

# The Effect of the “My Parent is My Digital Game Guide” Family Education Program on Children’s Digital Game Addiction and Parental Mediation

Esin Ölmez<sup>a,\*</sup>, Nihan Feyman Gök<sup>b</sup>

Received : 8 February 2025  
Revised : 13 September 2025  
Accepted : 28 September 2025  
DOI : 10.26822/iejee.2025.411

<sup>a\*</sup> **Corresponding Author:** Esin Ölmez, Preschool Teacher, İrfan Fatma Mandalı Primary School, Tekirdağ, Türkiye.  
E-mail: esinolmez42@gmail.com  
ORCID: <https://orcid.org/0000-0002-4335-5536>

<sup>b</sup> Nihan Feyman Gök, Department of Child Development, Faculty of Health Sciences, Çankırı Karatekin University, Çankırı, Türkiye.  
E-mail: nfeymangok@karatekin.edu.tr  
ORCID: <https://orcid.org/0000-0002-0838-6791>

## Abstract

Playing games occupies an essential place throughout life, particularly in childhood. With technological advances, urbanization, and the reduction of playgrounds, children’s engagement with digital games has steadily increased. This shift highlights the importance of raising parental awareness about children’s digital game preferences and gaming processes. This study aimed to examine the effectiveness of the “My Parent is My Digital Game Guide” Family Education Program in enhancing parental digital game guidance strategies among parents of preschool-age children. A one-group pre-test–post-test experimental design was employed. The study group consisted of 200 parents, selected through convenience sampling, from preschool children’s families in the central district of Ankara, Türkiye. Data were collected using the Digital Game Addiction Tendency Scale, the Digital Game Parental Guidance Strategies Scale, and a Personal Information Form. The program was implemented over seven weeks, totaling seven instructional hours. Data were analyzed through Kolmogorov-Smirnov Z, Homogeneity of Variances, Mann-Whitney U, Kruskal-Wallis H, and Wilcoxon signed-ranks tests. Results indicated a significant difference between pre- and post-test scores, showing that the program effectively improved parental guidance strategies regarding digital gaming. Moreover, boys exhibited higher digital game addiction tendencies compared to girls. Parent education programs that incorporate digital game guidance can contribute to strengthening parental strategies and reducing children’s risk of digital game addiction. Expanding such programs may benefit wider populations.

## Keywords:

Digital Game Addiction, Parental Mediation, Screen Time, Preschool Children, Family Education Program

## Introduction

In today’s world, developments in information technologies, alongside the advancement of technology, greatly affect interpersonal interaction as well as social, economic, and cultural life. These developments provide new environments for societies to share their feelings and thoughts and enable the effective use of information technologies. At



www.iejee.com  
ISSN: 1307-9298

2025 Published by KURA Education & Publishing.  
This is an open access article under the CC BY-NC-ND license. (<https://creativecommons.org/licenses/by/4.0/>)

present, the internet is widely used by all age groups. Internet users generally access it through devices such as computers, tablets, and smartphones. Since technology appeals to all generations, it has also become one of the environments that attract the attention of children and adolescents.

From infancy to old age, play is a natural medium through which individuals express and realize themselves in the best possible way (Kulaksızoğlu, 2016; Sormaz & Yüksel, 2012). From the earliest periods of history to the present day, all segments of society have engaged in play for entertainment and relaxation. With the adaptation to today's technological developments, the foundation of traditional games has shifted, and digital games have increasingly been preferred (Biricik & Atik, 2021). Digital games have now become one of the main life activities of children, serving as a significant part of their entertainment and leisure time. Indeed, children often prioritize playing digital games as their first choice of activity whenever they find the opportunity (Hazar et al., 2017). Digital games refer to computer-based games that can be played using an internet-connected device such as a computer, console, tablet, or mobile phone, as well as offline on devices without internet access (Biricik & Atik, 2021).

According to the results of the research on Information Technologies Usage and Media Among Children Aged 6–15, published by the Turkish Statistical Institute, internet usage among children in this age group was 50.8% in 2013 and rose to 82.7% in 2021. In the same survey, 36.0% of children aged 6–15 reported playing digital games, with 32.7% among children aged 6–10 and 39.4% among children aged 11–15. When analyzed by gender and age group, 46.1% of boys aged 6–15 played digital games, compared to 25.4% of girls. Among younger children, 38.7% of boys and 26.4% of girls aged 6–10 played digital games, while among older children, the rates were 53.7% for boys and 24.4% for girls aged 11–15 (TÜİK, 2021).

These findings indicate that digital games are increasingly preferred across all age groups and are now being adopted in early childhood as well. It can also be suggested that children's preference for digital games in early childhood is influenced by their parents' use of digital technologies (Tuğrul, Ertürk, Özen, & Güneş, 2014). Technological advancements from past to present have led to changes in many areas of life. With the development of the internet and digitalization, habits and lifestyles have also undergone transformation (Uzunoğlu, 2021). Technological devices initially used for communication and educational purposes have additionally become important sources of entertainment (Çelen et al., 2011). Games affect players in various ways. They are effective biologically using muscles; psychologically and sociologically

through the establishment of positive relationships; and cognitively through the development of creativity and learning (Yalçın & Bertiz, 2019). Furthermore, it has been noted that games support children's problem-solving, reasoning, analysis, and decision-making skills (Kim & Smith, 2015). Although digital games are enjoyable, engaging, and possess pedagogical value, many of them contain violent content. A lack of adult awareness when offering such games to children facilitates their access to violent content (Aydoğdu Karaaslan, 2015). Parents play a critical role in children's access to digital gaming devices such as tablets and smartphones, as well as in the purchase and installation of applications. Particularly in early childhood, children may struggle to distinguish between reality and imagination. Consequently, they interpret situations within their own world by observing parental reactions. Parents who either overreact or show indifference may inadvertently harm their children. Thus, parental approaches to digital gaming are of great importance (Bozkuş, 2021). Parents have critical roles not only in introducing children to digital games in early childhood but also in shaping their gaming experiences (Budak & Işikoğlu, 2022). Understanding children's play habits at this crucial stage of physical and cognitive development is vital. However, many parents are uncertain about how to manage this process and often resort to sanctions such as prohibitions, restrictions, and deprivation. These practices may damage the parent-child relationship and hinder children from keeping pace with technological developments (Neumann et al., 2018). Rather than solely restricting or prohibiting digital engagement, parents carry significant responsibilities in balancing their children's use of digital tools, protecting them from associated risks, and teaching them age-appropriate and developmentally suitable usage (Budak & Işikoğlu, 2022). For this reason, parent education and guidance services should address issues such as selecting appropriate digital games, regulating play duration and timing, co-playing with the child, and organizing the play environment and materials (Akçay & Özcebe, 2012). In general, research has focused on digital game addiction and the influence of parents on children. However, there are limited studies specifically addressing digital game addiction among preschool children and parental guidance strategies. In this regard, developing a family education program for parents, informed by a digital game addiction tendency scale and digital game parental guidance strategies, is considered a necessary contribution to this field.

## Research Question

### Problem Statement

The problem statement of this research is as follows: Is the "My Parent's Digital Game Guide" Family Education

Program effective in reducing children’s digital game addiction and improving parental guidance strategies related to digital games?

