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Systematic Analysis of Graduate Studies on Digital Game Addiction Conducted on Education and Teaching Field

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SUMMARY

The aim of this study is to systematically examine graduate studies on digital game addiction in the field of education. Document analysis technique was used in the study. The 57 graduate studies included in the study were determined by criterion sampling. The data obtained was analyzed using content analysis. As a result of the study, it was seen that there were 53 master's and 4 PhD studies on digital game addiction. It was observed that the studies examined in this research were mostly conducted in 2021 and 2023, were mostly conducted using quantitative research methods, and the most used research methods were descriptive statistics and parametric test. In the studies examined, the data collection tools of the studies were mostly scales and personal information forms. Digital game addiction is a topic that offers significant potential for future research. It may be recommended to conduct PhD studies focusing on this area to deepen our understanding. In addition, future studies could benefit from examining digital game addiction longitudinally to capture its progression and long-term effects. It may also be suggested that researchers utilize alternative patterns and data collection tools, beyond the document review method and review form, to enrich the findings of new graduate studies. Furthermore, foreign graduate studies on digital game addiction can be systematically reviewed to provide a broader perspective and identify global trends in the field.

Keywords: Digital game addiction, systematic analysis, graduate studies

INTRODUCTION

Digital games can be defined as games played with devices that require some technological hardware such as computers, game consoles and mobile phones (Köksal, 2015; Kuşay & Akbayır, 2015; Samur, 2016). In other words, a digital game can be defined as an electronic tool that has all the features of any game environment (Diah, Ismail, Ahmad, & Mahmud, 2010).

Today, with the technological developments and the introduction of technological devices into our lives, our game culture, which has been going on for years, has started to take its place on digital platforms. Human beings have tried to keep up with these technological developments and started to have a digital culture based on their experiences (Aksoy, 2014). With the developments in technology, traditional games have been replaced by digital games that work with console systems and are called digital games. Digital games can be classified as electronic games, computer games, video games, etc. Digital games have both the characteristics of traditional games and a new understanding of games. In this context, the environment that exists in traditional games has turned into an environment that requires a visual system and enables active participation of users (Yengin, 2012; Ceylaner & Yanpar Yelken, 2017).

Before technological tools became so widespread, children played at home, on the streets with their various toys or in communication with each other, but nowadays they are more oriented towards digital platforms where they interact virtually. Digital games, which are played for reasons such as having fun and utilizing their free time, appeal to people of all ages. For reasons such as the desire to finish games and the instinct to win, people spend more time on these games and spend their free time only with these games (Oral, 2018).

Digital games have started to be played and spread more and more by individuals due to the increase in technological equipment every day and the ease of accessibility of the internet. When digital games are examined in detail, it is seen that these games have features such as motivating the individual to constantly go to the next stage, increasing their interest, and arousing their feelings of curiosity. These features have a great impact on individuals (Yalçın & Bertiz, 2019).

The programs used to play digital games help young people and children not only to play games in the digital environment but also to design games. The programs used to play and design digital games provide children and young people with a set of skills and enable them to transfer these skills to their lives. Digital games provide children with skills such as problem solving, creative thinking, cooperation, critical thinking, group work, communication and the ability to transfer these skills to their lives. Digital games are effective in providing children with skills such as problem solving, creative thinking, cooperation, criticism, group work, and communication (Yıldırım, 2016).

The aim of this study is to systematically examine graduate studies on digital game addiction in the field of education. Within the scope of this study, graduate studies on digital game addiction within the scope of education were examined and answers to the following questions were sought:

1. What is the distribution of the graduate studies examined in terms of digital game addiction according to their types?

2. What is the distribution of graduate studies examined in terms of digital game addiction by years?

3. What is the distribution of graduate studies examining digital game addiction according to the universities where they are conducted?

4. What is the distribution of graduate studies examined in terms of digital game addiction according to themes?

5. What is the distribution of graduate studies examined in terms of digital game addiction in terms of courses they are associated with?

6. What is the distribution of graduate studies examined in terms of digital game addiction in terms of research methods?

7. What is the distribution of graduate studies examined in terms of digital game addiction in terms of research design?

8. What is the distribution of the graduate studies examined in terms of digital game addiction in terms of sample group?

9. What is the distribution of graduate studies examined in terms of digital game addiction in terms of sampling method?

10. What is the distribution of graduate studies examined in terms of digital game addiction in terms of sample size?

11. What is the distribution of graduate studies examined in terms of digital game addiction in terms of data collection tools?

