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## *RESEARCH REPORT*

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## 1. About YOUNGAM

YOUNGAM is the acronym for the European project “Youth and Video Games, Do you know what you play with?”, which is implemented by four organizations from three different European countries.

- a. Spanish Federation of Rehabilitated Gamblers, FEJAR (Federación Española de Jugadores de Azar Rehabilitados – Spain)
- b. Cultural Sports Associations for Research and Advice, INNODXT (Asociación Deportiva Cultural De Investigación y Asesoramiento – Spain).
- c. Atenea Projects Lda, Portugal
- d. SUNN COOP COOPERATIVA SOCIALE, Italy

We will cover four areas that structure the justification of our project.

### A) Relationship with our previous project

Our motivation arises from the need to give continuity to our project "Gambling Addiction is not a game" where we talked in a more generic way about the addiction of young people to gambling and in this case, we want to focus on the compulsive use of video games, which has increased with the continuous isolation. In the daily rehabilitation of gamblers with gambling disorder, we must be aware of the risk of "cross-dependence" with video games.

Many gamblers, when they begin their abstinence from gambling, start to "occupy" the time they used to gamble by playing video games. This comorbidity factor of abusive use of video games, which is related to our previous project and this one, has been detected by the Observatory of the characteristics of the population affected by pathological gambling of FEJAR.

We will try with our project to adapt new treatment protocols to this new reality, directing young people NOT to prohibit the use of video games as a system, but to control their use, moderate recreational use and encourage them to use them as an educational tool.

## B) Spain and Europe have a big problem in terms of video game addiction.

The Prevention and Comprehensive Care Service for Addictions in Madrid has found that 32% of requests for help from family care were related to screen abuse, mostly video games. Furthermore, according to this study, Spaniards spent an average of 6.7 hours a week on this activity, less than in neighbouring countries such as the United Kingdom (11 hours), France (8.6 hours) and Germany (8.3 hours).

However, other data, provided by Marc Masip, a psychologist and expert on addiction to new technologies, affirms that Spain is the European country with the highest addiction to video games. We double the European average for adolescent addiction with 21.3%, when in Europe it is 12.7% and it is the first cause of psychological treatment among young people, ahead of anorexia and the consumption of psychotropic drugs.

## C) Young people, the most influential environment

The use of video games is growing in Europe and restrictions on leisure time have encouraged entertainment and socialising through screens. In the return to normality, experts detect an increase in the number of adolescents "hooked" on video games. Adolescents do not have a fully developed capacity to inhibit their response, they have not finished shaping their personality and are more vulnerable to developing addiction than adults.

## D) The video game as a learning facilitating tool

The video game can also have an educational point of view, where families and educators should encourage it, through the strategies that we propose in our project. strategies that we propose in our project.

Following this reflection and scientific argument, and wishing to give continuity to the project already carried out along the same lines as this one, as well as responding to the ICD 11 and wishing to implement the video game as an educational tool, the following objectives have been established:

1. Carry out a study on the number of hours that young people dedicate each week to the consumption of video games and detail the typical profile of the gamer who exceeds the average.
2. Transform the subject matter of video games into regulated physical activity games, which could be incorporated into Physical Education classes.

3. Develop a protocol for the diagnosis of pathological gambling and especially video game disorder.
4. Establish a manual of good practices aimed at families for the prevention of the appearance of psycho-social disorders due to the use of video games.
5. To use video games in the classroom as educational skills, innovative pedagogical and methodological competences.

Our objectives and results are aligned with the selected priorities, we work with youth, we cover education from the formal perspective (schools) and from the informal perspective (sport).

We promote initiative, involvement and reflection among young people, from design (research) to implementation (digital and sport activities in which they participate). (digital and sport activities in which they participate) and impact and dissemination (the materials will be finally tested by the young people).

## **2. DATA COLLECTION**

FEJAR created the questionnaire, based on the following instruments:

- Closed-ended questionnaire, where the subject selects only one response option.

With the aim of stipulating an approximate number of hours per week dedicated to the use of video games, taking into account their social characteristics (school success, family context and hobbies). we had to draw up the questionnaire and apply it to a total of approximately 200 young people aged 13-17.