### **Sub-Problems**

The study seeks to address the following sub-problems:

1. What are the pre- and post-intervention levels of digital game addiction among preschool children?
2. Is there a significant difference between preschool children’s digital game addiction levels and their ages?
3. Is there a significant difference between preschool children’s digital game addiction levels and their gender?
4. Is there a significant difference between preschool children’s digital game addiction levels and the duration of their preschool attendance?
5. What are the levels of parents’ digital game guidance strategies before and after the program’s implementation?
6. Do parents’ educational backgrounds significantly influence the strategies they employ during their children’s digital gameplay?
7. Do parents’ occupations significantly influence the strategies they employ during their children’s digital gameplay?
8. Do parents’ ages significantly influence the strategies they employ during their children’s digital gameplay?
9. Do parents’ perspectives on digital games influence the strategies they employ during their children’s digital gameplay?
10. Is there a significant difference between parents’ digital game guidance strategies and the ages of their children?
11. Is there a relationship between preschool children’s digital game addiction tendencies and the digital game guidance strategies employed by their parents?

## **Methodology**

### **Research Design**

A one-group pre-test–post-test experimental design was employed in the study, without the inclusion of a control group. The independent variable was the “My Parent is My Digital Game Guide” Family Education Program, while the dependent variable was the change in families’ digital game parental guidance strategies following the program.

### **Study Group**

The study was conducted with 200 parents (181 mothers and 19 fathers) of preschool-age children attending kindergartens and independent preschools within official primary schools affiliated with the Ministry of National Education in Ankara province during the 2022–2023 academic year. Participants were selected through a convenience sampling method, which refers to the researcher’s orientation toward the most easily accessible elements of the target population (Patton, 2005).

### **Data Collection Tools**

Four instruments were used to collect data in this study:

1. Digital Game Addiction Tendency Scale (DOBE)
2. Digital Game Parental Guidance Strategies Scale (DOERS)
3. “My Parent is My Digital Game Guide” Family Education Program
4. Personal Information Form

### **Digital Game Addiction Tendency Scale (DOBE)**

The Digital Gaming Addiction Tendency Scale (DOBE), developed by Budak (2020) with established validity and reliability, was used to assess children’s gaming addiction levels based on parental responses. The scale consists of 20 items across four sub-dimensions: Detachment from Life (7 items), Conflict (5 items), Continuous Game Playing (5 items), and Reflection on Life (3 items). This five-point Likert-type scale is rated as never, rarely, sometimes, most of the time, and always, where never corresponds to 1 and always corresponds to 5. The total score ranges from 20 to 100, with no reverse-scored items. Higher scores indicate greater tendencies toward digital game addiction. Each dimension can be evaluated independently, or a total score can be calculated. According to Budak (2020), five score groups are defined for interpretation. Furthermore, the relationship between the total score and the sub-dimensions is both positive and highly significant. These findings confirm that the Digital Gaming Addiction Tendency Scale is a reliable tool for measuring children’s digital game addiction tendencies.

### **Digital Game Parental Guidance Strategies Scale (DOERS)**

In this study, the Digital Gaming Parental Guidance Strategies Scale (DOERS), developed by Budak (2020), was used to determine how parents guide their

children’s digital gaming. This 21-item scale consists of four sub-dimensions: Active Guidance Strategies, Parental Guidance Strategies Directing to Digital, Free Parental Guidance Strategies, and Technical Parental Guidance Strategies. The DOERS scale includes 5-point Likert-type items ranging from 1 (never) to 5 (always). It measures the extent to which parents employ different strategies for guiding their children’s digital gameplay. The reliability coefficients of the sub-dimensions were reported as follows: Active Parental Guidance Strategies = .79, Directive to Digital = .76, Free = .57, and Technical Parental Guidance Strategies = .61. Although the reliability coefficients for the Free and Technical sub-dimensions are relatively lower, the internal consistency of the scale as a whole is considered to be at an acceptable level (Budak, 2020). These findings indicate that the DOERS scale is a reliable instrument for assessing how parents guide their children’s digital game use.

**My Parent is My Digital Game Guide Family Education Program**

In this study, the “My Parent is My Digital Game Guide” family education program was developed by the researcher. The opinions of six experts—faculty members from the Departments of Child Development and Computer Education and Instructional Technologies—were obtained. The program was finalized by incorporating their suggestions and revisions.

Following the expert review, the family education program was implemented over seven weeks, with one-hour sessions held each week. The content of the program included:

- Meeting with parents
- The history of digital games and the concept of childhood
- Characteristics of digital games and their effects on child development
- The concept of addiction and digital game addiction
- Digital parenting and safety in digital games
- Parental responsibilities and guidance strategies
- Evaluation of the parent education program

Parental responses were analyzed before and after participation in the “My Parent is My Digital Game Guide” family education program.

**Table 1**  
*Family Education Program*

|                               |  |
|-------------------------------|--|
| Program Objectives            | <ul style="list-style-type: none"> <li>» To develop parents’ awareness of the concept of play</li> <li>» To discuss the needs and stimuli of children in the 21st century</li> <li>» To raise awareness about play deprivation</li> <li>» To provide information on the features of digital games and their contributions to children</li> <li>» To raise awareness of addiction and digital game addiction</li> <li>» To improve parents’ digital parenting behaviors</li> <li>» To increase parents’ knowledge about safety in digital games</li> <li>» To support parents in selecting digital games that are high-quality and developmentally appropriate</li> </ul> |
| Flow of the education program | <p>Target Group: Parents with children aged 3–5 years</p> <p>Planning of Family Education Sessions</p> <p>Session 1: Meeting the Parents</p> <p>Session 2: History of Digital Gaming and the Concept of Childhood</p> <p>Session 3: Characteristics of Digital Games and Their Impact on Child Development</p> <p>Session 4: The Concept of Addiction and Digital Game Addiction</p> <p>Session 5: Digital Parenting and Safety in Digital Games</p> <p>Session 6: Parental Responsibilities and Guidance Strategies</p> <p>Session 7: Evaluation of the Parent Education Program</p>  |
| Program Evaluation            | <p>The Family Digital Game Addiction Scale and the Parental Guidance Strategies Scale were administered after the implementation of the training program.</p>  |

**The Personal Information Form**

The Personal Information Form was designed for both children and parents and included demographic questions such as age. The form consisted of two sections: one to be completed by the parent on behalf of themselves, and the other on behalf of the child. The variables collected included the parent’s gender, age, education level, employment status, and perspective on digital games, as well as the child’s age, gender, and duration of preschool attendance.

**Table 2**  
*Demographic Information*

| Demographic Information               |                | F   | %    |
|---------------------------------------|----------------|-----|------|
| Parent's Gender                       | Female         | 181 | 89.9 |
|                                       | Male           | 19  | 10.1 |
| Parent's Education Level              | Primary School | 40  | 20.1 |
|                                       | High School    | 53  | 25.4 |
|                                       | Undergraduate  | 99  | 50.8 |
|                                       | Master         | 7   | 3.7  |
| Parent's Age                          | 25-29          | 38  | 19.0 |
|                                       | 30-34          | 75  | 37.6 |
|                                       | 35-39          | 55  | 27.5 |
|                                       | 40 and over 40 | 32  | 15.9 |
| Parent's Working Status               | Working        | 110 | 52.9 |
|                                       | Not working    | 90  | 47.1 |
| Parent's Perspective on Digital Games | Positive       | 21  | 10.1 |
|                                       | Negative       | 82  | 40.7 |
|                                       | Neutral        | 97  | 49.2 |
| Age of Children Parents Have          | 4 Years        | 65  | 31.8 |
|                                       | 5 Years        | 78  | 39.2 |
|                                       | 6 Years        | 57  | 29.1 |
| Gender of Children Parents Have       | Male           | 115 | 58.2 |
|                                       | Female         | 85  | 41.8 |
| Duration of Children's Schooling      | 1 Year         | 119 | 60.8 |
|                                       | 2 Years        | 62  | 30.7 |
|                                       | 3 Years        | 19  | 8.5  |
| TOTAL                                 |                |     |      |

