**International Journal of Sport Culture and Science**
March 2024 : 12(1)
ISSN : 2148-1148
Doi : 10.14486/IntJSCS.2024.698

# Investigation of Digital Game Playing Time and Motivation of Sport Sciences Students

**Mehmet CEBI[1], Yucel INAC[2], Ali Ihsan CEBI[3]**
[1]Ondokuz Mayis University Yasar Dogu Faculty of Sport Sciences, Samsun, Turkey.
https://orcid.org/0000-0002-4055-728X
[2] Ondokuz Mayis University Graduate School of Education, Samsun, Turkey.
https://orcid.org/0000-0002-4093-1462
[3] Ondokuz Mayis University Graduate School of Education, Samsun, Turkey.
https://orcid.org/0000-0003-2773-7312

**Email:** mehmet.cebi@omu.edu.tr, inacyucel@gmail.com, 23280784@stu.omu.edu.tr

***Type: Research Article (Received: 20.07.2023 - Accepted: 25.02.2024)***

## Abstract

The aim of this study was to investigate the time spent playing digital games and the motivation of Sports Sciences students. A total of 192 students (122 males, 70 females) who are studying at the Faculty of Physical Education of Ondokuz Mayıs University Yasar Dogu took part in the study. The data collection instruments used in this study were the digital game playing motivation scale and the digital game playing attitude scale. For data analysis, SPSS 21 package was used. Independent samples t-test and ANOVA tests were used for data evaluation. Significance was set at 0.05 to compare all variables. There was no significant difference in attitude and motivation to play digital games according to gender, class, height, age and father's educational level among the students of Sports Sciences ($p > 0.05$). A significant difference was found between the behavioural sub-dimensions of attitude towards digital games and the curiosity and social acceptance sub-dimensions of motivation towards digital games according to the level of education of the mothers ($p<0.05$). As a result, the curiosity-social acceptance sub-dimensions of the digital game playing motivation scale increase as the level of parental education increases, according to the data obtained from the parental education variable. It can be said that students are influenced by extrinsic sources of motivation in line with their desires and needs in the direction of the target behaviour, as the level of curiosity-social acceptance increases.

**Keywords:** Sport Sciences, Digital Game, Motivation, Attitude, Duration.

## Introduction

Many conveniences due to the development of social facilities over time has been achieved. Electronic and technological elements are undoubtedly at the forefront of these conveniences (Uzun et al., 2022). The development of information technology and the transfer of games to the computer environment has led to the widespread use of the concept of digital games; however, the rapid dissemination of information has brought digital game tools such as computers, tablets and phones, which are products of technology, to the forefront, especially instead of family and peer groups, which are in the first place in socialization (Gulcek, 2018: 22). Digital games have become one of the life activities of children in the 21st century world and have become an important part of leisure time. Therefore, young people preferred to play digital games as an activity to be done at the first opportunity (Hazar et al., 2017: 230-232).

The widespread use of computers and the internet has brought many changes in human life. At the beginning of these negativities are the concepts of internet, social media and digital game addiction, especially in children and adolescents. It would not be wrong to say that children are moving away from traditional play activities and turning to digital games as a result of factors such as the increasing urbanization in parallel with the increase in population and the gradual decrease in playgrounds as a result of this situation. It is seen that especially young people and children show great demand for digital games that appeal to all age groups, and the time they spend for games is increasing day by day (Rideout et al., 2010: 10).

In addition to people's distraction, entertainment, getting away from the social environment, being challenged, getting away from the environment, being able to do what they cannot do in real life in a virtual environment, using time fluently, the desire to move to the next level in the game, the curiosity and interest in the environment at the new level, and the pleasure and happiness they give; factors such as the fact that digital games have become the subject of daily conversation, the effort to win prizes in games (trophies, power-ups, etc.), the feeling of playing digital games at every opportunity have become determinants of attitudes towards digital games (Demir & Mutlu Bozkurt, 2019: 1-18). At this point, one of the important questions to be asked is why children are so enthusiastic about playing digital games. Although this question can be analyzed under different headings, the fact that digital games offer a surreal world where players have extraordinary powers and abilities and can achieve many things that cannot be achieved in real life is an important factor in playing these games. In addition to the sense of unknown, curiosity and excitement in these games, game scenarios designed to constantly level up are another important factor (Demir & Hazar, 2018: 1-18).