12. What is the distribution of graduate studies examined in terms of digital game addiction in terms of data analysis techniques?

METHOD

In this study, document technique was used to examine graduate studies on digital game addiction in the field of education. Document technique is one of the types of qualitative research. In this technique, official or private records are collected and examined systematically and evaluated at the end of the examination (Ekiz, 2020). The document technique, also called documentary scanning, is briefly reading, analyzing, extracting certain meanings and evaluating the documents related to the problem situation (Ocak, 2019).

Research Unit & Data Collection

While reviewing the literature on graduate studies on digital game addiction in the field of education, the studies to be included in the research were selected using the criterion sampling method. Criterion sampling method is a sampling method in which the criteria prepared or ready-made by the researcher are used and all situations that meet these criteria are examined (Yıldırım & Şimşek, 2016). Therefore, the criteria for this study were that the graduate studies were included in the Thesis Documentation Center of the Council of Higher Education, the words "Education and Training" were included in the subject section, and the keyword "digital game addiction" was included. Data were collected using the thesis classification form used by Ceylan and Bozkurt (2023) in their research. While collecting the data, the words "digital game", "digital game addiction", "game" was first scanned in the Council of Higher Education Thesis Documentation Center. Then the titles, subject areas and abstracts of the graduate studies were examined one by one, and 57 studies were included in the study. The graduate studies included in the research were downloaded to the computer and saved. In the last stage, the studies were examined one by one and entered the thesis classification form via excel. The data collection process was completed on February 2, 2024.

Data Analysis

Content analysis was used to analyze the data obtained from graduate studies on digital game addiction in the field of education. Content analysis is one of the analysis techniques of qualitative research methods. This analysis technique is briefly a deep analysis of the existing data and the emergence of themes (Yıldırım & Şimşek, 2016). In addition, percentages (%) and frequencies (f) were used to analyze the data. The analyzed data were then tabulated.

In order to ensure validity and reliability in the study, the data were first collected meticulously. The collected data were also coded with the same sensitivity. In order to avoid inconsistencies in coding, consensus was sought among the researchers and inconsistent statements were discussed. In addition, using Miles and Huberman's (1994)

formula Reliability = Consensus/ (Consensus + Disagreement) x 100, a consistency rate of 91.66% was reached. Miles and Huberman (1994) state that this rate should be close to 80% (Miles & Huberman, 1994). In addition, all of the stages in the research were tried to be explained in detail.

FINDINGS

Findings On the Types of Graduate Studies Analyzed in Terms of Digital Game Addiction

Table 1. Distribution of Graduate Studies by Research Type

Research Type	f	%	Graduate Studies
Master	53	93,0	Al-Kord (2016), Yiğit (2017), Oral (2018), Aksel (2018), Kağızmanlı (2019), Ünsal (2019), Özmen (2019), Uslu (2019), Yıldız (2019), Suak (2019), Keskin (2019), Atak (2020), Budak (2020), Köseler (2020), Kibaroğlu (2020), Sert (2021), Erkılıç (2021), Özdemir (2021), Ercan (2021), Güzen (2021), Alturan (2021), Çiçek (2021), Tilki (2021), Ateş (2021), Altın (2021), Ayyıldız (2021), Öztürk (2021), Çelik (2021), Çakır (2021), Şen (2022), Öndeş (2022), Kınalı (2022), Şeran (2022), Gölge (2022), Uzunlar (2022), Çaylı (2022), Emiroğlu İlvan (2022), Dokumacı (2023), Durak (2023), Köse (2023), Akbaba (2023), Gökçen (2023), Eskili (2023), Çakırbilgiç (2023), Gül (2023), Yalçın (2023), Han (2023), Çalhan (2023), Sezer (2023), Tunç (2023), Sağlık (2023), Soylu (2023), Yerlikaya Alim (2023
PhD	4	7,0	Hazar (2016), Tekkurşun Demir (2021), Kay (2022), Fariz (2022)
Total	57	100	

Table 1 shows the distribution of graduate studies on digital game addiction in the field of education according to research types.

When Table 1 is examined, it is seen that 93.0% of the graduate studies on digital game addiction in the field of education are master's theses (f=53) and 7.0% are PhD theses (f=4). From this point of view, most master's studies on digital game addiction were conducted.