The table presents demographic information about the preschool children and parents who participated in the study. Among the parents, 181 (89.9%) were female and 19 (10.1%) were male. Regarding educational background, 40 (20.1%) had completed primary school, 53 (25.4%) high school, 99 (50.8%) university, and 7 (3.7%) held a master's degree. In terms of age distribution, 38 (19.0%) were between 25–29 years, 75 (37.6%) between 30–34 years, 55 (27.5%) between 35–39 years, and 32 (15.9%) were 40 years or older. Employment status revealed that 110 (52.9%) of the parents were employed, while 90 (47.1%) were not. Regarding their perspectives on digital games, 21 (10.1%) expressed positive views, 82 (40.7%) negative views, and 97 (49.2%) were neutral. When the children's ages were examined, 65 (31.8%) were four years old, 78 (39.2%) were five years old, and 57 (29.1%) were six years old. Concerning gender, 115 (58.2%) of the children were boys and 85 (41.8%) were girls. In terms of preschool attendance, 119 (60.8%) had been enrolled for one year, 62 (30.7%) for two years, and 19 (8.5%) for three years. Although not all parents were able to attend every training session, all 200 parents completed the scales in both the pre-test and post-test phases of the program.

#### **Data Collection Process**

Expert opinions were obtained for the "My Parent is My Digital Game Guide" family education program. A

total of 200 parents who volunteered to participate in the program were reached. The contact information of the parents, selected through a simple random sampling technique, was collected. To facilitate full participation, the program was conducted online via the Zoom platform during weekend evening hours. Once the volunteer parents were identified, the research was carried out in three stages:

Stage 1: Administration of the DOBE and DOERS scales prior to the "My Parent is My Digital Game Guide" family training program.

Stage 2: Implementation of the "My Parent is My Digital Game Guide" family education program.

Stage 3: Administration of the DOBE and DOERS scales after completion of the program.

The family education program consisted of seven sessions, each lasting one hour per week. The session content included: (1) meeting the parents, (2) the history of digital games and the concept of childhood, (3) characteristics of digital games and their effects on child development, (4) the concept of addiction and digital game addiction, (5) digital parenting and safety in digital games, (6) parental responsibilities and guidance strategies, and (7) evaluation of the parent education program. Parental responses were analyzed both before and after participation in the "My Parent is My Digital Game Guide" family education program.

#### **Data Analysis**

Within the scope of the study, the Digital Game Addiction Tendency Scale and the Digital Game Guidance Strategies Scale were administered to parents of preschool children both before and after the intervention. The data obtained from these scales were processed and analyzed using the SPSS 21 software package. To test the assumptions of parametric analysis for the mean values of parents with preschool children, normality and homogeneity tests were conducted.

The results of these tests indicated that the assumptions for parametric analysis were not met. Specifically, the Kolmogorov-Smirnov Z test and the Homogeneity of Variances test, applied to the overall scale scores, showed that the data did not follow a normal distribution and that variances were not homogeneous ( $p < .05$ ). Consequently, non-parametric statistical methods were employed. Differences between the averages of independent variables were analyzed using the Mann-Whitney U test and Kruskal-Wallis H test, while repeated measures before and after the intervention were compared using the Wilcoxon signed-rank test.

## Results

### Findings on the Digital Addiction Tendency of Pre-school Children

According to the parents of preschool children, there was a significant difference between pre- and post-test scores on the Digital Game Addiction Tendency Scale following the implementation of the family education program ( $Z = 6.81; p < .05$ ). The analysis indicated that the number of participants whose rank averages decreased or remained constant was lower than the number of participants whose rank averages increased.

Based on these findings, it can be concluded that the family education program had a significant positive

effect on reducing children's digital game addiction tendencies.

### Findings Related to Digital Game Addiction Tendency and Age of Pre-school Children

According to the parents of preschool children, there was no significant difference in the Digital Game Addiction Tendency Scale scores with respect to children's ages, either before ( $\bar{X} = 2.00; p > .05$ ) or after ( $\bar{X} = 1.66; p > .05$ ) the family education program. This finding indicates that children's age did not have a significant effect on their digital game addiction tendency.

### Findings Related to Pre-school Children's Digital Game Addiction Tendency and Gender

**Table 3**

*Findings on the Digital Addiction Tendency of Pre-school Children*

| Sub-dimensions       |            | N   | Rank Average | Row Total | Z    | p    |
|----------------------|------------|-----|--------------|-----------|------|------|
| Detachment from life | Decreasing | 82  | 51.52        | 4225.00   | 3.30 | .001 |
|                      | Increasing | 29  | 68.66        | 1991.00   |      |      |
|                      | Constant   | 78  |              |           |      |      |
| Conflict             | Decreasing | 79  | 49.04        | 3874.50   | 4.18 | .000 |
|                      | Increasing | 23  | 59.93        | 1378.50   |      |      |
|                      | Constant   | 87  |              |           |      |      |
| Continuous game play | Decreasing | 112 | 67.52        | 7562.00   | 6.81 | .000 |
|                      | Increasing | 22  | 67.41        | 1483.00   |      |      |
|                      | Constant   | 55  |              |           |      |      |
| Reflecting on Life   | Decreasing | 53  | 39.20        | 2077.50   | 1.98 | .047 |
|                      | Increasing | 28  | 44.41        | 1243.50   |      |      |
|                      | Constant   | 108 |              |           |      |      |
| DOBE Total Score     | Decreasing | 138 | 80.76        | 11145.00  | 6.81 | .000 |
|                      | Increasing | 28  | 97.00        | 2716.00   |      |      |
|                      | Constant   | 23  |              |           |      |      |

**Table 4**

*Findings Related to Digital Game Addiction Tendency and Age of Pre-school Children*

| Sub-factors          | Age | N  | Pre-implementation |         |      | Post-implementation |      |         |      |     |
|----------------------|-----|----|--------------------|---------|------|---------------------|------|---------|------|-----|
|                      |     |    | Rank               | Average | X    | p                   | Rank | Average | X    | p   |
| Detachment from life | 3   | 3  |                    | 65.17   | 3.19 | .36                 |      | 68.17   | 1.63 | .65 |
|                      | 4   | 57 |                    | 96.63   |      |                     |      | 96.61   |      |     |
|                      | 5   | 74 |                    | 88.76   |      |                     |      | 93.22   |      |     |
|                      | 6   | 55 |                    | 103.34  |      |                     |      | 97.74   |      |     |
| Conflict             | 3   | 3  |                    | 89.00   | .36  | .94                 |      | 84.17   | 1.87 | .59 |
|                      | 4   | 57 |                    | 95.87   |      |                     |      | 101.70  |      |     |
|                      | 5   | 74 |                    | 92.45   |      |                     |      | 89.14   |      |     |
|                      | 6   | 55 |                    | 97.85   |      |                     |      | 96.54   |      |     |
| Continuous game play | 3   | 3  |                    | 56.33   | 4.41 | .22                 |      | 60.00   | 3.02 | .38 |
|                      | 4   | 57 |                    | 85.54   |      |                     |      | 93.40   |      |     |
|                      | 5   | 74 |                    | 98.99   |      |                     |      | 91.22   |      |     |
|                      | 6   | 55 |                    | 101.55  |      |                     |      | 103.65  |      |     |
| Reflecting on Life   | 3   | 3  |                    | 56.83   | 2.55 | .46                 |      | 68.17   | 1.49 | .68 |
|                      | 4   | 57 |                    | 97.35   |      |                     |      | 98.49   |      |     |
|                      | 5   | 74 |                    | 90.78   |      |                     |      | 96.96   |      |     |
|                      | 6   | 55 |                    | 100.32  |      |                     |      | 90.21   |      |     |
| DOBE Total Score     | 3   | 3  |                    | 62.83   | 2.00 | .57                 |      | 61.67   | 1.66 | .64 |
|                      | 4   | 57 |                    | 93.75   |      |                     |      | 98.32   |      |     |
|                      | 5   | 74 |                    | 92.43   |      |                     |      | 91.97   |      |     |
|                      | 6   | 55 |                    | 101.50  |      |                     |      | 97.45   |      |     |

