

The Predictive Power of Digital Game Addiction on Trait Anger Levels Among Pre-Service Teachers*

Öğretmen Adaylarının Dijital Oyun Bağımlılığının Sürekli Öfke Düzeylerini Yordama Gücü

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ABSTRACT

This research aims to investigate whether digital game addiction predicts trait anger levels among pre-service teachers. The research was conducted using a correlational survey model, which is one of the quantitative methods. The research was conducted at a state university during the 2024-2025 academic year, with the participation of 629 pre-service teachers. A personal information form, the Digital Game Addiction Scale for University Students, and the Trait Anger Scale were used. Following the receipt of institutional and ethical approvals, data were gathered online from volunteer pre-service teachers. The data of the research were found to show a normal distribution. Descriptive statistics, ANOVA, independent samples t-test, correlation, and regression analysis were made. The study determined that pre-service teachers were in the low-risk group regarding digital game addiction. Their trait anger level was found to be $\bar{X}=21.32$ ($R^2=0.05$). Significant differences were found in pre-service teachers' digital game addiction and trait anger levels according to some variables. There is a significant and positive, but low-level, relationship between digital game addiction and trait anger levels. The findings indicate that digital game addiction is a significant predictor of trait anger levels.

Keywords: Pre-service teachers, digital game addiction, trait anger, higher education.

ÖZ

Bu araştırma, dijital oyun bağımlılığının sürekli öfke düzeyinin bir yordayıcısı olup olmadığını belirlemeyi amaçlamaktadır. Araştırma nicel yöntemlerden biri olan ilişkisel tarama modelinde gerçekleştirilmiştir. Araştırma, bir devlet üniversitesinde, 2024-2025 eğitim-öğretim yılında, 629 öğretmen adayının katılımıyla yürütülmüştür. Kişisel bilgi formu, Üniversite Öğrencilerinde Dijital Oyun Bağımlılığı Ölçeği ve Sürekli Öfke Ölçeği kullanılmıştır. Kurum izni ve etik onayın alınmasının ardından, gönüllü öğretmen adaylarından çevrimiçi olarak veriler toplanmıştır. Verilerin normal dağılım gösterdiği tespit edilmiştir. Betimsel istatistikler, ANOVA, ilişkisiz örneklem t-testi, korelasyon analizi ve regresyon analizi yapılmıştır. Araştırmada, öğretmen adaylarının dijital oyun bağımlılığı açısından az riskli grupta oldukları tespit edilmiştir. Sürekli öfke düzeyleri ise $\bar{X}=21,32$ olarak bulunmuştur ($R^2=0.05$). Öğretmen adaylarının dijital oyun bağımlılığı ve sürekli öfke düzeylerinde bazı değişkenler açısından

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anlamli farklilik g r lm   t r. Ara tırma sonu larına g re dijital oyun ba ımlılı ı d zeyleri ile s rekli  fke d zeyleri arasında anlamli ve pozitif y nl , ancak d   k d zeyde bir ili ki bulunmaktadır. Bulgular, dijital oyun ba ımlılı ının s rekli  fke d zeyinin anlamli bir yordayıcısı oldu unu g stermektedir.

Anahtar Kelimeler:   retmen adayı, dijital oyun ba ımlılı ı, s rekli  fke, y ksek  retim.

INTRODUCTION

Games have an indispensable place in the lives of individuals from childhood to adulthood. They have an important place in individual development with their accessible, versatile, simple, functional, participatory features that are selected according to development and age (Mustafao lu & Yasacı, 2018). Games played in open areas and face-to-face have become games played through devices such as computers or mobile phones over time (Dursun & Eraslan  apan, 2018). Yal ın Irmak and Erdo an (2016) stated in their research that digital games can have negative effects in terms of psychosocial and behavioral problems in the short and long term. One of these can be considered as addiction. Addiction is determined by the negative situations that may occur as a result of playing games rather than playing them too much ( im ek & Karaku  Yılmaz, 2020). Digital game addiction lays the groundwork for the emergence of many potential physical, social, academic, and psychological problems (Bayram, 2025). Digital game addiction has emerged as an important mental health issue affecting both children and adults (Sharma & Mukherjee, 2021).

Although digital games are commonly played for entertainment activities and stress relief, their uncontrolled and excessive use can lead to various problems. For example, digital game addiction can cause irritability and anger management problems (Alarcon et al., 2024). Digital game addiction is linked to increased aggression and anger (Akba  & Kili    leyen, 2024; Durmu , Metin & Durmu , 2025). Some research has investigated digital game addiction in relation to anxiety, stress, and depression, and violence tendency (Erkmen & Hazar, 2023; Karabulut, 2019; Nagar et al., 2025; Sulubey, 2022; Yılmaz & Kara lan Yılmaz, 2018). According to a study examining digital game addiction among Generation Y, Akkaya et al. (2021) found that those who experience stress, anger, and fear while playing games have a high level of digital game addiction. Altın (2025) stated that the irregular and excessive use of social media and internet and is likely to disrupt social and cultural structures. The growing prevalence of digital game addiction is associated with a range of psychological problems among individuals. This situation is becoming a topic that needs to be focused on and is open to research. Therefore, this point in the research is important.

