today, the combined use of technology and the Internet has provided individuals with various opportunities and the Internet has become a part of daily life, especially with the widespread use of smartphones

(Hou et al., 2019). Social media addiction, on the other hand, is defined as “the state of losing one's will in using social media and technology, not being able to control oneself and lead a life without using technology and social media” (Hou et al., 2019). Although the benefits of technology and the Internet are undeniable, development-related physical (eyes, neck, body posture, hands problems, insomnia, eating irregularity, etc.) and social (negative effect on success, problems in relationships with the environment, inability to manage time, not participating in various activities, not communicating with friends outside of the Internet, etc.) problems have reached such serious unignorable dimensions (Kuss et al., 2013). In these studies, it was emphasized that the above-mentioned increase causes young people and adolescents to experience new problems (van den Eijnden et al., 2016), that the overuse can lead to addiction among young people and adolescents (Cerniglia et al., 2019; Fabris et al., 2020).

Adolescence is a crucial period of life in which health-related behaviors and attitudes develop (World Health Organization, 2018). One of the most important elements in the protection and development of health is the development of health awareness of the individual. It is important to help adolescents take responsibility for their health and make decisions when necessary (World Health Organization, 2018). Adolescence should be carefully considered since in this period, behaviors change and the basis of adult behaviors is formed. Negative attitudes and behaviors that may develop during this period increase the potential of individuals to maintain these behaviors in their future lives (Ardic & Esin, 2015). Therefore, the prevention of negative behaviors and attitudes that may develop in adolescents is an important public health problem. In particular, physical or psychological conditions such as physical inactivity, malnutrition, game addiction, and social media addiction seriously affect the lifestyle of adolescents (Akram & Kumar, 2017; Erdoğanoğlu & Arslan, 2019). Therefore, there is a need for research to determine the negative effects that may arise due to game and social media addictions and their relationship with a healthy lifestyle, quality of life, and physical and mental problems (Taş, 2017). For this reason, it is important to continue to identify healthy lifestyle behaviors and the affecting key variables (Marques et al., 2020). It is important to determine the effects of various addictions such as game and social media addiction, which are among these variables, on the lifestyle of adolescents for the development of healthy lifestyle behaviors. Determining the game and social media addiction variables that affect healthy lifestyle behaviors in adolescents will enlighten future intervention studies in this area. The most important reason for conducting research on the adolescent group in this study is that it is an age group where adult behaviors and habits are formed, correct behaviors can be achieved and transferred to the whole life. In the literature, there are studies in which each variable is examined separately (Cerniglia et al., 2019; Esposito et al., 2020; Fabris et al., 2020; Hamari & Keronen, 2017; Hou et al., 2019; Kuss et al., 2013; Özgür, 2019). However, no study has examined the effects of all variables on each other. For this reason, there is a need for studies that will examine the effects of game addiction and social media addiction on the lifestyle of adolescents in our country.

This study aimed to determine the predictive power of game addiction and social media addiction of Turkish adolescents on their lifestyles. In the research, answers to the following questions were sought:

1. What are the mean scores of Turkish adolescents on the game addiction, the social media addiction, and the lifestyle?
2. Do game addiction, social media addiction and lifestyle differ according to the sociodemographic and social media use characteristics of the adolescents?
3. What is the predictive power of game addiction and social media addiction on Turkish adolescents' lifestyles?

2 | METHODS

2.1 | Study design and setting

This descriptive and cross-sectional study was conducted to examine the effect of game addiction and social media addiction on the lifestyle of Turkish adolescents. The research was carried out between May and June 2022 with

adolescents receiving education in three high schools located in the western region of Turkey. In the current study, the Strengthening the Reporting of Observational Studies in Epidemiology (STROBE) checklist for reporting cohort, case-control, and cross-sectional studies and Checklist for Reporting Results of Internet E-Surveys (CHERRIES) were used.

2.2 | Study sample and properties

The sample size required for the study was calculated in the G*POWER statistical analysis program with a type I error of 0.05 and a type II error of 0.20 (power 0.80) and the sample size was calculated as 270 adolescents based on three variables and medium effect size (0.15) in the regression analysis. A total of 1116 adolescents (616 girls and 500 boys) who were in the 9th, 10th, 11th and 12th grades, aged between 13 and 18 and volunteered to participate in the research, participated in the study. Data collection tools were implemented to adolescents who voluntarily agreed to participate in the study in the schools where the research was conducted and whose parents submitted written consent. Due to the COVID-19 pandemic, the surveys were not delivered in hard copy, instead, a link including the surveys was created via a Google form. In the link, a question was asked about whether parents and adolescents would consent to participate in the study. Parents were also sent a link with a question about whether their children agreed to participate in the study. Moreover, the adolescents first responded to two questions at the beginning of the form asking whether they and their parents would consent to participate in the study. Survey questions were asked to the adolescents who agreed to participate in the study. Electronic data collection was preferred as it allows participants to be uninfluenced by others and make an objective assessment. The online collection of data also determines the time spent while answering the questions and gives more accurate answers as the identities of the participants are not revealed. To detect repetitions in the data, the adolescents were asked to write an anonymous number (the first two letters of their name, the first two letters of their surname) on the data collection forms. When the data set was examined, 52 repetitions were identified according to the anonymous number and these repetitions were excluded from the data set. A total of 1116 adolescents participated in the research.