According to the parents of preschool children, there was a significant difference in Digital Game Addiction Tendency Scale scores with respect to gender before the implementation of the family education program ( $U = 3080.0$ ;  $p < .05$ ). Boys were found to have a higher tendency toward digital game addiction than girls prior to the program.

Following the implementation of the program, a significant difference between genders was also observed ( $U = 3508.0$ ;  $p < .05$ ). Although boys continued to exhibit higher addiction tendencies than girls, overall decreases were observed in both genders.

Findings Related to Pre-school Children's Digital Game Addiction Tendency and Duration of Attendance to Pre-school Education Institution

As shown in Table 6, according to the parents of preschool children, there was no significant difference in Digital Game Addiction Tendency Scale scores with respect to the duration of preschool attendance, either before ( $\bar{X} = 3.28$ ;  $p > .05$ ) or after ( $\bar{X} = 2.14$ ;  $p > .05$ ) the implementation of the family education program. This finding indicates that the length of time children attended preschool did not have a significant effect on their tendency toward digital game addiction.

Findings Related to Parents' Digital Game Guidance Strategy Levels Before and After the Implementation of the Family Education Program

A significant difference was found between the pre- and post-test scores on the Digital Game Guidance Strategies Scale following the implementation of the family education program ( $Z = 7.52$ ;  $p < .05$ ). These

**Table 5**  
Findings Related to Pre-school Children's Digital Game Addiction Tendency and Gender

| Sub-factors          | Gender | N   | Pre-implementation |        |     | Post-implementation |        |     |
|----------------------|--------|-----|--------------------|--------|-----|---------------------|--------|-----|
|                      |        |     | Rank Average       | U      | p   | Rank Average        | U      | p   |
| Detachment from life | Male   | 110 | 103.69             | 3279.0 | .00 | 99.51               | 3739.0 | .13 |
|                      | Female | 79  | 81.54              |        |     | 87.44               |        |     |
| Conflict             | Male   | 110 | 106.07             | 3017.0 | .00 | 103.49              | 3301.0 | .00 |
|                      | Female | 79  | 78.18              |        |     | 81.83               |        |     |
| Continuous game play | Male   | 110 | 104.83             | 3154.0 | .00 | 100.68              | 3610.0 | .06 |
|                      | Female | 79  | 79.94              |        |     | 85.79               |        |     |
| Reflecting on Life   | Male   | 110 | 99.96              | 3689.0 | .10 | 97.78               | 3929.0 | .32 |
|                      | Female | 79  | 86.79              |        |     | 89.88               |        |     |
| DOBE Total Score     | Male   | 110 | 105.50             | 3080.0 | .00 | 101.61              | 3508.0 | .03 |
|                      | Female | 79  | 78.99              |        |     | 84.47               |        |     |

**Table 6**  
Findings Related to Pre-school Children's Digital Game Addiction Tendency and Duration of Attendance to Pre-school Education Institution

| Sub-Factors          | Duration of Continuation | N   | Pre-implementation |      |     | Post-implementation |      |     |
|----------------------|--------------------------|-----|--------------------|------|-----|---------------------|------|-----|
|                      |                          |     | Rank Average       | X    | P   | Rank Average        | X    | p   |
| Detachment from life | 1 year                   | 115 | 99.64              | 2.12 | .34 | 96.86               | .77  | .67 |
|                      | 2 years                  | 58  | 87.81              |      |     | 89.91               |      |     |
|                      | 3 years                  | 16  | 87.72              |      |     | 100.09              |      |     |
| Conflict             | 1 year                   | 115 | 101.44             | 4.92 | .08 | 100.10              | 2.61 | .27 |
|                      | 2 years                  | 58  | 88.03              |      |     | 86.40               |      |     |
|                      | 3 years                  | 16  | 73.97              |      |     | 89.50               |      |     |
| Continuous game play | 1 year                   | 115 | 100.18             | 3.62 | .16 | 99.06               | 4.95 | .08 |
|                      | 2 years                  | 58  | 83.66              |      |     | 82.62               |      |     |
|                      | 3 years                  | 16  | 98.88              |      |     | 110.72              |      |     |
| Reflecting on Life   | 1 year                   | 115 | 98.90              | 1.51 | .47 | 97.91               | .93  | .62 |
|                      | 2 years                  | 58  | 89.06              |      |     | 91.50               |      |     |
|                      | 3 years                  | 16  | 88.50              |      |     | 86.78               |      |     |
| DOBE Total Score     | 1 year                   | 115 | 100.78             | 3.28 | .19 | 99.08               | 2.14 | .34 |
|                      | 2 years                  | 58  | 86.02              |      |     | 86.28               |      |     |
|                      | 3 years                  | 16  | 86.00              |      |     | 97.28               |      |     |

results indicate that the family education program was effective in improving parents' digital game guidance strategies. In particular, the program was shown to have a significant effect on the Technical Parenting Strategies sub-dimension ( $Z = 10.27$ ;  $p < .05$ ).

**Findings Related to the Strategies Implemented by Parents in Digital Gaming Processes and Their Educational Background**

It was determined that there was no significant

difference in the Digital Game Guidance Strategies Scale scores with respect to parents' educational backgrounds, either before ( $\bar{X} = 2.18$ ;  $p > .05$ ) or after ( $\bar{X} = 1.59$ ;  $p > .05$ ) the implementation of the family education program. This finding indicates that parents' educational backgrounds did not have a significant effect on the strategies they employed during digital game processes.

**Findings Related to the Strategies Applied by Parents in Digital Game Processes and Their Working Status**

**Table 7**

*Findings Related to Parents' Digital Game Guidance Strategy Levels Before and After the Implementation of the Family Education Program*

| Sub-dimensions                             |            | N   | Rank Average | Row Total | Z     | p   |
|--|------------|-----|--------------|-----------|-------|-----|
| Active Parental Strategies                 | Decreasing | 17  | 38.68        | 657.5     | 10.58 | .00 |
|  | Increasing | 160 | 94.35        | 15095.5   |       |     |
|  | Constant   | 12  |              |           |       |     |
| Parental Strategies that Direct to Digital | Decreasing | 158 | 87.72        | 13860.0   | 10.27 | .00 |
|  | Increasing | 12  | 56.25        | 675.0     |       |     |
|  | Constant   | 19  |              |           |       |     |
| Technical Parental Strategies              | Decreasing | 13  | 43.85        | 570.0     | 10.27 | .00 |
|  | Increasing | 153 | 86.87        | 13291.0   |       |     |
|  | Constant   | 23  |              |           |       |     |
| DORS Total Score                           | Decreasing | 48  | 57.15        | 2743.0    | 7.52  | .00 |
|  | Increasing | 129 | 100.85       | 13010.0   |       |     |
|  | Constant   | 12  |              |           |       |     |