Some negative situations that individuals experience with technology can cause anger. According to the Turkish Language Association (TDK), the word anger is defined as "the aggressive reaction shown in the face of obstacle, injury or intimidation; anger, rage, fury, ambition, rage, fury, wrath" (TDK, 2023). Anger can be explained as social negativities that disturb society through attitudes and behaviors ( ivilida  & Cooper, 2013). Anger is a natural, universal and human reaction to unsatisfied desires, undesirable results and unmet expectations that can be experienced in different intensities ranging from a mild reaction to the level of rage (Soysal, Can & Kılı , 2009). Anger can occur as a secondary emotion as a result of the effects of internal and external factors that follow various emotional states such as anxiety, sadness and fear ( zmen, 2006). Trait anger consistently predicts situational anger and aggressive behavior in daily life (Veenstra et al., 2018).

Investigating the anger level of pre-service teachers is an important issue in terms of communication for the classroom in their professional lives and therefore student success. Liu et al. (2024) found in their research that teachers' competence in anger regulation is insufficient. However, teachers' anger in the classroom primarily affects their students. At this point, Wang et al. (2023) concluded in their research with 655 teachers that teachers' anger

states negatively affect students' participation in the lesson as perceived by the teacher. Petrulyte (2022) found in her/his research that pre-service teachers' anger expression was higher than in-service teachers. Therefore, it is thought that research that draws attention to this situation during the in-service training periods of pre-service teachers will be valuable.

In their systematic review, Şimşek and Karakuş Yılmaz (2020) reported that most studies on digital game addiction have focused on primary, secondary, and high school students. This study are expected to provide a meaningful contribution the current literature on pre-service teacher education. They will be role models for their students with their behaviors, as in every subject in their professional lives. Teachers' classroom behaviors and emotional management will also affect the nature and quality of education. It is valuable to determine the anger status of prospective teachers and the factors that affect this status. The anger experienced by teachers in the classroom affects the quality of the teacher-student relationship and their emotional exhaustion (Taxer et al., 2019). Therefore, it is important to focus on this situation in the pre-service training of teachers. Social isolation, stress, and sleep disturbances can trigger anger in individuals who play digital games for extended periods. Losing a game, failure, or defeat can also lead to anger. Anger can occur as the cause of a behavior or as a result of a behavior (Özmen, 2006). The study aims to determine whether digital game addiction and anger are related. The study also examines whether digital game addictions and trait anger levels differ across various demographic variables. This aims to reveal the role of individual and environmental factors, as well as gaming habits, on these variables. The results obtained contribute to both identifying risk groups and interpreting the findings more meaningfully.

As the prevalence of digital games in individuals' lives increases, the psychosocial consequences of their uncontrolled use are becoming more visible (Bayram, 2025; Dursun & Eraslan Çapan, 2018; Sharma & Mukherjee, 2021). As seen in the literature, digital game addiction is described not only by the duration of use but also by the negative emotional and behavioral consequences it produces in the individual (Bayram, 2025; Şimşek & Karakuş Yılmaz, 2020); in this context, it is particularly associated with reactions such as anger and aggression (Akbaş & Kılınç İşleyen, 2024; Alarcon et al., 2024; Batool et al., 2025). Digital game addiction might create a ground for increased and persistent anger. Accordingly, digital game addiction is theoretically expected to be associated with trait anger. However, in the literature, digital game addiction has mostly been examined through child and adolescent samples (Şimşek & Karakuş Yılmaz, 2020), and studies conducted with pre-service teachers, who will directly affect educational environments in the future, are limited. Yet, the anger levels of pre-service teachers affect student participation, classroom communication, and learning processes (Liu et al., 2024; Taxer et al., 2019; Wang et al., 2023). By focusing on pre-service teachers, this research aims to investigate the relationship between trait anger and digital game addiction, both by focusing on a different sample group and by examining the addiction-emotion regulation relationship in the context of education. This research's problem is whether digital game addiction predicts the level of trait anger. The sub-problems are listed below.

1. What are the digital game addiction levels of pre-service teachers?
2. Do pre-service teachers' digital game addiction levels differ according to gender, grade, program, daily digital game playing frequency, most frequently played digital game type, devices played digital games, preferred digital game playing style, and digital game form?
3. What are the trait anger levels of pre-service teachers?
4. Do pre-service teachers' anger levels differ according to gender, grade, program, daily digital game playing frequency, most frequently played digital game type, devices played digital games, preferred digital game playing style, and digital game form?
5. Do pre-service teachers' digital game addiction predict trait anger level?

METHOD

2.1. Research Design

This research was carried out using a survey model within the framework of quantitative research. In this model, the relationship between two or more variables is examined without trying to affect them (Fraenkel et al., 2012). This model, relational screening, was used in this research. This model was selected because the predictive power of digital game addiction on trait anger levels was examined in this research.

2.2. Participants

A total of 629 pre-service teachers enrolled in various programs at the faculty of education during the 2024–2025 semester participated in the research. Convenience sampling was used to select the pre-service teachers. The demographic characteristics of the participants are shown in Table 1.

Table 1

Demographic Characteristics of the Participants

Gender	N	%
Female	483	76.8
Male	146	23.2
Total	629	100
Department	N	%
Primary school mathematics teaching (PSMT)	98	15.6
Social studies teaching (SST)	63	10
Classroom teaching (CT)	100	15.9
Turkish language teaching (TLT)	113	18
Preschool teaching (PT)	61	9.7
Psychological counseling and guidance (PCG)	194	30.8
Total	629	100
Grade Level	N	%
1	170	27
2	187	29.7
3	116	18.4
4	156	24.8
Total	629	100
Daily digital game playing frequency		
Less than 1 hour	487	77.4
1-3 hours	95	15.1
More than 3 hours	47	7.5
Total	629	100
Most frequently played digital game type		
Action	76	12.1
Adventure	53	8.4
Sports	46	7.3
War	93	14.8
Educational	107	17.0
Other	254	40.4
Total	629	100
Preferred digital game playing style		
Online	343	54.5
Offline	286	45.5
Total	629	100
Preferred digital game form		
Single user	362	57.6
Multi-user	267	42.4
Total	629	100

When Table 1 is examined, the majority of the participants are female, from the PCG program, at the 2nd grade level, their daily digital game playing frequency is less than 1 hour, their most frequently played digital game type is other, their preferred digital game playing style is online, and their preferred digital game playing style is single-user.