Attitude can be expressed as one of the important psychological characteristics that reveal the state, attitude and behavior of individuals and their social interests (Alıcı, 2013: 318-331), in other words, the attitudes and behaviors that a person may exhibit when faced with an event, phenomenon and situation (Inceoglu, 2010: 212). The reasons for the existence of attitudes, the effect of attitudes on people's attitudes and the changes in these attitudes over time have attracted the attention of the society in the technological age and have become the focus of many studies (Demir et al., 2017: 120-128). Attitudes towards playing digital games are individuals' desire to clear their heads, seek entertainment, move away from social lifestyles, escape from the conditions they are in, and apply what they cannot achieve in life in the digital realm (Demir & Mutlu Bozkurt, 2019: 1-18). At the same time, most studies show that long-term gaming and addiction have negative physical and psychosocial effects and that digital game addicts have higher levels of depression and anxiety than non-addicted individuals (Kuss, 2012: 278-296; Griffiths, 1993: 401-407; Mehroof, 2010: 313-316). Motivation is defined as the process of encouraging, mobilizing, directing and maintaining

participation in activities (Demir & Cicioglu, 2018: 2479-2492; Pintrich & Schunk, 1996: 33-34; Lumsden, 1994: 92).

The three main triggers that encourage a person to take action to achieve a goal are intrinsic motivation, extrinsic motivation and amotivation (Demir & Ilhan, 2019; Deci & Ryan, 1985). The factors that motivate and guide people from all walks of life from childhood to adulthood to play digital games at least once a day using technological tools such as cell phones, tablets and computers are curious (Demir & Mutlu Bozkurt, 2019: 1-18). In this context, the study aimed to examine the digital game playing times and motivations of sport sciences students according to various variables.

## Material and Method

### Working Group

The study population consisted of a total of 192 participants, 122 males and 70 females, studying at Ondokuz Mayis University Yasar Dogu Faculty of Sports Sciences. Prior to the start of the study, approval was obtained from Ondokuz Mayis University Social and Human Sciences Research Ethics Committee (Date: 30/12/2022 Decision Number: 2022/1116).

### Data Collection Tools

In the study, "Digital Game Playing Motivation Scale", the validity and reliability study of which was conducted by Demir and Hazar (2018), "Digital Game Playing Attitude Scale", the validity and reliability study of which was conducted by Demir and Mutlu Bozkurt (2019), and "Personal Information Form" were used.

The 19-item Digital Gaming Motivation Scale, consisting of 3 dimensions and a total of 19 items, was used. The first 5 items in the scale are "Achievement and Revitalization", 9 items are "Curiosity and Social Acceptance", and the last 5 items are collected in three sub-dimensions "Uncertainty in Gaming Desire". The Uncertainty in Play Desire sub-dimension consists of reverse items. The cronbach alpha value of the Digital Gaming Motivation Scale (DGMS) was found to be 88. The scores of the participants indicate that they have motivation to play digital games in the "success and revitalization sub-dimension and uncertainty in game desire sub-dimension 5-12.49 low, 12.5-17.49 medium, 17.5-25 high" and "curiosity and social acceptance sub-dimension 9-22.49 low, 22.5-31-49 medium, 31.5-45 high".

In the scale developed by Demir and Bozkurt (2019), three sub-dimensional structures consisting of 18 items were obtained as a result of the Exploratory Factor Analysis (EFA). Cognitive first 5 items, Affective second 5 items and Behavioral sub-dimension consists of 8 items. In line with the data collected from the participants, the Cronbach's alpha value of the Digital Gaming Attitude Scale (DGAS) was found to be 86. The scores of the participants indicate that they have a motivation to play digital games in the "cognitive sub-dimension, 5-12,49 low, 12,5-17,49 medium, 17,5-25 high in the affective sub-dimension, and 9-22,49 low, 22,5-31,49 medium, 31,5-45 high in the behavioral sub-dimension.

The scores in both scales were arranged between 1 and 5 as "1 = Strongly Disagree", "2 = Disagree", "3 = Undecided", "4 = Agree", "5 = Strongly Agree".

## Statistical Procedures

Statistical analysis of the data was performed using the SPSS 21 package. To determine whether the data met the requirements of parametric tests for normality, skewness and kurtosis values were used. Independent samples t-test and ANOVA tests were used to compare variables. For the comparison of all variables, the significance level was set at 0.05.