**Table 8**

*Findings Related to the Strategies Implemented by Parents in Digital Gaming Processes and Their Educational Background*

| Sub-factors                                | Education Status | N  | Pre-implementation |      |     | Post-implementation |      |     |
|--|------------------|----|--------------------|------|-----|---------------------|------|-----|
|  |                  |    | Rank Average       | X    | P   | Rank Average        | X    | p   |
| Active Parental Strategies                 | Primary School   | 38 | 82.68              | 3.51 | .32 | 89.18               | 2.41 | .49 |
|  | High School      | 48 | 91.94              |      |     | 87.86               |      |     |
|  | Undergraduate    | 96 | 101.61             |      |     | 99.96               |      |     |
|  | Master           | 7  | 92.14              |      |     | 107.50              |      |     |
| Parental Strategies that Direct to Digital | Primary School   | 38 | 104.50             | 5.42 | .14 | 103.46              | 1.98 | .57 |
|  | High School      | 48 | 101.04             |      |     | 98.51               |      |     |
|  | Undergraduate    | 96 | 86.47              |      |     | 89.82               |      |     |
|  | Master           | 7  | 118.83             |      |     | 96.00               |      |     |
| Technical Parental Strategies              | Primary School   | 38 | 79.64              | 6.74 | .08 | 84.16               | 5.02 | .17 |
|  | High School      | 48 | 89.07              |      |     | 86.55               |      |     |
|  | Undergraduate    | 96 | 104.63             |      |     | 103.48              |      |     |
|  | Master           | 7  | 86.93              |      |     | 95.43               |      |     |
| DORS Total Score                           | Primary School   | 38 | 84.99              | 2.18 | .53 | 90.26               | 1.59 | .66 |
|  | High School      | 48 | 92.56              |      |     | 89.05               |      |     |
|  | Undergraduate    | 96 | 99.69              |      |     | 99.79               |      |     |
|  | Master           | 7  | 101.71             |      |     | 95.79               |      |     |

**Table 9**

*Findings Related to the Strategies Implemented by Parents in Digital Game Process and Their Working Status*

| Sub-factors                                | WorkingStatus | N   | Pre-implementation |        |     | Post-implementation |        |     |
|--|---------------|-----|--------------------|--------|-----|---------------------|--------|-----|
|  |               |     | Rank Average       | U      | p   | Rank Average        | U      | p   |
| Active Parental Strategies                 | Working       | 100 | 103.88             | 3562.0 | .02 | 94.40               | 4390.0 | .87 |
|  | Non- working  | 89  | 85.02              |        |     | 94.67               |        |     |
| Parental Strategies that Direct to Digital | Working       | 100 | 80.53              | 3002.5 | .00 | 90.23               | 3972.5 | .20 |
|  | Non- working  | 89  | 111.26             |        |     | 100.37              |        |     |
| Technical Parental Strategies              | Working       | 100 | 104.17             | 3533.0 | .02 | 95.45               | 4405.5 | .91 |
|  | Non- working  | 89  | 84.80              |        |     | 94.50               |        |     |
| DORS Total Score                           | Working       | 100 | 97.25              | 4225.5 | .54 | 92.62               | 4212.0 | .52 |
|  | Non- working  | 89  | 92.48              |        |     | 97.67               |        |     |

As shown in Table 9, there was no significant difference in the Digital Game Guidance Strategies Scale scores with respect to parents' employment status, either before ( $U = 4225.5; p > .05$ ) or after ( $U = 4212.0; p > .05$ ) the implementation of the family education program. This indicates that parents' employment status did not have a significant effect on the strategies they used during digital play processes. However, the results revealed a decrease in the mean rank of employed parents and an increase in the mean rank of unemployed parents. Thus, the program appeared to be more effective for unemployed parents.

Findings Related to Age and Strategies Implemented by Parents in Digital Gaming Processes

As shown in Table 10, there was no significant difference in Digital Game Guidance Strategies Scale scores with respect to parents' ages, either before ( $\bar{X} = 1.59; p > .05$ ) or after ( $\bar{X} = 2.63; p > .05$ ) the implementation of the family education program. This finding indicates that parents' ages did not have a significant effect on their digital game guidance strategies.

Findings Related to the Strategies Implemented by Parents in Digital Game Processes and Their Perspective on Digital Games

**Table 10**

*Findings Related to Age and Strategies Implemented by Parents in Digital Gaming Processes*

| Sub-factors                                | Age            | N  | Pre-implementation |      |     | Post-implementation |      |     |
|--|----------------|----|--------------------|------|-----|---------------------|------|-----|
|  |                |    | Rank Average       | X    | P   | Rank Average        | X    | p   |
| Active Parental Strategies                 | 25-29          | 36 | 96.93              | .71  | .87 | 96.86               | 4.29 | .23 |
|  | 30-34          | 71 | 96.99              |      |     | 104.32              |      |     |
|  | 35-39          | 52 | 95.30              |      |     | 86.25               |      |     |
|  | 40 and over 40 | 30 | 87.45              |      |     | 85.87               |      |     |
| Parental Strategies that Direct to Digital | 25-29          | 36 | 108.06             | 4.62 | .20 | 100.17              | 4.57 | .21 |
|  | 30-34          | 71 | 89.27              |      |     | 86.10               |      |     |
|  | 35-39          | 52 | 88.14              |      |     | 94.76               |      |     |
|  | 40 and over 40 | 30 | 104.77             |      |     | 110.28              |      |     |
| Technical Parental Strategies              | 25-29          | 36 | 97.74              | 1.53 | .67 | 96.92               | 1.62 | .65 |
|  | 30-34          | 71 | 99.52              |      |     | 96.87               |      |     |
|  | 35-39          | 52 | 92.09              |      |     | 87.30               |      |     |
|  | 40 and over 40 | 30 | 86.07              |      |     | 101.62              |      |     |
| DORS Total Score                           | 25-29          | 36 | 104.67             | 1.59 | .66 | 102.00              | 2.63 | .45 |
|  | 30-34          | 71 | 94.79              |      |     | 97.32               |      |     |
|  | 35-39          | 52 | 90.44              |      |     | 84.89               |      |     |
|  | 40 and over 40 | 30 | 91.80              |      |     | 98.62               |      |     |

**Table 11.**

*Findings Related to the Strategies Implemented by Parents in Digital Game Processes and Their Perspective on Digital Games*

| Sub-factors                                | DBO      | N  | Pre-implementation |       |     | Post-implementation |      |     |
|--|----------|----|--------------------|-------|-----|---------------------|------|-----|
|  |          |    | Rank Average       | X     | P   | Rank Average        | X    | p   |
| Active Parental Strategies                 | Positive | 19 | 98.92              | 4.99  | .08 | 81.79               | 1.28 | .52 |
|  | Negative | 77 | 84.39              |       |     | 97.40               |      |     |
|  | Neutral  | 93 | 102.98             |       |     | 95.72               |      |     |
| Parental Strategies that Direct to Digital | Positive | 19 | 99.68              | 1.94  | .39 | 111.87              | 2.73 | .25 |
|  | Negative | 77 | 88.32              |       |     | 89.24               |      |     |
|  | Neutral  | 93 | 99.57              |       |     | 96.32               |      |     |
| Technical Parental Strategies              | Positive | 19 | 100.63             | 5.50  | .06 | 85.00               | .72  | .69 |
|  | Negative | 77 | 83.82              |       |     | 96.44               |      |     |
|  | Neutral  | 93 | 103.10             |       |     | 95.85               |      |     |
| DORS Total Score                           | Positive | 19 | 103.92             | 16.04 | .00 | 92.76               | .55  | .75 |
|  | Negative | 77 | 75.89              |       |     | 91.94               |      |     |
|  | Neutral  | 93 | 109.00             |       |     | 97.99               |      |     |

As shown in Table 11, a significant difference was found between parents' digital game guidance strategies and their perspectives on digital games before the implementation of the family education program ( $X^2 = 16.04$ ;  $p < .05$ ). The analysis indicated that parents generally held a negative perspective on digital games prior to the program.