2.3 | Data collection tools

2.3.1 | Descriptive information form

The form consists of eight questions regarding descriptive data such as age, gender, economic level, educational status of parents, presence of a smartphone, presence of social media account, and time spent on social media.

2.4 | Game Addiction Scale (GAS) Short Form for Adolescents

The GAS Short Form for Adolescents was developed by Anli, (2018) in accordance with the criteria of DSM-5 to determine game addiction in adolescents. The scale has a total of 9 items. In the scale prepared with the 5-point Likert system, the items are ranked between "1 = never" and "5 = always". The minimum score obtainable from the scale is 9 and the maximum score is 45. An increase in the score on the scale indicates that game addiction increases in adolescents. In the validity and reliability study, it was observed that the single factor explains 42.806% of the total variance of the scale. Factor covariances of the scale items were ranged from 0.19 to 0.57, factor loadings of the items were ranged from 0.43 to 0.76, and item total correlations were ranged from 0.340 to 0.653. The Cronbach alpha coefficient is 0.81 in the validity and reliability study and was calculated as 0.78 in this study (Anli, 2018).

2.5 | Social Media Addiction Scale (SMAS) for Adolescents

The SMAS was developed by van den Eijnden et al. (2016). The scale was developed as unidimensional, considering the diagnostic criteria of internet game addiction, which will be investigated in DSM-V and included in the undetermined diagnosis section. The scale was first developed with 27 items then a 9-item short form was created. The items are answered as "Yes" or "No." The cut-off point of the scale is 5. The total scale score ranges between 0 and 9-points. Accordingly, those who answer "Yes" to five or more items out of nine are considered social media addicts. In the validity and reliability study, it has been detected that the scale consists of nine items and one factor which account for 35% of total variance. The factor loading points of the scale have been varied from 0.52 to 0.66. The Cronbach α coefficient is 0.76 in the validity and reliability study and was calculated as 0.79 in this study. (Taş, 2017; van den Eijnden et al., 2016).

2.6 | The Adolescent Lifestyle Profile (ALP) Scale

The scale was developed by Hendricks et al. (2006) and its Turkish validity and reliability study was carried out by Ardic and Esin (2015). The ALP Scale consists of 40 items and all items are positive. The items are ranked on a 4-point Likert-type scale (Never = 1, Sometimes = 2, Often = 3, and Always = 4). The scale score ranges between 40 and 160. The scale does not have a cut-off point. The level of positive health behavior increases as the score increases. In the validity and reliability study, it has been found that the scale consists of 40 items which account for 46.87% of total variance. The factor loading points of the scale have been varied from 0.33 to 0.75. The Cronbach alpha coefficients of the total scale and the subscales were found to be between 0.61 and 0.87 (Ardic & Esin, 2015). In this study, the total Cronbach alpha value was calculated as 0.93.

2.7 | Ethical considerations

Before the research, permission was obtained from the authors of the scales used in the research via e-mail. To conduct the study, ethics approval was obtained from the noninvasive Clinical Research Ethics Committee of a university. The responsible researcher explained the purpose of the study and received informed consent from all participants via the online form. Participants were allowed to withdraw from the study without stating any reason.

2.8 | Data analysis

The data were analyzed using SPSS version 25.0 (IBM Corp). The Shapiro–Wilk normality tests were used on the study's data, and the *t*-test was used at the =0.05 significance level for pairwise comparisons of the normally distributed data. Frequency and percentage were calculated for categorical variables. Mean and standard deviation were calculated for the normally distributed characteristics. The *t*-test and analysis of variance were utilized to compare the scale scores according to sociodemographic and social media use characteristics. By using the Bonferroni corrected Mann–Whitney *U* test, which measures the difference originated was determined. In this study Pearson's correlation analysis was employed to determine the correlation game addiction, social media addiction and adolescents' lifestyles. The predictive level of game addiction and social media addiction on Turkish adolescents' lifestyles was examined by linear regression analysis. Whether there is multicollinearity between game addiction and social media addiction and the lifestyle of Turkish adolescents was evaluated by VIF and tolerance analysis. Results were evaluated with a 95% confidence interval and $p < .05$ value accepted as a significance level.