This questionnaire had two different variants: a) weekly and weekend use and also the consumption in boys and girls. It also was developed in the formal educational area (Instituto Ribeira do Louro, Instituto Armando Cotarelo, Instituto Liceo Scientifico e Linguistico "G. Cotarelo, Instituto Liceo Scientifico e Linguistico "G. Marconi", Liceo Statale G.B. Vico) and this was in Italy and in the area of informal education, clubs (SD Pastoriza and Club Atletismo Coruña Comarca) being this in Spain.

The field research was carried out by three different organizations: Spanish Federation of Rehabilitated Gamblers, FEJAR, Cultural Sports Associations for Research and Advice,

INNODXT and SUNN COOP COOPERATIVA SOCIALE. FEJAR made the statistical analysis of the answers of the questionnaires and wrote the present report.

Cultural Sports Associations for Research and Advice, INNODXT. The profile of the young people who participated in the research process was of one age group: 13-17. As far as the gender is concerned, the sample consisted of 62% boys, 34% girls and 4% of a group that's not included in any of the other options.

SUNN COOP COOPERATIVA SOCIALE. The target group in Italy were boys and girls between 15 and 17 years old, with a total of 70 questionnaires for the sample.

The research was carried out as follows: Representatives of the Association visited the clubs and schools and, after having previously collaborated with the schools' management, distributed the questionnaires electronically (through a "What's up" group). The necessary questions were translated, and the questionnaires were filled in on the mobile phones of the participants under the supervision of the representative person, accompanied by the support of their coaches and after a previous explanation of the project to parents and athletes by the clubs.

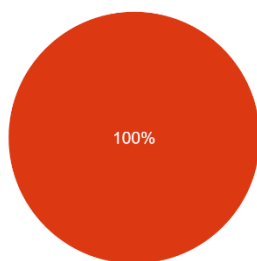
### 3. RESEARCH RESULTS

#### a. Demographical data and research data

343 participants answered the questionnaire from Spain and Italy, filling all the questions (there were no missing values in any answer submitted).

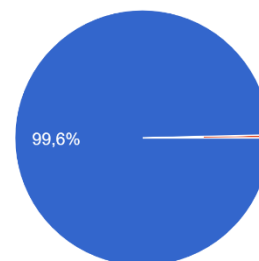
The participants primarily came from Spain (78.5%) and followed by the participants from Italy (21.5%).

Paese  
73 respuestas



● Spagna  
● Italia

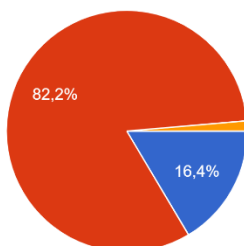
Pais  
267 respuestas



● España  
● Italia

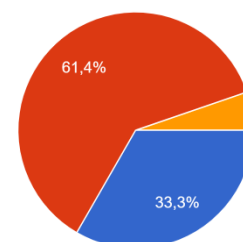
The majority of the respondents were male in both countries and there is also a small percentage who prefer not to reveal their gender. Moreover, we can see a higher female sample in Spain than in Italy.

Genere  
73 respuestas



● Ragazza  
● Ragazzo  
● Altro

Género  
267 respuestas



● Chica  
● Chico  
● Otro



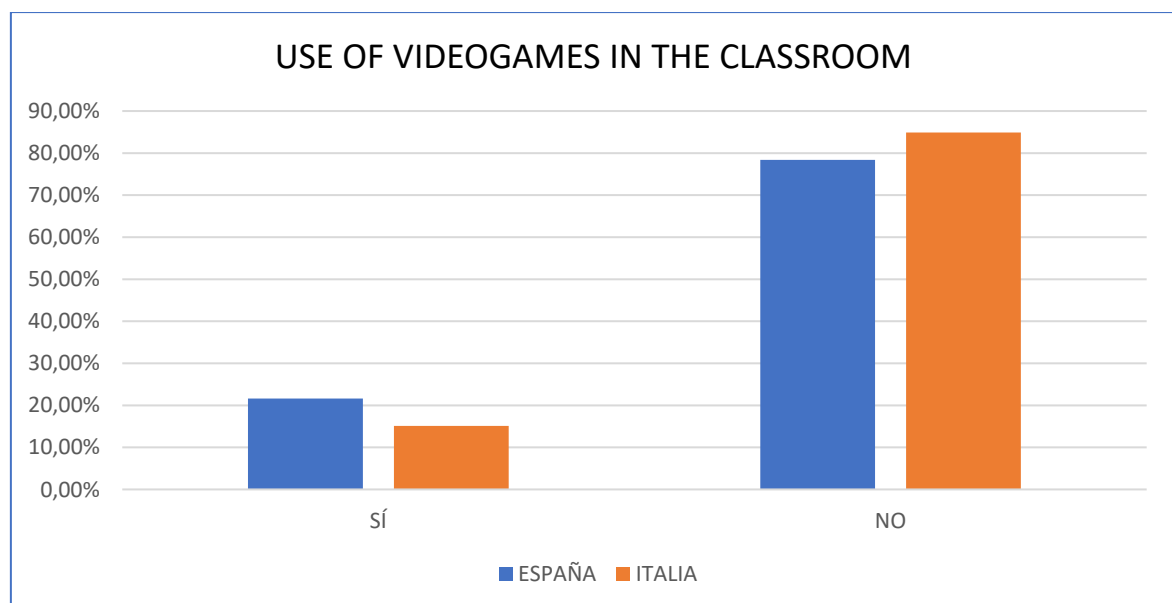
We can easily observe that in Italy most of the young people were over 15 years old (95.9%). On the other hand, in Spain with have a (61.3%) of young people under the age of 15.



