VIDEOGAMES, PARENTAL CONTROL & SCHOOL PERFORMANCE

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Rationale

Screen media prevalence

86.2% of children have any videogame device at home.

1 of 4 teenager play videogames daily.
(Interactive Software Federation of Europe, 2012)

In Spain children spend 1,3 hours playing videogames
(Del Pozo J., Gonzalez A. y Fundación Gaudium, 2011),

Rationale

Abuse – Problematic Use of Videogame

2%-10% prevalence of videogame abusers (addiction)

(Lemmens, 2009; Peukert et al. 2010; Rehbein, 2010; Van Rooij et al. 2011)

Exceeding **20 hours per week**

increases significantly the risk of having related problems, like:

sleep disorders, depresion, anxiety and obsesive thinking

(Wenzel et al., 2009)

Abusive players get higher scores in

depression, loneliness and low self-esteem (Van Rooij *et al*., 2011)

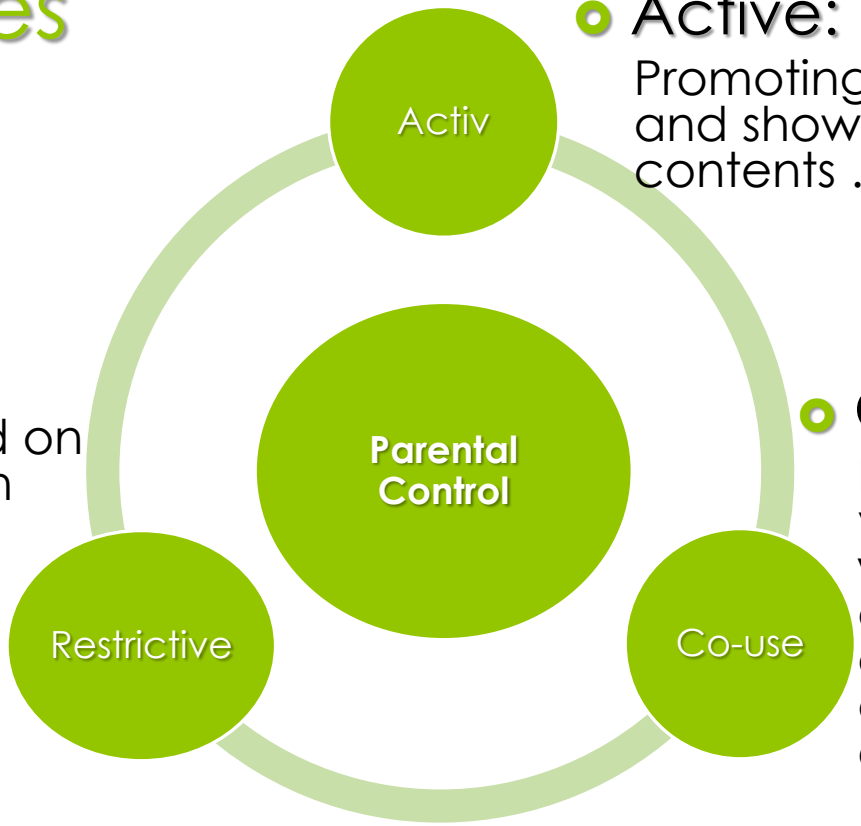
anxiety and depression (Peukert et al. 2010)

Rationale

Parental Control.

Is the most effective tool to regulate the play-behaviour

Strategies



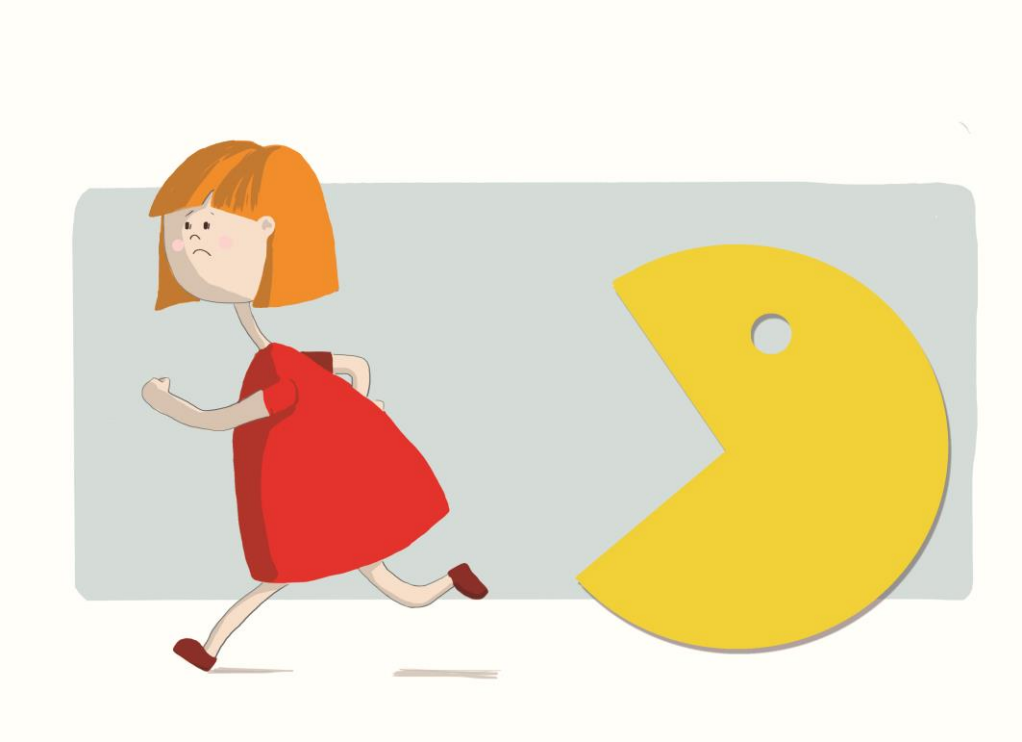
- **Active:**
  Promoting communication and showing interest about contents .

