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Examination of Secondary Students Who Educate in Private Schools on Digital Game Addictions and Opinions on Digital Games

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Abstract:
This research is a descriptive study conducted to examine the digital game addictions of secondary school students studying in private schools and their views on digital games. The population of the research consists of middle school students studying in private schools affiliated to Gaziantep Provincial Directorate of National Education, and the sample group consists of 350 (178 female, 172 male) students selected on the basis of volunteerism. The "Digital Game Addiction Scale for Children" developed by Hazar and Hazar (2017) was used as a data collection tool. SPSS 22.0 program was used to analyze the data. It was determined that the data in the study showed normal distribution and parametric tests were applied. Descriptive statistical calculations and percentage frequency analyzes were performed. Independent samples t-test and One Way Anova analyzes were used to determine the differences between independent variables and numerical data were interpreted in tables. The significance level was taken as $p<0.05$. As a result of the research, it was determined that there was a significant difference in terms of gender variable and that the addiction of boys to playing digital games was higher than girls. While it was seen that there was a significant difference in terms of the grade of education, it was stated that the game addiction of those studying in the 6th grade was higher than those in the 5th grade. In addition, when we look at the educational level of the parents, it was seen that there was a significant difference and the digital game addictions of the children of parents with higher educational level were higher. In addition, it was found that there was a significant difference in terms of family income level, children with high family income level had higher digital game addictions, while children's digital game addictions increased as academic achievement decreased. At the same time, it was concluded that children's digital game addictions increased as the duration of daily digital games increased, and those who had a computer as their gaming platform scored higher than those who used game consoles, tablets and cell phones.

Keywords: *Secondary school, student, digital game, addiction.*

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INTRODUCTION

The use of technology and digital games has positive and negative effects on children and adolescents. When we look at the positive effects; benefits such as supporting the development of many useful and developing aspects can be seen. In terms of internet and digital game addiction, negative features can be seen after excessive and pathological use of the internet by individuals in the pre-adolescence period. Looking at the negative effects; it can be seen that it can lead to many bad addictions and problems. In terms of mental problems, there may be situations such as lost learning ability and a decrease in academic studies. In social problems, aggressive behavior, loss of social relationships, social distancing, sexual behavior disorder, deterioration of bilateral relationships are some of the visible negative effects (Wanajak, 2011). In addition to internalizing the right behaviors in the child's social life, the game also helps the childis the most important element that prepares and guides him/her in his/her life (Alıncak & Tuzcuoğulları, 2016). Games that can be played remotely online with many people at the same time have led children to turn to virtual relationships rather than tangible relationships. This social aspect provided by virtual digital spaces has caused many people to increase their interest and desire for virtual games (Griffiths et al., 2004; Say & Bağ, 2017). Technological gaming addiction is when an individual continues to use computer or video games excessively and excessively even though it causes social, sensory and mental problems (Lemmens et al., 2009). Regardless of the terminology used, it has been stated that playing too many technological games can lead to behavioral addiction (Griffiths, 2005). Educational with the game, motoric characteristics develop more quickly and social behaviors reach a better level (Ayan et al., 2015). It is seen that games are effective in terms of a strong organism, a healthy body structure, and the development of various motor skills (Alıncak, 2017).

In our age, excessive use of digital technology and insufficient control and protective measures have led to an increase in problems. Digital games are most preferred by individuals in the age range of 10-14 years, thus in adolescence (Akçayır, 2013). It is stated that people use the Internet to counter deficiencies in their lives such as lack of friends, physical appearance, relationships and coping (Griffiths, 2005). Adolescence is a period of development in which individuals change in areas such as socialization, body perception and identity development (Dinçel, 2006). Physical activities and play are of great importance for the physical and mental development of children is of great importance. In terms of preventing the risk of obesity and healthy growth in children the importance of play and physical activities has also been scientifically proven (Alıncak, 2016; Vural et al., 2017; Vural et al., 2019). From the beginning of human history until today, games have always existed and have undergone certain developments and changes (Şahin & Tuğrul, 2012).