## Findings

**Table 1. Comparison of digital game playing attitude and motivation of students studying at the Faculty of Sport Sciences according to gender**

| Scales | Subscales | Gender | N | 'X̄'±Ss | f | t | p |
|---|---|---|---|---|---|---|---|
| Digital Gaming Attitudes | Cognitive | Female | 70 | 16,2±4,40 | 0,501 | 0,352 | 0,735 |
| | | Male | 122 | 16,0±3,83 | | | |
| | Affective | Female | 70 | 15,5±3,74 | 2,945 | 1,593 | 0,113 |
| | | Male | 122 | 14,7±3,09 | | | |
| | Behavioral | Female | 70 | 22,3±8,12 | 3,795 | -1,664 | 0,098 |
| | | Male | 122 | 24,1±7,06 | | | |
| Motivation to Play Digital Games | Success and Revitalization | Female | 70 | 14,9±4,86 | 0,549 | -0,663 | 0,508 |
| | | Male | 122 | 15,3±4,56 | | | |
| | Curiosity and Social Acceptance | Female | 70 | 27,9±9,98 | 0,777 | 0,795 | 0,428 |
| | | Male | 122 | 29,0±8,94 | | | |
| | Ambiguity in Game Demand | Female | 70 | 15,3±5,28 | 0,520 | 0,862 | 0,390 |
| | | Male | 122 | 14,7±4,91 | | | |

According to the gender variable of the students of the Faculty of Sports Sciences, there was no significant difference between the subdimensions of attitude towards digital games and motivation (p>0.05).

**Table 2. Comparison of digital game playing attitude and motivation of students studying at the Faculty of Sport Sciences according to grades**

| Scales | Subscales | Class | N | 'X̄'±Ss | f | t | p |
|---|---|---|---|---|---|---|---|
| Digital Gaming Attitudes | Cognitive | 1st Grade | 47 | 16,7±3,49 | 1,274 | 0,285 | 1,274 |
| | | 2nd Grade | 30 | 15,4±3,62 | | | |
| | | 3rd Grade | 37 | 15,3±4,25 | | | |
| | | 4th Grade | 78 | 16,4±4,36 | | | |
| | | Total | 192 | 16,1±4,04 | | | |
| | Affective | 1st Grade | 47 | 15,3±2,95 | 0,514 | 0,673 | 0,514 |
| | | 2nd Grade | 30 | 14,8±2,88 | | | |
| | | 3rd Grade | 37 | 14,4±3,32 | | | |
| | | 4th Grade | 78 | 15,2±3,77 | | | |
| | | Total | 192 | 15,0±3,35 | | | |
| | Behavioral | 1st Grade | 47 | 23,1±6,96 | 1,275 | 0,284 | 1,275 |
| | | 2nd Grade | 30 | 25,8±5,61 | | | |
| | | 3rd Grade | 37 | 22,5±8,50 | | | |
| | | 4th Grade | 78 | 23,2±7,88 | | | |
| | | Total | 192 | 23,4±7,50 | | | |
| Digital Gaming Attitudes | Success and Revitalization | 1st Grade | 47 | 16,0±4,90 | 2,453 | 0,065 | 2,453 |
| | | 2nd Grade | 30 | 16,5±4,02 | | | |
| | | 3rd Grade | 37 | 14,9±4,09 | | | |
| | | 4th Grade | 78 | 14,3±4,86 | | | |
| | | Total | 192 | 15,2±4,66 | | | |
| | Curiosity and | 1st Grade | 47 | 29,6±9,18 | 0,906 | 0,439 | 0,906 |
| | | 2nd Grade | 30 | 30,3±7,28 | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Social Acceptance | 3rd Grade | 37 | 28,7±9,23 | | | |
| | | 4th Grade | 78 | 27,4±10,1 | | | |
| | | Total | 192 | 28,6±9,33 | | | |
| | Ambiguity in Game Demand | 1st Grade | 47 | 14,5±5,46 | 0,718 | 0,542 | 0,718 |
| | | 2nd Grade | 30 | 14,7±4,57 | | | |
| | | 3rd Grade | 37 | 16,0±4,46 | | | |
| | | 4th Grade | 78 | 14,7±5,23 | | | |
| | | Total | 192 | 14,9±5,04 | | | |

There is no significant difference (p>0.05) in the sub-dimensions of attitude and motivation towards digital games between the classes of students studying at the Faculty of Sports Sciences.