3 | RESULTS

3.1 | Sociodemographic and social media use characteristics of adolescents

The mean age of the adolescents participating in the study was 15.84 ± 1.11 years; 55.2% ($n = 616$) of them were girls and 44.8% were boys. 13.3% ($n = 148$) of the adolescents' fathers were literate; 19.7% ($n = 220$) were primary school graduates; 43.4% ($n = 484$) were high school graduates; 23.7% ($n = 264$) had an undergraduate/graduate. Of the mothers, 14.4% ($n = 161$) were literate; 19.4% ($n = 216$) were primary school graduates; 44.1% ($n = 492$) were high school graduates; 22.1% ($n = 247$) had an undergraduate/graduate degree. When the economic situation perceived by the adolescents was examined, 23.7% ($n = 264$) perceived their economic status very good; 35.5% ($n = 396$) perceived as good; 23.7% ($n = 264$) perceived as moderate; 13.3% ($n = 148$) perceived as poor; 3.9% ($n = 44$) perceived as very poor. The mean time spent by adolescents on social media per day was 2.12 ± 0.48 h and the mean number of influencers followed on social media was 2.45 ± 0.32 . Table 1 presents information on the social media use characteristics of the adolescents participating in the study. In this study, it was determined that adolescents were homogeneous in terms of sociodemographic and social media use characteristics and have similar characteristics ($p > .05$).

3.2 | Comparison of mean game addiction, social media addiction, and lifestyle scores of adolescents according to their sociodemographic and social media use characteristics

The mean scores of the adolescents on GAS, SMAS, and ALP were 25.46 ± 6.97 (min = 9.00–max = 75.00), 4.16 ± 1.66 (min = 0.00–max = 9.00), and 104.05 ± 22.23 (min = 44.00–max = 150.00), respectively.

There was no statistically significant difference between the sociodemographic variables of the adolescents and their mean scores on GAS, SMAS, and ALP ($p > .05$, Table 2).

There was a statistically significant difference between the presence of social media accounts and smartphones, duration of having social media account, average time spent daily on social media accounts and virtual games, social media use characteristics for the last 6 months, interests of influencers followed on social media, affection by influencers, and effect of social media on daily life and the mean scores on GAS, SMAS, and ALP ($p < .05$) whereas no statistically significant difference was detected between the presence of an influencer active followed on social media and the mean scale scores ($p > .05$, Table 3). Through the Bonferroni-corrected Mann–Whitney U test, from which measurement the difference between the duration of having a social media account, the average time spent daily on social media accounts and virtual games, the social media use characteristics for the last 6 months, the interests of the influencers followed on the social media, and the effect of social media on daily life was identified. As a result of the test, the difference in the average time spent daily on social media accounts and virtual games among the adolescents was observed to arise from adolescents in the group who spent more than 3 h; the difference in the duration of having social media accounts was due to those who had accounts for 4–6 years; the difference in the social media use characteristics in the last 6 months was found to arise from those who used social media for other reasons; the difference in the interests of influencers followed on social media was due to those who preferred make-up and exercise categories; the difference in the effect of social media on daily life was mostly caused by the adolescents who stated that social media affected their daily lives.

3.3 | The correlation between game addiction, social media addiction and health lifestyle of adolescents

There were moderately positive correlations between GAS total scores and SMAS total scores ($r = .548$). There were highly negative correlations between GAS total scores and ALP total scores ($r = -0.743$). There were moderately negative correlations between SMAS total scores and ALP total scores ($r = -0.574$) (Table 4).

TABLE 1 Social media use characteristics of the adolescents participating in the study.

Variable (n = 1116)	n	%
<i>Social media account presence</i>		
Yes	1046	93.7
No	70	6.3
<i>Smartphone presence</i>		
Yes	1046	93.7
No	70	6.3
<i>Social media platforms used (multiple options marked)</i>		
Twitter	352	31.5
Facebook	330	29.6
Instagram	782	70.1
Whatsapp	1046	93.7
Tiktok	370	33.2
Youtube	738	66.1
<i>Duration of social media account existence</i>		
<1 years	306	27.4
1–3 years	444	39.8
4–6 years	296	26.5
No social media account	70	6.3
<i>Average time spent on social media accounts per day</i>		
<1 h	336	32.8
1–3 h	564	50.5
>3 h	116	10.4
Spend no time at all	70	6.3
<i>Average time spent in virtual games per day</i>		
<1 h	306	27.4
1–3 h	564	50.5
>3 h	176	15.8
Spend no time at all	70	6.3
<i>Social media usage feature for the last 6 months</i>		
Follow other people's posts	454	40.7
Comment/like on other people's posts	30	2.7
Actively sharing	458	41.0
Other	104	9.3
Does not use social media account	70	6.3