#### b. YOUNGAM questions

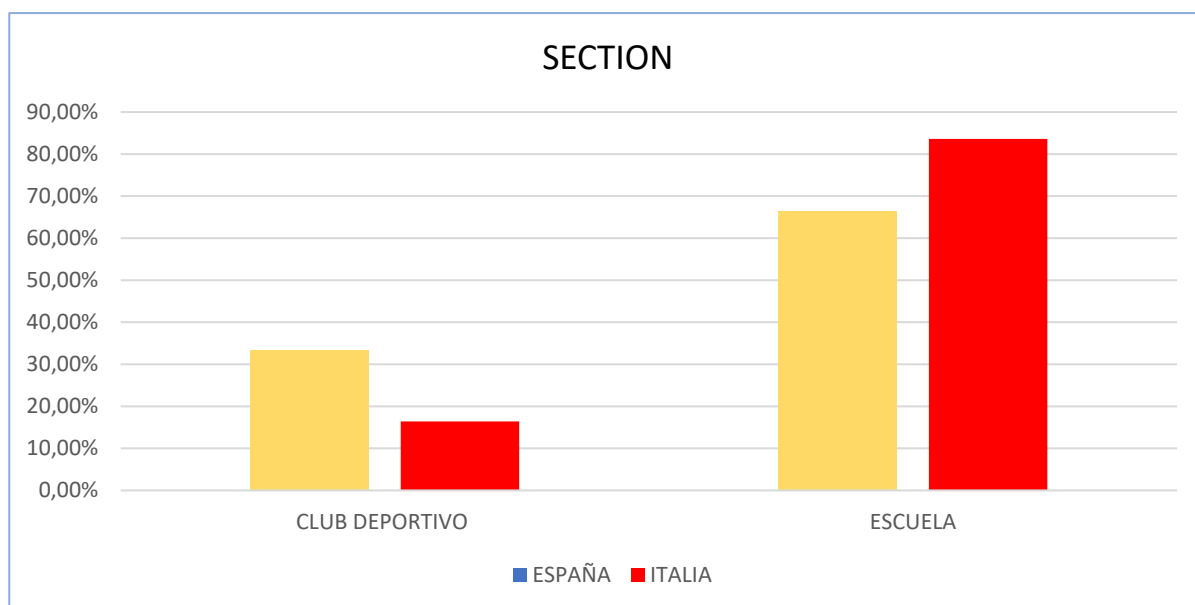
First of all, we wanted to determine and identify the three gamer profiles and this would vary according to the time dedicated to video games, the number of hours dedicated to this activity, what types of video games they would use, how they most commonly play (alone or in a group), among other factors.