However, after the implementation of the program, no significant difference was observed between parents' digital game guidance strategies and their perspectives on digital games ( $X^2 = .75$ ;  $p > .05$ ). This finding suggests that the program did not have a notable effect on changing parents' overall perspectives on digital games.

#### Findings Related to the Strategies Implemented by Parents in Digital Gaming Processes and Children's Ages

As shown in Table 12 (see Appendix), there was a significant difference between parents' digital game guidance strategies and the ages of children before the implementation of the family education program ( $X^2 = 2.73$ ;  $p < .05$ ). The analysis indicated that digital game guidance strategies varied according to children's ages prior to the program, with parents who held negative perspectives toward digital games displaying less effective guidance strategies.

However, after the implementation of the program, no significant difference was observed between children's ages and parents' digital game guidance strategies ( $X^2 = 1.23$ ;  $p > .05$ ). This finding suggests that the program contributed to balancing parents' guidance strategies across different child age groups.

#### Findings Related to Digital Game Addiction Tendencies of Pre-school Children and Digital Game Guidance Strategies Implemented by Their Parents

As shown in Table 13 (see Appendix), there was a positive, moderate, and significant relationship between the Digital Game Addiction Tendency sub-dimension of the Digital Game Addiction Tendency Scale and the Parental Strategies Directing to Digital sub-dimension of the Digital Game Guidance Strategies Scale ( $r = .44$ ;  $p < .05$ ). This indicates that as parents' use of digital guidance strategies increased, their children's digital game addiction tendency scores also increased.

A negative, weak, but significant relationship was found between the Digital Game Addiction Tendency sub-dimension and the Technical Parental Strategies sub-dimension ( $r = -.28$ ;  $p < .05$ ). In other words, children of parents who implemented technical strategies had lower digital game addiction scores. There was also a positive, weak, but significant relationship between the Parental Strategies Directing to Digital sub-

dimension and the overall Digital Game Guidance Strategies Scale ( $r = .17$ ;  $p < .05$ ).

Finally, a positive, strong, and significant relationship was found between the Technical Parental Strategies sub-dimension and the overall Digital Game Guidance Strategies Scale ( $r = .72$ ;  $p < .05$ ). This result suggests that a greater number of parents implemented technical strategies as part of their overall digital game guidance practices.

### Discussion and Implications

In this research, the digital game addiction tendencies of preschool children and the digital game guidance strategies implemented by their parents were examined before and after the "My Parent is My Digital Game Guide" family education program.

The first finding of the study concerned the levels of digital game addiction among preschool children before and after the implementation. A significant difference was found between pre- and post-test scores on the Digital Game Addiction Tendency Scale. These results indicate that the family education program was effective in reducing digital game addiction tendencies among the majority of the participants. In line with the findings, addiction tendencies decreased after the program. However, previous research has yielded different results. For instance, Ünsal (2019) reported that preschool children in his study exhibited high levels of digital game addiction. This discrepancy may be attributed to the diversity of factors influencing digital game addiction.

The study also examined whether children's ages affected their digital game addiction tendencies. The results showed no significant difference between the age variable and children's addiction tendencies. Similarly, Taş and Güneş (2019) found that age did not significantly affect digital game addiction. These findings suggest that children of different age groups may exhibit similar levels of addiction tendencies.

Another research question focused on the relationship between gender and digital game addiction. The results indicated a significant difference, with boys showing higher addiction tendencies than girls. Following the implementation of the family education program, boys continued to display higher addiction tendencies, although overall decreases were observed in both genders. Previous studies also support these results, showing that boys spend more time on digital games and exhibit stronger tendencies toward addiction than girls (Akçay & Özcebe, 2012; Arda, Kaya, & Çakır, 2021; Aydoğdu, 2018; Brito, 2016; Horzum, 2011; Kars, 2010; Mustafaoğlu & Yasacı, 2018; Şahin & Tuğrul, 2012; Ünsal, 2019). This difference can be explained by boys' greater interest in and curiosity toward technological devices compared to girls.

The study also investigated whether the length of preschool attendance influenced children’s digital game addiction tendencies. No significant difference was found between the duration of preschool attendance and addiction tendencies after the program. This suggests that the time spent in preschool education did not affect children’s tendency toward digital game addiction. One possible explanation is that preschool institutions may offer limited awareness-raising activities related to digital game use.

The fifth research question addressed the levels of digital game guidance strategies used by parents of preschool children before and after the implementation of the program. Differences were observed in the strategies preferred by parents following participation in the program compared to beforehand. Results indicated that parents most frequently used the active guidance strategy. With this strategy, parents reported that they monitored their children’s digital gaming processes by sharing and following media content together and by establishing two-way communication. However, it was also observed that children of parents who relied on free or digital-directive strategies tended to show higher levels of digital game addiction (Budak, 2020). Supporting this, Beyens and Beullens (2017) emphasized that when parents apply active guidance, conflicts between children and parents regarding technology use decrease, and children benefit more positively from digital tools.

The sixth research question examined whether parents’ educational background influenced their use of digital game guidance strategies. The findings revealed no significant differences before the implementation of the program. This suggests that awareness of digital games and their impact on children does not vary substantially according to parents’ education level. In contrast, other studies have reported different outcomes. For example, Aydoğdu (2018) and Hazar et al. (2017) found no differences in children’s game addiction tendencies by parental education level, while Gökçearlan and Durakoğlu (2014) reported higher addiction levels among children of more highly educated parents. Similarly, Işikoğlu et al. (2019) found that children of less educated parents are more likely to prefer digital games, whereas other studies indicated that more educated parents limit their children’s digital game use (Işikoğlu-Erdoğan, 2019; Işikoğlu et al., 2021).

The seventh research question focused on the relationship between parents’ professions and their digital game guidance strategies. A significant difference was found between working and non-working parents before the implementation of the program. Specifically, differences emerged in the

Parental Strategies Leading to Digital and Active Parenting Strategies sub-dimensions, in favor of non-working parents. Non-working parents were more likely to apply active guidance strategies, which increased their average ranks. Overall, the program appeared to be more effective for non-working parents. However, children of parents who used free or digital-directive strategies were observed to spend more time with digital games, thereby increasing the risk of addiction.

The eighth research question explored whether parents’ ages affected their digital game guidance strategies. The results showed no significant differences after the program. This finding contrasts with those of Çakır, Kocagöz, and Karakuş (2021), who reported that children of older parents exhibited stronger digital game addiction tendencies than those of younger parents. This suggests that the relationship between parental age and children’s addiction levels may vary across different contexts.

The ninth research question considered whether parents’ perspectives on digital games influenced their strategies. Parents with negative views of digital games scored lower on the digital-directive and free strategies, suggesting that they preferred to limit their children’s interaction with digital games. After the program, no significant differences were found between parents’ perspectives and their strategies. This aligns with findings in the literature indicating that children of parents who spend more time playing digital games themselves tend to engage more in digital play (Akçay & Özcebe, 2012).