TABLE 1 (Continued)

Variable (n = 1116)	n	%
<i>Influencer presence that is actively followed on social media</i>		
Yes	738	66.1
No	378	33.9
<i>Interests of influencers who are followed on social media</i>		
Make-up	206	18.5
Exercise	102	9.1
Nutrition and Diet	120	10.8
funny posts	310	27.8
I don't follow	378	33.9
<i>Influenced status from influencers</i>		
Affected	620	55.6
Not affected	496	44.4
<i>Social media's impact on daily life</i>		
Mostly affects	297	26.6
Rarely affects	426	38.2
Not affect	393	35.2

3.4 | The predictive power of game addiction and social media addiction on lifestyle of adolescents

In Model 1, which was created according to the relationship between the variables in the multiple regression analysis, the decrease in the mean game addiction and social media addiction scores increased the lifestyle of adolescents positively. In the model, it was determined that game addiction and social media addiction explained 61.8% of the lifestyles of adolescents and significantly affected them ($p < .001$, Table 5).

As observed in the regression analysis, social media use characteristics, game addiction, and social media addiction explain and significantly predict the lifestyle of adolescents at a rate of 62.8% ($p < .001$, Table 6). According to Model 2, the time spent daily on virtual games, the interests of influencers followed on social media, affection by influencers, the effect of social media on daily life, game addiction, and social media addiction reduce the lifestyle of adolescents by 0.053, 0.079, 0.063, 0.563, and 0.269 times, respectively ($p < .05$).

4 | DISCUSSION

Adolescence is a period in which risky health behaviors are prevalent; however, it is important in terms of adopting positive health behaviors. Adopting positive health behaviors in adolescents is an important step to create a healthy lifestyle (Marques et al., 2020; World Health Organization, 2018). However, establishing a healthy lifestyle requires a complex interaction between various determining factors. In the literature, it was highlighted that obesity, lack of physical activity, adolescent pregnancy, risky sexual behaviors, tobacco

TABLE 2 The effects of sociodemographic characteristics of adolescents on GAS, SMAS and ALP mean score.

	GAS Mean ± SD	SMAS Mean ± SD	ALP Mean ± SD
<i>Gender</i>			
Girls	25.71 ± 7.18	4.16 ± 1.68	103.81 ± 23.12
Boys	25.16 ± 6.70	4.17 ± 1.64	104.33 ± 21.11
Test value	t: 1.303	t: -0.120	t: -0.388
<i>p</i> ^a	p: .193	p: .905	p: .698
<i>Father's education level</i>			
Literate	25.24 ± 6.94	4.03 ± 1.61	105.05 ± 19.71
Primary school	25.50 ± 6.53	4.29 ± 1.74	102.94 ± 22.57
High school	25.46 ± 6.87	4.14 ± 1.65	104.81 ± 21.93
University and above	25.56 ± 7.53	4.18 ± 1.67	103.01 ± 23.82
Test value	F: 0.071	F: 0.745	F: 0.661
<i>p</i> ^b	p: .975	p: .526	p: .576
<i>Mother's education level</i>			
Literate	25.86 ± 7.11	4.11 ± 1.60	102.47 ± 21.24
Primary school	25.35 ± 6.50	4.26 ± 1.74	103.50 ± 22.31
High school	25.70 ± 7.07	4.15 ± 1.64	104.12 ± 22.48
University and above	24.83 ± 7.06	4.14 ± 1.69	105.05 ± 22.23
Test value	F: 1.061	F: 0.333	F: 0.619
<i>p</i> ^b	p: .365	p: .801	p: .603
<i>Perceived economical level</i>			
Very well	25.56 ± 7.53	4.18 ± 1.67	103.01 ± 23.82
Well	25.51 ± 6.92	4.11 ± 1.68	104.92 ± 22.27
Middle	25.31 ± 6.57	4.24 ± 1.62	103.93 ± 21.20
Bad	25.20 ± 6.82	4.16 ± 1.67	104.10 ± 21.39
Very bad	26.25 ± 6.96	4.11 ± 1.72	104.05 ± 22.23
Test value	F: 0.243	F: 0.248	F: 0.328
<i>p</i> ^b	p: .914	p: .911	p: .859

Abbreviations: ALP, Adolescent Lifestyle Profile Scale; ANOVA, analysis of variance; GAS, Game Addiction Scale Short Form for Adolescent; SD, Standart Deviation; SMAS, Social Media Addiction Scale for Adolescent.