2.3. Research Instruments and Procedures

Personal Information Form: This form consists of questions concerning the participants' gender, grade level, program of study, daily digital game playing frequency, most frequently played digital game type, preferred digital game playing style, and preferred digital game playing style.

Digital Game Addiction Scale for University Students: This scale was adapted for university students by Hazar and Hazar (2019). It is an adapted version of the digital game addiction scale for children by Hazar and Hazar (2017). Its validity and reliability were analyzed with exploratory and confirmatory factor analyses. The KMO Bartlett sphericity test result was found to be suitable for the analysis. Examining the factor loadings, three factors were obtained. Inter-factor correlation and Cronbach's Alpha values were also found to be satisfactory. Confirmatory factor analysis revealed that the values were between the assumed range and the acceptable range, thus confirming the scale's factor structure. The scale has a 21-item and a 5-point Likert type. The factors of the scale: 'overfocus and procrastination', 'deprivation and search', 'emotional change and immersion'. The Cronbach Alpha coefficients are .76, .78, .89 for each subfactor, respectively, and .95 for the total scale. The factor loadings of the items in the scale range from .82 to .51. The minimum possible score on this scale is 21, whereas the maximum possible score is 105. When rating the scale scores, they are considered as 1-21: Normal, 22-42: Low risk, 43-63: Risky, 64-84: Dependent, 85-105: Highly dependent group. The scale was found to valid-reliable measurement tool in the university sample in measuring digital game addiction. Permission for using the scale was obtained from the researchers. The scale's total Cronbach alpha value is .949, and the dimensions are .924, .885 and .768, respectively in this study.

Trait Anger (SL-ANGER) and Anger Expression (ANGER-STYLE) Style Scale: The scale was developed by Spielberger (1988) and adapted to Turkish by Özer (1994). Data was collected from various groups, including high school and university students, and administrators. Trait anger scale was used in this study. Trait anger scale is a scale in which the person is asked to indicate how he/she generally feels, while anger expression scale is a scale in which the person is asked to indicate how often he/she generally behaves in the mentioned way. Factor analysis was performed. Trait anger scale consists of 10 items. It was rated in the range of 1-Never...4-Almost always. The total score is obtained by adding the scale range scores obtained from each item. The alpha values of the scale vary between .67 and .82. Permission to use the scale was obtained from the researcher. Cronbach alpha value of the SL-ANGER scale is .863, in this study.

2.4. Data Analysis

Data were analyzed using SPSS 23 program. It was observed that the normality distribution kurtosis skewness values were between 0.520 - 0.970. Since it was between +1, -1, it can be said that it showed a normal distribution (Büyüköztürk, 2010). Descriptive statistics, independent samples t-test, one-way ANOVA, correlation and regression analysis were used. Digital game addiction and trait anger and anger expressions of pre-service teachers were examined with descriptive statistics. Independent samples t-test was employed to differences according to gender, preferred digital game playing style and preferred digital game playing style, one way ANOVA for differences according to class, program of study, daily digital game playing frequency, most frequently played digital game type, Pearson correlation analysis was used to examine the relationship between digital game addiction and trait anger, and regression

analysis was used to determine the predictive power of digital game addiction on trait anger level.

RESULTS

This section presents the findings in order according to the sub-problems of the research.

3.1. Digital Game Addiction Levels

The first sub-problem is: “What are the digital game addiction levels of pre-service teachers?” Descriptive statistics analyses were conducted to examine the digital game addiction levels and trait anger levels of pre-service teachers. The results are presented in Table 2.

Table 2

Findings Regarding Digital Game Addiction Levels

Sub-dimensions	N	$\bar{X}$	Ss
Overfocus and procrastination	629	17.82	7.43
Deprivation and seeking	629	9.55	4.08
Emotional change and immersion	629	8.84	3.53
Digital Game Addiction General	629	36.20	13.87

Pre-service teachers were shown to be at low risk of digital game addiction ($\bar{X}$ =36.20).

3.2. Digital Game Addiction Levels According to Demographic Variables

The second sub-problem is: “Do pre-service teachers’ digital game addiction levels differ according to gender, grade, program, daily digital game playing frequency, most frequently played digital game type, devices played digital games, preferred digital game playing style, and digital game form?” Pre-service teachers’ levels of digital game addiction by these demographic variables are shown in Tables 3 and 4.