#### **QUESTION 1: Do you use video games in your classes at school?**



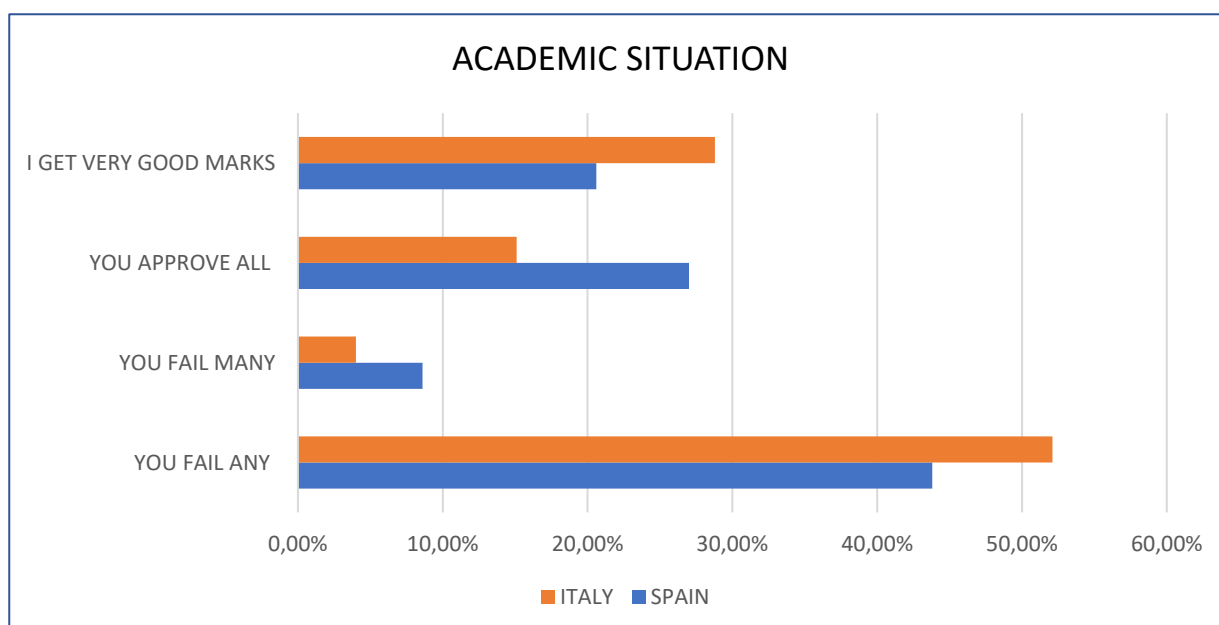
This graph shows the underuse of video games as a pedagogical weapon in the school environment (22% in Spain and less than 20% in Italy).

## **QUESTION 2: Which is your section?**



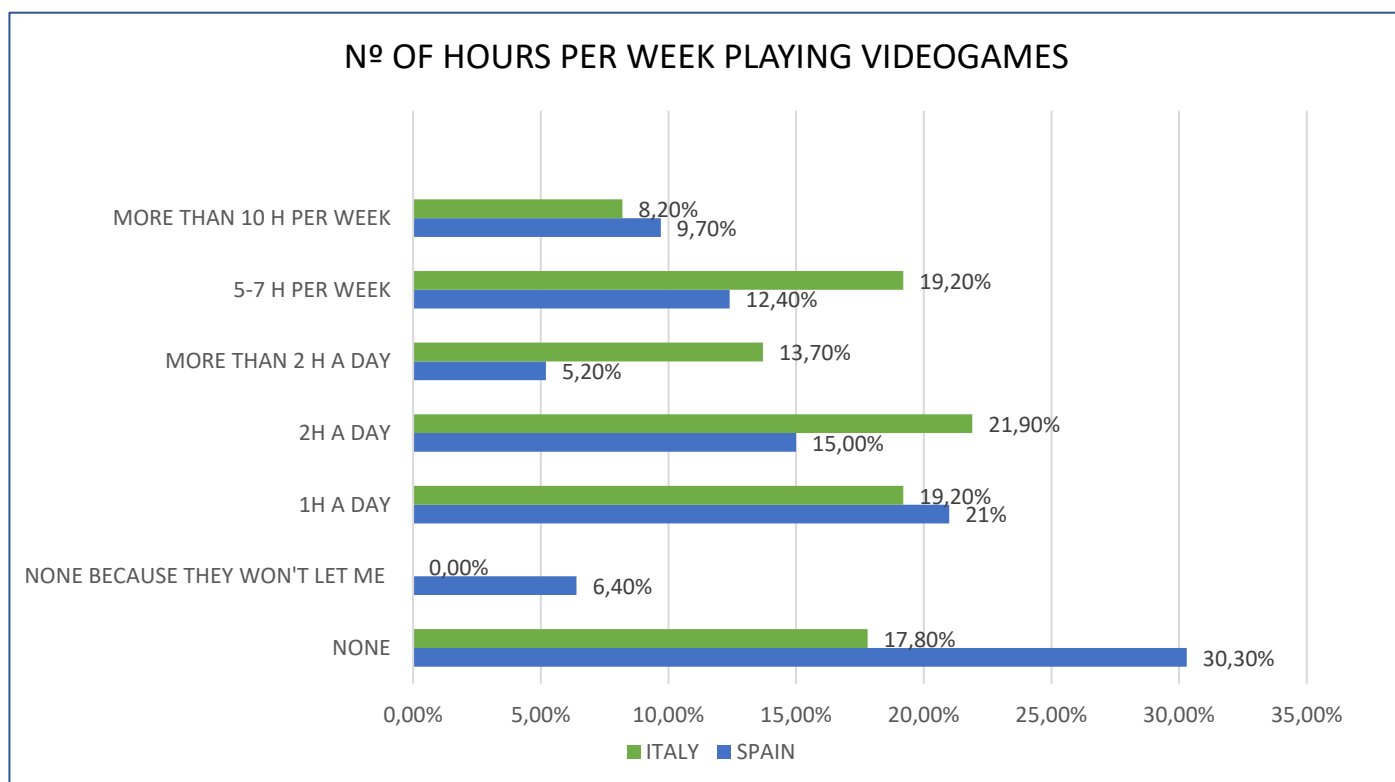
The sample was mostly taken in formal education settings, as can be seen in the graph, in both countries with 66.5% and 83.6%.

