THE TURKISH JOURNAL ON ADDICTIONS
www.addicta.com.tr

ORIGINAL ARTICLE

Smartphone-Related Distractibility, Flow, and Short Video Addiction: Implications for the Mental Health of Pre-Service Special Education Teachers

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Main Points

- Smartphone-related distractibility significantly predicts both short video flow and short video addiction, highlighting multiple pathways of risk for pre-service special education teachers.
- Short video flow partially mediates the relationship between distractibility and addiction, explaining how motivational immersion can simultaneously foster engagement and reinforce problematic use.
- The integrated application of Flow Theory, Compensatory Internet Use Theory, and Uses and Gratifications Theory provides a novel explanatory framework for teachers' digital media behaviors.
- Findings emphasize that digital distractibility threatens attentional control and professional efficacy in special education contexts, where cognitive and emotional resources are especially critical.
- Results call for teacher education programs and policy initiatives that embed digital attention management and well-being competencies to mitigate risks and strengthen professional practice.

Abstract

The rapid growth of short video platforms such as TikTok, Instagram Reels, and YouTube Shorts has heightened concerns about smartphone-related distractibility, flow experiences, and addictive engagement. Excessive use of these platforms has been linked to attention deficits, stress, and diminished psychological well-being, yet little is known about these processes among pre-service special education teachers—a group requiring high levels of attentional control for their future professional roles. This study examined the explanatory role of short video flow in the relationship between smartphone-related distractibility and short video addiction. It aimed to integrate Flow Theory, Compensatory Internet Use Theory, and Uses and Gratifications Theory to explain how motivational, compensatory, and gratification-seeking mechanisms jointly contribute to addictive short video use and its mental health implications. Participants were 323 pre-service special education teachers (42.4% male, 57.6% female; M = 20.54, standard deviation = 2.73). Validated self-report measures were administered, including the Smartphone-Related Distractibility Scale, the Short Video Flow Scale, and the Short Video Addiction Scale. Structural equation modeling with bootstrapping was employed to test direct and indirect effects. Smartphone-related distractibility was positively associated with short video flow ($\beta = .569$, $p < .001$) and short video addiction ($\beta = .263$, $p < .001$). Short video flow significantly mediated the relationship between distractibility and addiction ($\beta = .343$, 95% CI [.249, .418], $p < .001$). The partial mediation model provided the best fit ($\chi^2/df = 2.50$; Comparative Fit Index (CFI) = .989; Tucker-Lewis Index (TLI) = .975; Root Mean Square Error of Approximation (RMSEA) = .068). The model accounted for 42% of the variance in flow and 51% of the variance in addiction, indicating substantial explanatory power. These findings suggest that flow experiences play an important role in explaining how digital distractibility relates to problematic short video use. The results also highlight the importance of supporting digital attention skills and promoting well-being practices within teacher education programs.

Keywords: Pre-service special education teachers, short video addiction, short video flow, smartphone-related distractibility

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Received: September 11, 2025
Revision Requested: October 14, 2025
Last Revision Received: October 18, 2025
Accepted: October 20, 2025
Publication Date: November 7, 2025

Cite this article as: Kurtça, V. E., & Laçin, E. (2025). Smartphone-related distractibility, flow, and short video addiction: Implications for the mental health of pre-service special education teachers. *Addicta: The Turkish Journal on Addictions*, 12(4), 468-474.

DOI:10.5152/ADDICTA.2025.25579

Introduction

The widespread integration of smartphones into daily life has transformed numerous domains on a global scale, ranging from communication and entertainment to education. International reports indicate that smartphone usage rates exceed 90% among young adults in both developed and developing countries (Pew Research Center, 2023; Statista, 2024). While smartphones offer unparalleled opportunities for access to information and connectivity, an increasing number of cross-cultural studies reveal their associations with challenges such as sustained attention deficits, impulsivity, and cognitive overload (Billieux, 2012; Montag et al., 2021). These risks have become even more salient with the rapid rise of short video platforms such as TikTok, YouTube Shorts, and Instagram Reels, which have gained significant popularity across Asia, North America, and Europe (Anderson, 2023; Zhang et al., 2023). Research conducted in different cultural contexts demonstrates that excessive use of these platforms is associated with impairments in executive functioning, weakened attentional control, and heightened tendencies toward addiction (Chen et al., 2023; Smith et al., 2022; Ye et al., 2025). Longitudinal studies in both Western and Eastern societies further show that these platforms—characterized by algorithmic personalization and fast-paced content streams—reinforce compulsive use and attention-related difficulties (Zhao & Wagner, 2023; van Driel et al. 2022). Collectively, these findings underscore the urgent need to investigate how short video use intersects with attention regulation and addiction across diverse sociocultural contexts.

