

## Analysis of Athletes ' Views on Digital Games

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### ABSTRACT

The aim of this research is to determine athletes ' views on digital games and to determine their relationship to certain variables. 1521 (927 male, 594 female) athletes who continue their activities in different branches constitute the sample of the research. The research is in the screening model and has a descriptive quality. As a data collection tool, an online questionnaire was applied in which participants' demographic information, frequency of game play, the duration of game play with either mobile phone and desktop computer, and their digital game play status were surveyed. The data was analyzed using the SPSS statistical package program and the significance level was accepted as  $p < 0.05$ .

As a result, 60.9% of the research group were male, 35.5% were between the ages of 21 and 30, 59.2% were students, and 61.5% were undergraduates or graduates. 36.9% of participants were observed to play sports between 1-5 years, 27.5% were observed to play sports between 6-10 years, and 62.9% of them still continued their sports activities as athletes. In the study, it was determined that athletes played games in moderate frequency and preferred to play games at higher rates, daily, using their mobile phones. Participants expressed that they liked to play games and wanted to play again when they were successful in those games. Athletes stated that games are addictive, games with violent elements negatively affect people, and while excessive gameplay negatively affects social life, games also help them to relieve their boredom. They believe that games which are played with friends and family, etc. improved social skills, and they noted that games can be used for educational purposes, and that playing games helps them learn something new, but is mostly effective in filling out free time. Athletes also noted that they did not believe that playing digital games improved their athletic abilities specific to their sport in any way. A statistically significant difference was found when athletes' views on gender and digital games were examined. It was determined that there were statistically significant differences according to age, profession, year of playing sports, level in sports branch, frequency of playing games, duration of playing games with mobile phones, duration of playing games with computers, and that there were no statistically significant difference according to educational status.

As a result, it was determined that the athletes in the research group played digital games with medium frequency and liked to play games. We believe that it will be useful for athletes to use digital games, the internet and social media to develop their skills in their branch of sports.

**Keywords:** Digital game, sports and Digital Game, athletes and digital game.

### INTRODUCTION

Computer technologies and the internet have begun to occupy an important proportion of our lives. The level at which technology has come, has affected, changed and continues to change the way people and societies live (Yaman and Yaman, 2008). Computer and internet technologies are used in many different fields, including for entertainment purposes. In the Twenty-First Century, there have been many changes in game theories and ways of playing games, and "digital games" have taken their place in everyday life (Çardak and Özbey, 2020). From the 1990s to the present day, traditional games played by children all over the world have been abandoned and digital games played on computers and electronic media have taken their place. "Digital games", which are part of the entertainment industry, are becoming widespread (Tel, Gür and Turan, 2017). It is also noted that people's interest in computer and internet technology as a gaming tool has increased, become widespread and even become addictive (Hazar, 2014).

Because these games are played over the Internet, using computers, mobile and smart devices, it is possible to come across different names such as computer games, mobile games, electronic games, digital games and internet games. Digital games can be played using desktop and laptop computers, mobile phones, tablets, and game consoles such as Playstation, Xbox, etc. (Taylan et al, 2017 & Whitton, 2010). The concept of "digital games" has been widely adopted and used (Kirriemuir, 2002 & Pala & Erdem, 2011). Digital games are expressed as types of games that develop talent and intelligence, which have certain rules, providing good and quality time, and as the digital version of entertainment (games), as they are shown electronically on the screens (Coşkun and Öztürk, 2016 & Yükcü and Kaplanoğlu, 2018). Digital games are classified according to various criteria. Digital games are classified depending on their subjects and their technological features as in Sports, Tactical, racing, puzzle, action, adventure, role-playing, desktop, simulation, strategy games including online multiplayer and social media games (Kılıcı, 2019 & Yeşilyurt, 2014).

Online and offline games have increased rapidly all over the

world due to internet connection and ease of access (Yaman et al., 2020). Due to accessibility, it is noted that although all age groups are involved in computer games, especially young people and children are mostly interested (Taylan et al., 2017). It is stated that online games are preferred by mostly by students (Yavuz and Tarlakazan, 2018). Nowadays, digital games have become almost the center of life especially for children and young people and a large number of adults (Şenses, 2020). In Turkey, more than 30 million people play games in front of computers, smartphones and game consoles and televisions (GİM, 2019). This reflects how much digital games are in demand. Digital games have become one of the most important endeavors of the new generation called "the digital native" (Demir and Hazar, 2018 & Can and Tekkurşun, 2020). According to Newzoo (2017) reports, Turkey is ranked 18th in the world game market with 30.8 million players in year 2017. According to 2018 reports, "China" is ranked first in the world, followed by "United States" as the second and "Japan" as third (Kılıcı, 2019). The basis of games, which are often played all over the world, by all ages, genders and in all professions, is one of the areas of study that Sciences such as sociology, psychology, philosophy, anthropology and education are all interested in. There are very different opinions about what a game is. What these views have in common is the fact that games are an important endeavor for children. Computer games are played not only by children, but also by adolescents and adults as entertainment or leisure time (Güllü et al., 2012). Why are people so willing to play games? According to the researches of Malone (1981), Sherry and Lucas (2001) and Tüzün (2004), the reasons have been collected under four main titles: control, challenge, social communication, creating imaginary environments and curiosity. As reasons for playing games, the following were listed in the research literature: competition, challenge, fun, social communication and interaction, diversity, invigorating and exciting effect, creating a dreamy environment, killing time out of boredom, relaxing and avoiding stress, resting, leisure, distancing from real life and being free. (Griffiths and Hunt, 1995 & Sherry and Lucas 2001 & Erickson 1985 & MC Elwain and Volling, 2005 & İnal ve Çağiltay, 2005 &