Table 3

Digital Game Addictions According to Gender, Preferred Game Type, and Game Playing Style

Gender	N	$\bar{X}$	sd	df	t	p	Cohen’s d
Female	483	34.11	12.64	627	-7.139	.000	-0.675
Male	146	43.12	15.50				
Preferred digital gaming style	N	$\bar{X}$	sd	df	t	p	Cohen’s d
Online	343	39.94	14.56	627	7.727	.000	0.619
Offline	286	31.73	11.53				
Preferred digital gaming style	N	$\bar{X}$	sd	df	t	p	Cohen’s d
Single-user	362	32.75	12.12	627	-7.587	.000	-0.612
Multi-user	267	40.88	14.73				

When Table 3 is examined, digital game addictions of male are significantly higher than female ($p<.05$). Digital game addictions are significantly higher in online gamers than offline gamers according to their preferred digital game playing style ($p<.05$). Digital game addictions are significantly higher in multi-user gamers than single-user gamers according to their

preferred digital game playing style ($p < .05$). Cohens's d is interpreted as small effect=0.2, medium effect=0.5, and large effect size=0.8 (Cohen, 1988). One-Way ANOVA was used to examine whether digital game addictions of pre-service teachers showed differences according to grade level, program of study, daily digital game playing frequency, and the type of digital game they played most frequently. The analysis results are shown in Table 4.

Table 4

Digital Game Addictions According to Grade, Department, Daily Digital Game Playing Frequency, and The Type of Digital Game They Play Most Frequently

Grade Level	N	$\bar{X}$	sd	df	F	p	Difference	Eta Square η^2
1	170	35.46	14.30	628	1.070	.361	-	0.0051
2	187	37.55	13.45					
3	116	34.94	12.30					
4	156	36.34	14.96					
Department	N	$\bar{X}$	sd	df	F	p	Difference	Eta Square η^2
PSMT	98	38.68	14.83	628	2.662	.022	PCG-PSMT, CT	0.0209
SST	63	37.05	13.77					
CT	100	38.72	13.91					
TLT	113	35.41	14.92					
PT	61	36.51	14.74					
PCG	194	33.75	12.08					
Daily digital game playing frequency	N	$\bar{X}$	sd	df	F	p	Difference	Eta Square η^2
Less than 1 hour	487	32.88	11.82	628	84.581	.001	All	0.2127
1-3 hours	95	45.05	12.36					
More than 3 hours	47	52.77	16.79					
Most frequently played digital game type	N	$\bar{X}$	sd	df	F	p	Difference	Eta Square η^2
Action	76	35.58	11.11	628	15.673	.001	Educational -All	
Adventure	53	37.04	13.76				Action-sports,	
Sports	46	45.41	13.49				war, educational	
War	93	43.70	15.32				Adventure-	
Educational	107	30.74	12.05				sports, war,	
							educational	
							Sports-action,	
							adventure,	
							educational,	0.1117
							other	
Other	254	34.11	13.05				War-action,	
							adventure,	
							educational,	
							other	
							Other-sports,	
							war, educational	

It is seen that digital game addictions of participants don't show significant differences according to their grade levels ($p > .05$). Significant differences were detected according to the department, $p < .05$). The significance of the difference was examined using Post Hoc tests with LSD. The Psychological counseling and guidance department is significantly lower than Primary School Mathematics Teaching and Classroom Teaching in terms of digital game addiction. All of them differ significantly from each other with respect to daily digital game playing frequency ($p < .05$). While those who play less than 1 hour have the lowest digital game addiction, those who play more than 3 hours have the highest digital game addiction. Significant differences were observed in digital game addiction in terms of game type ($p < .05$). Eta Square η^2 is interpreted as small effect=0.01, medium effect=0.06, and large effect size=0.14 (Cohen, 1988). While the differences are stated in Table 4, the most striking result is that those who play

educational games are significantly lower than those who play other game types. The highest addiction is that those who approve of sports and then war games are highly dependent.

3.3. Trait Anger Levels

The third sub-problem is: “What are the trait anger levels of pre-service teachers?” The participants' trait anger levels are shown in Table 5.

Table 5

Findings Regarding Trait Anger Levels

	N	$\bar{X}$	Ss
Trait anger levels	629	21.32	5.89

The trait anger level of the pre-service teachers is $\bar{X}=21.32$. When the trait anger levels of pre-service teachers are examined according to gender, preferred digital game playing style, and preferred digital game type, the results are as in Table 6.

3.4. Trait Anger Levels According to Demographic Variables

The fourth sub-problem of the research is: “Do pre-service teachers’ anger levels differ according to gender, grade, program, daily digital game playing frequency, most frequently played digital game type, devices played digital games, preferred digital game playing style and digital game form?” Pre-service teachers’ trait anger levels according to these demographic variables are shown in Tables 6 and 7.

Table 6

Trait Anger Levels According to Gender, Preferred Game Type, and Game Playing Style

Gender	N	$\bar{X}$	sd	df	t	p	Cohen’s d
Female	483	21.24	5.64	627	-.656	.512	-0.061
Male	146	21.60	6.66				
Preferred digital gaming style	N	$\bar{X}$	sd	df	t	p	Cohen’s d
Online	343	21.97	6.02	627	3.044	.002	0.243
Offline	286	20.55	5.63				
Preferred digital gaming style	N	$\bar{X}$	sd	df	t	p	Cohen’s d
Single-user	362	20.83	5.80	627	-2.447	.015	-0.198
Multi-user	267	21.99	5.95				

When Table 6 is investigated, there is no significant difference in the trait anger levels of pre-service teachers according to gender ($p>.05$). According to their preferred digital game playing style, trait anger levels are significantly higher in online gamers than offline gamers ($p<.05$). According to their preferred digital game playing style, trait anger levels are significantly higher in multi-user gamers than single-user gamers ($p<.05$). Whether the trait anger levels of participants differ according to grade, department, daily digital game playing frequency, and the type of digital game they play most frequently was examined with One-Way ANOVA. The analysis results are as in Table 7.