Flow Theory (Csikszentmihalyi, 1990), Compensatory Internet Use Theory (CIUT; Kardefelt-Winther, 2014), and Uses and Gratifications Theory (UGT; Katz et al., 1974) provide complementary, and at times contradictory, perspectives on the psychological underpinnings of short video use. Flow Theory emphasizes the positive effects of concentration and immersion experiences on learning and motivation. For instance, flow experiences during teachers' engagement with professional content have been shown to enhance learning outcomes (Hamari et al., 2016). However, the same process may also diminish self-regulation, obscure time awareness, and induce distractibility, thereby increasing the risk of addiction (Zhao & Wagner, 2023). Thus, flow can yield both positive (motivation, learning) and negative (addiction, attentional disruption) outcomes in the context of short video use. Compensatory Internet Use Theory extends this discussion by suggesting that individuals use digital media not only for intrinsic pleasure but also to compensate for negative emotions such as stress, anxiety, and loneliness (Kardefelt-Winther, 2014). For example, Chen and Zhong (2022) found that teachers frequently employ social media as a coping mechanism to manage workload and professional stress. Similarly, Smith et al. (2023) demonstrated that short video consumption serves a compensatory function, particularly among teachers experiencing loneliness and burnout, but may simultaneously undermine academic performance and classroom management. Uses and Gratifications Theory situates these processes within a broader framework, positing that users actively seek gratifications such as entertainment, social connection, or information (Sundar & Limperos, 2013). Also, Wong et al. (2015) reported that teachers primarily use social media for professional content sharing and seeking social support, while Jones and Patel (2022) highlighted the role of short video platforms in knowledge acquisition and professional community building. These three theories collectively provide a multidimensional understanding of short video engagement—where flow explains the depth of immersion, CIUT reveals compensatory motives, and UGT identifies the gratifications users pursue.

In the Turkish context, several studies have documented the increasing prevalence of social media and smartphone dependency among in-service teachers. For instance, Döş and Özşahin (2019) found that social media addiction was negatively correlated with teachers' self-efficacy and motivation levels in a sample of 289 teachers from Adıyaman-Besni. Similarly, Tekin (2019) reported that 53% of teachers showed moderate to high levels of social media addiction, which was positively associated with procrastination tendencies. Karataş and Gül (2023) also highlighted that frequent social media engagement during working hours could interfere with teachers' professional productivity and instructional focus. In addition, Avcı (2020) revealed that teachers often perceive social media as "addictive," "distracting," and "time-consuming," developing metaphors that emphasize its negative impact on attention and professional engagement. Collectively, these findings suggest that problematic social media use among teachers may undermine professional efficacy and increase procrastination. However, despite these insights, limited attention has been given to short video – based social media platforms (e.g., TikTok, Reels), which have rapidly become dominant in Türkiye's digital ecosystem. Addressing this gap is crucial for understanding how the global trend of short video consumption manifests within the professional and cultural context of Turkish teachers. Therefore, examining the motivational, compensatory, and gratification-oriented processes underlying teachers' digital media use is of critical importance.

Accordingly, the primary aim of this study is to examine the explanatory role of flow experiences in the relationship between smartphone-related distractibility and short video addiction within the context of pre-service special education teachers. The theoretical contribution of this study lies in synthesizing theories often applied separately to explain teachers' digital media interactions, while its practical contribution is to inform interventions that may strengthen the professional practices of special education teachers.

Research Hypotheses

H1: There is a positive relationship between smartphone-related distractibility and short video addiction.

H2: There is a positive relationship between smartphone-related distractibility and short video flow.

H3: There is a positive relationship between short video flow and short video addiction.

H4: Short video flow plays an explanatory role in the relationship between smartphone-related distractibility and short video addiction.