Wan and Chiou, 2006 & Erboy and Vural, 2010).

Overuse of technology has raised various addictions. Internet addiction, gaming addiction, mobile phone and technology addiction are often encountered and started to be seen as serious problems (Kiran, 2013). Computer addiction is defined as the long-term exposure of individuals to computer screens which in turn brings physical, social, and mental problems (Weinstein, 2010 & Winkler et al., 2013 & Tarafdar et al. 2013 & Şahin et al., 2013 & Erboy and Vural, 2010). It has been determined that computer games have benefits, especially for children. Some of these benefits are the development of computer literacy skills, hand-eye coordination, spatial skills, imagination, thinking, comparing, geometric and mathematical thinking, being able to imagine chemistry and physics-related objects, etc. (Güllü et al. 2012). Although computer technology and games are a great hope for children, they are also a concern for children's development (Wartella and Jennings, 2000). Especially for school children, excessive and inappropriate use of internet and extensive gameplay could have a negative impact on their psychological and physical development, social relations and academic and personal development (Erboy and Vural 2010). According to many studies, health problems caused by improper and excessive use of games, the internet and computers are listed as learning and attention disorders, a tendency to desensitization and violence, antisocial behavior, obsessive behavior, depression, feeling of loneliness, loss of senses, disruption in family relationships, irresponsibility, lack of efficiency and failure, living between imagination and reality. (Chiu et al., 2004 & Wan & Chiou, 2006 & Erboy & Vural 2010 & Amatem 2008). In the literature, significant differences were found for the motivation to play digital games in accordance with the body mass index, age, gender, grade, status of playing on the school team, educational status of parents (Mutlu Bozkurt and Tamer, 2020). As a result of the data collected from the students of middle schools (8140) and high schools (7281) in Turkey, it has been determined that the use social media and digital gaming frequency of high school and middle school students are correlated with their gender, school grade, and having an internet connection at home and also smartphone ownership (Yaman et al., 2020). It has been determined that students of the Sports Sciences faculty and college do not have high levels of commitment to digital games and are in normal and low-risk groups (Arıkan and Öztürk, 2020). In the study, Generation Z and the accompanying alpha generation digital natives are seen as more competent in using technology compared to Generation X and Y. These generations are exposed to a lot of negative content in many digital environments, especially on smartphones. Digital dependence is seen as a problem of the whole world (Akçay, 2020). Doğu (2006) listed the reasons that drive individuals to play digital games as follows: the lack of a sense of belonging, the desire to perform in a virtual environment with games what one cannot do in his/her real life, using these games are an escape route to get rid of one's obligations in real life. It has been observed that preschool teachers are mostly against the excessive use of technology by preschool children and think that traditional games have a better impact on the children's cognitive, sensory, social, emotional and physical development compared to digital games. (Öner, 2020). Kaşıkçı et al. (2014) states that children in the age group of 9-16 (46%) start using the internet at ages 7-10 (quoted by; Yaman et al., 2020). A study conducted by Kuyucu (2017) found that the younger the university students are the more intense smartphone addiction becomes. Wan and Chiou (2013) found in their research that excessive gameplay will have negative effects on academic performance. Taylan et al., (2017) in their research with the participation of middle and high school students in Sakarya, stated that they have better access to the internet and digital hardware compared to previous studies, and gaming addiction usually occur in those who play games. Tel et al. (2017), in their study, found that 40.2% of amateur football players played these games for the purpose of having fun, 29.6% of them for the purpose of relieving stress and 19.7% for the purpose of spending their free time. A

study conducted by Tel (2020) found that professional football players often use the computer-internet, are open to communication, play playstation games and often football games and they perceive and play games as if they are real matches. It was determined that 64% of the 250 participants in the age group of 15-25 played digital games to relieve stress or because they liked the competition element of it, and those who did not play stated that they either are not interested in games or considered them a waste of time. About 68% of young people were found to play games for up to two hours a day, they prefer free games which are on the mobile platforms in the form of adventure and racing games. It has been found that they play games with their real friends or online friends, and most of them prefer multiplayer games (Abdüsselam, 2019).