**Table 3. Comparison of digital game playing attitude and motivation of students studying at the faculty of sport sciences according to height**

| Scales | Subscales | Height | N | 'X̄'±Ss | f | t | p |
|---|---|---|---|---|---|---|---|
| Digital Gaming Attitudes | Cognitive | 170 and below | 76 | 16,6±4,05 | 0,302 | 1,342 | 0,181 |
| | | 171 and above | 116 | 15,8±4,02 | | | |
| | Affective | 170 and below | 76 | 15,4±3,52 | 0,844 | 1,339 | 0,182 |
| | | 171 and above | 116 | 14,7±3,23 | | | |
| | Behavioral | 170 and below | 76 | 23,3±7,70 | 1,255 | -0,232 | 0,817 |
| | | 171 and above | 116 | 23,5±7,40 | | | |
| Motivation to Play Digital Games | Success and Revitalization | 170 and below | 76 | 15,7±4,60 | 0,075 | 1,202 | 0,231 |
| | | 171 and above | 116 | 14,8±4,69 | | | |
| | Curiosity and Social Acceptance | 170 and below | 76 | 30,0±9,06 | 0,252 | 1,658 | 0,099 |
| | | 171 and above | 116 | 27,7±9,42 | | | |
| | Ambiguity in Game Demand | 170 and below | 76 | 15,1±5,31 | 0,796 | 0,419 | 0,676 |
| | | 171 and above | 116 | 14,8±4,88 | | | |

There is no significant difference between the sub-dimensions of digital gaming attitude and motivation according to the height of the students studying at the Faculty of Sport Sciences (p>0.05).

**Table 4. Comparison of digital gaming attitude and motivation of students studying at the faculty of sport sciences according to age**

| Scales | Subscales | Age | N | 'X̄'±Ss | f | t | p |
|---|---|---|---|---|---|---|---|
| Digital Gaming Attitudes | Cognitive | 21 years and younger | 100 | 16,2±4,04 | 0,057 | 0,515 | 0,607 |
| | | 22 years and older | 92 | 15,9±4,06 | | | |
| | Affective | 21 years and younger | 100 | 15,0±3,24 | 0,324 | 0,297 | 0,767 |
| | | 22 years and older | 92 | 14,9±3,49 | | | |
| | Behavioral | 21 years and younger | 100 | 23,6±7,68 | 0,650 | -0,431 | 0,667 |
| | | 22 years and older | 92 | 23,7±7,33 | | | |
| Motivation to Play Digital Games | Success and Revitalization | 21 years and younger | 100 | 15,6±4,66 | 0,006 | 1,196 | 0,233 |
| | | 22 years and older | 92 | 14,8±4,66 | | | |
| | Curiosity and Social Acceptance | 21 years and younger | 100 | 29,3±9,57 | 0,022 | 1,018 | 0,310 |
| | | 22 years and older | 92 | 27,9±9,05 | | | |
| | Ambiguity in Game Demand | 21 years and younger | 100 | 15,3±5,39 | 1,092 | 1,283 | 0,201 |
| | | 22 years and older | 92 | 14,4±4,61 | | | |

There is no significant difference between the sub-dimensions of digital gaming attitude and motivation according to the age of the students studying at the Faculty of Sport Sciences (p>0.05).

**Table 5. Comparison of digital gaming attitude and motivation of students studying at the Faculty of Sport Sciences according to their mothers' education levels**