Game addiction, which has started to take place in the lives of individuals, has led to a number of consequences. At the same time, it is aimed to determine whether digital game addiction of secondary school students creates a change in students' social activities, behaviors of avoiding banned substances, behaviors of avoiding violence, academic achievement and family relationships, goals and ideals. The main purpose of this research is to examine the digital game addictions of secondary school students studying in private schools and their views on digital games; to examine in terms of different variables such as age, gender, grade level, daily digital game playing time, mother's education level, father's education level, type of social media used. As a result, making some suggestions about the levels of digital game addiction of middle school students and pioneering new studies to be conducted on this subject can be considered as the reason for conducting the research. As it is known, internet addiction and digital game

addiction are quite high in almost every age group and regardless of the work our people do. In this sense, it is thought that it would be beneficial to conduct more comprehensive research on this subject in order for our children and young people, who are the guarantee of our future, to be healthy, psychologically and socially more comfortable and more concentrated on their education life. For this purpose, the aim of this study is to examine the digital game addictions of middle school students studying in private schools and their views on digital games. Thus, it is thought that our research will contribute in the light of scientific data.

METHOD

This research is a descriptive study that aims to examine the digital game addictions of secondary school students studying in private schools and their views on digital games in terms of different variables such as gender, grade level, father's education level, mother's education level, family economic level, academic achievement level, digital game playing time and game playing environment.

Population And Sample

The population of the research consists of students studying in private secondary schools affiliated to Gaziantep Provincial Directorate of National Education, and the sample group consists of 350 people selected on the basis of volunteerism. The necessary permissions have been obtained. Parental consent documents have been obtained. The personal characteristics of the research group are given in Table 1.

Table 1. Distribution of personal characteristics of the research group

Variables	Groups	n	%
Gender	Woman	178	50.9
	Male	172	49.1
Class Level	Grade 5	198	56.6
	Grade 6	152	43.4
Father's Education Level	Illiterate	27	7.7
	Primary School	113	32.3
	Middle School	110	31.4
	High School	63	18.0
	University	37	10.6
	Illiterate	41	11.7
Mother Education Level	Primary School	141	40.3
	Middle School	98	28.0
	High School	50	14.3
	University	20	5.7
Family Economic Level	8500 and below	113	32.3
	8501 tl - 13500 tl	123	35.1
	13501 tl-18500 tl	56	16.0
	18501 tl and above	58	16.6
Academic Success	Low	14	4.0
	Middle	68	19.4
	Good.	161	46.0
	Very good	107	30.6
Digital Game Playing Time (Daily)	Less than 1 hour	183	52.3
	1-3 hours	110	31.4
	4-5 hours	38	10.9
	More than 5 hours	19	5.4
Game Play Environment	Computer	22	6.3
	Game Console	18	5.1

	Tablet	139	39.7
	Cell Phone	171	48.9

Data Collection Tools

In order to collect data in the study, an 8-item personal information form prepared by the researchers and the "Digital Game Addiction Scale for Children" developed by Hazar and Hazar (2017) to measure the game addiction of individuals aged 10-14 years were used. The scale consists of 24 items and a 5-point Likert-type rating was used to evaluate the statements in the scale (1=Strongly Disagree, 2=Disagree, 3=Disagree, 4=Agree, 5=Strongly Agree). The cronbach alpha internal consistency coefficient of the scale was found to be 0.90. The lowest score that can be obtained from the scale is "24" and the highest score is "120". In the evaluations to be made according to the total score of the scale, it is stated that it should be evaluated as "1-24: Normal group, 25-48: Low-risk group, 49-72 Risky group, 73-96 Dependent group, 97-120 Highly dependent group".

Data Collection Process

In order to collect the data in the study, the data were collected during the spring semester of the 2021-2022 academic year by providing one-to-one access to the participants. During the data collection process, 382 participants were reached, but 350 scales were included in the data analysis process. After the data collection tools were distributed, the participants were informed about the subject and purpose of the study and the content of the data collection tools. The completion of the measurement tools took 20-25 minutes depending on the respondents, and during this time, the questions from the participants were explained by giving the necessary feedback. No participant was forced to participate in the study, and the principle of confidentiality was carefully observed during the application and collection of the questionnaires.