Findings On Distribution of Graduate Studies Examined in Terms of Digital Game Addiction by Years

Table 2 shows the distribution of graduate studies on digital game addiction in the field of education according to years.

Table 2. Distribution of Graduate Studies by Years

Year	Master Thesis	PhD Thesis	Total	
	f	f	f	%
2016	1	1	2	3,5

2017	1	-	1	1,8
2018	2	-	2	3,5
2019	7	-	7	12,3
2020	4	-	4	7,0
2021	14	1	15	26,3
2022	8	2	10	17,5
2023	16	-	16	28,1
	53	4	57	100

When Table 2 is examined, 3.5% of the graduate studies on digital game addiction in the field of education were conducted in 2016 (f=2), 1.8% in 2017 (f=1), 3.5% in 2018 (f=2), 12.3% in 2019 (f=7), 7.0% in 2020 (f=4), 26.3% in 2021 (f=15), It is seen that 17.5% of the studies were conducted in 2022 (f=10), 28.1% in 2023 (f=16), From this point of view, the first graduate study on digital game addiction in the field of education was conducted in 2016 and the most studies were conducted in 2023.

Findings On Distribution of Graduate Studies Examining Digital Game Addiction According to The Universities Where They Are Conducted

Table 3 shows the distribution of graduate studies on digital game addiction in the field of education according to the universities where they were conducted.

Table 3. Distribution of Graduate Studies according to the Universities where they were conducted

University	Master Thesis	PhD Thesis	Total	
	f	f	f	%
Akdeniz University	1	-	1	1,8
Adnan Menderes University	1	-	1	1,8
Bahçeşehir University	3	-	3	5,3
Bayburt University	1	-	1	1,8
Bursa Uludağ University	1	-	1	1,8
Çağ University	1	-	1	1,8
Çanakkale Onsekiz Mart University	1	-	11	1,8
Çankırı Karatekin University	1	-	1	1,8
Çukurova University	1	-	1	1,8
Dokuz Eylül University	1	-	1	1,8
Düzce University	1	-	1	1,8
Ege University	2	-	2	3,5
Gazi University	3	2	5	8,8
Hatay Mustafa Kemal University	1	-	1	1,8
İnönü University	-	1	1	1,8
İstanbul Aydın University	1	-	1	1,8
İstanbul Gelişim University	2	-	2	3,5
İstanbul Medipol University	1	-	1	1,8

İstanbul Sabahattin Zaim University	1	-	1	1,8
Mardin Artuklu University	1	-	1	1,8
Marmara University	1	-	1	1,8
Mersin University	2	-	2	3,5
Necmettin Erbakan University	2	-	2	3,5
Niğde Ömer Halisdemir University	2	-	2	3,5
Ondokuz Mayıs University	1	-	1	1,8
Ordu University	1	-	1	1,8
Pamukkale University	4	-	4	7,0
Sakarya University	1	1	2	3,5
Selçuk University	1	-	1	1,8
Siirt University	1	-	1	1,8
Cumhuriyet University	1	-	1	1,8
Trakya University	1	-	1	1,8
Ufuk University	2	-	2	3,5
Üsküdar University	3	-	3	5,3
Van Yüzüncü Yıl University	3	-	3	5,3
Yıldız Teknik University	2	-	2	3,5
	53	4	57	100

When Table 3 is examined, 1.8% of the graduate studies on digital game addiction in the field of education were conducted at Akdeniz University (f=1), 1.8% at Adnan Menderes University (f=1), 5.3% at Bahçeşehir University (f=3), 1.8% at Bursa Uludağ University (f=1), 1.8% at Bayburt University (f=1), 1.8% at Çağ University (f=1), 1.8% at Çanakale Onsekiz Mart University (f=1), 1.8% at Çankırı Karatekin University (f=1), 1.8% at Çukurova University (f=1), 1.8% at Dokuz Eylül University (f=1), 1.8% at Düzce University (f=1), 3.5% at Ege University (f=2), 8.8% at Gazi University (f=5), 1.8% at Hatay Mustafa Kemal University (f=1), 1, 8% at İnönü University (f=1), 1.8% at Istanbul Aydın University (f=1), 3.5% at Istanbul Gelişim University (f=2), 1.8% at Istanbul Medipol University (f=1), 1.8% at Istanbul Sabahattin Zaim University (f=1), 1.8% at Mardin Artuklu University (f=1), 1.8% at Marmara University (f=1), 3.5% at Mersin University (f=2), 3, 5% at Necmettin Erbakan University (f=2), 3.5% at Niğde Ömer Halisdemir University (f=2), 1.8% at Ondokuz Mayıs University (f=1), 1.8% at Ordu University (f=1), 7, 0% at Pamukkale University (f=4), 3.5% at Sakarya University (f=2), 1.8% at Selçuk University (f=1), 1.8% at Siirt University (f=1), 1.8% at Cumhuriyet University (f=1), 1.8% at Trakya University (f=1), 3.5% at Ufuk University (f=2), 5.3% at Üsküdar University (f=3), 5.3% at Van Yüzüncü Yıl University (f=3), 3.5% at Yıldız Technical University (f=2).