AMATEM (2008) stated in his research that excessive, inappropriate use of computers and the internet among school children negatively affects their psychological, physical and social development and damages their personal development and social relations. Due to this developing digital game sector, the Turkish Digital Games Federation was established in 2011 (61st federation established) with the goals of gradually developing the game sector and popularizing the game culture in Turkey (Digital Games Report, 2019). Although most of the research has mentioned the harms of playing digital games, some small number of studies have shown that games also improve the quality life and could have positive contributions such as emotional purification and relaxation (Green et al., 2010 & Arıkan and Öztürk, 2020).

In recent years, there have been significant changes in the platforms used for internet access. It is possible to say that smartphones, in particular, have changed internet usage habits. It is a curiosity how athletes perceive digital games, which occupy an important place in the internet technologies. Athletes have an active life, constantly moving through competitions, training sessions, away matches, foreign activities, seminars and courses. It is not known how frequent active athletes and sportsmen play digital games.

It is believed that this research for athletes will contribute to the scientific literature. It is important to know how much time the athletes spend on digital games both in accordance with economic conditions and needs. In this context, the research was conducted to determine the attitudes of athletes towards digital games and to come up with solutions.

## MATERIAL AND METHOD

This research aims to determine athletes' views on digital games and to determine how much time they spend on playing digital games. Quantitative research methodology was used in the study. It is a descriptive research prepared in the general screening method. Screening model research aims to collect data to determine the desired characteristics of any group (Büyükoztürk et al., 2012). Creswell (2014) defines the screening model as screening a designated group, sample, or a sample that is taken from the entire universe, in order to reach a general judgment about the universe consisting of a large number of individuals. A screening model is a research method aimed at describing a situation that existed in the past or as it still exists today (Karasar, 2007). The general purpose of screening method is to reveal or describe the existing situation as it is (Büyükoztürk et al., 2012).

**Universe and Sampling:** The universe of the research consisted of 1521 voluntary athletes (927 men, 594 women) who have been active in various sports branches between December 2020 and January 2021 in Turkey. Survey method was used in the research as a data collection method. In order to obtain the data, a personal information form was used to determine the demographic of the participants and to determine the time athletes spend on playing games and their actual views on such games, a survey created by Tel (2015) and Taylan et al. (2017) was adopted and this survey was adapted by taking the opinion of four experts in the field and was modified and applied on the participants using google form application.

**Analysis of the Data:** The data collected in the study was evaluated using the SPSS statistical package program. For the analysis of the data, along with demographic information of the research group and for the purpose of using the internet and social media, "K" - cross table (Crosstab) analysis was made and the "arithmetic mean, percentage, frequency" values are provided as descriptive and statistical. The significance was accepted as  $p < 0.05$ .

**RESULT**

In this section, the findings regarding the results of the research are presented and evaluated in tables.

When Table 1 was examined, it was observed that 60.9% of the participants were male, 39.1% were female, 38.4% were between the ages of 10-20, 35.5% were between the ages of 21-30, 12.8% were between the ages of 31-40, 10.3% were between the ages of 41-50 and 3% were 51 years old and older. Looking at the occupations of the research group, it was found that 7% of it were coaches, 1.4% were housewives, 8.8% were civil servants, 59.2% were students, 14.6% were teachers and 8.9% were self-employed. Considering the educational status of the participants, it was seen that 8.2% were secondary school graduates, 30.2% were high school, 54.7% were university graduates, and 6.8% did postgraduate studies. Looking at the active years of sports of the participants in the study, it was determined that 4.1% played sports less than one year, 36.9% for 1-5 years, 27.5% for 6-10 years, 11.8% for 11-15 years, 6.6% for 16-20 years, 4.3% for 21-25 years and 8.7% for 26 years and above. It was determined that 62.6% of the research group were athletes, 18% were coaches, 2.9% were referees, 16.5% played sports at other levels and 76.2% of them did not participate in the activities of the e-sports federation. Looking at the frequency that the research group participants played digital games, it was observed that 11.2% played very often, 14.3% played frequently, 32.5% played in medium frequency, 27.2% played rarely, and 14.7% did not play at all. Looking at the times participants played digital games on their mobile phones on a daily basis, it was observed that 27.1% never played any games, 37.7% played between 0-1 hours, 14.3% played between 1-2 hours, 17.4% played between 2-3 hours, and 3.5% played for 3 hours and more. Looking at the times participants played digital games on their computers on a daily basis, it was determined that 57.7% did not play at all, 22.4% played between 0-1 hours, 8.9% played between 1-2 hours, 5.9% played between 2-3 hours, and 5.1% played for 3 hours and more. Athletes' views on digital games:

|   |                   |      |      |
|---|-------------------|------|------|
| Gender                                    | Male              | 927  | 60,9 |
|   | Female            | 594  | 39,1 |
| Age                                       | 10-20             | 584  | 38,4 |
|   | 21-30             | 540  | 35,5 |
|   | 31-40             | 194  | 12,8 |
|   | 41-50             | 157  | 10,3 |
|   | 51 and over       | 46   | 3    |
| Occupation                                | Coach             | 107  | 7    |
|   | Housewife         | 22   | 1,4  |
|   | Civil Servant     | 134  | 8,8  |
|   | Student           | 900  | 59,2 |
|   | Teacher           | 222  | 14,6 |
|   | Self-employed     | 136  | 8,9  |
| Education                                 | Middle school     | 125  | 8,2  |
|   | High school       | 460  | 30,2 |
|   | University        | 832  | 54,7 |
|   | Postgraduate      | 104  | 6,8  |
| Number of years for active sports         | None              | 63   | 4,1  |
|   | 1-5 years         | 561  | 36,9 |
|   | 6-10 years        | 419  | 27,5 |
|   | 11-15 years       | 180  | 11,8 |
|   | 16-20 years       | 100  | 6,6  |
|   | 21-25 years       | 65   | 4,3  |
|   | 26 years and over | 133  | 8,7  |
| Level in the sportive branch              | Athlete           | 952  | 62,6 |
|   | Coach             | 274  | 18   |
|   | Referee           | 44   | 2,9  |
|   | Other             | 251  | 16,5 |
| Participation In E-Sports Activities      | Yes               | 362  | 23,8 |
|   | No                | 1159 | 76,2 |
| Frequency Of Gameplay                     | None              | 224  | 14,7 |
|   | Rare              | 414  | 27,2 |
|   | Medium frequency  | 495  | 32,5 |
|   | Frequently        | 218  | 14,3 |
|   | Very often        | 170  | 11,2 |
| Hours of gameplay on mobile phone per day | None              | 412  | 27,1 |
|   | 0-1 hours         | 574  | 37,7 |
|   | 1-2 hours         | 218  | 14,3 |
|   | 2-3 hours         | 264  | 17,4 |
|   | 3 hours and more  | 53   | 3,5  |
| Hours of gameplay on computer per day     | None              | 878  | 57,7 |
|   | 0-1 hours         | 341  | 22,4 |
|   | 1-2 hours         | 136  | 8,9  |
|   | 2-3 hours         | 89   | 5,9  |
|   | 3 hours and more  | 77   | 5,1  |

Table 1. Demographic Information Of The Participants

Table 2. Athletes' Views On Digital Games - Percentage Frequency Values

|   | Frequency | Percentage (%) |       |       |       |
|---|-----------|----------------|-------|-------|-------|
| <b>General Views Of Athletes On Digital Games</b>               |           |                |       |       |       |
| I like playing games  | 322       | 379            | 577   | 139   | 104   |
|   | %21,2     | %24,9          | %37,9 | %9,1  | %6,8  |
| I'm happy when I'm successful in games                          | 439       | 555            | 312   | 113   | 102   |
|   | %28,9     | %36,5          | %20,5 | %7,4  | %6,7  |
| When I'm successful in games, I want to play again and again.   | 307       | 408            | 465   | 217   | 124   |
|   | %20,2     | %26,8          | %30,6 | %14,3 | %8,2  |
| When I fail in one game, I move on to another game              | 77        | 164            | 498   | 494   | 288   |
|   | %5,1      | %10,8          | %32,7 | %32,5 | %18,9 |
| I think playing games is a waste of time                        | 281       | 307            | 548   | 281   | 156   |
|   | %18,5     | %20,2          | %36   | %18,5 | %10,3 |
| I think playing games is suitable for all ages                  | 248       | 406            | 252   | 373   | 242   |
|   | %16,3     | %26,7          | %16,6 | %24,5 | %15,9 |
| I think playing games is addictive                              | 486       | 545            | 286   | 152   | 52    |
|   | %32       | %35,8          | %18,8 | %10   | %3,4  |
| I think violent games affect people negatively                  | 551       | 425            | 239   | 180   | 126   |
|   | %36,2     | %27,9          | %15,7 | %11,8 | %8,3  |
| Playing games negatively affects social life                    | 360       | 383            | 401   | 262   | 115   |
|   | %23,7     | %25,2          | %26,4 | %17,2 | %7,6  |
| I can create my own world with the help of games                | 118       | 241            | 312   | 559   | 291   |
|   | %7,8      | %15,8          | %20,5 | %36,8 | %19,1 |
| I improved my English language skills via playing digital games | 169       | 315            | 449   | 397   | 191   |
|   | %11,1     | %20,7          | %29,5 | %26,1 | %12,6 |