Data Analysis

SPSS 22.0 program was used for statistical analysis of the data. It was determined that the data in the study showed normal distribution and parametric tests were applied. Descriptive statistical calculations and percentage frequency analyzes were performed. In determining the differences between independent variables, independent samples t-test and One Way Anova analyzes were used and the numerical data were interpreted in tables. Significance level was taken as $p<0.05$.

Ethics Committee Approval

This research was conducted with the permission obtained by the decision of the Ethics Committee of Gaziantep University, dated 09/11/2022 and numbered 257264.

FINDINGS AND DISCUSSION

Table 2. Comparison of the scores obtained by the research group from the scale in terms of gender variable

	n	**Ort.**	**ss.**	**t**	**p**
Female	178	51.01	17.96560	-3.119	.002
Male	172	56.74	16.41124		

Table 2 shows the comparison of the total scores obtained by the research group from the digital game addiction scale in terms of gender variable. Accordingly, as a result of the analysis, a significant difference was found in favor of boys in terms of gender variable ($p<0.05$). In other words, we can say that the play addiction of the boys in the research group is higher than that of the girls. Considering the mean scores obtained from the scale (girl=51.01, boy=56.74), it can be said that the research group is in the risky group.

Table 3. Comparison of the scores obtained by the research group from the scale in terms of class variable

	n	Ort.	ss	t	p
5th Grade	178	51.71	17.03	-2.602	0.01
6th Grade	172	56.58	17.60		

Table 3 shows the comparison of the total scores obtained by the research group from the digital game addiction scale in terms of class variable. Accordingly, as a result of the analysis, a significant difference was found in favor of 6th graders in terms of class variable ($p<0.05$). In other words, we can say that the game addiction of 6th grade children in the research group is higher than 5th grade children.

Table 4. Comparison of the scores obtained by the research group from the scale in terms of father's education level

	KT	sd	KO	F	p	Difference
Between groups	3948,170	4	987,042	3,335	,011	5-1, 5-2,
Within Group	102110,847	345	295,973			4-1, 3-1,
Total	106059,017	349				2-1

Groups: 1st group: Illiterate, 2nd group: Primary school, 3rd group: Secondary school, 4th group: High school, 5th group: University

Table 4 shows the comparison of the total scores obtained by the research group from the digital game addiction scale in terms of father's education level. Accordingly, as a result of the analysis, significant differences were found between the groups in terms of father's education level ($p<0.05$). LSD test was performed to determine which groups the difference was between. It was found that those whose fathers' education level was university had higher scores than those whose fathers' education level was illiterate and primary school, and those whose fathers' education level was high school, secondary school and primary school had higher scores than those whose fathers' education level was illiterate. In other words, it can be said that children with higher levels of father education also have higher levels of digital game addiction.

Table 5. Comparison of the scores obtained by the research group from the scale in terms of mother's education level

	KT	sd	KO	F	p	Difference
Between Groups	3265,183	4	816,296	2.740	.029	5-1, 4-1, 3-1
Within Group	102793,834	345	297,953			
Total	106059,017	349				

Groups: 1st group: Illiterate, 2nd group: Primary school, 3rd group: Secondary school, 4th group: High school, 5th group: University

Table 5 shows the comparison of the total scores obtained by the research group from the digital game addiction scale in terms of mother's education level. Accordingly, as a result of the analysis, significant differences were found between the groups in terms of mother's educational status ($p<0.05$). LSD test was performed to determine which groups the difference was between. It was determined that those whose mother's education level was university, high school and

secondary school obtained higher scores than those who were illiterate. In other words, it can be said that children with higher levels of maternal education also have higher levels of digital game addiction.