- **Restrictive:**
  Actions aimed on time reduction and contents control.

- **Co-use:**
  Participating in videogames, without assessing opinion nor evaluating contents or effects.

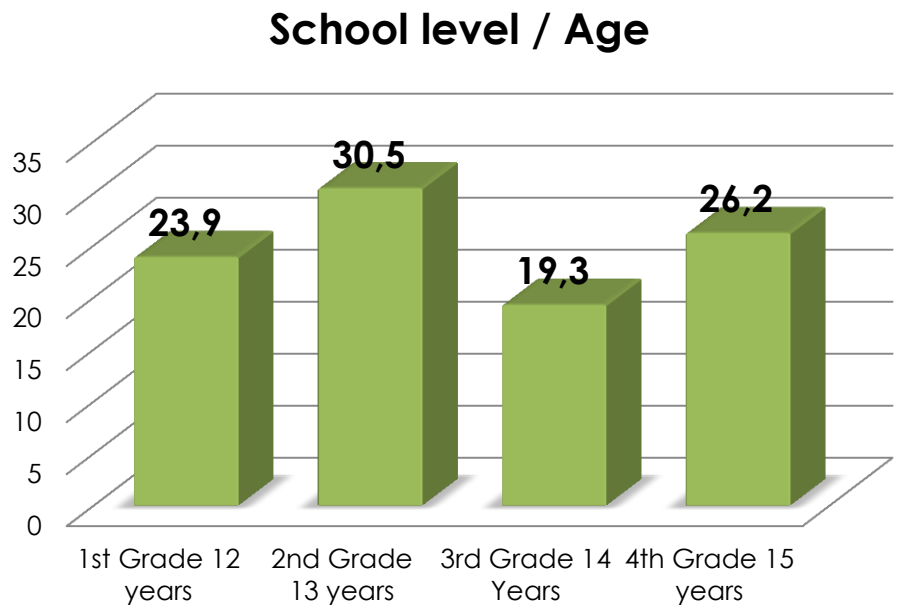
Scope

To identify significant relationships between parental control – videogames pattern and school performance.