## **QUESTION 3: Which is your academic situation?**



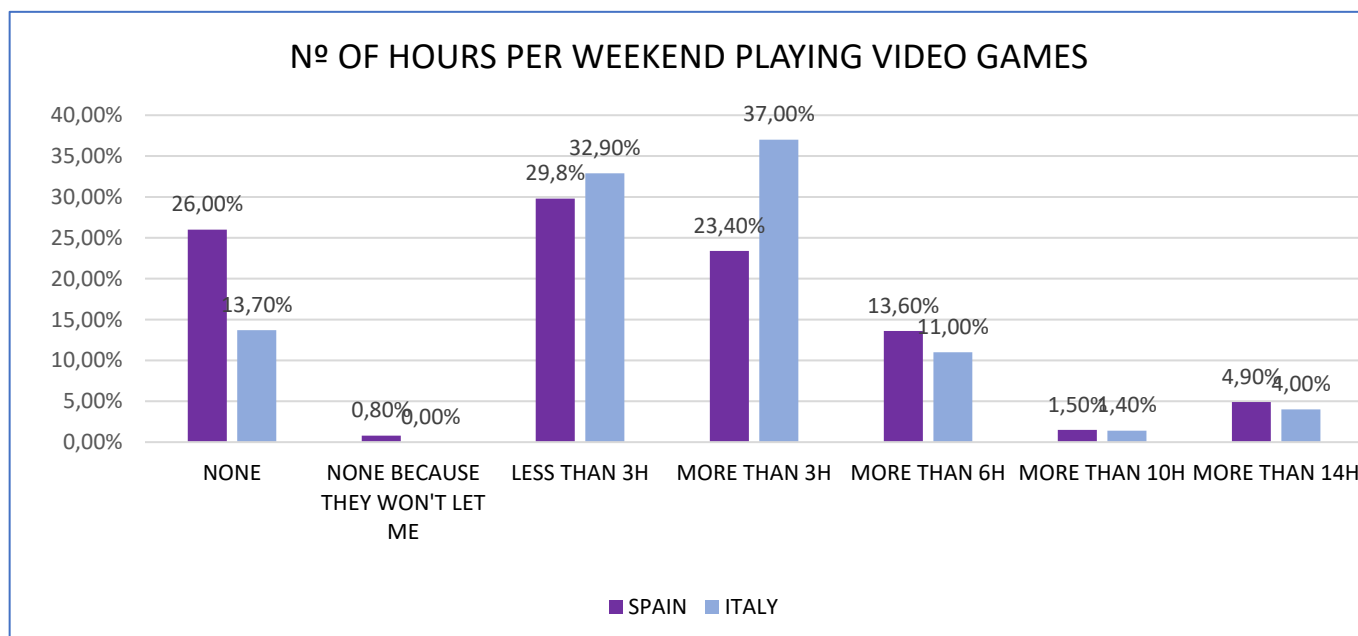
The academic status of the majority of the sample is medium-low in terms of pass rates and academic performance.