Material and Methods

Participants and Procedure

The study sample consisted of 323 pre-service special education teachers. Participants' ages ranged between 18 and 45 years, with a mean age of 20.54 (standard deviation = 2.73). Regarding

gender distribution, 42.4% were male (n = 137) and 57.6% were female (n = 186). Socioeconomic status distribution was as follows: 23.8% low, 69.7% middle, and 6.5% high. Participants reported their daily screen time using four categories: 0 – 1 hours, 1 – 2 hours, 2 – 3 hours, and more than 3 hours. Among the 323 participants, 45 (14%) reported 0 – 1 hour, 120 (37%) reported 1 – 2 hours, 95 (29%) reported 2 – 3 hours, and 63 (20%) reported more than 3 hours per day on their smartphones. Regarding the most frequently used short video platforms, Instagram Reels was the most popular, used by 120 participants (37%), followed by TikTok with 95 participants (29%), YouTube Shorts with 85 participants (26%), and Facebook Watch with 23 participants (8%).

Research data were collected online on a voluntary basis. Participants were informed about the aim of the study, principles of confidentiality, and voluntary participation. Only individuals who provided written informed consent could access the survey form. Prior to data collection, ethical approval was obtained from the Ethics Committee of the researcher's university, and all procedures were conducted in accordance with ethical principles. Data were collected between March and May 2024 from pre-service special education teachers enrolled at three public universities in central Türkiye. Participants were recruited through online announcements shared via university mailing lists and social media platforms (e.g., WhatsApp groups for pre-service teachers). Participation was voluntary, and no incentives were provided. To prevent duplicate responses, the survey platform was configured to allow only one submission per account/Internet Protocol (IP) address.

Ethical approval for the study was obtained from the Ethics Committee of Trakya University (Approval No.: 07/03; Date: February 5, 2024). All procedures complied with the ethical standards of the institutional research committee and with the 1964 Helsinki Declaration and its later amendments.

Measures

Smartphone-Related Distractibility Scale

Smartphone-related distractibility was measured using a 16-item, four-factor scale developed by Throuvala et al. (2021) and adapted into Turkish by Bilge et al. (2022). The subdimensions were: Attention/Impulsivity, Online Vigilance, Multitasking, and Emotion Regulation. Reliability analyses based on Cronbach's alpha showed values of .88 for Attention/Impulsivity, .80 for Online Vigilance, .76 for Multitasking, and .76 for Emotion Regulation. Item – total correlations ranged from .49 to .76, indicating satisfactory internal consistency. Confirmatory factor analysis supported the four-factor structure of the 16-item scale. All items were rated on a 5-point Likert scale (1 = Strongly disagree, 5 = Strongly agree). Sample items include: "Notifications from my phone distract me" (Attention/Impulsivity), "I feel anxious if I do not immediately check messages on my phone" (Online Vigilance), "I use multiple apps on my phone while working" (Multitasking), and "Using my phone prevents me from engaging in unpleasant activities" (Emotion Regulation). Higher scores indicate greater levels of distractibility related to smartphone use. There are no established cut-off points; thus, scores were treated as continuous variables. In the present study, Cronbach's alpha coefficients were .837 for Attention/Impulsivity, .795 for Online Vigilance, .703 for Multitasking, and .752 for Emotion Regulation.

Short Video Flow Scale

Short video flow was assessed using the Short Video Flow Scale developed by Ye et al. (2025) and adapted into Turkish by Türk and Yıldırım (2023). The Short Video Flow Scale (SVFS) is a unidimensional scale consisting of eight items. Items are rated on a 5-point Likert scale (1 = Strongly disagree, 5 = Strongly agree), with scores ranging from 8 to 40. Higher scores indicate stronger flow experiences during short video watching. The internal consistency coefficient was α = .87 in the original study, with item – total correlations ranging from .56 to .76. Confirmatory factor analysis results supported the single-factor structure. A sample item is: "While watching short videos, I lose track of time and continue watching without realizing how much time has passed." In the present study, the Cronbach's alpha coefficient was .855.

Short Video Addiction Scale

Short video addiction was measured using the Short Video Addiction Scale (SVAS), developed based on the Video Addiction Scale by Ye et al. and adapted into Turkish by Türk and Yıldırım (2023). The SVAS consists of 10 items with a unidimensional structure. Responses are rated on a 5-point Likert scale (1 = Strongly disagree, 5 = Strongly agree), with total scores ranging from 10 to 50. Higher scores indicate greater short video addiction. Reliability analyses revealed a Cronbach's alpha coefficient of .82 in the original study. Item – total correlations ranged from .45 to .72, confirming item consistency. Confirmatory factor analysis supported the unidimensional structure. A sample item is: "I spend more time watching short videos than I planned." In the present study, Cronbach's alpha was .893.