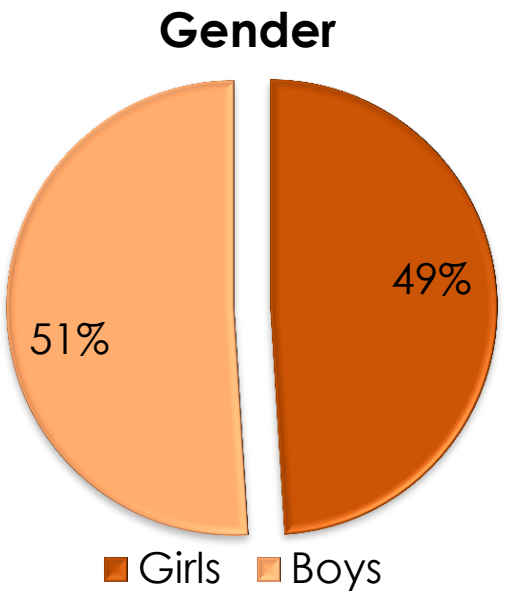


SAMPLE

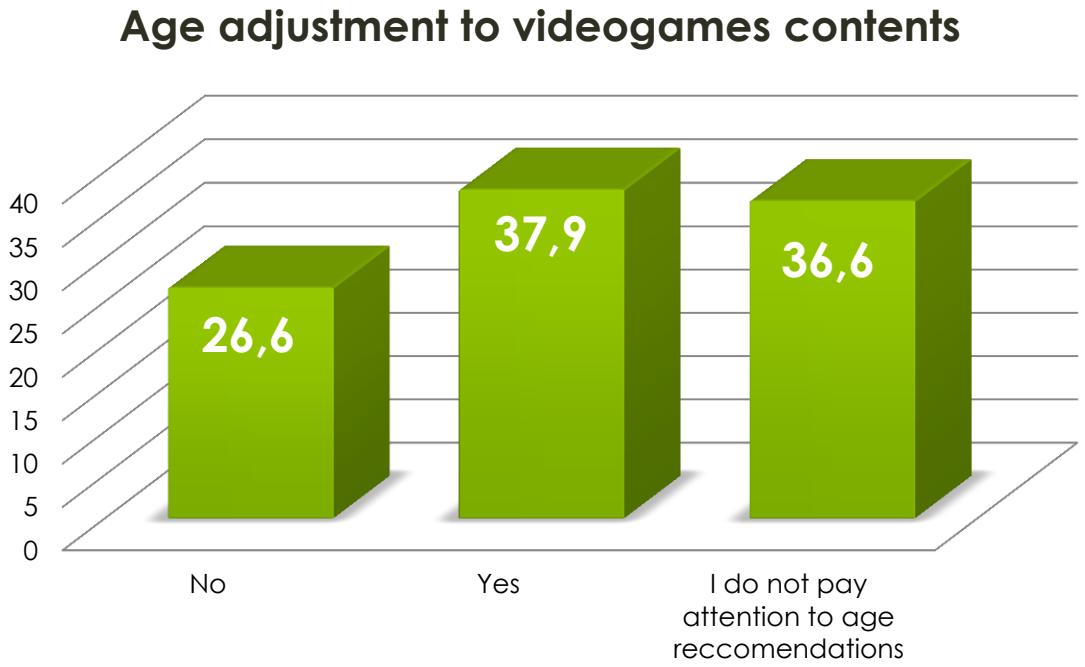
- **610** SECONDARY SCHOOL



Age: M= **13.84**;
S.D.=1.27.
Range **12** - **16** years.