Table 7

Trait Anger Levels According to Grade, Department, Daily Digital Game Playing Frequency, and Most Frequently Played Digital Game Type

Grade Level	N	$\bar{X}$	sd	df	F	p	Difference	Eta Square η^2
1	170	21.20	5.75	628	.937	.422	-	0.0045
2	187	21.90	5.75					
3	116	21.16	5.71					
4	156	20.88	6.31					
Department	N	$\bar{X}$	sd	df	F	p	Difference	Eta Square η^2
PSMT	98	20.24	5.54	628	1.537	.176	-	0.0122
SST	63	20.38	6.69					
CT	100	22.07	5.89					
TLT	113	21.65	5.96					
PT	61	21.08	5.92					
PCG	194	21.68	5.67					
Daily digital game playing frequency	N	$\bar{X}$	sd	df	F	p	Difference	Eta Square η^2
Less than 1 hour	487	21.08	5.86	628	2.45	.087	-	0.0078
1-3 hours	95	21.79	5.64					
More than 3 hours	47	22.91	6.46					
Most frequently played digital game type	N	$\bar{X}$	sd	df	F	p	Difference	Eta Square η^2
Action	76	20.80	5.26	628	3.553	.004	Action-war	
Adventure	53	20.58	5.28				Adventure-war	
Sports	46	21.78	7.49				War-	
War	93	23.03	5.98				action,,adventure,	0.0277
Educational	107	19.78	5.63				educational, other	
							Educational-war,	
							other Other-war,	
Other	254	21.57	5.78				educational	

When Table 7 is examined, the trait anger levels of participants don't show a significant difference based on the grade level, department, and daily digital game playing frequency ($p > .05$). Trait anger levels show a significant difference according to the type of digital game played most frequently ($p < .05$). The significance of the difference was examined using Post Hoc tests with LSD. The differences are seen in Table 7. Eta Square η^2 is interpreted as small effect=0.01, medium effect=0.06, and large effect size=0.14 (Cohen, 1988). The striking result is that the trait anger levels of those who play war games are significantly higher than those who play action, adventure, educational and other games.

3.5. Digital Game Addiction as a Predictor of Trait Anger

The fifth sub-problem is: "Does pre-service teachers' digital game addiction predict trait anger level?" The results are presented in Table 8.

Table 8

Correlation Between the Variables

	Digital Game Addiction	Trait Anger
Digital Game Addiction	1	
Trait Anger	r .223**	1
	p <.001	

** $p < .01$

There is a positive, low-level, significant relationship between digital game addiction and trait anger levels of pre-service teachers ($r=0.223$, $p<0.001$). A correlation coefficient lower than 0.30 is interpreted as a low-level relationship (Büyüköztürk, 2010). Based on this finding, it can be said that as participants' digital game addiction increases, their trait anger levels also increase. The regression analysis results regarding the situation of pre-service teachers' digital game addiction predicting their anger levels are as in Table 9.

Table 9

Regression Analysis Results Regarding Digital Game Addiction Predicting Trait Anger Level

Variable	B	Standart hata	β	R	R2	Adjusted R2	F(1,628)	t	p
Constant	17.899	.640		0.223	0.050	0.048	32.776	27.955	0.000
Digital game addiction	.095	.017	0.223					5.725	0.000

* $p<0.05$

According to Table 9, the digital game addiction of participants is a significant predictor of the trait anger level ($p<0.05$). It can be said that 5% of the total variance in the anger level is explained by digital game addiction. Considering the values, it can be stated that the relationship has low predictive power.

DISCUSSION AND CONCLUSION

4.1. Pre-service Teachers' Digital Game Addiction Levels

When pre-service teachers are evaluated within the scope of digital game addiction, they are in the low risk group. Digital game addiction is significantly higher in male than in female; in terms of their preferred digital game playing style, online gamers are significantly higher than offline gamers; in terms of their preferred digital game playing style, multi-user gamers are significantly higher than single-user gamers. Digital game addictions don't show a significant difference based on the grade level; and in terms of the department, the Psychological Counseling and Guidance program is significantly lower than Primary School Mathematics Teaching and Classroom Teaching. In digital game addiction, all of them differ significantly from each other in terms of daily digital game playing frequency. While those who play less than 1 hour have the significantly lowest digital game addiction, those who play more than 3 hours have the significantly highest digital game addiction. Significant differences were also observed in digital game addiction in terms of game type. A striking result is that those who play educational games are significantly lower than those who play other game types. The highest addiction is that those who approve of sports and then war games are highly dependent. Akkaya et al. (2021) found that the participants were in the low-risk group in the study they conducted examining the digital game addiction of the Y generation. They found significant differences similar to the one in this study according to gender, education level, and daily game playing time. Erkmén and Hazar (2023) found significant differences in digital game addiction according to class and digital game playing time, but they did not find any significant differences according to gender. According to their study, digital game addiction was higher in lower-grade students and in those with increased gaming time. Similarly, Altın (2025) found that digital game addiction was higher in male than female in his research with university students, higher in those with high daily internet use than those with low daily use, and there was no difference according to age.