| Scales | Subscales | Education Status | N | 'X̄'±Ss | f | t | p |
|---|---|---|---|---|---|---|---|
| Digital Gaming Attitudes | Cognitive | High School and Below | 88 | 16,1±4,63 | 4,098 | -0,104 | 0,919 |
| | | Associate's Degree and Above | 104 | 16,1±3,49 | | | |
| | Affective | High School and Below | 88 | 15,1±3,77 | 3,389 | 0,610 | 0,543 |
| | | Associate's Degree and Above | 104 | 14,8±2,97 | | | |
| | Behavioral | High School and Below | 88 | 22,0±7,84 | 1,965 | -2,517 | **0,013** |
| | | Associate's Degree and Above | 104 | 24,7±7,00 | | | |
| Motivation to Play Digital Games | Success and Revitalization | High School and Below | 88 | 14,8±5,11 | 2,953 | -0,922 | 0,358 |
| | | Associate's Degree and Above | 104 | 15,5±4,25 | | | |
| | Curiosity and Social Acceptance | High School and Below | 88 | 27,1±9,84 | 2,531 | -2,162 | **0,032** |
| | | Associate's Degree and Above | 104 | 30,0±8,69 | | | |
| | Ambiguity in Game Demand | High School and Below | 88 | 15,0±5,34 | 0,715 | 0,288 | 0,774 |
| | | Associate's Degree and Above | 104 | 14,8±4,80 | | | |

According to the educational level of the mothers of the students of the Faculty of Sports Sciences, a significant difference was found between the behavioural sub-dimensions of attitude towards digital games and the sub-dimensions of curiosity and social acceptance of motivation to play digital games ($p<0.05$).

**Table 6. Comparison of digital gaming attitude and motivation of students studying at the Faculty of Sport Sciences according to the education level of fathers**

| Scales | Subscales | Education Status | N | 'X̄'±Ss | f | t | p |
|---|---|---|---|---|---|---|---|
| Digital Gaming Attitudes | Cognitive | High School and Below | 97 | 15,8±4,52 | 7,636 | -0,827 | 0,409 |
| | | Associate's Degree and Above | 95 | 16,3±3,49 | | | |
| | Affective | High School and Below | 97 | 14,7±3,52 | 0,490 | -1,292 | 0,198 |
| | | Associate's Degree and Above | 95 | 15,3±3,17 | | | |
| | Behavioral | High School and Below | 97 | 23,1±7,52 | 0,011 | -0,614 | 0,540 |
| | | Associate's Degree and Above | 95 | 23,8±7,50 | | | |
| Motivation to Play Digital Games | Success and Revitalization | High School and Below | 97 | 15,2±4,37 | 2,381 | 0,070 | 0,944 |
| | | Associate's Degree and Above | 95 | 15,2±4,96 | | | |
| | Curiosity and Social Acceptance | High School and Below | 97 | 28,7±8,82 | 0,781 | 0,090 | 0,929 |
| | | Associate's Degree and Above | 95 | 28,6±9,86 | | | |
| | Ambiguity in Game Demand | High School and Below | 97 | 15,1±4,51 | 2,726 | 0,702 | 0,484 |
| | | Associate's Degree and Above | 95 | 14,6±5,55 | | | |

There is no significant difference between the sub-dimensions of digital game playing attitude and motivation according to the education level of the fathers of the students studying at the Faculty of Sports Sciences ($p>0.05$).

## Discussion and Conclusion

Nowadays, the reason why people's desire to play digital games is high is the feeling of having most of the things they cannot have in real life in the game, pleasure and that it will not fulfill the responsibilities in real life (Dogu, 2006). When we look at the gender variable in our study, there is no significant difference in the sub-dimensions of digital game playing attitude and digital game playing motivation ($p>0.05$). However, when we look at the averages, it is seen that women have an average of 16,2±4,40 and men have an average of 16,0±3,83 in the cognitive sub-dimension of digital game playing attitude, women have an

average of 15,5±3,74 and men have an average of 14,7±3,09 in the affective sub-dimension, and women have an average of 22,3±8,12 and men have an average of 24,1±7,06 in the behavioral sub-dimension. In the success and revitalization sub-dimension of the motivation to play digital games, women have a mean of 14,9±4,86, men have a mean of 15,3±4,56, in the curiosity and social acceptance sub-dimension, women have a mean of 27,9±9,98, men have a mean of 29,0±8,94, and in the uncertainty in game desire sub-dimension, women have a mean of 15,3±5,28, men have a mean of 14,7±4,91.