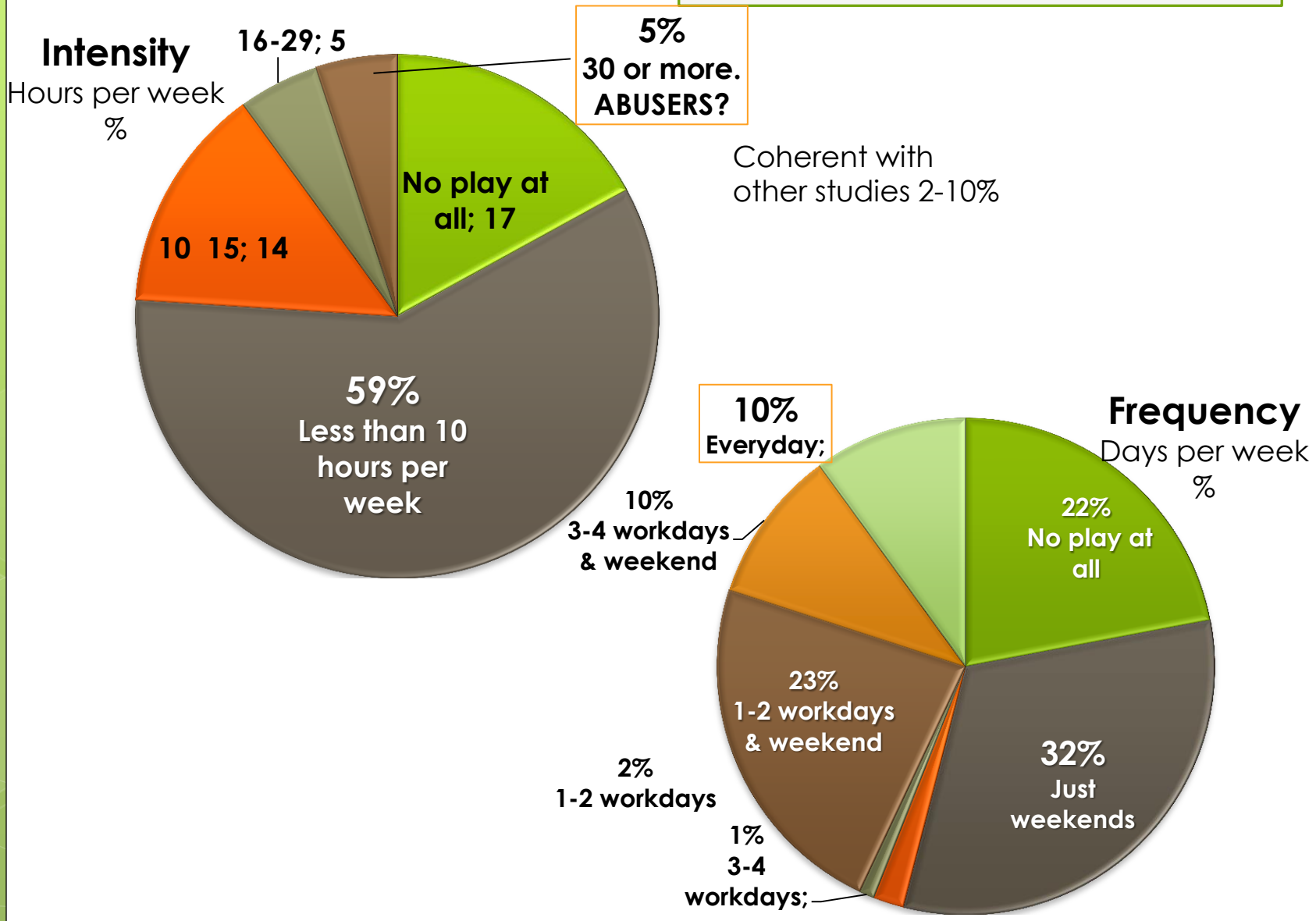
Sample Description:
Game behaviour



Do you usually play videogames for older people?