Table 6. Comparison of the scores obtained by the research group from the scale in terms of family income level variable

	KT	sd	KO	F	p	Difference
Between Groups	2326,065	3	775,355	2,586	,041	4-1, 3-1, 4-2, 3-2
Within Group	103732,952	346	299,806			
Total	106059,017	349				

Groups 1st group: 8500 tl and below, 2nd group: 8501-13500 tl, 3rd group: 13501-18500 tl, 4th group: 18501 tl and above

Table 6 shows the comparison of the total scores obtained by the research group from the digital game addiction scale in terms of family income status. Accordingly, as a result of the analysis, significant differences were found between the groups in terms of family income status ($p<0.05$). LSD test was performed to determine which groups the difference was between. It was determined that the family income level was higher for those whose family income level was above 13501 TL than for those whose family income level was 13500 TL and below. In other words, it can be said that children with higher family income levels also have higher digital game addictions.

Table 7. Comparison of the scores obtained by the research group from the scale in terms of academic achievement status

	KT	sd	KO	F	p	Difference
Between Groups	4409,892	3	1469,964	5,004	,002	1-2, 1-3, 1-4, 2-4, 3-4
Within Group	101649,125	346	293,784			
Total	106059,017	349				

Groups: 1st group: low, 2nd group: moderate, 3rd group: good, 4th group: very good

Table 7 shows the comparison of the total scores obtained by the research group from the digital game addiction scale in terms of academic achievement status. Accordingly, as a result of the analysis, significant differences were found between the groups in terms of academic achievement status ($p<0.05$). LSD test was performed to determine which groups the difference was between. It was found that those with low academic achievement obtained higher scores than the average, good and very good groups, and those with average and good academic achievement obtained higher scores than the very good group. In other words, it can be said that children's digital game addiction increases as academic achievement decreases.

Table 8. Comparison of the scores obtained by the research group from the scale in terms of daily game playing time

	KT	sd	KO	F	p	Difference
Between Groups	15802,004	3	5267,335	20,192	,000	4-1, 4-2, 4-3, 3-1, 3-2, 2-1
Within Group	90257,013	346	260,858			
Total	106059,017	349				

Groups: 1st group: less than 1 hour, 2nd group: 1-3 hours, 3rd group: 4-5 hours, 4th group: more than 5 hours

Table 8 shows the comparison of the total scores obtained by the research group from the digital game addiction scale in terms of daily digital game playing time. Accordingly, as a result of the analysis, significant differences were found between the groups in terms of daily digital game playing time ($p<0.05$). LSD test was performed to determine between which groups the difference was between. It was determined that the scores obtained by those with more than 5 hours of daily digital game time were higher than the other groups, and those with 4-5 hours were higher than those with 1-2 hours. In other words, it can be said that as the daily digital game time increases, children's digital game addiction increases.

Table 9. Comparison of the scores obtained by the research group from the scale in terms of game playing platfor

	KT	sd	KO	F	p	Difference
Between Groups	5899,301	3	1966,434	6,793	,000	1-2, 1-3, 1-4, 3-2, 3-4
Within Group	100159,716	346	289,479			
Total	106059,017	349				

Groups: 1st group: Computer, 2nd group: Game Console, 3rd group: Tablet, 4th group: Cell Phone

Table 8 shows the comparison of the total scores obtained by the research group from the digital game addiction scale in terms of game playing platform. Accordingly, as a result of the analysis, significant differences were found between the groups in terms of game playing platform ($p<0.05$). LSD test was performed to determine which groups the difference was between. It was determined that those who use a computer as their gaming platform scored higher than those who use a game console, tablet and cell phone, and those who use a tablet scored higher than those who use a game console and cell phone.

DISCUSSION AND CONCLUSION

When we look at the comparison of the participants' total scores obtained from the digital game addiction scale in terms of gender variable, it was seen that there was a significant difference in favor of boys. Accordingly, we can say that the game addiction of boys in the research group is higher than that of girls. In addition, when we look at the average score obtained from the scale, it can be said that the research group is in the risky group. In this sense, we can say that the reason for this is that male students are more likely to use the places that provide the opportunity to play outside and spend more time outside than girls.

Aksel (2017), in his study with secondary school students, stated that the digital game addiction levels of male students were statistically significantly higher than those of female students. Horzum (2011), in his study investigating the digital game addiction status of primary school students, found that male students used digital games more and neglected their duties, and also concluded that the total scores of digital game addiction were higher than female students.