The tenth research question examined whether the ages of children influenced parents’ strategies. No significant differences were found between children’s ages and the strategies parents applied. This indicates that the program was not equally effective in shaping parents’ guidance strategies across different child age groups. It is possible that parents’ inability to fully adapt their strategies according to their children’s developmental levels contributed to this outcome.

The eleventh research question investigated the relationship between children’s digital game addiction tendencies and parents’ guidance strategies. The analysis revealed no significant overall relationship. However, significant associations were observed in specific dimensions: parental digital-directive and free strategies were linked to higher addiction tendencies among children. These results support Budak’s (2020) findings that children of parents who apply digital-directive or free strategies are more likely to develop addictive tendencies. It can be inferred that the training increased parents’ awareness of the risk factors associated with their choice of strategies.

Taken together, the findings demonstrate that family education programs can effectively reduce digital game addiction tendencies in preschool children while enhancing parents' use of active and technical guidance strategies. Persistent gender differences, with boys consistently showing higher addiction levels, highlight the need for targeted interventions. These results underscore the importance of integrating digital literacy into preschool curricula and combining it with structured family education. Embedding such initiatives into national early childhood education policies could strengthen parental involvement, foster healthy digital habits, and provide a systemic approach to supporting children's holistic development.

### Conclusion

The findings of this study indicate that the family education program was effective in reducing digital game addiction tendencies among preschool children. Comparisons between pre- and post-program measures revealed a significant decrease in children's addiction levels. While age did not have a significant effect, boys consistently exhibited higher levels of digital game addiction compared to girls. Similarly, the duration of preschool attendance was not significantly associated with addiction tendencies. Parents' digital game guidance strategies improved significantly following the program, with active guidance strategies being employed more frequently; however, parental education level and age did not significantly influence strategy use.

Several limitations should be acknowledged. A convenience sampling method was employed due to access constraints, which may limit the generalizability of the findings. The absence of a control group restricts causal inferences, although ethical considerations and practical constraints made it difficult to establish one. Furthermore, only 19 fathers participated in the study, leading to a gender imbalance that may have resulted in findings predominantly reflecting mothers' perspectives. These limitations should be taken into account when interpreting and generalizing the results.

Overall, the study provides evidence that the family education program effectively reduced children's digital game addiction, improved parents' guidance strategies, and highlighted the ongoing gender disparity, with boys showing higher addiction tendencies than girls. These findings underscore the importance of structured family education programs in promoting healthy digital habits and supporting early childhood development.

### Declarations

Conflicts of Interest were not disclosed by the author.

### References

- Akçay, D., & Özcebe, H. (2012). Evaluation of computer game playing habits of preschool children and their families. *Child Journal*, 12(2), 66–71. <https://doi.org/10.5222/j.child.2012.066>
- Arda, Ü., Kaya, R., & Çakır, V. O. (2021). Digital games and gender as a leisure time activity. *International Journal of Society Researches*, 17(38), 1–15. <https://doi.org/10.26466/opus.748560>
- Aydoğdu, F. (2018). Investigation of digital game addiction of children playing digital games in terms of various variables. *Ulakbilge*, 6(31), 1–18. <https://doi.org/10.7816/ulakbilge-06-31-01>
- Aydoğdu-Karaaslan, İ. (2015). Digital games and digital violence awareness: A comparative analysis on parents and children. *International Journal of Social Studies*, 8(36), 806–818. <https://doi.org/10.17719/jjsr.2015369545>
- Beyens, I., & Beullens, K. (2017). Parent-child conflict about children's tablet use: The role of parental mediation. *New Media & Society*, 19(12), 2075–2093. <https://doi.org/10.1177/1461444816655099>
- Biricik, Z., & Atik, A. (2021). The changing concept of play from traditional to digital and the digital play culture formed in children. *Gümüşhane University Faculty of Communication Electronic Journal (e-gifder)*, 9(1), 445–469.
- Bozkuş, O. (2021). A review of the relationship between violent video games and aggression. *Journal of Developmental Psychology*, 2(3), 75–99. <https://doi.org/10.51503/gpd.791346>
- Brito, R. (2016). "Who taught you how to play?"; "I did!" Digital practices and skills of children under 6. *Media Education*, 7(2), 281–302. <https://doi.org/10.14605/MED721607>
- Budak, K. S. (2020). *Development of a digital game addiction tendency scale and a digital game parental guidance strategies scale for preschool children and examination of their relationship with problem behaviors* (Master's thesis). Pamukkale University.
- Budak, K. S., & Işıkoğlu, N. (2022). Development of children's digital play addiction tendency and parental mediation scales. *Ankara University Journal of Faculty of Educational Sciences*, 55(3), 673–720. <https://doi.org/10.30964/auebfd.939653>
- Çakır, M., Kocagöz, E., & Karakuş, F. N. (2021). *Digital addiction in children: A quantitative study with parents*. Presentation Type, 71.

- Çelen, F. K., Çelik, A., & Seferoğlu, S. S. (2011, February). Children's Internet use and online risks. In XIII. Academic Informatics Conference (AB11), İnönü University, Malatya, Turkey.
- Durak, A. (2019). *Examining parental mediation according to some variables* (Unpublished master's thesis). Bartın University.
- Evcin, S. (2010). *Investigation of the effects of computer games on the aggression tendency of secondary school students* (Master's thesis). Maltepe University.
- Gentile, D. A. (2009). Pathological video game use among youth 8 to 18: A national study. *Psychological Science, 20*(5), 594–603. <https://doi.org/10.1111/j.1467-9280.2009.02340.x>
- Gökçeşarlan, Ş., & Durakoğlu, A. (2014). Investigation of computer game addiction levels of secondary school students according to various variables. *Dicle University Ziya Gökalp Faculty of Education Journal, 23*, 419–435.
- Hastings, E. C., Karas, T. L., Winsler, A., Way, E., Madigan, A., & Tyler, S. (2009). Young children's video/computer game use: Relations with school performance and behavior. *Issues in Mental Health Nursing, 30*(10), 638–649. <https://doi.org/10.1080/01612840903050414>
- Hazar, Z., Demir Tekkurşun, G., & Dalkıran, H. (2017). Investigating middle school students' perceptions of traditional games and digital games: A comparative metaphor study. *Spormetre, 15*(4), 179–190. [https://doi.org/10.1501/Sporm\\_0000000334](https://doi.org/10.1501/Sporm_0000000334)
- Hazar, Z., Demir, G. T., Namlı, S., & Türkeli, A. (2017). Investigating the relationship between digital game addiction and physical activity levels of middle school students. *Journal of Physical Education and Sports Sciences, 11*(3), 320–332. <https://doi.org/10.51982/bagimli.817756>
- Horzum, M. B. (2011). Examining the computer game addiction levels of primary school students according to various variables. *Education and Science, 36*(159), 56–68.
- Işıkoğlu Erdoğan, N. (2019). Are digital games popular? Examining parents' game preferences for their children. *Pamukkale University Faculty of Education Journal, 46*(46), 1–17. <https://doi.org/10.9779/pauefd.446654>
- Işıkoğlu, N., Bayraktaroğlu, E., & Ayekin-Dülger, D. N. (2021). Children's play preferences and behaviors in digital or non-digital play. *Pamukkale University Journal of Education, 1–24*. <https://doi.org/10.9779/pauefd.758529>
- Kars, G. B. (2010). *The effects of violent computer games on aggression in children* (Unpublished master's thesis). Ankara University.
- Kim, Y., & Smith, D. (2015). Pedagogical and technological augmentation of mobile learning for young children interactive learning environments. *Interactive Learning Environments, 23*(5), 567–581. <https://doi.org/10.1080/10494820.2015.1087411>
- Kulaksızoğlu, A. (2016). Adolescence and interests. In *Adolescent psychology* (p. 153). Remzi Bookstore.
- Lieberman, D. A., Fisk, M. C., & Biely, E. (2009). Digital games for young children ages three to six: From research to design. *Computers in the Schools, 26*(4), 299–313. <https://doi.org/10.1080/07380560903360178>
- Mustafaoğlu, R., & Yasacı, Z. (2018). Negative effects of playing digital games on children's mental and physical health. *Journal of Dependence, 19*(3), 51–58.
- Neumann, M. M., Merchant, G., & Burnett, C. (2018). Young children and tablets: The views of parents and teachers. *Early Child Development and Care, 190*(11), 1750–1761. <https://doi.org/10.1080/03004430.2018.1550083>
- Nikken, P., & Schols, M. (2015). How and why parents guide the media use of young children. *Journal of Child and Family Studies, 24*(11), 3423–3435. <https://doi.org/10.1007/s10826-015-0144-4>
- Özdemir, N. (2005). *The structure of Turkish folk entertainment. In Turkish entertainment culture in the Republican period* (1st ed., Vol. 1, pp. 206–250). Akçağ Publications.
- Şahin, C., & Tuğrul, V. M. (2012). An examination of computer game addiction levels among primary school students. *Zeitschrift für die Welt der Türken/Journal of World of Turks, 4*(3), 115–130.
- Sormaz, F., & Yüksel, H. (2012). Değişen çocukluk, oyun ve oyuncağın endüstrileşmesi ve tüketim kültürü. *Gaziantep University Journal of Social Sciences, 11*(3), 1–20.