Data Analysis

First, descriptive statistics were calculated for the study variables, followed by correlation analyses to examine the relationships among them. To test the theoretical model and evaluate causal relationships between the variables, a two-step structural equation modeling procedure was conducted. Structural equation modeling is a comprehensive statistical technique that allows simultaneous testing of multivariate relationships between observed and latent variables (Kline, 2015; Hoyle, 2012).

Model validity was evaluated using several fit indices and established threshold values: $\chi^2/df < 5$, Goodness of Fit Index (GFI), Comparative Fit Index (CFI), Normed Fit Index (NFI), Incremental Fit Index (IFI), and Tucker-Lewis Index (TLI) $\geq$ .90, and standardized root mean square residual (SRMR) and RMSEA $\leq$ .08 were considered indicators of good model fit (Hu & Bentler, 1999; Schermelleh-Engel et al., 2003). Finally, the bootstrapping method was employed to test direct and indirect effects, as it is widely recommended for producing robust results in mediation analyses (Preacher & Hayes, 2008).

Results

Preliminary Analyses

Descriptive statistics and correlation analysis findings of the variables are presented in Table 1. The skewness values of the variables ranged between −1.163 and .865, while the kurtosis values ranged between .878 and 2.681. According to Browne and Cudeck (1993), skewness values between −3 and +3 and kurtosis values between −10 and +10 are acceptable for ensuring normality. In this context, the results fell within acceptable ranges, indicating that all variables exhibited normal distribution characteristics.

Table 1.
Descriptive Statistics and Correlations

Variables	M	SD	Skewness	Kurtosis	1	2	3	4	5	6
1. Short video flow	19.97	5.76	.708	.726	–					
2. Short video addiction	25.99	7.32	.259	.323	.752***	–				
3. Attention/Impulsivity	11.59	3.19	.020	−.101	.432***	.456***	–			
4. Online vigilance	10.67	3.41	.295	−.067	.472***	.469***	.678***	–		
5. Multitasking	11.50	2.84	.034	−.050	.327***	.368***	.421***	.460***	–	
6. Emotion regulation	11.05	3.04	−.051	−.019	.434***	.496***	.550***	.551***	.519***	–

***$p < .001$.

Structural Model

In the first step of the analysis, a fully mediated model was tested in which the effect of smartphone-related distractibility on short video addiction was assumed to occur only through short video flow. The model fit indices indicated that the proposed structure demonstrated an adequate fit with the data: $\chi^2(8, N = 323) = 24.958$; $\chi^2/df = 3.12$, $p = .002$; GFI = .973; CFI = .980; NFI = .971; IFI = .980; TLI = .963; SRMR = .0300; RMSEA = .081 [.046 – .118]. To evaluate the robustness of the hypothesized mediation model, alternative models were also tested. A partial mediation model, in which smartphone-related distractibility was allowed to predict short video addiction both directly and indirectly via short video flow, was compared with the full mediation model. Results indicated that the partial mediation model provided a significantly better fit to the data ($\Delta\chi^2 = 7.46$, $\Delta df = 1$, $p < .01$). This finding supports the view that both direct and indirect pathways contribute to the relationship between smartphone-related distractibility and short video addiction. The full mediation model demonstrated (Table 2) acceptable fit ($\chi^2_{(8)} = 24.96$, $\chi^2/df = 3.12$, CFI = .980, TLI = .963, RMSEA = .081 [.046 – .118], SRMR = .030). In comparison, the partial mediation model showed improved fit ($\chi^2_{(7)} = 17.50$, $\chi^2/df = 2.50$, CFI = .989, TLI = .975, RMSEA = .068 [.032 – .103], SRMR = .028). The chi-square difference test confirmed that the partial mediation model fit the data significantly better than the full mediation model ($\Delta\chi^2 = 7.46$, $\Delta df = 1$, $p = .006$). The structural relationships and standardized path coefficients of this model are presented in Figure 1.

Bootstrapping

The bootstrapping method was employed to test the proposed model. The standardized path coefficients are displayed in Figure 1. Accordingly, the indirect effect coefficients and their 95% CIs are presented in Table 3.