63,2%

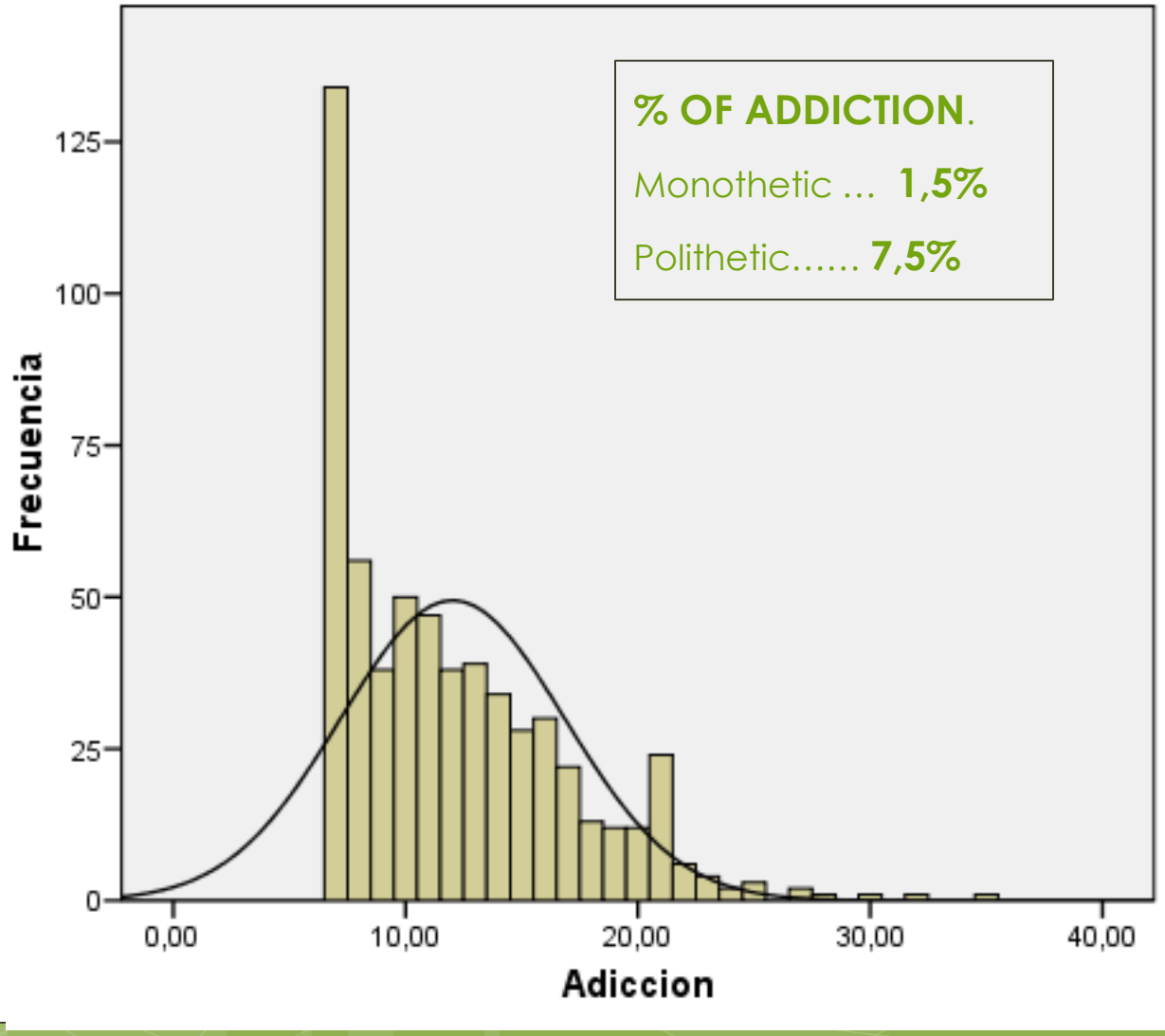
Description:
Game behaviour



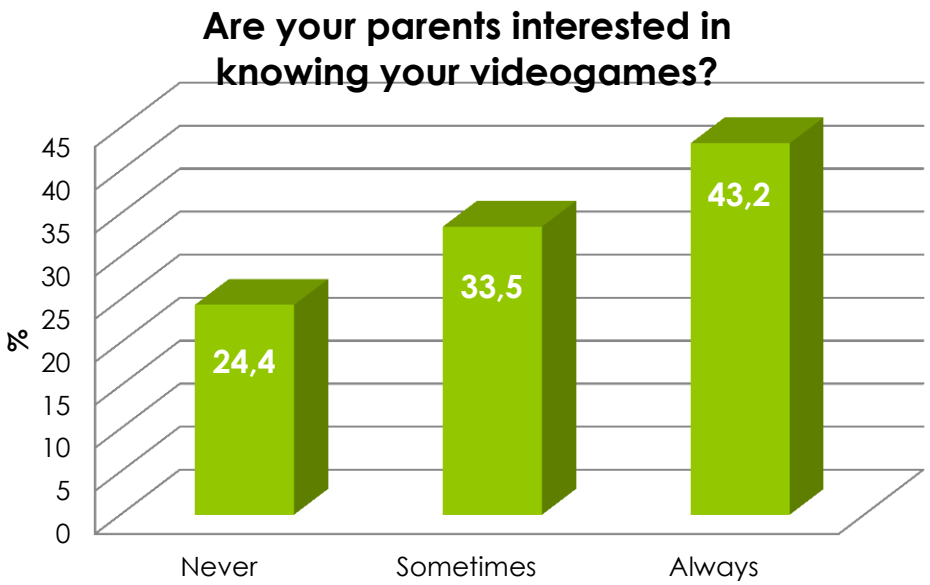
Sample Description: **Game behaviour**

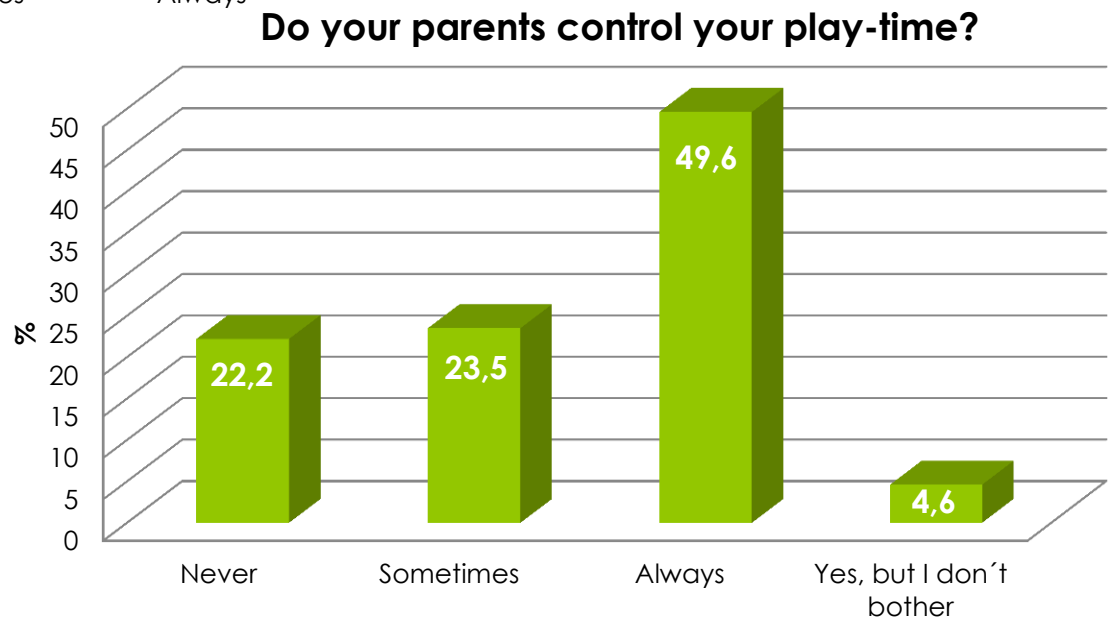
G A S A

Gaming Addiction Scale for Adolescents



Description:
Parental Control





Hypothesis

H1

- ***PARENTS INTEREST ON CONTENTS*** and ***VIDEOGAME CONTENTS***
- Offspring whose **parents do not get involved** in selecting videogames, will play more often to **games not adjusted** to their age.