When the studies conducted both in Turkey and abroad are examined, it is found that boys have higher levels of digital game addiction in many studies. Chang and Kim (2020) examined the effect of school and individual factors on game addiction among elementary, middle and high school students in Korea and found that boys were more addicted than girls. Rosyid et al. (2019) examined the online game addiction of engineering students in Indonesia and found that male students dominate female students in terms of addiction. Deniz (2021), in his thesis study, looked at digital game playing habits and parental attitudes in middle and high school students and examined their effects on digital game addiction. In her study, she found that the mean

score of the Digital Game Addiction Scale was higher in male students than in female students. It can be said that the high difference in the gender variable of male students compared to female students is related to their greater interest and curiosity in technological arguments. It is thought that the fact that boys are more prone to digital games than girls, and that men are less restricted in society due to the orientations and indoctrination of gender perception makes it easier for them to access these games and spend long periods of time in front of their devices. It can be stated that raising awareness of parents about the fact that this privileged situation increases addiction even more will be beneficial in reducing digital game addiction.

When we look at the comparison of the total scores obtained by the participants from the digital game addiction scale in terms of the class variable, it was seen that there was a significant difference in favor of the 6th graders. Accordingly, we can say that 6th grade children in the research group have higher game addiction than 5th grade children. Kurtbeyoğlu (2018), in his study on secondary school students, revealed that 5th graders had higher digital game addictions than 7th and 8th graders and 6th graders had higher digital game addictions than 8th graders. Sherry et al., (2003) found that the digital game playing time of the research group increased from the fifth grade to the 8th grade, but this increase decreased with university life. Çakıcı (2018), in a study conducted with 300 high school students, stated that the level of digital game addiction of 9th and 10th grade students was higher than that of 11th and 12th grade students. Barut (2019), in his research with high school students, stated that digital game addictions did not differ in terms of class variable. Looking at the literature, it was determined that similar and different findings were found.

When we look at the comparison of the total scores obtained by the participants from the digital game addiction scale in terms of the father's education status variable, it was seen that there was a significant difference between the groups. Accordingly, it was seen that those with a bachelor's degree obtained higher scores than those who were illiterate and primary school, and those with high school, secondary school and primary school obtained higher scores than those who were illiterate. In this sense, it can be said that children with high levels of father's education also have high levels of digital game addiction. When we examine the studies conducted in the literature, it is seen that different results have emerged between the education levels of parents and digital game addictions (Smith, 2004). Gökçearslan and Durakoğlu (2014) concluded in their study that as the level of father's education increases, the level of computer game addiction of students increases.

When we look at the comparison of the total scores obtained by the participants from the digital game addiction scale in terms of the mother's education status variable, it was seen that there was a significant difference between the groups. In this sense, it can be said that the digital game addiction of children with high mother education level is also high. Ayhan and Köseliören (2019), in their study titled "Internet, Online Gaming and Addiction", stated that there was an increase in online game addiction scores with the decrease in the mother education level of the research group. Erboy (2010), in the study examining the factors affecting the computer game addiction levels of 4th and 5th grade students, stated that the addiction levels of the students of mothers with low education level were higher than the students with high mother education level.

When we look at the comparison of the total scores obtained by the participants from the digital game addiction scale in terms of family income level status variable, it was seen that there was a significant difference in terms of family income status. According to this; It was seen that the

family income was higher than those whose family income was over 13501 tl and 13500 tl and below. In other words, it can be said that the digital game addictions of children with high family income levels are also high. Çavuş et al., (2016), in their research, concluded that there is a significance between the income levels of families and digital game addictions and that there is an increase in digital game addictions with the increase in the economic status of familie.

Kestane (2019) found that there was a significant relationship between the income level of families and students' gaming addictions in his middle school level study. He stated that the higher the income level of the families, the higher the student's game addiction. Demirbozan (2019) determined that digital game addiction showed a significant difference according to the monthly income of the family in his high school level study. He found that participants whose families had a high monthly income were significantly higher in digital game addiction compared to families with low monthly income. Based on the results of these studies, it can be considered that the increase in the income level of families is one of the main reasons why students can more easily access the devices necessary to play digital games.