|   |              |              |              |              |              |
|---|--------------|--------------|--------------|--------------|--------------|
| Games help me calm down when I'm upset  | 207<br>%13,6 | 393<br>%25,8 | 487<br>%32   | 282<br>%18,5 | 152<br>%10   |
| When games are played with friends, family, they improve my social skills.          | 231<br>%15,2 | 386<br>%25,4 | 448<br>%29,5 | 324<br>%21,3 | 132<br>%8,7  |
| Games can be used for educational purposes  | 374<br>%24,6 | 593<br>%39   | 373<br>%24,5 | 120<br>%7,9  | 61<br>%4     |
| Playing games makes you curious about learning new stuff                            | 238<br>%15,6 | 513<br>%33,7 | 471<br>%31   | 208<br>%13,7 | 91<br>%6     |
| Computer games are effective in filling free time                                   | 189<br>%12,4 | 392<br>%25,8 | 490<br>%32,2 | 300<br>%19,7 | 150<br>%9,9  |
| I hide that I'm playing digital games from people around me.                        | 36<br>%2,4   | 80<br>%5,3   | 148<br>%9,7  | 537<br>%35,3 | 720<br>%47,3 |
| I believe that playing digital games improves my skills specific to the sports I do | 114<br>%7,5  | 237<br>%15,6 | 397<br>%26,1 | 485<br>%31,9 | 288<br>%18,9 |

When Table 2 is evaluated, it is seen that participants in the study expressed the following ratios for the article "I like to play digital games": 46.1% "fully agree" and "agree" and 37.9% for "sometimes". As for the opinion article "I'm happy when I'm successful at the games", 28.9% of respondents responded "I fully agree", 36.5% responded "I agree" and 20.5% said "sometimes". 85.9% of respondents expressed a positive opinion. As for the opinion article "when I'm successful in games, I want to play again and again", the research group responded as in the following ratios: 26.8% said "I fully agree", 36.5% said "I agree", 30.6% said "sometimes" and 14.3% said "I disagree". As for the opinion article "when I fail in games, I move on to another game", 32.7% of the participants said "I sometimes agree", 32.5% said "I disagree" and 18.9% stated "I fully disagree". Participants stated at high rates that when they failed in one particular game, they hesitate to move onto another game.

In Table 2, it is seen that participants responded to the opinion article "I think playing games is a waste of time" by 36% as "I sometimes agree", 20.2% as "I agree", 18.5% as "I disagree". 74.7% of participants said that playing games was a waste of time. As for the opinion article "I think gaming is suitable for all ages", 43% answered "I agree" and "I fully agree", and 40.4% answered "I disagree" and "I fully disagree". Even though participants' responses to this article are mostly close in ratio, they seem to think that "playing games" is appropriate for all ages.

In Table 2, it can be seen that, 67.8% of the participants answered "I agree" and "I fully agree", and 13.4% answered "I disagree" and "I fully disagree" for the opinion article "I think gaming is addictive". Participants seem to think that playing games is addictive. It was observed that regarding the opinion article "I think games with violent elements negatively affect people", 36.2% of the participants responded "fully agree", 27.9% responded "I agree", and 15.7% of them responded as "sometimes". Participants seem to think that games that contain an element of violence negatively affect people. 23.7% of respondents "fully agree", 25.2% "agree", and 26.7% "sometimes agree" that "playing games negatively affects social life". Participants seem to think that "playing games negatively affects social life".

As can be seen from Table 2, the research group responded in the following ratios for the opinion article "I can create my own

world with the help of digital games": 36.8% "I disagree", 19.1% "I fully disagree", and 20.5% "I sometimes agree". Participants seem to disagree with the view that "They can create their own world with the help of games". Regarding the opinion article "I improved my English language skills thanks to digital games", 26.1% replied "I disagree", 12.6% "fully disagree", and 29.5% said "sometimes agree". The participants appear to disagree with the opinion that "I improved my English language skills through digital games", although the results are close to each other.

As can be seen from Table 2, participants answered the opinion article "games help me calm down when I'm upset", 13.6% "agree", 25.8% "fully agree", and 32% "sometimes agree". It is obvious that participants agree that "games help them calm down when they are upset." Participants answered the opinion article "games improve my social skills when playing with friends and family" in the following ratios: 15.2% "agree", 25.4% "fully agree", and 29.5% "sometimes". Participants noted that the games improved their social skills.

The research group answered the opinion article "games can be used for educational purposes" as 24.6% "agree", 39% "fully agree" and 24.5% "sometimes". Participants stated that they believe digital games can be used for educational purposes. The research group responded to the opinion article "Playing games makes you curious about learning new stuff" in the form of "agree" by 15.6%, "fully agree" by 33.7%, and "sometimes" by 31%. Participants stated that they believe playing games makes you curious about learning new stuff.

As can be seen from Table 2, participants answered the opinion article "computer games are effective in filling out free time" as "I agree" by 12.4%, "I fully agree" by 25.8%, and "sometimes" by 32.2%. Participants did agree that computer games are effective in filling free time. Participants disagreed with the opinion article stating "I hide that I'm playing digital games from people around me." In addition, participants answered the opinion article "I believe that playing digital games improves my skills specific to the sports I do", 31.9% "disagree" and 18.9% "fully disagree". 23% of respondents believe that playing digital games improves their skills specific to the sports that they do.