From this point of view, graduate studies on digital game addiction in the field of education were mostly conducted at Gazi University.

Findings On Distribution of Graduate Studies Examined in Terms of Digital Game Addiction According to Themes

Table 4 shows the distribution of graduate studies on digital game addiction in the field of education according to themes.

Table 4. Distribution of Graduate Studies According to Themes

Themes	Master Thesis	PhD Thesis	Total	
	f	f	f	%
The relationship between digital game addiction and certain variables	38	1	39	56,5
Examining digital game addiction in terms of certain variables	14	1	15	21,7

The effect of certain variables on digital game addiction	7	2	9	13,0
The effect of digital game addiction on certain variables	4	-	4	5,8
Commenting on digital game addiction	-	1	1	1,4
Scale development on digital game addiction	1	-	1	1,4
	64	5	69	100

*Since the themes used in the studies are more than one, the total frequency is higher than the number of studies.

When Table 4 is examined, it is seen that 56.5% of the themes of the graduate studies on digital game addiction in the field of education are the relationship of digital game addiction with certain variables (f=39), 21.7% are the examination of digital game addiction in terms of certain variables (f=15), 13%, 0% of the studies were on the effect of certain variables on digital game addiction (f=9), 5.8% were on the effect of digital game addiction on certain variables (f=4), 1.4% were on giving opinions about digital game addiction (f=1), and 1.4% were on developing scales on digital game addiction (f=1). From this point of view, in the graduate studies on digital game addiction in the field of education, the theme of the relationship between digital game addiction and certain variables is dominant.

Findings On Distribution of Graduate Studies Examined in Terms of Digital Game Addiction in Terms of Courses They Are Associated With

Table 5 shows the distribution of graduate studies on digital game addiction in the field of education according to the courses they are associated with.

Table 5. Distribution of Graduate Studies According to the Courses They are Associated with

Course	Master Thesis	PhD Thesis	Total	
	f	f	f	%
Mathematics	1	-	-	50
Social Studies	1	-		50
	2	2	2	100

When Table 5 is examined, it is seen that 50% of the graduate studies on digital game addiction in the field of education are associated with mathematics (f=1) and 50% with social studies (f=1) courses. From this point of view, graduate studies on digital game addiction in the field of education are mostly associated with mathematics and social studies courses.

Findings On Distribution of Graduate Studies Examined in Terms of Digital Game Addiction in Terms of Research Method

Table 6 shows the distribution of graduate studies on digital game addiction in the field of education according to the research methods used.

Table 6. Distribution of Graduate Studies According to the Research Method Used

Method	Master Thesis	PhD Thesis	Total	
	f	f	f	%
Quantitative	49	3	52	91,2
Qualitative	2	-	2	3,5
Mixed	2	1	3	5,3
	53	4	57	100

When Table 6 is examined, it is seen that 91.2% of the graduate studies on digital game addiction in the field of education used quantitative methods (f=52), 3.5% used qualitative methods (f=2), and 5.3% used mixed methods

(f=3). From this point of view, quantitative methods were mostly used in graduate studies on digital game addiction in the field of education.

Findings On Distribution of Graduate Studies Examined in Terms of Digital Game Addiction in Terms of Research Design

Table 7 shows the distribution of graduate studies on digital game addiction in the field of education according to the research designs used.

Table 7. Distribution of Graduate Studies According to the Research Design Used

Design	Master Thesis	PhD Thesis	Total	
	f	f	f	%
Relational survey design	41	1	42	72,4
Survey research design	7	-	7	12,1
experimental design	1	2	3	5,2
Scale development	1	-	1	1,7
Case study	1	-	1	1,7
Document review	1	-	1	1,7
Explanatory sequential design	1	-	1	1,7
Enriched design	-	1	1	1,7
Not specified	1	-	1	1,7
	54	4	58	100

*Since the designs used in the studies are more than one, the total frequency is higher than the number of studies.