^at test.

^bANOVA test.

addiction, alcohol and drug use, and technology addiction are risky health behaviors of adolescents that require worldwide attention and negatively affect their lifestyles (Biolcati et al., 2017; Fleary et al., 2018; Nesi & Prinstein, 2018; Ritchwood et al., 2015). Moreover, considering that adolescence is the most appropriate period for the implementation of lifestyle improvement programs, it is quite significant to reveal

TABLE 3 The effects of social media use characteristics of adolescents on GAS, SMAS, and ALP mean score.

	GAS Mean ± SD	SMAS Mean ± SD	ALP Mean ± SD
<i>Social media account presence</i>			
Yes	25.87 ± 6.93	4.22 ± 1.66	102.97 ± 22.38
No	19.45 ± 4.28	3.28 ± 1.48	120.08 ± 11.08
Test value	t: 11.540	t: 5.100	t: -11.445
<i>p</i> ^a	<i>p</i> : .000	<i>p</i> : .000	<i>p</i> : .000
<i>Smartphone presence</i>			
Yes	25.87 ± 6.93	4.22 ± 1.66	102.97 ± 22.38
No	19.45 ± 4.28	3.28 ± 1.48	120.08 ± 11.08
Test value	t: 11.540	t: 5.100	t: -11.445
<i>p</i> ^a	<i>p</i> : .000	<i>p</i> : .000	<i>p</i> : .000
<i>Duration of social media account existence</i>			
<1 years	22.76 ± 0.38	3.70 ± 0.09	112.31 ± 1.12
1–3 years	25.77 ± 0.32	4.21 ± 0.07	103.28 ± 1.06
4–6 years	29.21 ± 0.33	4.7 ± 0.08	92.86 ± 1.20
No social media account	19.45 ± 0.51	3.28 ± 0.17	120.08 ± 1.32
Test value	F: 73.298	F: 30.142	F: 59.435
<i>p</i> ^b	<i>p</i> : .000	<i>p</i> : .000	<i>p</i> : .000
<i>Average time spent on social media accounts per day</i>			
<1 h	23.78 ± 0.36	3.83 ± 0.08	109.53 ± 1.08
1–3 h	26.22 ± 0.27	4.26 ± 0.06	102.06 ± 0.91
>3 h	30.69 ± 0.58	5.26 ± 0.12	86.74 ± 1.93
Spend no time at all	19.45 ± 0.51	3.28 ± 0.17	120.08 ± 1.32
Test value	F: 55.458	F: 31.084	F: 50.361
<i>p</i> ^b	<i>p</i> : .000	<i>p</i> : .000	<i>p</i> : .000
<i>Average time spent in virtual games per day</i>			
<1 h	22.82 ± 0.38	3.68 ± 0.09	112.58 ± 1.11
1–3 h	26.27 ± 0.27	4.23 ± 0.06	102.14 ± 0.90
>3 h	29.87 ± 0.45	5.14 ± 0.10	88.96 ± 1.64
Spend no time at all	19.45 ± 0.51	3.28 ± 0.17	120.08 ± 1.32
Test value	F: 68.504	F: 39.162	F: 65.115
<i>p</i> ^b	<i>p</i> : .000	<i>p</i> : .000	<i>p</i> : .000
<i>Social media usage feature for the last 6 months</i>			
Follow other people's posts	24.57 ± 0.31	4.08 ± 0.07	106.16 ± 1.01
Comment/like on other people's posts	22.03 ± 0.87	3.33 ± 0.27	116.00 ± 2.53

(Continues)

TABLE 3 (Continued)