In the cognitive, affective and uncertainty in play desire sub-dimensions, women have higher mean scores than men. In behavioral, achievement and revitalization, curiosity and social acceptance sub-dimensions, males have higher mean scores than females (Table 1). It can be said that this difference is due to the fact that male students have higher motivation (such as reward, competition level jumping, winning, purpose, ambition) to play digital games than female students. In their study, Mutlu Bozkurt and Tamer (2020: 105-120) found a significant difference in favor of males in terms of gender in digital game playing motivation. The results of the study, which stated that men's achievement and revitalization levels, curiosity and social acceptance levels are higher than women, are similar to our findings. Namli and Demir (2020: 40-52) found in their research that men are more inclined to play digital games than women. Demirel et al. (2019: 128-137) examined the motivation of high school students to play digital games and found that the motivation of girls to play digital games is lower than that of boys, and stated that the reason for this is that the emotional aspects of girls are more dominant, they are easily affected by the environment, and they communicate quickly with their peers and fellow students. Boys, on the other hand, were influenced by reasons such as their dominance and their desire to win lives by enjoying the game and their desire to compete. In a study conducted, it was determined that men play more digital games than women and that men's success in games motivates them more in their next games (Griffiths & Davies, 2005: 359- 368).

When Table 2 is examined, there is no significant difference between the sub-dimensions of digital gaming attitude and motivation according to grades ($p>0.05$). In the cognitive (16,4±4,36), affective (15,2±3,77) and behavioral (23,2±7,88) sub-dimensions of digital game playing attitude, it is seen that 4th grade students have higher mean scores than other grades. In the sub-dimensions of achievement and revitalization (16.5±4.02), curiosity and social acceptance (30.3±7.28) in the motivation to play digital games, it was found that the mean scores of 2nd grade students were higher compared to other grades. In the sub-dimension of uncertainty in the desire to play, 3rd grade students (16.0±4.46) had higher mean scores compared to other grades. Considering the height variable, no significant difference was found between the sub-dimensions of digital game attitude and motivation ($p>0.05$). However, when the mean scores are examined, it is seen that participants with a height of 170 and below had higher mean scores than participants with a height of 171 and above in the cognitive sub-dimension (16.6±4.05), affective sub-dimension (15.4±3.52), achievement and revitalization sub-dimension (15.7±4.60), curiosity and social acceptance sub-dimension (30.0±9.06), and uncertainty in play desire sub-dimension (15.1±5.31). In the behavioral sub-

dimension (23.5±7.40), participants with a height of 171 and above had higher mean scores than participants with a height of 170 and below (Table 3).

In Table 4, there is no significant difference between age and digital game attitude and motivation sub-dimensions (p>0.05). When the mean scores are examined, it is seen that participants aged 21 and under have higher mean scores than participants aged 22 and over in the cognitive sub-dimension (16,2±4,04), affective sub-dimension (15,0±3,24), achievement and revitalization sub-dimension (15,6±4,66), curiosity and social acceptance sub-dimension (29,3±9,57), uncertainty in game desire (15,3±5,39). In the behavioral sub-dimension (23.7±7.33), it was found that participants aged 22 years and over had a higher mean score than those aged 21 years and under. Cebi and Albay (2022: 78-81) did not find a significant difference between the digital game addiction of sports sciences faculty students according to age. In another study examining the motivation to play digital games according to age, they said that there was a significant positive difference in the curiosity and social acceptance sub-dimensions (Mutlu Bozkurt & Tamer, 2020: 105-120). In the study of Tekkursun Demir and Cicioglu (2019: 23-34), no significant difference was found between the age variable and high school students' motivation to play digital games. In addition, they stated that the closest factor in terms of the barrier to participation in leisure time activities of students, which is one of the causes of digital game addiction, is the lack of friends, and that friends, acting together and encouragement are important in participation in physical activities (Cebi et al., 2018: 23-30).

When Table 5 is examined, a significant difference was found between the education levels of the mothers in the behavioral sub-dimensions of digital game playing attitude, curiosity and social acceptance sub-dimensions of digital game playing motivation (p<0.05). Mutlu Bozkurt and Tamer (2020: 105-120) found that in the uncertainty sub-dimension of game desire, the scores of those with mothers with secondary school graduates were higher than those with mothers with high school and university graduates. Gokcearslan and Durakoglu (2014: 419-435) emphasized in their study that those whose mothers had master's/doctoral degrees had higher game addiction scores than those whose mothers had primary school, secondary school, high school graduates and university/college graduates. They stated that those whose fathers were doctoral graduates had higher game addiction scores than those whose fathers were primary school, high school and university/high school graduates. There is no significant difference between the educational status of their fathers and the sub-dimensions of digital game attitude and motivation (p>0.05). When the mean scores are examined, it is seen that those with high school and below education have higher averages in the curiosity and social acceptance sub-dimension (28,7±8,82) and the uncertainty in the desire to play sub-dimension (15,1±4,51) than those with associate's degree and higher education. In the cognitive sub-dimension (16,3±3,49), affective sub-dimension (15,3±3,17), and behavioral sub-dimension (23,8±7,50), those with associate's degree and higher education had higher averages than those with high school and lower education (Table 6). In the study on the motivation to play digital games, it was stated that a significant difference was found between the father's education variable, and it was stated that the mean scores of the people with primary school