- Taş, İ., & Güneş, Z. (2019). Investigation of computer game addiction, alexithymia, social anxiety, age, and gender in children aged 8–12. *Clinical Psychiatry, 22*, 83–92.
- Tuğrul, B., Ertürk, H. G., Özen-Altınkaynak, Ş., & Güneş, G. (2014). Changes in gaming across three generations. *The Journal of Academic Social Science Studies, 27*, 1–16. <https://doi.org/10.9761/JASSS2388>
- Turkish Statistical Institute. (2021). *Research on the use of information technologies in children.* <https://data.tuik.gov.tr/Bulten/Index?p=Cocuklarda-Bilisim-Teknolojileri-Kullanim-Arastirmasi-2021-41132>
- Ünsal, A. (2019). *Investigation of emotional intelligence and digital game addictions of preschool children* (Unpublished master's thesis). Gazi University.
- Uzunoğlu, A. (2021). Digital games and addiction. *New Media, 2021*(11), 116–131.
- Yalçın, S., & Bertiz, Y. (2019). A qualitative study on the effects of game addiction on university students. *Journal of Science, Education, Art and Technology (BEST Journal), 3*(1), 27–34

**Annex 1.**

**Table 12.**

*Findings Related to the Strategies Implemented by Parents in Digital Gaming Processes and Children's Ages*

| Sub-factors                                | Age | N  | Pre-implementation |      |     | Post-implementation |      |     |
|--|-----|----|--------------------|------|-----|---------------------|------|-----|
|  |     |    | Rank Average       | X    | p   | Rank Average        | X    | p   |
| Active Parental Strategies                 | 3   | 3  | 79.33              | .89  | .82 | 56.67               | 2.07 | .55 |
|  | 4   | 57 | 97.47              |      |     | 97.07               |      |     |
|  | 5   | 74 | 97.22              |      |     | 97.93               |      |     |
|  | 6   | 55 | 90.32              |      |     | 91.00               |      |     |
| Parental Strategies that Direct to Digital | 3   | 3  | 63.67              | 1.01 | .79 | 101.50              | .98  | .80 |
|  | 4   | 57 | 95.49              |      |     | 100.62              |      |     |
|  | 5   | 74 | 95.01              |      |     | 91.61               |      |     |
|  | 6   | 55 | 96.19              |      |     | 93.38               |      |     |
| Technical Parental Strategies              | 3   | 3  | 81.00              | .86  | .83 | 88.33               | .68  | .87 |
|  | 4   | 57 | 100.01             |      |     | 99.80               |      |     |
|  | 5   | 74 | 93.84              |      |     | 93.69               |      |     |
|  | 6   | 55 | 92.14              |      |     | 92.15               |      |     |
| DORS Total Score                           | 3   | 3  | 48.17              | 2.73 | .43 | 73.17               | 1.23 | .74 |
|  | 4   | 57 | 98.04              |      |     | 100.34              |      |     |
|  | 5   | 74 | 97.20              |      |     | 94.20               |      |     |
|  | 6   | 55 | 91.45              |      |     | 91.73               |      |     |

**Annex 2.**

**Table 13.**

*Findings Related to Digital Game Addiction Tendencies of Pre-school Children and Digital Game Guidance Strategies Implemented by Their Parents*

|  |   | Detach-ment from life | Conflict | Continuous game play | Reflecting on Life | Digital Game Addiction Tendency | Active Game Strategies | Parental Strategies that Direct to Digital | Technical Parental Strategies | Digital Gaming Guidance Strategies |
|--|---|-----------------------|----------|----------------------|--------------------|---------------------------------|------------------------|--|-------------------------------|------------------------------------|
| Detach-ment from life                    | r | 1                     | .683     | .56                  | .49                | .86                             | -.33                   | .32  | -.23                          | -.11                               |
|  | p |                       | .00      | .00                  | .00                | .00                             | .00                    | .00  | .00                           | .14                                |
| Conflict                                 | r |                       | 1        | .75                  | .49                | .90                             | -.34                   | .34  | -.27                          | -.14                               |
|  | p |                       |          | .00                  | .00                | .00                             | .00                    | .00  | .00                           | .04                                |
| Continuous game play                     | r |                       |          | 1                    | .44                | .84                             | -.44                   | .49  | -.32                          | -.13                               |
|  | p |                       |          |                      | .00                | .00                             | .00                    | .00  | .00                           | .07                                |
| Reflecting on Life                       | r |                       |          |                      | 1                  | .66                             | -.25                   | .38  | -.17                          | .002                               |
|  | p |                       |          |                      |                    | .00                             | .00                    | .00  | .02                           | .97                                |
| Digital Game Addiction Tendency          | r |                       |          |                      |                    | 1                               | -.39                   | .44  | -.28                          | -.12                               |
|  | p |                       |          |                      |                    |                                 | .00                    | .00  | .00                           | .11                                |
| Active Game Strategies                   | r |                       |          |                      |                    |                                 | 1                      | -.47                                       | .61                           | .69                                |
|  | p |                       |          |                      |                    |                                 |                        | .00  | .00                           | .00                                |
| Parental Strategies that Lead to Digital | r |                       |          |                      |                    |                                 |                        | 1  | -.33                          | .17                                |
|  | p |                       |          |                      |                    |                                 |                        |  | .00                           | .02                                |
| Technical Parental Strategies            | r |                       |          |                      |                    |                                 |                        |  | 1                             | .72                                |
|  | p |                       |          |                      |                    |                                 |                        |  |                               | .00                                |
| Digital Gaming Guidance Strategies       | r |                       |          |                      |                    |                                 |                        |  |                               | 1                                  |
|  | p |                       |          |                      |                    |                                 |                        |  |                               |                                    |