Table 3. T-test analysis of participants' views on Digital Gaming according to their demographics

|                                      |        | $\bar{X}$ | Ss    | t      | p     |
|--------------------------------------|--------|-----------|-------|--------|-------|
| Gender                               | Female | 55,60     | 9,04  | -3,590 | 0,000 |
|                                      | Male   | 57,37     | 9,57  |        |       |
| Participation In E-Sports Activities | Yes    | 57,15     | 10,36 | 1,029  | 0,304 |
|                                      | No     | 56,53     | 9,09  |        |       |

When Table 3 was examined, it was determined that there was a statistically significant difference in the research group's views on digital games in terms of gender ( $p > 0.05$ ). When participants' participation in e-sports activities and their views on digital games were examined, it was determined that there were no statistically significant difference ( $p < 0.05$ ).

Table 4. Analysis Of Variance Of Participants' Views On Digital Gaming According To Demographic

|     |             | $\bar{X}$ | Ss   | F | Sig |
|-----|-------------|-----------|------|---|-----|
| Age | 10-20 years | 57,49     | 8,90 |   |     |
|     | 21-30 years | 57,20     | 9,74 |   |     |
|     | 31-40 years | 55,95     | 8,55 |   |     |

|                                    |                   |       |       |         |       |
|------------------------------------|-------------------|-------|-------|---------|-------|
|                                    | 41-50 years       | 53,80 | 10,45 |         |       |
|                                    | 51 years and over | 53,00 | 8,82  | 7,357   | 0,000 |
| Occupation                         | Coach             | 57,17 | 9,05  |         |       |
|                                    | Housewife         | 57,63 | 10,05 |         |       |
|                                    | Civil Servant     | 55,26 | 9,22  |         |       |
|                                    | Student           | 57,36 | 9,15  |         |       |
|                                    | Teacher           | 55,34 | 9,45  |         |       |
|                                    | Self-employed     | 55,19 | 10,87 | 3,242   | 0,006 |
|                                    |                   |       |       |         |       |
| Education                          | Middle school     | 56,72 | 9,59  |         |       |
|                                    | High school       | 57,46 | 9,19  |         |       |
|                                    | Undergraduate     | 56,26 | 9,21  |         |       |
|                                    | Postgraduate      | 56,44 | 11,43 | 1,618   | 0,183 |
| Number of years for active sports  | None              | 57,82 | 8,56  |         |       |
|                                    | 1-5 years         | 57,89 | 9,00  |         |       |
|                                    | 6-10 years        | 56,49 | 9,70  |         |       |
|                                    | 11-15 years       | 56,82 | 9,19  |         |       |
|                                    | 16-20 years       | 56,52 | 9,52  |         |       |
|                                    | 21-25 years       | 53,49 | 8,40  |         |       |
|                                    | 26 years and over | 53,06 | 10,08 | 6,418   | 0,000 |
| Level in the sportive branch       | Athlete           | 57,23 | 9,37  |         |       |
|                                    | Coach             | 54,86 | 9,91  |         |       |
|                                    | Referee           | 57,47 | 9,02  | 4,715   | 0,003 |
|                                    | Other             | 56,40 | 8,84  |         |       |
| Frequency Of Gameplay              | None              | 47,54 | 10,17 |         |       |
|                                    | Rare              | 55,43 | 7,70  |         |       |
|                                    | Medium frequency  | 57,65 | 7,80  |         |       |
|                                    | Frequently        | 60,66 | 7,91  |         |       |
|                                    | Very often        | 63,79 | 8,24  | 117,522 | 0,000 |
| Game Play Time using Mobile Phones | None              | 51,06 | 10,32 |         |       |
|                                    | 0-1 hours         | 57,40 | 7,80  |         |       |
|                                    | 1-2 hours         | 59,05 | 7,22  |         |       |
|                                    | 2-3 hours         | 61,07 | 8,13  |         |       |
|                                    | 3 hours and more  | 60,83 | 11,31 | 68,227  | 0,000 |
| Game Play Time using Computers     | None              | 53,81 | 9,50  |         |       |
|                                    | 0-1 hours         | 59,19 | 7,23  |         |       |
|                                    | 1-2 hours         | 60,78 | 8,23  |         |       |
|                                    | 2-3 hours         | 62,49 | 7,20  | 62,292  | 0,000 |
|                                    | 3 hours and more  | 64,19 | 8,10  |         |       |

After reviewing table 4, it was determined that there were statistically significant differences according to age, profession, year of playing sports, level in sports branch, frequency of playing games, duration of playing games with mobile phones, duration of playing games with computers ( $p>0.05$ ), and that there were no statistically significant difference according to educational status ( $p< 0.05$ ).

## DISCUSSION

In this study, the participants were determined to be 60% young and student males, 55% university students and graduates. 36.9% of the participants participated in the study have been athletes since 1 to 5 years, and 27.5% of them have been athletes since 6 to 10 years. 62.6% of the participants were athletes and the rest were either trainers or referees. When the participants were evaluated in terms of their "game playing frequency", it was determined that the answers are listed as "often, rare and very often." 37.7% of participants played games on their mobile phones for up to an hour. The athletes did not join e-sports activities very often.