graduate fathers were higher than the mean scores of the people with university graduate fathers with the sub-dimension of uncertainty in game desire (Mutlu Bozkurt & Tamer, 2020: 105-120). The variables of computer game addiction and father's education level were examined and it was stated that the scores increased as the father's education level decreased (Erboy & Vural, 2010: 39-58).

Sahin and Tugrul (2012: 115-130) stated in their study that as the education level of the students' mothers increased, their computer game addiction levels increased both in terms of the overall scale and its sub-dimensions. They stated that the computer game addiction scores were very close to each other according to the education level of the fathers and that there was no difference between the scores in terms of both the sub-dimensions and the overall scale, and concluded that the levels of game addiction differed significantly in terms of the level of education of the mother and father, and that as the level of education increased, the level of game addiction of the students increased.

As a result, according to the data obtained from the mother's education level variable, it is seen that as the mother's education level increases, the level of curiosity-social acceptance, one of the sub-dimensions of the motivation to play digital games scale, also increases. It can be said that the increase in curiosity-social acceptance is influenced by extrinsic motivation sources in line with the students' desires and needs towards their target behaviors. This shows the importance of the effect of family education on children. Digital games can be effective in relieving the mental and physical fatigue caused by active sports. Although digital games are effective on students in strategic applications and activities other than sports, too much time should not be allocated to these games. In order to reduce the time students spend on digital games, they can be recommended to do other activities.

## REFERENCES

Alıcı, D. (2013), Okula yönelik tutum ölçeğinin geliştirilmesi: güvenirlik ve geçerlik çalışması. Eğitim ve Bilim, 38(168), 318-331.

Cebi, M., Albay, F. (2022). Spor bilimleri fakültesi öğrencilerinin dijital oyun bağımlılığına ilişkin farkındalığının incelenmesi. The Journal of Academic Social Science, 10(127) 72-81. DOI: 10.29228/ASOS.57951

Cebi, M., Elioz, M., Yamak, B. & Satici, A. (2018). Spor bilimleri ve diğer fakülte öğrencilerinin boş zaman faaliyetlerine katılım engellerinin incelenmesi. Gaziantep Üniversitesi Spor Bilimleri Dergisi. 3(1), 23-30.

Deci EL, Ryan RM. (1985). Self-determination and intrinsic motivation in human behavior. New York: Plenum Press.

Demir, G. T, Cicioglu, H. I, Ilhan, E. L. ve Arslan, Ö. (2017), Sınıf öğretmeni adaylarının beden eğitimi dersine yönelik tutumları. International Journal of Sport, Exercise and Training Sciences -Ijsets, 3(4), 120-128. Doı: 10.18826/Useeabd.319676.

Demir, G. T., & Hazar, Z. (2018). Dijital oyun oynama motivasyonu ölçeği (doomö): geçerlik ve güvenirlik çalışması. Journal Of Physical Education & Sports Science/Beden Egitimi Ve Spor Bilimleri Dergisi, 12(2) 1-18. https://dergipark.org.tr/tr/pub/bsd/issue/53467/711639

Demir, G. T., & Mutlu Bozkurt, T. M. (2019). Dijital oyun oynama tutumu ölçeği (dootö): geçerlik ve güvenirlik çalışması. sportif bakış: Spor ve Eğitim Bilimleri Dergisi, 6(1), 1-18. https://dergipark.org.tr/tr/pub/sbsebd/issue/44966/492076

Demirel HG, Cicioglu HI, Demir GT. (2019) Lise öğrencilerinin dijital oyun oynama motivasyonu düzeylerinin incelenmesi. Beden eğitimi ve spor bilimleri dergisi, 21(3):128-137. https://dergipark.org.tr/tr/pub/ataunibesyo/issue/48912/614554

Dogu, B. (2006). Popüler kültürün tüketim aracı olarak bilgisayar oyunlarında sunulan yaşam tarzı. Yüksek Lisans Tezi, Ege Üniversitesi Sosyal Bilimler Enstitüsü.