	GAS	SMAS	ALP
	Mean ± SD	Mean ± SD	Mean ± SD
Actively sharing	26.51 ± 0.32	4.27 ± 0.07	101.54 ± 1.05
Other	29.78 ± 0.59	4.90 ± 0.15	91.63 ± 2.19
Does not use social media account	19.45 ± 0.51	3.28 ± 0.17	120.08 ± 1.32
Test value	F: 32.573	F: 13.134	F: 23.623
p^b	p: .000	p: .000	p: .000
<i>Influencer presence that is actively followed on social media</i>			
Yes	25.88 ± 6.92	4.19 ± 1.65	103.42 ± 22.51
No	24.65 ± 6.99	4.12 ± 1.68	105.28 ± 21.66
Test value	t: 2.800	t: 0.607	t: -1.325
p^a	p: .876	p: .612	p: .363
<i>Interests of influencers who are followed on social media</i>			
Make-up	28.26 ± 0.47	4.52 ± 0.11	96.80 ± 1.65
Exercise	26.39 ± 0.84	4.18 ± 0.17	100.90 ± 2.57
Nutrition and Diet	25.20 ± 0.49	3.95 ± 0.16	107.16 ± 1.79
funny posts	24.40 ± 0.36	4.06 ± 0.88	107.19 ± 1.15
I don't follow	24.65 ± 0.35	4.12 ± 0.08	105.28 ± 1.11
Test value	F: 12.345	F: 3.228	F: 8.633
p^b	p: .000	p: .012	p: .000
<i>Influenced status from influencers</i>			
Affected	26.71 ± 7.03	4.34 ± 1.66	100.72 ± 23.05
Not affected	23.90 ± 6.58	3.95 ± 1.64	108.20 ± 20.44
Test value	t: 6.871	t: 3.859	t: -5.738
p^a	p: .000	p: .000	p: .000
<i>Social media's impact on daily life</i>			
Mostly affects	29.63 ± 0.36	4.84 ± 0.08	91.56 ± 1.28
Rarely affects	25.19 ± 0.32	4.11 ± 0.08	105.17 ± 1.04
Not affect	22.61 ± 0.31	3.72 ± 0.08	112.27 ± 0.93
Test value	F: 102.121	F: 42.035	F: 85.488
p^b	p: .000	p: .000	p: .000

Abbreviations: ALP, Adolescent Lifestyle Profile Scale; ANOVA, analysis of variance; GAS, Game Addiction Scale Short Form for Adolescent; SD, Standart Deviation; SMAS, Social Media Addiction Scale for Adolescent.

^at test.

^bANOVA test.

TABLE 4 The correlation between game addiction, social media addiction and health lifestyle of adolescents.

	1	2	3
1. Game Addiction Scale Short Form for Adolescent	1		
2. Social Media Addiction Scale for Adolescent	0.548*	1	
3. Adolescent Lifestyle Profile Scale	-0.743*	-0.574	1

* $p < .001$.**TABLE 5** The level to which game addiction and social media addiction of adolescents predict their lifestyle.

Variable	Model 1					95% confidence interval	
	B	SE	β	t	p	Lower	Upper
GAS	-1.938	0.067	-0.608	-29.019	.000	-2.069	-1.807
SMAS	-3.866	0.279	-0.290	-13.841	.000	-4.415	-3.318
R	0.786						
R ²	0.618						
F	901.920						
P	0.000						
Durbin watson	1.838						

Abbreviations: ALP, Adolescent Lifestyle Profile Scale; B, Unstandardized Beta; F, model statistics; GAS, Game Addiction Scale Short Form for Adolescent; p, level of significance; R, correlation; R², correlation coefficient (explained variance ratio); SE, Standard Error; SMAS, Social Media Addiction Scale for Adolescent; β , Standardized Beta β .

the factors affecting lifestyle for the planning of intervention studies (Marques et al., 2020). Adolescents use social media to engage in many different types of entertainment and social activities, such as playing games, leisure activities, communication, and posting pictures. However, excessive use of social media and prolonged gaming sessions can lead to various deteriorations and problems in both individual and social aspects of an adolescent's life (Ricci et al., 2023). Game and social media addiction leads adolescents to be unable to continue their daily activities, disruptions in their routines and disruptions in their lives. To develop healthy lifestyles in adolescents, it is important that the duration, frequency, and content of the use of technological devices are under supervision (Ahmed et al., 2019). Developmental problems in adolescents, musculoskeletal system in unsupervised and addictive situations problems, physical inactivity, obesity and poor sleep quality, and can give rise to negative behaviors that impact adolescents' overall health and lifestyle (Ahmed et al., 2019; Ricci et al., 2023). Considering the current literature, social media addiction, game addiction, and lifestyle have been examined as separate variables in adolescents (Cerniglia et al., 2019; Esposito et al., 2020; Fabris et al., 2020; Hou et al., 2019; Kuss et al., 2013; Marques et al., 2020; Özgür, 2019). To our knowledge, this study is important as it is the first study to examine all three variables combined.

In this study, a model was designed with regression analysis utilized to determine the relationship between game and social media addiction and the healthy lifestyles of adolescents. This model has assisted to understand the importance of the impact of social media and gaming addiction on healthy lifestyles in adolescents and to understand how they affect each other. Game addiction and social media addiction

TABLE 6 The level to which game addiction, social media addiction and social media usage characteristics of adolescents predict their lifestyle.