#### **QUESTION 4: Number of hours per week you spend playing video games**



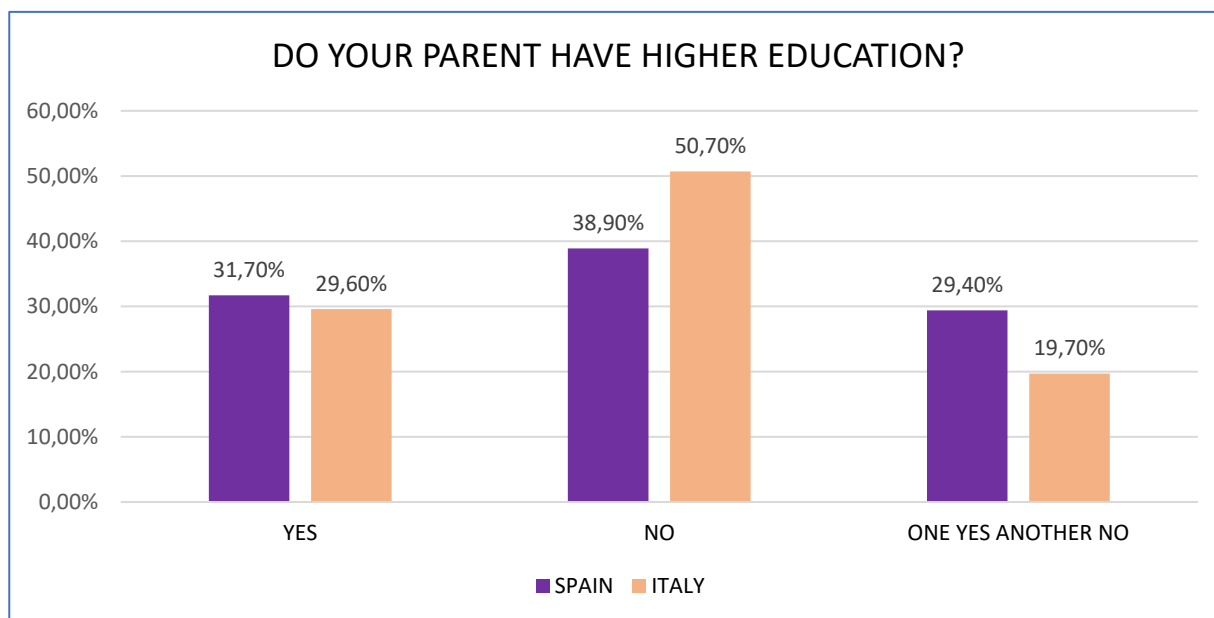
This variable indicates the time spent by students playing video games which, although it is not a determining factor, does influence the possibility of addiction in terms of the number of hours.

#### **QUESTION 5: How many hours do you spend playing video games at the weekend?**



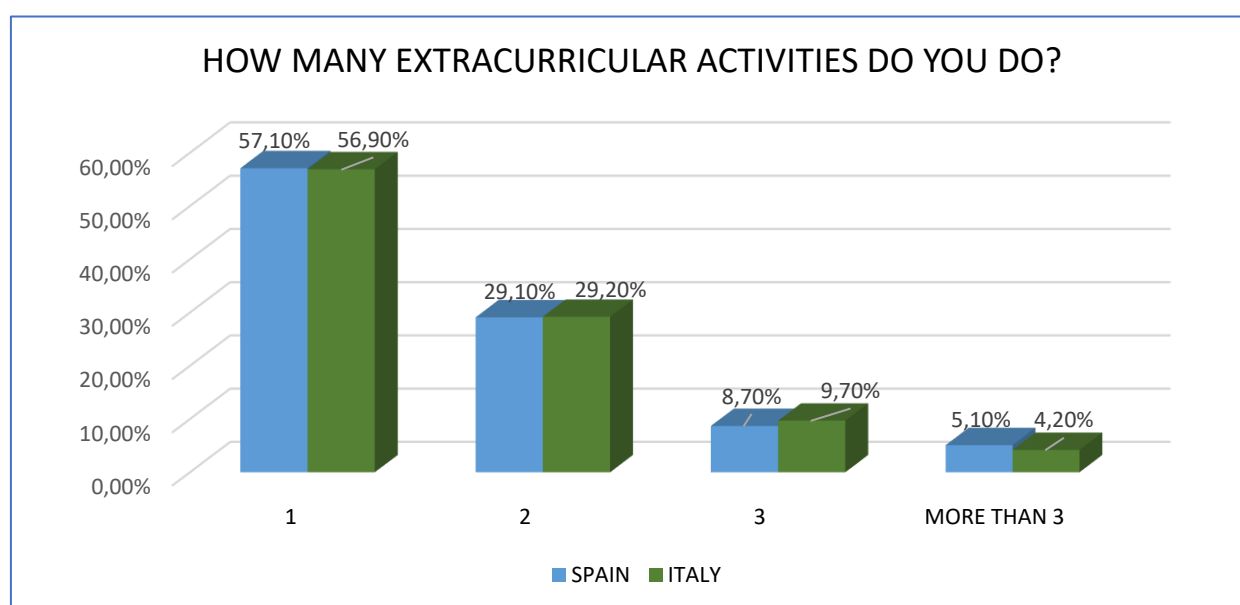
This question reflects the occupation of free time and, as we can observe, it rises during the weekends by students in both countries, being significant in the case of Italy with more than 3 hours during the weekend.