Erboy E, Vural RA. (2010). İlköğretim 4 ve 5 sınıf öğrencilerinin bilgisayar oyun bağımlılığını etkileyen faktörler. Ege Eğitim Dergisi, 11(1), 39-58. https://dergipark.org.tr/tr/pub/egeefd/issue/4908/67233

Gokcearslan, Ş., & Durakoglu, A. (2014). Ortaokul öğrencilerinin bilgisayar oyunu bağımlılık düzeylerinin çeşitli değişkenlere göre incelenmesi. Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi, (23), 419-435. https://dergipark.org.tr/tr/pub/zgefd/issue/47938/606448

Griffiths MD, Davies MNO. (2005). Video game Addiction: Does't exist? handbook of computer game studies. J. Goldstein, J. Raessens (Eds), Boston. MIT Pres, 359– 368.

Griffiths MD. (1993). Are computer games bad for children? Psychologist, 6(1): 401-407.

Gulcek, E. (2018). Çocuk kültürü ve dijital oyunlar: Elazığ FMD kursu öğrencileri üzerine sosyolojik bir çalışma. Children's culture and Dijital games: A sociological study on Elazığ FMD course students.

Hazar, Z., Tekkurşun, D. G., Namlı, S. ve Türkeli, A. (2017). Ortaokul öğrencilerinin dijital oyun bağımlılığı ve fiziksel aktivite düzeyleri arasındaki ilişkinin incelenmesi. Niğde Üniversitesi. Beden Eğitimi ve Spor Bilimleri Dergisi, 11(3), 320-332.

Inceoglu, M. (2010). Tutum algı iletişim, Ankara: Beykent Üniversitesi Yayınevi, 212.

Kuss DJ, Griffiths MD. Internet gaming addiction: A systematic review of empirical research. Int J Ment Health Addict 2012; 10(2): 278-296.

Lumsden LS. (1994). Student motivation to learn. ERIC Digest, 92. ED370200.

Mehroof M, Griffiths MD. Online gaming addiction: The role of sensation seeking, self-control, neuroticism, aggression, state anxiety, and trait anxiety. Cyberpsychol Behav Soc Netw 2010; 13(3): 313-316.

Mutlu Bozkurt TM, Tamer K. (2020). Dijital oyun oynama motivasyonu ile beden kitle indeksi ilişkisi. Gaziantep Üniversitesi Spor Bilimleri Dergisi, 5(2), 105-120. https://doi.org/10.31680/gaunjss.730904

Namli S, Demir GT. (2020). The relation ship between attitudes towards dijital gaming and sports. Turkish Online Journal of Educational TechnologyTOJET, 19(1), 40-52.

Pintrich PR, Schunk DH. (1996). Motivation in education theory, research, and applications. Englewood Cliffs, NJ Prentice Hall, 33-34.

Rideout VJ, Foehr UG, Roberts DF. (2010). Generation M2: media in the lives of 8- to 18-year olds. Kaiser Family Foundation. Retrieved from.

Sahin, C., & Tugrul, V. M. (2012). İlköğretim öğrencilerinin bilgisayar oyunu bağımlılık düzeylerinin incelenmesi. Journal of World of Turks, 4(3), 115-130.

Tekkursun Demir, G., & Cicioglu, H. I. (2018). Fiziksel aktiviteye katılım motivasyonu ölçeği (fakmö): geçerlik ve güvenirlik çalışması. Journal of Human Sciences, 15(4), 2479-2492.

Tekkursun G, Cicioglu, HI. (2019).Fiziksel aktiviteye katılım motivasyonu ile dijital oyun oynama motivasyonu arasındaki ilişkinin incelenmesi, Spormetre Beden Eğitimi ve Spor Bilimleri Dergisi, 17(3), 23-34.

Uzun, R. N., Cebi, M., Sahin, T., & Ceylan, L. (2022). Elektronik Spor'un Yönetim\Gelişim\Bileşenler Açisindan Yüzeysel İncelenmesi. Ankara: Artikel Akademi Yayınları