Direct and Indirect Effects

When examining the standardized direct effect coefficients, the effect of smartphone-related distractibility (SRDS) on SVFS was found to be significant ($\beta = .569$, $p < .001$). In addition, SRDS significantly predicted the subdimensions of distractibility: Emotional Impulsivity ($\beta = .724$, $p < .001$), Multitasking ($\beta = .592$, $p < .001$), Online Vigilance ($\beta = .811$, $p < .001$), and Attention/Impulsivity ($\beta = .788$, $p < .001$). Moreover, the direct effect of SRDS on SVAS was also statistically significant ($\beta = .263$, $p < .001$).

The proposed mediational pathways were also tested. The indirect effect of SRDS on SVAS through SVFS was significant ($\beta = .343$, 95% CI [.249, .418], $p < .01$). This finding indicates that the flow experience during short video use partially mediates the relationship between smartphone-related distractibility and short video addiction.

Overall, these results demonstrate that both direct and indirect effects in the model are significant, supporting the notion that the influence of smartphone-related distractibility on short video addiction operates through multiple pathways. In particular, short video flow emerges as a critical mediating mechanism in this relationship.

The model accounted for 42% of the variance in short video flow ($R^2 = .42$) and 51% of the variance in short video addiction ($R^2 = .51$), indicating moderate-to-large explanatory power (Cohen, 1988). Effect size estimates further supported the practical significance of the findings: the direct effect of smartphone-related distractibility on short video addiction corresponded to a medium effect size ($f^2 = .15$), while the indirect effect via short video flow reflected a large effect ($f^2 = .25$) (Kruschke, 2015). The model's SRMR (SRMR = .030) also confirmed a good fit, reinforcing the robustness of the hypothesized relationships.

Discussion

The findings of this study reveal that teachers' experiences of distractibility, particularly in the context of short video platforms, have both positive and negative implications. Consistent with Flow Theory, short videos can provide intense concentration and immediate gratification, highlighting their motivational value. However, sustained engagement depletes teachers' cognitive resources, leading to increased distractibility and addictive

Table 2.
Model Fit Indices for Full and Partial Mediation Models

Model	χ^2 (df)	χ^2/df	CFI	TLI	RMSEA [90% CI]	SRMR
Full mediation model	24.96 (8)	3.12	.980	.963	.081 [.046 – .118]	.030
Partial mediation model	17.50 (7)	2.50	.989	.975	.068 [.032 – .103]	.028