Looking at athletes ' views on digital games, it was observed that athletes expressed their opinions for the question "I like to play digital games" as in "I fully agree" and "I agree". Digital games are popular and widely used as an entertainment tool, especially among young people and adolescents (Irmak and Erdoğan, 2016). In studies, it has been reported that playing digital games in moderation is normal, even have positive contributions such as emotional catharsis and relaxation (Mustafa and Yasacı, 2018 & Prot et al., 2014). It has been determined that digital games are often played by young people.

Looking at the athletes 'views on digital games, 85.9% of respondents reported a positive opinion for the survey article: "I'm happy when I'm successful at the games" It has been widely accepted that playing digital games in moderation is normal, even have positive contributions such as emotional catharsis and relaxation (Irmak and Erdoğan, 2016).

85.7% of respondents reported positive responses regarding the survey article "I want to play again and again when I'm successful at games." Participants stated that they did not agree

with the opinion article "when I fail at the games, I move on to another game".

Looking at the athletes ' views on Digital Games, 74.7% of the participants agreed with the statement "I think playing games is a waste of time". In research, 37.8% of respondents stated the reasoning for not playing digital games as because they see it as a "waste of time" (Durdu et al., 2005). Wan and Chiou (2013) found in their research that excessive gameplay could have negative effects on academic performance.

Looking at the athletes 'views on Digital Games, participants mostly seem to think that playing digital games is suitable for all age groups. In many studies, it has been concluded that educational digital games can contribute to the development of adolescents if they are played within appropriate measures of time and under control (Irmak and Erdogan, 2016). Studies have found that the level of digital game addiction decreases as age increases (Ünübol et al., 2020). However, there are also studies which claim that frequency of playing games can increase with age (Can and Tekkurşun, 2020). It can be said that this is due to the fact that games in digital media vary according to the interests of individuals in all age groups.

Looking at the athletes' views on digital games, it was found that participants highly agree with the opinion article "I think playing games is addictive". A study found that e-sports players have a high level of gaming addiction compared to athletes, as well as higher awareness of gaming addiction compared to athletes (Can and Tekkurşun, 2020). Ayhan and Köseliören (2019) noted that 36.7% of high school students may be at risk of gaming addiction. Another study indicated that high school students were generally addicted to some digital games (Ekinçi et al., 2017). As for college students, it has been stated that one out of every five

college students is under the threat of gaming addiction (Çavuş et al., 2016). Research has found that about half the students are addicted to digital games (Yaşar, 2019). In another study, it was determined that students of the school of physical education and sports do not have high levels of dependence on digital games, and are in a low-risk and normal risk group (Arıkan and Öztürk, 2020). Güllü et al. (2012), in their research, found that primary school students have a high dependence on computer games (Güllü et al. 2012). It seems that athletes think that playing games is addictive.

Looking at the views of athletes about digital games, it was found that they mostly agree with the view "I think that games with an element of violence negatively affect people". Participants seem to think that games that contain an element of violence negatively affect people. Digital gaming can cause some physical, mental and social health problems in children. When the studies are examined, it is evident that violent digital games cause problems such as loneliness, depression and anxiety, aggression, propensity for violence, a decline in academic achievement and mental and psychosocial problems and attention deficiency and insufficient and irregular sleep habits, inadequate physical activity, obesity, and musco-skeletal health issues (Mustafaoğlu and Yasacı, 2018). Ferguson et al. (2008) reported a correlation between playing violent games and violent behavior. They claimed that the more violent games a child plays, the more aggressive and prone to aggressive behavior he/she could be. It has been reported that violent digital games played uncontrollably threaten the mental health of individuals (Irmak and Erdoğan, 2016).

According to experts, games that can be played online, which includes creating a character in the virtual universe and aiming to reach the highest level (role playing) with various abilities and powers, create a constant ambition to succeed and win in children, which in turn damages their psychological development. Pedagogues have noted that the children who adopt violent computer games continue to do so in real life. A child who solves his problems at the touch of a button in the virtual world fail to solve his problems in real life, which makes him aggressive and violent (Gürcan et al., 2008).

Looking at athletes' views on Digital Games, participants appear to have a high level of agreement with the opinion "playing games negatively affects social life". As research has shown, excessive and uncontrolled use of computers can negatively affect the psychological and physical development of children and young people, and hamper their social relationships, reducing their academic success (Cengizhan, 2005). Overplaying digital games can also lead to decreased social communication and social deviations (Hazar, 2014). It is possible for a child who plays a lot of games to become antisocial as a result of spending less time on activities such as studying, reading, and playing sports (Dinç, 2012). Research has shown that the time children spend on playing digital games negatively affects their social skills, makes it difficult for them to adapt to the group they are in, and also leads to physical fatigue (Ref: Akgül and Kılıç, 2020). Games, the internet and social media replace the friends of the children and teenagers, causing antisocial behavior. The "e-friend" hypothesis was first proposed by Selnow (Tel, 2015).