The higher prevalence of digital game addiction among male appears consistent with the literature (Akkaya, 2021; Altın, 2025). This can be explained by male's greater inclination towards competitive, action-based games requiring prolonged interaction. Similarly, the higher level of addiction in online and multiplayer games can be attributed to the inclusion of elements such as social interaction, competition, reward systems, and continuity (daily tasks, leagues, etc.), keeping the user engaged for longer periods. The lower addiction rate among Psychological Counseling and Guidance students suggests that this group may have more developed awareness and self-regulation skills. The finding that addiction levels increase with increased game playing time reveals that duration is a significant determinant. When evaluated in terms of game type, the lower association of educational games with addiction levels may stem from their relatively less engaging nature, while the high association of sports and war-type games with addiction can be attributed to the strong characteristics of competition, speed, reward, and replayability in these genres. In light of these findings, providing training to pre-service teachers on topics such as time management and responsible technology use could be a beneficial step towards preventing digital game addiction.

4.2. Pre-service Teachers' Trait Anger Levels

Their trait anger levels are $\bar{X}=21.32$. The trait anger levels didn't differ significantly according to gender; in terms of their preferred digital game playing style, those who played online were significantly higher than those who played offline; and in terms of their preferred digital game playing style, those who played multi-user games were significantly higher than those who played single-user games. It was observed that trait anger levels did not show a significant difference according to grade level, department, and daily digital game playing frequency. Trait anger levels differ significantly according to the type of digital game they played most frequently. The striking result is that those who played war games had significantly higher trait anger levels than those who played action, adventure, educational, and other games. Similarly, Altın (2025), in his study with university students, found that males had higher trait anger levels than females, those with high daily internet use were higher than those with low daily internet use, and there was no difference according to age. Sharma and Mukherjee (2021) stated that playing a violent video game could affect the level of aggression. Civilidağ and Cooper (2013) did not find any significant difference in the level of trait anger among adolescents according to gender. As a different result, Soysal et al. (2009) found that the trait anger level of female was significantly higher than that of male.

Pre-service teachers' levels of trait anger didn't show significant differences according to gender, class level, department, and daily frequency of playing digital games suggests that anger may be related to the quality of the gaming experience rather than these individual variables. Conversely, the higher levels of anger among those who play online and multiplayer games can be explained by the fact that the competition, stress, social comparison, and constant interaction with others inherent in such games increase emotional tension in the individual. Similarly, the higher levels of trait anger among those who play war games compared to other game types can be attributed to the increased emotional arousal caused by the intense tension, perception of danger, aggression, conflict, and defeat situations inherent in these games. Overall, the findings indicate that trait anger is more related to the structural characteristics and interaction patterns of digital games than to individual traits. Therefore, it is thought that providing training to pre-service teachers on topics such as technology use, digital game awareness, and anger management could be beneficial.

4.3. Digital Game Addiction as a Predictor of Trait Anger

This research showed a significant positive relationship of low magnitude between digital game addiction and trait anger. Digital game addiction was a significant predictor of trait anger levels at this research. When similar studies in the literature were examined, Mohan

and Lavanya (2018) concluded that anger had a significant effect in predicting game addiction. Batool et al. (2025), in their research with young adults, revealed a significant positive association between problematic online gaming and aggressive behavior. They also found that problematic online gaming has a positive and significant effect on aggressive behavior. Sharma and Mukherjee (2021) concluded that trait anger significantly and positively predicted video game addiction. Aghdaki and Seddikhiarfaee (2023) showed that there was a significant positive relationship between anger and addiction tendency and that anger significantly predicted addiction. Similarly, Altın (2025) also found a positive correlation between anger and digital game addiction with university students. Akbaş and Kiliç İşleyen (2024) found in their research that digital game addiction triggers aggression and anger in adolescents. Yalçın (2022) found in his research with sports faculty students that there is a positive relationship between anger levels and internet addiction. Nagar et al. (2025) found significant positive correlations between digital game addiction, aggression, and anger in their meta-analysis study. Durmuş et al. (2025) concluded in their qualitative research that individuals with digital game addiction exhibit angry and antisocial characteristics. All these studies prove that digital game addiction is associated with negative emotions such as anger and aggression, and as a result, negatively affects an individual's emotional regulation processes. Consequently, common findings in the literature show that an increase in the level of digital game addiction can lead individuals to exhibit negative behaviors by constantly raising their anger levels.

LIMITATIONS AND RECOMMENDATIONS

The results show that pre-service teachers' addiction to digital games has a significant effect on their anger levels. In other words, addiction to digital games can cause individuals to experience anger more frequently and intensely. This situation should be carefully considered, especially for individuals who will work with children and young people in the future, such as pre-service teachers. Because the teaching profession is a profession that requires patience, empathy, and healthy communication. In their research, Gisewhite et al. (2021) emphasized that teachers' communication skills are valuable not only in the process with their students but also in teacher-parent communication and stated that training should be provided in teacher training programs for this. However, the addiction situation that has emerged with the spread of digital games has become a significant problem today. Addiction might bring about a number of behavioral problems. Especially games that are not suitable for the level of the individual or that contain negative examples of behavior can cause anger etc. in individuals. Furthermore, the results show that digital game addiction is shaped not only by individual preferences but also by multifaceted factors such as game type, structure, social dimension, and usage time. This suggests that intervention programs should not only focus on reducing game time but also consider game type selection and motivations for playing games.

Trainings can be organized for pre-service teachers on the psychological effects of using digital games. Pre-service teachers can be provided with seminars on topics such as time management, conscious use of technology, addiction, and anger management. Anger and addiction prevention and awareness-raising activities can be organized in cooperation with the Ministry of National Education and the Ministry of Health in faculties. In addition, such topics can be integrated into technology and psychology courses. Because pre-service teachers will be role models for students with their behaviors in their classes in the future. In addition, their emotional management in the classroom will also affect the quality and nature of the educational processes and their communication with students. This research was conducted with pre-service teachers. The fact that the study participants were predominantly female prospective teachers may limit the generalizability of the findings, so the results should be evaluated in this context. Similar research can be conducted with teachers or school administrators. The effects of different techniques on addiction or anger can be investigated

with experimental studies. The anger or addiction situations of pre-service teachers and their reasons can be investigated in depth with qualitative research.