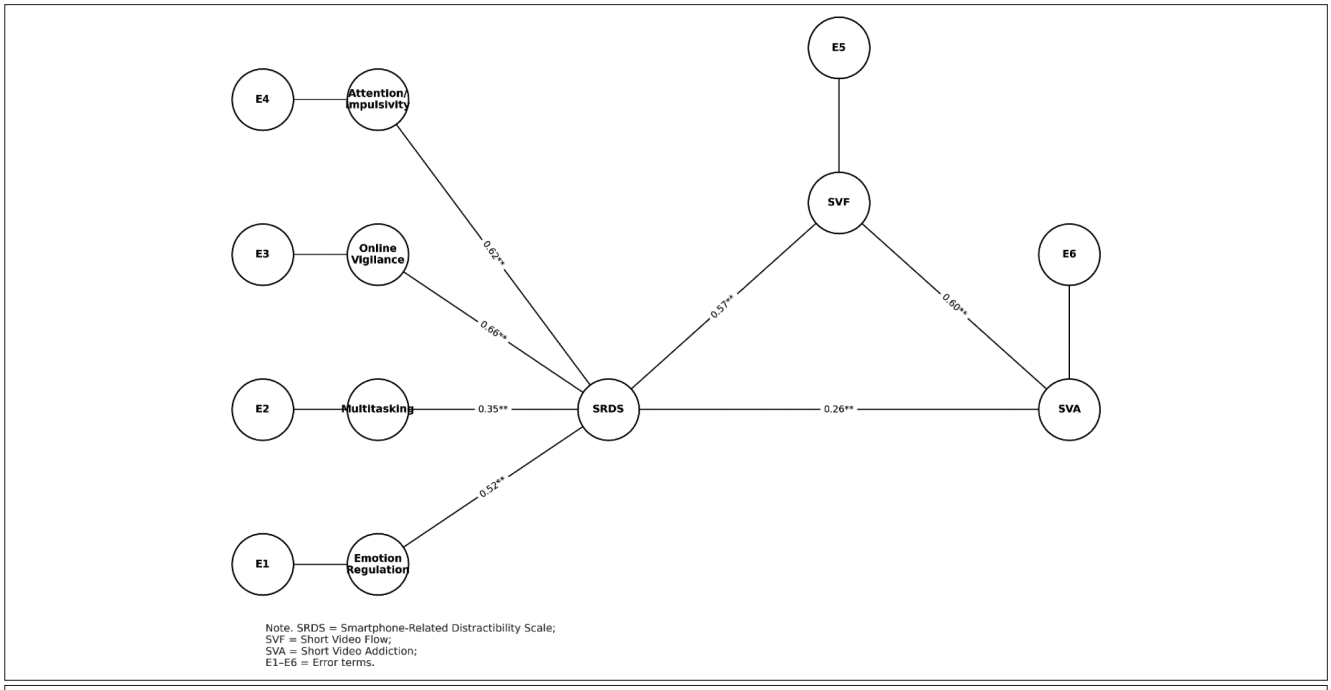

Figure 1. Structural Model.

behaviors. This duality confirms the tension between Flow's "optimal experience" and its "absorption" dimensions, which may foster distraction and problematic use (Csikszentmihalyi, 1990; Tateno et al., 2019). Beyond statistical significance, the model explained a substantial proportion of variance in both short video flow (42%) and short video addiction (51%), underscoring the practical importance of smartphone-related distractibility in shaping teachers' digital behaviors.

This study makes a distinctive theoretical contribution by integrating Flow Theory, CIUT, and UGT within a single explanatory model. While each framework has been applied separately in digital media research, their combined use in the context of pre-service special education teachers is novel. This integrative approach demonstrates how motivational immersion (Flow), compensatory coping (CIUT), and goal-directed gratifications (UGT) jointly shape distractibility and short video addiction. More importantly, by applying this synthesis to teacher education, the study extends educational psychology literature and introduces a new perspective on how digital behaviors intersect with professional competencies. This originality lies in moving beyond single-theory explanations and offering a multi-layered framework that captures both the motivational and detrimental aspects of short video use.

A particularly salient finding is that short video – induced distractibility is especially consequential for special education teachers. Working with cognitively and behaviorally vulnerable students requires higher levels of patience, persistence, and attentional control (Pellicano et al., 2022; Smith et al., 2023). The results suggest that intensive short video use compromises these skills, thereby indirectly affecting student learning. Previous studies have highlighted that problematic media use undermines classroom practices (Chen & Zhong, 2022; Wong et al., 2015), but very few have examined this issue within special education contexts. This study addresses this gap by showing that special education teachers face a dual burden: sustaining professional responsibilities while contending with distracting digital environments.

Furthermore, evidence from pre-service teachers indicates that such risks emerge even before professional entry. For example, Brown et al. (2023) reported that short video addiction tendencies were inversely related to teaching self-efficacy beliefs, highlighting the threat of distractibility for both teacher preparation and long-term professional development.

When interpreting these findings, it is also important to consider the cultural and educational context in which the study took place. In Türkiye, teacher education programs have become increasingly digitalized in recent years, yet the topic of digital well-being and attention management has not received sufficient emphasis in formal training. The popularity of platforms such as TikTok, Instagram Reels, and YouTube Shorts among university students reflects a wider cultural trend toward rapid, high-stimulation media use. Therefore, the present findings may partly

Table 3.
Indirect Effects for the Mediational Model

Model Pathways	Direct Effect (β)	Indirect Effect (β)	95% CI Lower	95% CI Upper
SRDS → SVFS	.569***	–	–	–
SRFS → SVAS	.343***	–	–	–
SRDS → SVAS (Direct)	.263***	–	–	–
SRDS → SVFS → SVAS (Indirect)	–	.343***	.249	.418

Note: SRDS = Smartphone-Related Distractibility Scale; SVFS = Short Video Flow Scale; SVAS = Short Video Addiction Scale.
***$p < .001$.

mirror these sociocultural tendencies, suggesting that teachers' digital distractibility is influenced not only by individual factors but also by the broader digital environment in which they are trained.

In addition to these cultural factors, national policies and initiatives in Türkiye have increasingly addressed digital media use and well-being among educators. The Ministry of National Education (Millî Eğitim Bakanlığı, MEB) has introduced several digital literacy and teacher training programs emphasizing responsible technology use and classroom attention management (MEB, 2023). Similarly, the Green Crescent (Yeşilay) has developed nationwide campaigns and educational modules aimed at preventing digital addiction among both students and teachers (Yeşilay, 2021). Integrating such institutional efforts with teacher education curricula could further strengthen awareness and behavioral regulation regarding short video use. Therefore, the findings of this study not only align with but also provide empirical support for these ongoing national initiatives, underscoring the need for their systematic inclusion in pre-service teacher programs.