H2

- ***PARENTS INTEREST ON CONTENTS*** and ***PLAYING TIME***
- The lower **parental interest** , the highest play **frequency** (days per week) and **intensity** (hours per week)

H3

- ***PLAYING TIME PARENTAL CONTROL*** and ***VIDEOGAME CONTENTS***
- Offspring whose **parents do not control** the playing-time will play more often to **not age-adjusted** videogames than children whose parents do control the time.

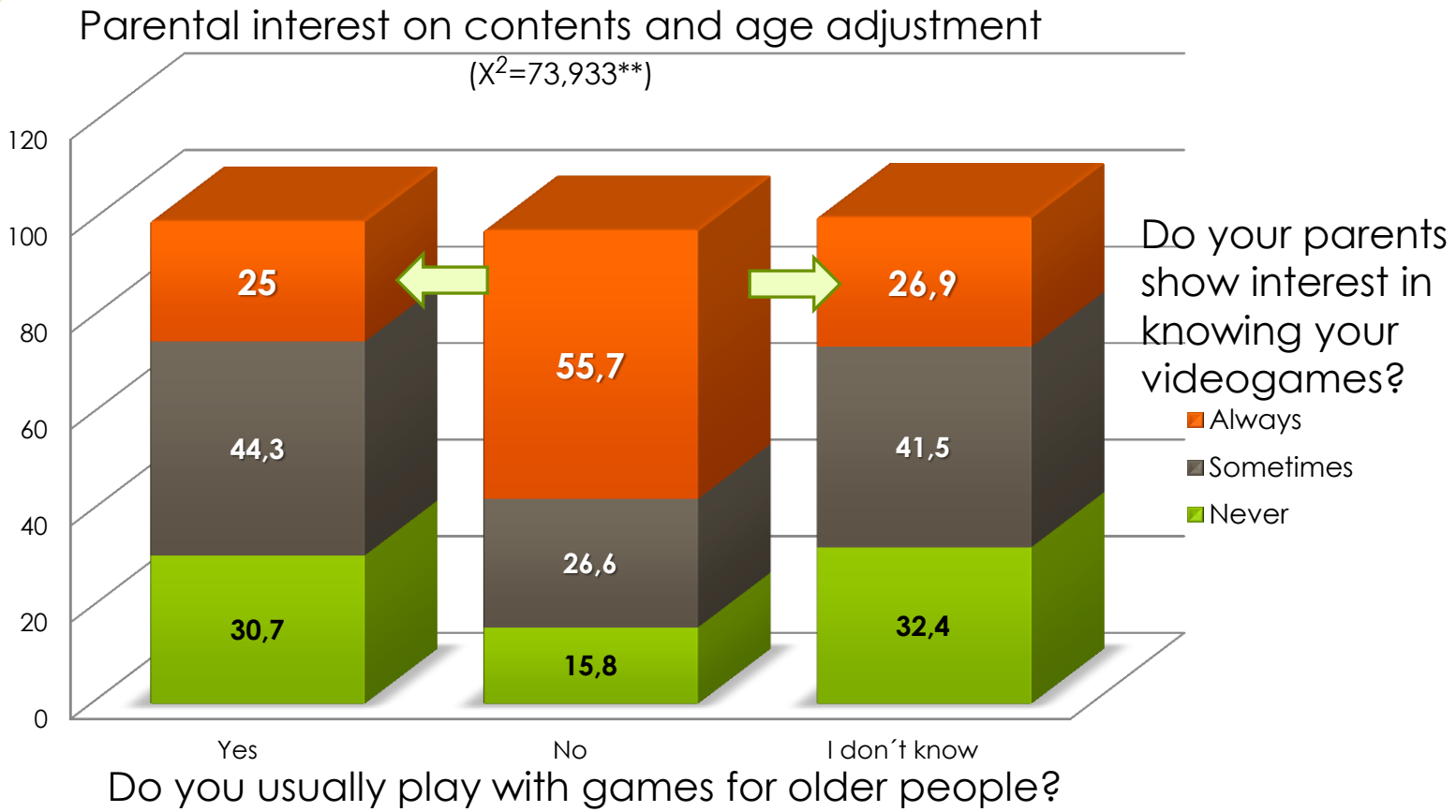
H4

- ***PLAYING PATTERN*** and ***SCHOOL PERFORMANCE***
- We expect to find differences in school performance between different categories of players regarding intensity and frequency.