Given the athletes' views on digital games, it was determined that participants did not agree with the opinion "I can create my own world with the help of the games". Participants generally disagree with the opinion "I improved my English language skills through games." Participants "sometimes agree" with the article "games help me calm down when I'm depressed." Durdu et al. (2004), in their study conducted over Gazi University and METU students found that the main reason for them playing computer games is to relieve stress. It can be said that it bears similarities to the results of this research. Games offer unique coping strategies to distract individuals' attention and energy from real-life problems and stress (Kneer et al., 2014).

Looking at athletes' views on digital games, they seem to mostly adopt the point of view "when games are played with a

group of friends and family, they improves social skills". Before the latest technological developments, games were mainly played with the participation of groups of friends, usually outside and in nature, while with the recent developments, computer games, which have gained popularity, have started to replace these traditional games. The phenomenon of globalization also plays an important role in expressing the transition of games from traditional to digital (Uğurlu, 2014).

Looking at athletes' views on Digital Games, participants generally agreed with the view "games can be used for educational purposes". Teacher candidates have positive opinions about computer games for educational purposes (Unal et al., 2013) and it was determined that the proportion of those who think that computer games can be used for educational purposes is quite high (Uluyol et al., 2014). In studies, it has been stated that digital games for educational purposes increase attitude and motivation towards the courses, as they enable students to learn by having fun, and also provide a better understanding of the subject matter with the help of visuals in games (Sabırlı, 2018 & Alan, 2017).

Looking at the athletes' views on digital games, it was found that most participants agreed with the view "Playing games makes you curious about learning new stuff". It has been determined that playing games improves people's sense of discovery and wonder.

Looking at the views of athletes about Digital Games, participants generally agreed with the view that "computer games are effective in filling free time". It was found that 64.51% of teacher candidates played digital games to have fun, 19.35% to relieve stress and 12.90% to fill their free time. (Uluyol et al., 2014).

Looking at the athletes' views on digital games, it was revealed that participants largely disagreed with the view "I hide my digital gameplaying activity from people around me."

They also disagreed with the view "I believe that playing digital games improves my skills specific to the sports I do".

According to the demographic information of athletes, their views on playing digital games were examined by a t test and it was revealed that there was statistically significant differences in terms of gender ( $p > 0.05$ ). Studies have shown that boys spend more time playing digital games compared to girls (Mustafaoğlu, 2018). Again, a study conducted on primary school students found that male students play digital games more than female students, and gender has an effect on gameplay (Inal and Çağiltay, 2005). Akçay and Özçebe (2012) reported that boys spend more time playing digital games compared to girls in their study of children. It was determined that there were statistically significant differences between the attitudes of students of the Faculty of Sports Sciences in terms of gender (Bozkurt et al., 2019). It has been determined that high school students' gameplay addictions differ according to their genders (Güley et al., 2020). As a result of Tel (2015)'s study with middle school students, it was determined that male students played digital games more than female students. The results of the research appear to have similar characteristics.

When athletes' participation in e-sports activities and their views on digital games were examined, it was determined that there were no statistically significant difference ( $p < 0.05$ ).

It was determined that there were statistically significant differences according to age, profession, year of playing sports, level in sports branch, frequency of playing games, duration of playing games with mobile phones, duration of playing games with computers, and that there were no statistically significant difference according to educational status. In the study, it was found that there was a positive, low level of significant difference between the gameplay motivation of Secondary School students and their ages. It was determined that the average internal and external motivation of male participants was higher compared to that of females (Bozkurt and Tamer, 2020).

As a result, it was determined that athletes played games in moderate frequency and preferred to play games at higher rates, daily, using their mobile phones compared to computers. It has been determined that athletes like to play digital games and want

to play again and again when they are successful in games, which in turn can become addictive. It has been noted that athletes believe that playing games is a waste of time and that games that contain an element of violence negatively affect people. They noted that excessive gameplay negatively affects social life, and games help them to cope with boredom. They believe that online games, when played with friends and family, improve their social skills and that these games are suitable for educational purposes. They noted that playing games helps in learning something new and is also effective in filling out free time. Athletes also noted that they did not believe that playing digital games improved their athletic abilities specific to their sport in any way. It was determined that there were statistically significant differences according to age, profession, year of playing sports, level in sports branch, frequency of playing games, duration of playing games with mobile phones, duration of playing games with computers, and that there were no statistically significant difference according to educational status.

As part of the research, it was concluded that it would be useful to provide internet literacy training to athletes, physical education teachers and coaches, that it is necessary to avoid violent games and sports-specific games that develop intelligence and strategy could be recommended, and also, trainings for the efficient and effective use of the internet could be beneficial for the athletes, physical education teachers and coaches. The importance of using the internet and social media should be explained to athletes in terms of their professional development.

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