Variable	Model 2						
	ALP						95% CI
	B	SE	β	t	p	Lower	Upper
Social media account presence ^a	-1.013	1.861	-0.013	-0.412	0.586	-4.543	2.686
Smartphone presence ^a	-1.026	1.991	-0.011	-0.515	0.607	-4.933	2.881
Duration of social media account existence ^b	-2.746	2.509	-0.038	-1.095	0.274	-7.669	2.177
Average time spent on social media accounts per day ^c	-0.614	2.129	-0.010	-0.288	0.773	-4.791	3.563
Average time spent in virtual games per day ^c	-2.493	1.272	-0.053	-1.959	0.050	-4.989	0.004
Social media usage feature for the last 6 months ^d	1.176	1.251	0.026	0.940	0.347	-1.279	3.631
Interests of influencers who are followed on social media ^e	-0.654	0.257	-0.079	-2.541	0.011	-1.158	-0.149
Influenced status from influencers ^a	-2.232	1.491	-0.050	-1.497	0.135	-5.157	0.694
Social media's impact on daily life ^f	-3.186	1.274	-0.063	-2.501	0.013	-5.685	-0.686
GAS	-1.795	0.073	-0.563	-24.570	0.000	-1.938	-1.652
SMAS	-3.585	0.282	-0.269	-12.694	0.000	-4.139	-3.031
R					0.792		
R ²					0.628		
F					186.360		
p					.000		
Durbin Watson					1.818		

Abbreviations: ALP, Adolescent Lifestyle Profile Scale; B, Unstandardized Beta; F, model statistics; GAS, Game Addiction Scale Short Form for Adolescent; p, level of significance; R, correlation; R², correlation coefficient (explained variance ratio); SE, Standard Error; SMAS, Social Media Addiction Scale for Adolescent; β , Standardized Beta β .

^aWhile coding, the yes was coded as 1 and the no was coded as 0.

^bWhile coding, between 4 and 6 years was coded as 1 and the others degrees were coded as 0.

^cWhile coding, the more than 3 h was coded as 1 and the others degrees were coded as 0.

^dWhile coding, the others was coded as 1 and the others levels were coded as 0.

^eWhile coding, the makeup and exercise were coded as 1 and the others levels were coded as 0.

^fWhile coding, the mostly affects was coded as 1 and the others levels were coded as 0.

explained 61.8% of the lifestyle of adolescents (Table 5). Social media use characteristics, game addiction, and social media addiction explained 62.8% of adolescents' lifestyles (Table 6). When social media use characteristics were added to the model, a small change of 1% occurred in the explained variance. The effects of social media use characteristics on adolescents' lifestyles and levels of the game and social media addiction have been examined separately in studies and each study shows differences. Studies revealed that social media use characteristics are associated with adolescents' lifestyles and levels of the game and social media addiction (Buda et al., 2020; Mérelle et al., 2017; Reid Chassiakos et al., 2016). The results of this study were consistent with the previous literature.

When the findings are examined in terms of the models created in our study, model 1 showed that the decrease in the mean game addiction and social media addiction scores increased adolescents' lifestyle positively ($p < .05$, Table 5). Like all addictions, game and social media addiction pose a risk to adolescents' lifestyles (Mérelle et al., 2017). Healthy lifestyle behaviors include dimensions such as health responsibility, physical activity, healthy nutrition, positive interpersonal relationships, and stress management (Marques et al., 2020). Game and social media addiction can negatively affect these dimensions directly or indirectly. Adolescents who spend most of their time on the Internet may avoid all responsibilities, neglect their health responsibilities, and develop negative lifestyle behaviors (King & Delfabbro, 2017). Studies reported that adolescents with game addiction are more likely to have negative lifestyle behaviors such as increased substance use, developing ineffective coping methods, skipping meals, sleep irregularity, and obesity (Başdağ & Özbey, 2020; Caner & Evgin, 2021; Estévez et al., 2017; Milani et al., 2018; Zhu et al., 2015). It was also demonstrated in the literature that game and social media addictions bring about insufficient physical activity (Lissak, 2018). Furthermore, in studies evaluating risky social media use behaviors and healthy lifestyle behaviors, it was determined that risky social media use leads to an increase in the time spent sitting, a decrease in the effectiveness of the physical activity, and a sedentary life in adolescents (Domoff et al., 2019). In another study, it was seen that there was a positive correlation between smoking and social media/game addiction (Mérelle et al., 2017). It was stated that adolescents who spend a lot of time on social media become lonely and have communication problems (Murat Kirik, 2015). Internet addiction caused by uncontrolled use of social media leads adolescents worldwide to develop negative lifestyles by affecting their daily lives, academic skills, mental health, and health behaviors (Ahn, 2011; Moreno & Kolb, 2012; Rajkumar & Masih, 2019; Vaterlaus et al., 2015). The literature supports the finding in model 1.