Results (1)

H1

⇧PARENTS INTEREST on CONTENTS ⇨ VIDEOGAME CONTENTS

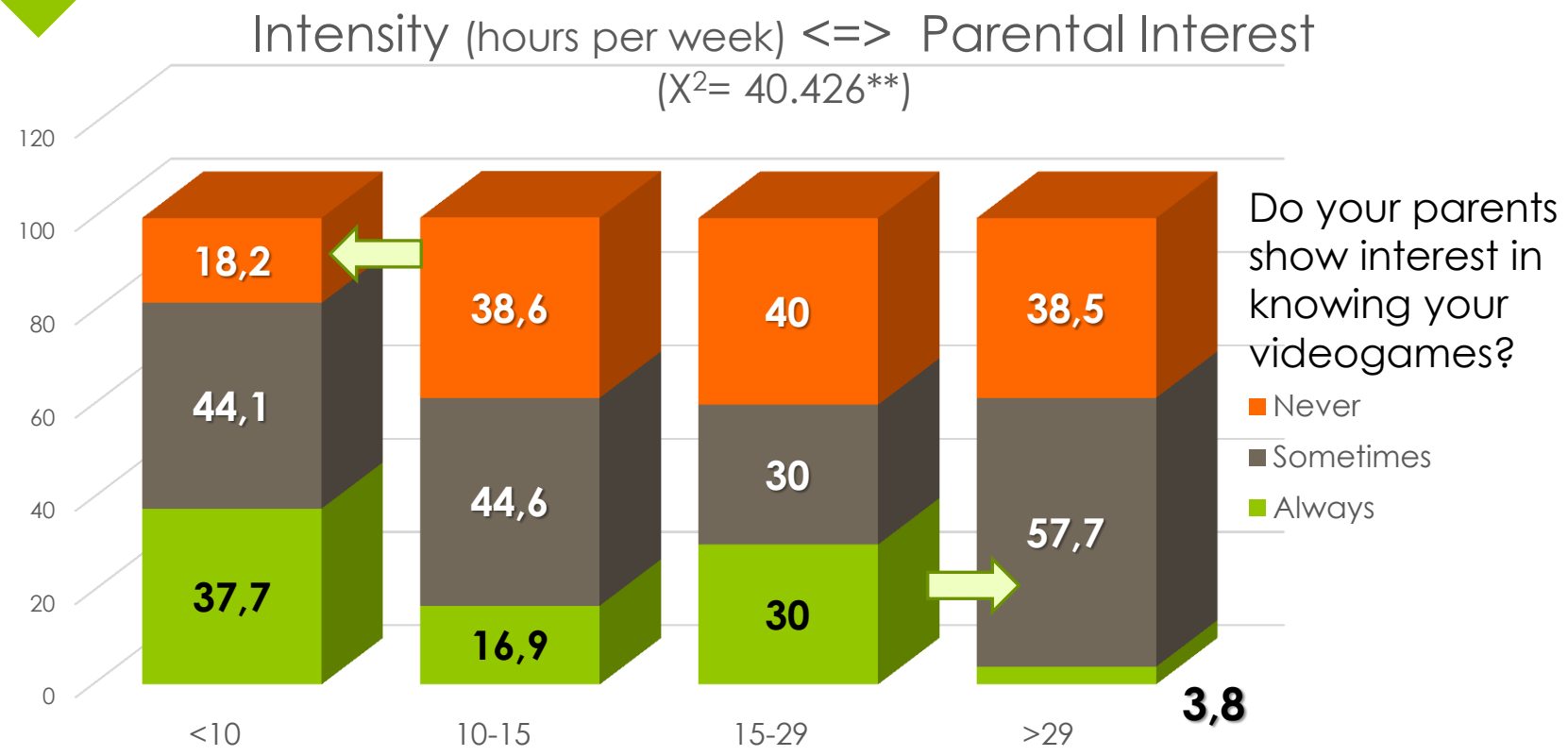


Offspring whose parents show a **constant interest** in knowing the videogames contents, ***play less with adult games***, than those whose parents show a ***eventual*** *or* ***none*** interest .

Results (2)

H2

⇧ ***PARENTS INTEREST*** ⇩ ***PLAYING TIME***



Parental constant interest in knowing the videogames contents, reduces the probability of abusing play-time.