Contrary to our research finding, there are also studies in the literature that do not find a relationship between digital game addiction and family income level. Found a significant difference between household income and the mean addiction scores in his middle school level study. She determined that the participants with the lowest mean digital game addiction scores were students from families with the highest level of income (Aydın Özgür, 2019).

When we look at the comparison of the participants' total scores obtained from the digital game addiction scale in terms of academic achievement status variable, it was seen that there was a significant difference. Accordingly, it was determined that those with low academic achievement obtained higher scores than the medium, good and very good groups, and those with medium and good academic achievement obtained higher scores than the very good group. In other words, it can be said that children's digital game addiction increases as their academic achievement decreases. In the literature, there are many studies that have found a decrease in students' academic achievement due to spending too much time on digital games (Nazlıgül, 2018). On the contrary, it is seen that there are studies in which playing digital games does not affect academic achievement (Torun, 2015). Öztürk Eyimaya et al. (2020) stated in their research that digital game addiction brings academic failure and a number of health problems.

When we look at the comparison of the total scores obtained by the participants from the digital game addiction scale in terms of the variable of daily digital game playing time, it was seen that there was a significant difference. According to this; it was determined that the scores obtained by those whose daily digital game time was more than 5 hours were higher than the other groups, and those with 4-5 hours were higher than those with 1-2 hours. In other words, as the daily digital game time increases, it can be said that children's digital game addiction increases. Gökçearslan and Durakoğlu (2014), in a study conducted with secondary school students, stated that those who play games more than 3 hours once a day have higher game addiction than those who play games up to 1 hour once a day. In different studies on the subject, it was stated that addiction increased with the increase in game playing time (Lemmens et al., 2009).Similarly, it was observed that addiction occurred in individuals with the increase in game playing time (Bilge, 2012).

When we look at the comparison of the total scores obtained by the participants from the digital game addiction scale in terms of the game playing platform variable, it was seen that there was a significant difference. Accordingly, it was determined that those who use computers as their gaming platform obtained higher scores than those who use game consoles, tablets and cell phones, and those who use tablets obtained higher scores than those who use game consoles and cell phones.

Güllü et al. (2012) found that the levels of computer game addiction of the participants in their study differed significantly according to the presence of a digital game playing tool at home. Şahin and Tuğrul (2012) stated that individuals who do not have a computer at home have lower digital game addiction than individuals who have a computer at home. In the study conducted by Delebe (2020), it was found that the average digital game addiction scores of individuals with a game tool were higher than those without a game tool, in Göldağ's (2018) study, it was found that the average game addiction scores of students with computers were higher than those without computers; the average game addiction scores of those with mobile phones were higher than those without mobile phones. In another study, it was found that the digital game addictions of those who play games with computers are significantly higher than those who play games with tablets and mobile phones; those who play games with game consoles have significantly higher digital game addiction scores than those who play games with tablets and mobile phones (Kaymak, 2020).

As a result, it was determined that there was a significant difference in terms of gender variable and that the addiction of boys to playing digital games was higher than girls. While it was seen that there was a significant difference in terms of the grade of education, it was stated that the game addiction of those studying in the 6th grade was higher than those in the 5th grade. In addition, when we look at the educational level of the parents, it was seen that there was a significant difference and the digital game addictions of the children of parents with higher educational level were higher. In addition, it was found that there was a significant difference in terms of family income level, children with high family income level had higher digital game addictions, while children's digital game addictions increased as academic achievement decreased. At the same time, it was concluded that children's digital game addictions increased as the duration of daily digital games increased, and those who had a computer as their gaming platform scored higher than those who used game consoles, tablets and cell phones.

SUGGESTIONS

- This study can be applied to different age groups and comparisons can be made.
- Comparisons can be made between school types by applying this study to secondary school students.
- Some seminars can be organized for parents and children about technology and digital game addiction.
- Comparisons can be made between parents. The development of children can be ensured through activities such as peer solidarity etc.
- Culture can be preserved by directing them to traditional games.
- In order to minimize the society's addiction to digital games, playgrounds where children can spend time should be developed.
- Different studies can be applied to different provinces and comparisons can be made.
- Different activities can be organized to direct the society to sportive activities.

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