#### **QUESTION 6: Do your parents have higher education?**



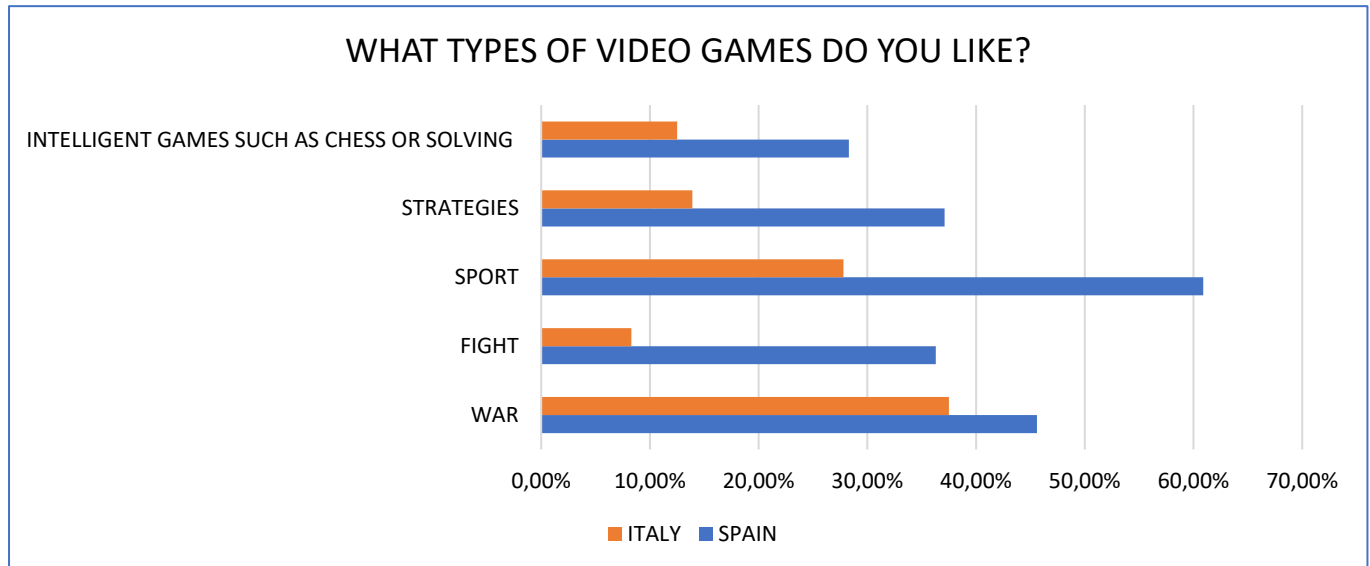
The data show the socio-occupational and educational composition of the parents, with a certain presence of higher education higher in Spain.