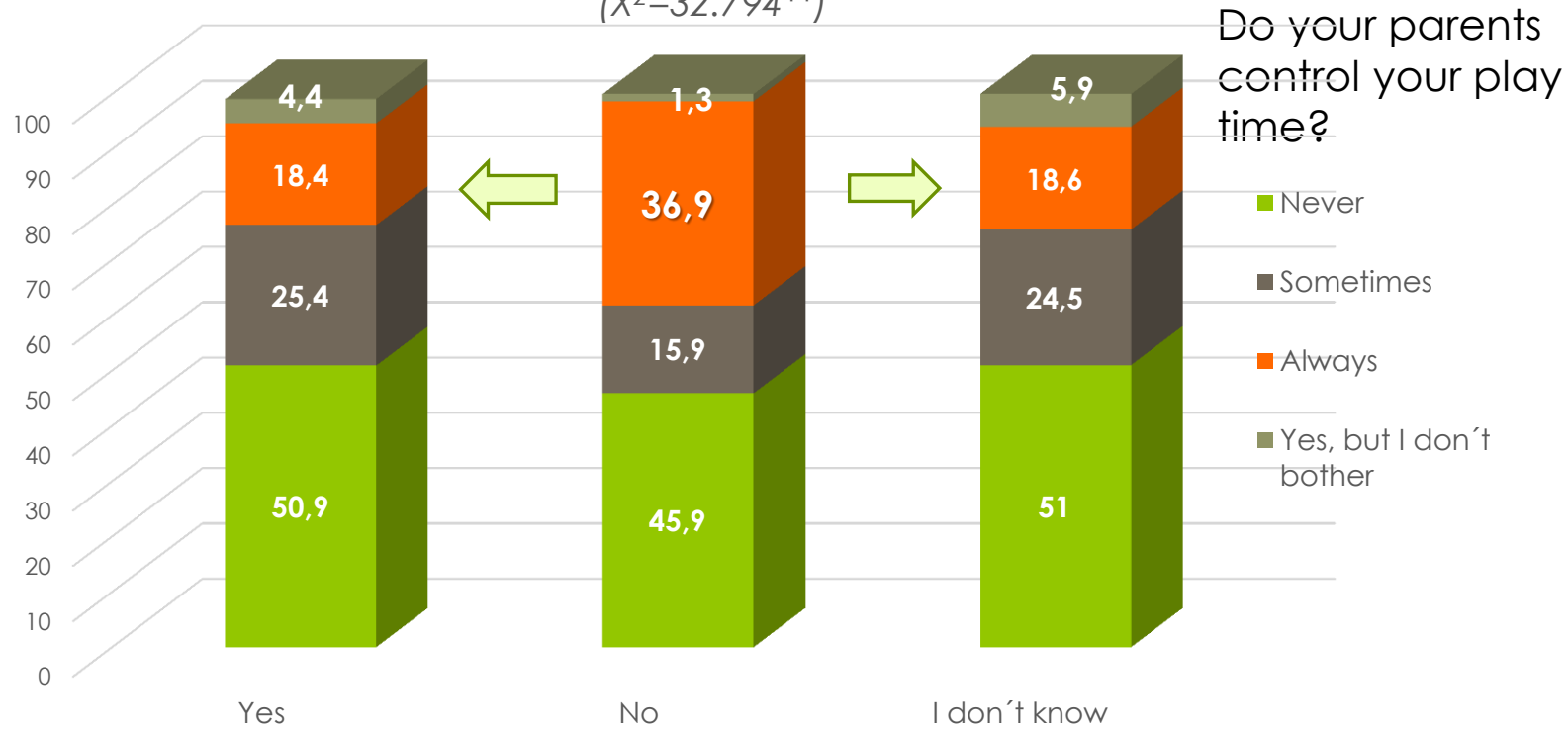
Results (3)

H3

⇧ ***PLAYING TIME CONTROL*** ⇨ ***VIDEOGAME CONTENTS***

PLAYING TIME CONTROL and ***VIDEOGAME CONTENTS***

*(X^2=32.794**)*



Do you usually play with games for older people?

Offspring whose parent ***always control*** the playing-time ***play less to not age-adjusted videogames*** more than children whose parent control the time ***sometimes or never***.

Results (4)

H4

- ***PLAYING PATTERN*** and ***SCHOOL PERFORMANCE***
- We expect to find differences in school performance between different categories of players regarding intensity and frequency.

T Student contrast							
Variables	Group	N	Mean	SD	t	gl	p
Frequency	High	128	3,10	1,266	-2,441	471	,015*
	Low	345	2,81	1,112			
Intensity	High)	141	3,13	1,191	-3,420	497	,001**
	Low	358	2,75	1,125			

Conclusions (1)

1 Offspring whose parents show a **constant** interest about videogames contents and play-time:

a) Play significantly less to adult games
b) Play significantly more only in weekends

2 **Eventual** parental control, just sometimes, makes no difference with **lack** of control. And it is associated with higher adult games rates and more hours per week.

Conclusions (2)

3 High frequency and intensity gaming patterns are associated with lower school performance.

4 Results are coherent with previous findings (Anderson et al. , 2001; Baier & Pfeiffer, 2011; Ennemoser & Schneider, 2009; Hancox et al., 2005; Mößle et al., 2007; Nikken & Jansz, 2006; Mößle et al., 2010; Razel, 2001; Shin & Huh, 2011; Zimmerman & Christakis, 2005;)

Merci

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