Beyond theoretical insights, the findings offer several implications for teacher education and policy. Teacher education curricula should include structured modules on digital attention management, addressing strategies for cognitive load regulation, minimizing distraction from short-form content, and understanding the mechanisms of algorithmic reinforcement. Such training can help pre-service teachers develop sustainable digital habits prior to professional entry.

At the institutional level, faculties of education should establish clear guidelines for responsible digital media use and organize workshops promoting self-regulation strategies. At the national level, policymakers might consider incorporating digital well-being competencies into teacher standards, particularly in special education programs where attentional demands are higher. Linking these recommendations to existing evidence on teachers' digital competence and professional performance (e.g., García-Martín & Cantón-Mayo, 2019; van Driel et al., 2022; Zhao & Wagner, 2023) would also strengthen their empirical grounding and make them more actionable.

Limitations and Directions

Several limitations should be acknowledged. First, the study relied on self-report measures, which may be influenced by social desirability bias and common method variance. Second, the research was conducted with pre-service special education teachers in a single national context, which limits the generalizability of the findings to other teacher populations and to in-service educators who may experience different digital and professional conditions.

Additionally, certain personal factors that could have affected the results—such as personality traits, impulsivity, or overall screen time habits—were not included in the analysis. Future studies could incorporate these variables to better understand how individual characteristics shape distractibility and short video engagement.

Another limitation concerns the assumption that all short video platforms function similarly. In reality, applications like TikTok, Instagram Reels, and YouTube Shorts vary in their design, algorithms, and user interactions. Recognizing these differences would allow for a more nuanced understanding of how platform-specific features influence user attention and flow experiences.

Although an integrated theoretical model was tested, causal relationships among the frameworks were not directly assessed. Longitudinal and experimental research could provide stronger evidence regarding the directionality of these relationships.

Future studies should also examine the interaction between digital distractibility, attention management strategies, and student outcomes, particularly within special education settings. Comparative studies involving pre-service and in-service teachers may clarify how professional experience shapes vulnerability to distraction. Moreover, experimental and intervention-based approaches—such as digital self-regulation training—could offer practical insights into how teachers can reduce the negative effects of short video use.

This study systematically examined the impact of short video – induced distractibility on teachers—particularly special education teachers—within an integrated framework of Flow Theory, CIUT, and UGT. Findings reveal that short videos compromise teachers' cognitive focus, which in turn undermines classroom management and pedagogical effectiveness. In special education contexts, this threat extends beyond professional performance to the learning rights of the most vulnerable students.

The originality of this study lies in its integration of three theoretical perspectives into a single explanatory model and its application to teacher education. By demonstrating how motivational, compensatory, and gratification mechanisms operate simultaneously, the study frames digital distractibility not merely as an individual habit but as a systemic issue in education.

From a practical standpoint, the findings underscore the need for structured interventions in teacher education and continuous professional development. Unless such strategies are implemented, digital distractibility will continue to pose a systematic risk not only to teachers' competencies but also to students' learning opportunities.

Data Availability Statement: The data that support the findings of this study are available on request from the corresponding author.

Ethics Committee Approval: Ethical committee approval was received from the Ethics Committee of Trakya University (Approval No.: 2025.07.03; Date: 05.08.2025).

Informed Consent: Written informed consent was obtained from the participants who agreed to take part in the study.

Peer-review: Externally peer-reviewed.

Author Contributions: Concept – V.E.K., E.L.; Design – V.E.K., E.L.; Supervision – V.E.K., E.L.; Resources – V.E.K., E.L.; Materials – V.E.K., E.L.; Data Collection and/or Processing – V.E.K., E.L.; Analysis and/or Interpretation – V.E.K., E.L.; Literature Search – V.E.K., E.L.; Writing – V.E.K., E.L.; Critical Review – V.E.K., E.L.

Acknowledgements: The authors would like to thank the participating pre-service teachers for their valuable contributions to this study.

Declaration of Interests: The authors have no conflict of interest to declare.

Funding: The authors declared that this study has received no financial support.

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