When Table 7 is examined, 72.4% of the graduate studies on digital game addiction in the field of education used relational survey design (f=42), 12.1% used survey research design (f=7), 5.2% used experimental design (f=3), and 1% used experimental design (f=1), 7% of the studies used scale development (f=1), 1.7% used case study design (f=1), 1.7% used document analysis design (f=1), 1.7% used exploratory sequential design (f=1), and 1.7% used enriched design (f=1). In addition, it is seen that the design used in 1.7% of the studies was not specified (f=1). From this point of view, relational survey design was mostly used in graduate studies on digital game addiction in the field of education.

Finding On Distribution of The Graduate Studies Examined in Terms of Digital Game Addiction in Terms of Sample Group

Table 8 shows the distribution of graduate studies on digital game addiction in the field of education according to the sample group.

Table 8. Distribution of Graduate Studies According to the Sample Group Used

Sample Group	Master Thesis	PhD Thesis	Total	
	f	f	f	%
Student	48	2	50	84,7
Guardian	7	1	8	13,6
e-sports player	-	1	1	1,7
	55	4	59	100

*Since the sample group used in the studies is more than one, the total frequency is higher than the number of studies.

When Table 8 is examined, it is seen that 84.7% of the sample group of the graduate studies conducted in the field of education related to digital game addiction are students (f=50), 13.6% are parents (f=8), and 1.7% are e-sports players (f=1). From this point of view, the student sample group was used the most in graduate studies on digital game addiction in the field of education.

Findings On Distribution of Graduate Studies Examined in Terms of Digital Game Addiction in Terms of Sampling Method

Table 9 shows the distribution of graduate studies on digital game addiction in the field of education according to the sampling method used.

Table 9. Distribution of Graduate Studies According to the Sampling Method Used

Sampling Method		Master Thesis	PhD Thesis	Total	
		f	f	f	%
Probability	Simple Random	12	1	13	22,4
	Random	2	-	2	3,4
	Stratified	4	-	4	6,9
	Cluster	1	-	1	1,7
Nonprobability	Purposeful	2	-	2	3,4
	Suitable	13	1	14	24,1
	Easily Accessible	6	-	6	10,3
	Criterion	4	2	6	10,3
	Exception	1	-	1	1,7
	Snowball	1	-	1	1,7
Not specified		8	-	8	13,8
Total		54	4	58	100

*Since there is more than one sampling method used in the studies, the total frequency is higher than the number of studies.

When Table 9 is examined, it is seen that 22.4% of the sampling methods used in graduate studies on digital game addiction in the field of education are simple random (f=13), 3.4% random (f=2), 6.9% stratified (f=4), 1.7% cluster (f=1), 3.4% purposive (f=2), 24.1% convenience (f=14), 10.3% convenience (f=6), 10.3% criterion (f=6), 1.7% outlier (f=1), 1.7% snowball (f=1) sampling. In addition, it is seen that the sampling method used in 13.8% of the graduate studies is not specified (f=8). From this point of view, convenient sampling methods were mostly used in graduate studies on digital game addiction in the field of education.

Findings On Distribution of Graduate Studies Examined in Terms of Digital Game Addiction in Terms of Sample Size

Table 10 shows the distribution of graduate studies on chess game addiction in the field of education according to sample size.

Table 10. Distribution of Graduate Studies According to the Sample Size Used

Sample Size	Master Thesis	PhD Thesis	Total	
	f	f	f	%
1-50	2	1	3	5,3
51-100	2	1	3	5,3
101-150	2	-	2	3,5
151-200	3	-	3	5,3
201-250	4	-	4	7,0
250 and above	40	2	42	73,7
	53	4	57	100

When Table 10 is examined, it is seen that 5.3% of the sample size of the graduate studies on digital game addiction in the field of education is 1-50 range (f=3), 5.3% is 51-100 range (f=3), 3.5% is 101-150 range (f=2), 5.3% is 151-200 range (f=3), 7.0% is 201-250 range (f=4), 73.7% is over 250 (f=42). From this point of view, the sample size of 250 and above range was used the most in graduate studies on digital game addiction in the field of education.

Findings On Distribution of Graduate Studies Examined in Terms of Digital Game Addiction in Terms of Data Collection Tools

Table 11 shows the distribution of graduate studies on digital game addiction in the field of education according to the data collection tool used.