Ethics Committee Approval Information:

Institutional permission and ethical permissions were obtained for the research. Ethics committee approval for this research was obtained from the Kırşehir Ahi Evran University Social and Human Sciences Scientific Research and Publication Ethics Committee, with the decision dated 10.07.2024 and numbered 2024/07/09.

Conflict of Interest Statement:

No conflicts of interest have been declared by the authors.

Statement on the Use of Artificial Intelligence:

The authors did not use any artificial intelligence tools in the preparation of this study.

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GENİŞLETİLMİŞ ÖZET

Giriş

Oyunlar çocukluktan yetişkinliğe kadar bireylerin hayatında vazgeçilmez bir yere sahiptir. Gelişime ve yaşa uygun seçilen ulaşılabilir, çok yönlü, sade, fonksiyonel, katılımcı gibi özellikleriyle bireysel gelişimde önemli bir yere sahiptir (Mustafaoğlu ve Yasacı, 2018). Açık alanlarda ve yüz yüze oynanan oyunlar, zamanla bilgisayar ya da cep telefonu gibi cihazlar aracılığıyla oynanan oyunlar haline gelmiştir (Dursun ve Eraslan Çapan, 2018). Yalçın Irmak ve Erdoğan (2016) dijital oyunların kısa ve uzun dönemde psikososyal ve davranışsal problemler açısından olumsuz etkileri olabileceğini ifade etmişlerdir. Bunlardan birisi bağımlılık olarak ele alınabilir. Bağımlılık, oyunların çok fazla oynanması durumundan ziyade oynanması sonucunda oluşabilecek olumsuz durumlarla belirlenmektedir (Şimşek ve Karakuş Yılmaz, 2020). Dijital oyun bağımlılığı artık sadece çocuklarda değil, yetişkinlerde de önemli bir ruh sağlığı sorunu haline gelmiştir (Sharma ve Mukherjee, 2021).

Bireylerin teknolojiyle ilgili yaşamış oldukları bazı olumsuz durumlar öfkeye neden olabilmektedir. Öfke, tutum ve davranışlar yoluyla toplumu rahatsız eden sosyal olumsuzluklar

şeklinde açıklanabilir (Çivilidağ ve Cooper, 2013). Sürekli öfke ise günlük yaşamda durumsal öfkeyi ve saldırgan davranışları tutarlı bir şekilde öngörmektedir (Veenstra vd., 2018). Dijital oyunlar her ne kadar eğlence, stres atma gibi amaçlarla kullanılsa da kontrolsüz ve aşırı kullanımı bazı problemlere yol açmaktadır. Örneğin dijital oyun bağımlılığı sinirlilik ve öfke kontrolü sorunlarına neden olabilir (Alarcon vd. 2024). Dijital oyun bağımlılığı saldırganlık ve öfkeyi tetikleyebilir (Akbaş ve Kiliç İşleyen, 2024). Öğretmen adaylarının öfke düzeyini araştırmak meslek hayatlarındaki sınıf için iletişim ve dolayısıyla öğrenci başarısı açısından önemli bir konudur. Liu vd. (2024) araştırmalarında öğretmenlerin öfke düzenleme konusunda yeterliklerinin yetersiz olduğunu tespit etmişlerdir. Ancak öğretmenlerin sınıftaki öfke durumları en başta öğrencilerini etkilemektedir. Petrulyte (2022) araştırmasında hizmet öncesi öğretmenlerin öfke ifadesinin hizmet içi öğretmenlere göre daha yüksek olduğunu tespit etmişlerdir. Bu nedenle öğretmen adaylarının hizmet içi eğitim dönemlerinde bu duruma dikkat çeken araştırmaların değerli olacağı düşünülmektedir. Bu araştırma, dijital oyun bağımlılığının sürekli öfke düzeyinin bir yordayıcısı olup olmadığını belirlemeyi amaçlamaktadır.

Yöntem

Bu araştırma, nicel araştırmalardan tarama modeli ile yürütülmüştür. Araştırmanın katılımcıları bir devlet üniversitesinde eğitim fakültesinde farklı programlarda 2024-2025 eğitim-öğretim yılında öğrenim gören öğrenim gören 629 öğretmen adaydır. Katılımcılar uygun örneklem yöntemine göre seçilmiştir. Araştırma verileri 2024-2025 eğitim öğretim yılının bahar döneminde toplanmıştır. Araştırma için kurum izni ve etik izinler alınmıştır. Kişisel bilgi formu yanında Üniversite Öğrencilerinde Dijital Oyun Bağımlılığı Ölçeği ve Sürekli Öfke Ölçeği ile veriler toplanmıştır. Veriler SPSS 23 programı ile analiz edilmiştir. Betimsel istatistikler, tek yönlü ANOVA, ilişkisiz örneklem t-testi, korelasyon ve regresyon analizi yapılmıştır.