According to model 2, spending more than 3 h on daily virtual games, being affected by the influencers followed on social media, the interest of influencers in make-up and exercise categories, the affection of daily life of adolescents by social media, and increased mean game addiction and social media addiction scores reduced adolescents' lifestyles ($p < .05$, Table 6). Adolescents go through many physical, psychological, and social changes due to the age period they are in (World Health Organization, 2018). This may cause adolescents to have problems with their friends and families and may direct them to virtual games on social media, especially in adolescents who do not have a satisfactory relationship with their friends or family (Akram & Kumar, 2017). For this reason, it is believed that negative social media use characteristics adversely affect the lifestyle of adolescents and cause game and social media addiction. In a study, it was reported that adolescents who used social media for less than 2 h a day had higher mean total lifestyle scores (Üneri & Tanıdır, 2011). Likewise, in another study, it was demonstrated that adolescents who played virtual games for more than 3 h had lower mean healthy lifestyle behaviors (Islam et al., 2020). In a study conducted with adolescents, it was determined that healthy lifestyle behaviors were higher in those who reported that social media negatively affected their daily lives (Dute et al., 2016). The literature information supports the finding in model 2.

4.1 | Strengths and limitations

This is the first study to determine the predictive power of Turkish adolescents' game addiction and social media addiction on their lifestyles. In addition, the strength of the study is that the method of this study is based on STROBE and CHERRIES. Although this study has many strengths, it also has some limitations. The most important limitation of this study is that it was conducted in high schools in Turkey, which limits the generalization of the results of this study in different populations. This study was conducted in a city located in only one region of Turkey. Including adolescents living in cities from all regions of Turkey in future studies will increase the generalizability of the study. In addition, in this study, game addiction, social media addiction and adolescents' lifestyle were evaluated. It may be recommended to plan different studies to be conducted with other variables that

may affect the lifestyle of adolescents. Although this study proves that game addiction and social media addiction have a significant impact on lifestyle, it should not be forgotten that these variables are as effective as familial, environmental, cultural and social factors.

5 | CONCLUSION

This study reveals the power of game and social media addiction to predict healthy lifestyle behaviors in adolescents. One of the important results of the study is that game and social media addiction and social media use characteristics affect the mean adolescent lifestyle scores in this study. Studies in the literature have examined the relationship between the game and social media addictions and lifestyle separately. This study is also important since it is the first to show the predictive power of the game and social media addiction on the lifestyle of adolescents and examine the three variables together. The results of the study demonstrate that it is necessary to determine the causes and addiction levels of social media use and online gaming in future comprehensive studies. In addition, it is recommended to continue studies to determine the factors that may affect these variables. Health professionals and school workers have important roles in determining social media and game addiction and healthy and risky lifestyle behaviors in adolescents, in determining the relationship between them and the affecting factors, and in changing them positively. Health professionals and school workers should collaborate with professionals from various disciplines and plan training to promote healthy use of the internet and smartphones.

6 | PRACTICE IMPLICATIONS

It is believed that providing adolescents with healthy lifestyle behaviors will reduce the time spent in social media and virtual games and benefit from the proper use of technology. In this direction, providing trainings to support the healthy use of technology to prevent social media and game addiction in cooperation with health professionals and school staff, students and their families, and making solution-oriented studies on this issue will contribute to the protection and development of adolescent health.

It will be beneficial in preventing Internet and smartphone addiction to involve international and national examples of proper use of technology in adolescents' life and the appropriate dissemination of the benefits of online gaming and social media use by encouraging and rewarding adolescents will be beneficial in preventing addiction. Health professionals and school workers can also identify adolescents with game and social media addiction risk and consult with families, which will make an important contribution to protecting society from addiction. In addition, to prevent game and social media addiction, there is a need for informative programs and materials that explain addiction in all aspects and demonstrate the relationship between healthy life and social media addiction, both in visual and written media.

It may be recommended to organize programs aimed at increasing physical activity in adolescents, coping with stress effectively, improving family-friend relationships, and gaining healthy lifestyle behaviors. Besides, it can be recommended to provide trainings that explain the importance of efficient use of technology to adolescents and their parents and to evaluate the effectiveness of these trainings.

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CONFLICT OF INTEREST STATEMENT

The authors declare no conflict of interest.

DATA AVAILABILITY STATEMENT

The participants of this study did not give written consent for their data to be shared publicly, so due to the sensitive nature of the research supporting data is not available.

ETHICS STATEMENT

To conduct the study, ethics approval was obtained from the noninvasive Clinical Research Ethics Committee of a university. This study was presented as an oral presentation at the 3rd International Mediterranean Pediatric Nursing Congress.

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