Table 11. Distribution of Graduate Studies According to Data Collection Tool

Data collection tool	Master Thesis	PhD Thesis	Total	
	f	f	f	%
Scale	51	4	55	44,7
Personal information form	45	4	49	39,8
Questionnaire	5	-	5	4,1
Test	3	-	3	2,4
Inventory	1	-	1	0,8
open ended question	1	1	2	1,6
Interview form	3	-	3	2,4
Other forms	5	-	5	4,1
	114	9	123	100

*Since there is more than one data collection tool used in the research, the total frequency is higher than the number of research.

When Table 11 is examined, 44.7% of graduate studies conducted in the field of education on digital game addiction contain scales (f = 55), 39.8% contain personal information forms (f = 49), and 4.1% contain surveys (f = 5), test (f=3) in 2.4%, inventory (f=1) in 0.8%, open-ended question (f=2) in 1.6%, open-ended question (f=2) in 2.4% It is seen that the interview form (f = 3) and other forms (f = 5) were used in 4.1% of the cases. Based on this, scale data collection tools were mostly used in graduate studies conducted in the field of education regarding digital game addiction.

Findings On Distribution of Graduate Studies Examined in Terms of Digital Game Addiction in Terms of Data Analysis Techniques

Table 12 shows the distribution of graduate studies conducted in the field of education on digital game addiction according to the data analysis technique used.

Table 12. Distribution of Graduate Studies by Data Analysis Technique Used

*Since there is more than one data analysis technique used in the research, the total frequency is more than the number of research.

Data Analysis Technique	Master Thesis	PhD Thesis	Total	
Descriptive statistics	f	f	f	%
Parametric testing	52	4	56	47,5
Non-parametric test	49	4	53	44,9
Descriptive analysis	3	1	4	3,4
Content analysis	1	-	1	0,8
Data Analysis Technique	3	1	4	3,4
	108	10	118	

When Table 12 is examined, descriptive statistics are used in 47.5% of the graduate studies conducted in the field of education on digital game addiction (f = 56), parametric tests are used in 44.9% (f = 53), and non-parametric tests are used in 3.4%. (f=4), descriptive analysis (f=1) in 0.8%, and content analysis (f=4) in 3.4%. Based on this, descriptive statistics and parametric test data analysis techniques were mostly used in graduate studies in the field of education regarding digital game addiction.

CONCLUSION AND DISCUSSION

When the literature is examined, it is seen that there are various studies related to digital games, but the studies on digital game addiction are limited. Since there is no study in which graduate studies are systematically examined in terms of digital game addiction, this study was needed. For this reason, 57 graduate studies on digital game addiction were examined.

According to the results of the study, it was seen that there were 53 master's and 4 PhD studies on digital game addiction. The fact that there are 4 PhD dissertations in graduate studies on digital game addiction shows that this subject is not sufficiently valued academically because it can be said that PhD studies are more qualified studies in academic terms. Kuss & Griffiths (2012) examined 58 studies on digital game addiction and found that the sample was generally focused on student groups. Similarly, it was observed that most of the sample group of the studies in our research consisted of students. Yurdaöz and İlter (2023) found that in 11 studies on digital game addiction that they examined in 2020-2021, mostly questionnaires were used as data collection tools. In this research, it was determined that the data collection tools of the studies we examined were mostly scales and personal information forms. Akgül (2022) examined 162 studies on game addiction and found that the most studies on game addiction were conducted in 2019 and more studies were conducted in 2020 and 2021. In this research, it was seen that the studies we analyzed were mostly conducted in 2021 and 2023. Akgül (2022) examined 162 studies on game addiction and found that most of the studies were conducted with quantitative research method and mixed research method was mostly used after quantitative research method. In this research, it was seen that the studies we analyzed were mostly conducted using quantitative research methods. Again, in Akgül's (2022) study, it was determined that the research method used in the studies on game addiction was the relational survey model. It was determined that the most used methods after the relational survey model were descriptive survey and cross-sectional survey. In this research, it was seen that the most used research methods in the studies we analyzed were descriptive statistics and parametric tests. As a result of the research:

It may be recommended to conduct PhD studies on digital game addiction.

It may be suggested that other patterns and data collection tools other than the document review method and review form data collection tools should be preferred in new graduate studies.

Digital game addiction can be examined longitudinally in future studies.

Foreign graduate studies examining digital game addiction can be systematically examined.

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