Sonuç ve Tartışma

Öğretmen adayları dijital oyun bağımlılığında az riskli gruptadırlar. Dijital oyun bağımlılığı demografik değişkenler açısından; erkeklerin kadınlara göre; tercih ettikleri dijital oyun oynama şekline göre ise çevrimiçi oynayanların çevrimdışı oynayanlara göre; tercih ettikleri dijital oyun şekline göre ise çok kullanıcı oynayanların tek kullanıcı oynayanlara göre anlamlı olarak daha yüksektir. Sınıf düzeyine göre dijital oyun bağımlılığı anlamlı farklılık göstermemekte; bölüme göre ise Psikolojik Danışmanlık ve Rehberlik programının anlamlı olarak İlköğretim Matematik Öğretmenliği ve Sınıf Öğretmenliğinden düşüktür. Dijital oyun bağımlılığında günlük dijital oyun oynama sıklığında hepsi birbirinden anlamlı olarak farklılık göstermektedir. 1 saatten az oynayanlar anlamlı olarak en düşük dijital oyun bağımlılığına sahip iken, 3 saatten fazla oynayanları anlamlı olarak en yüksek dijital oyun bağımlılığına sahiptirler. Oyun türü olarak da dijital oyun bağımlılığında anlamlı farklılıklar görülmüştür. Dikkat çekici bir sonuç eğitsel oyun türü oynayanların diğer oyun türlerini oynayanlardan anlamlı olarak en düşük olmasıdır. En yüksek ise spor ardından savaş türü oyun oynayanların bağımlılıklarının yüksek olmasıdır. Akkaya vd. (2021) Y kuşağının dijital oyun bağımlılığını inceledikleri araştırmada katılımcıların az riskli grupta olduklarını tespit etmişlerdir. Cinsiyete, öğrenim düzeyine, günlük oyun oynama süresine göre bu araştırmadaki ile benzer yönde anlamlı farklılıklar tespit etmişlerdir. Erkmen ve Hazar (2023) araştırmalarında öğrencilerin dijital oyun bağımlılığında sınıfa ve dijital oyun oynama süresine göre anlamlı farklılık tespit ederken cinsiyete göre anlamlı fark tespit etmemişlerdir. Dijital oyun bağımlılığını sınıfa göre alt sınıflarda daha yüksek, süreye göre ise fazla oynayanların yüksek tespit etmişlerdir.

Öğretmen adaylarının sürekli öfke düzeyi $\bar{X}=21,32$ olarak bulunmuştur. Öğretmen adaylarının cinsiyete göre sürekli öfke düzeylerinin anlamlı farklılık göstermediği; tercih ettikleri dijital oyun oynama şekline göre ise çevrimiçi oynayanların çevrimdışı oynayanlara göre anlamlı olarak daha yüksek olduğu; tercih ettikleri dijital oyun şekline göre ise çok kullanıcı oynayanların tek kullanıcı oynayanlara kıyasla anlamlı olarak daha yüksek olduğu görülmüştür. Sürekli öfke düzeylerinin bölüm, sınıf düzeyi, günlük dijital oyun oynama

sıklığına göre anlamlı farklılık göstermediği, sadece en sık oynadığı dijital oyun türüne göre anlamlı farklılık gösterdiği görülmektedir. Dikkat çeken sonuç savaş oyunu oynayanların anlamlı olarak aksiyon, macera, eğitsel ve diğer oyun oynayanlardan sürekli öfke düzeyinin yüksek çıkmasıdır. Benzer olarak Altın (2025) ise üniversite öğrencileri ile yaptığı araştırmada sürekli öfke düzeyinde erkeklerin kadınlardan daha yüksek, günlük internet kullanımı yüksek olanların az olanlardan daha yüksek olduğunu ve yaşa göre fark olmadığı bulgusunu elde etmişlerdir. Sharma ve Mukherjee (2021) şiddet içeren bir video oyunu oynamanın saldırganlık seviyesini etkileyebileceğini ifade etmiştir.

Araştırma sonuçlarına göre dijital oyun bağımlılığı ile sürekli öfke düzeyi arasında anlamlı ve pozitif yönlü, ancak düşük düzeyde bir ilişki bulunmaktadır. Bulgular dijital oyun bağımlılığının sürekli öfke düzeyinin anlamlı yordayıcısı olduğunu göstermektedir. Literatürde benzer araştırmalar incelendiğinde, Mohan ve Lavanya (2018) araştırmalarında öfkenin oyun bağımlılığının yordanmasında anlamlı etkisi olduğu sonucunu elde etmişlerdir. Sharma ve Mukherjee (2021) araştırmalarında sürekli öfkenin video oyunu bağımlılığına anlamlı ve pozitif bir şekilde yordadığı sonucuna ulaşmışlardır. Aghdaki ve Seddikhiarfaee (2023) ise öfke ile bağımlılık eğilimi arasında anlamlı pozitif bir ilişkinin olduğunu ve öfkenin bağımlılığı anlamlı şekilde yordadığını göstermiştir. Benzer olarak Altın (2025) de üniversite öğrencileri ile yaptığı araştırmada dijital oyun bağımlılığı ve öfke arasında pozitif bir korelasyon tespit etmiştir. Akbaş ve Kilinç İşleyen (2024) araştırmasında dijital oyun bağımlılığının ergenlerin saldırganlık ve öfkesini tetiklediği bulgusunu elde etmiştir. Yalçın (2022) spor fakültesi öğrencileriyle yaptığı araştırmada öfke düzeyleri ile internet bağımlılıkları arasında pozitif ilişki olduğunu tespit etmiştir. Araştırmalar internet bağımlılığı ile öfke düzeyinin ilişkili olduğunu göstermektedir.