#### **QUESTION 7: How many extracurricular activities do you do?**



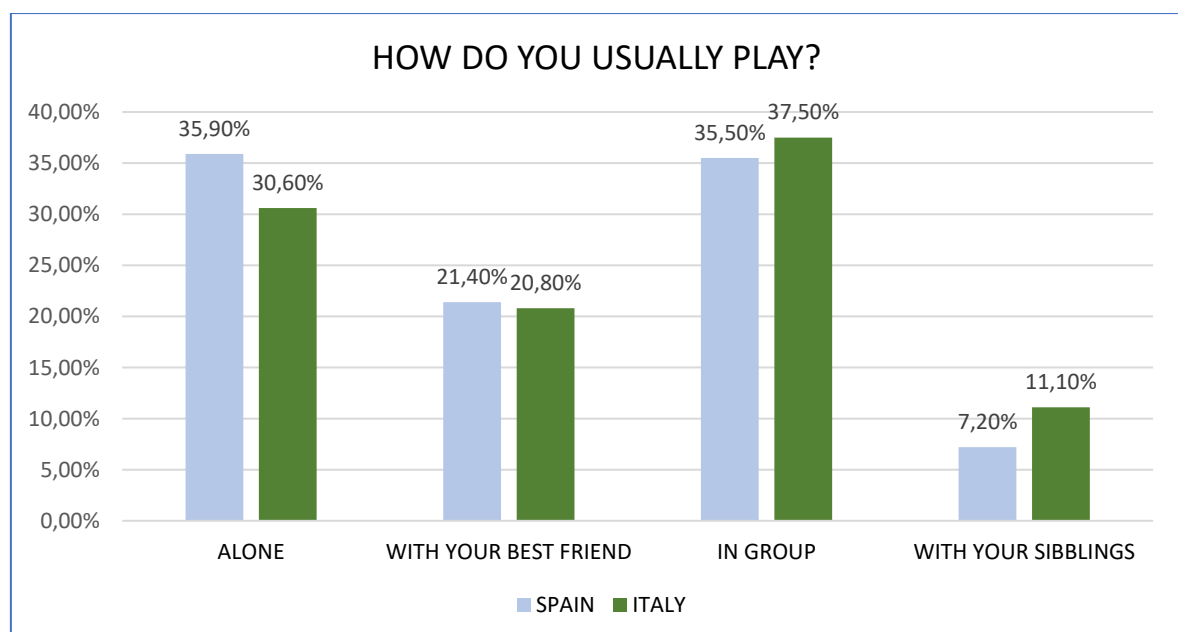
This graph shows the low participation in face-to-face extracurricular activities, a fact that is repeated in both countries where more than half only attend one face-to-face activity.

### **QUESTION 8: What kind of video games do you like?**



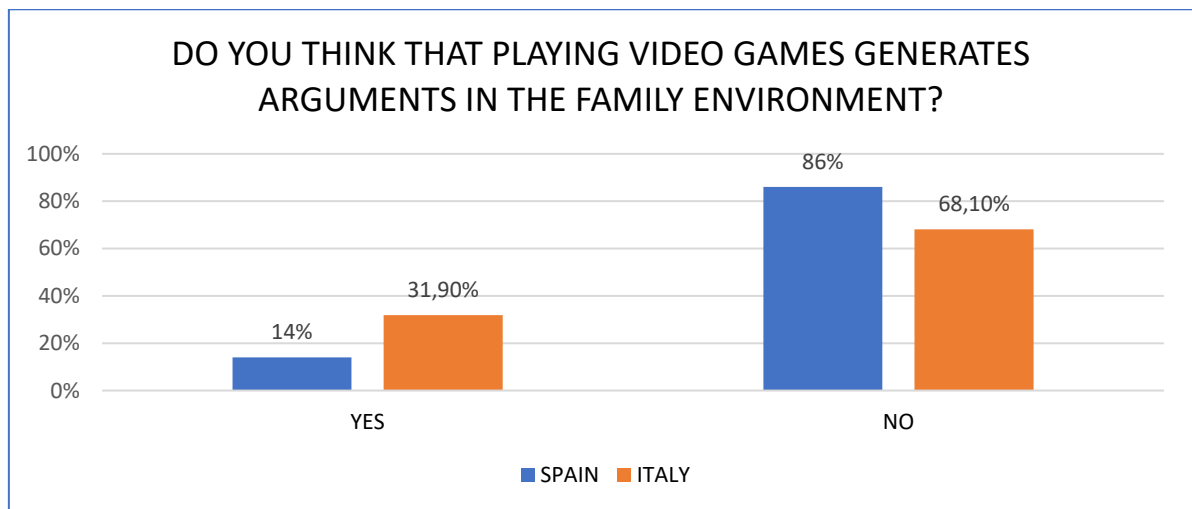
The analysis of the graph leads us to consider the content of video games and the preferences of young people. Among the themes analysed - sports, fighting, war - we will be able to use specific programmes to reverse the content and motivation of video games.

### **QUESTION 9: How do you usually play?**

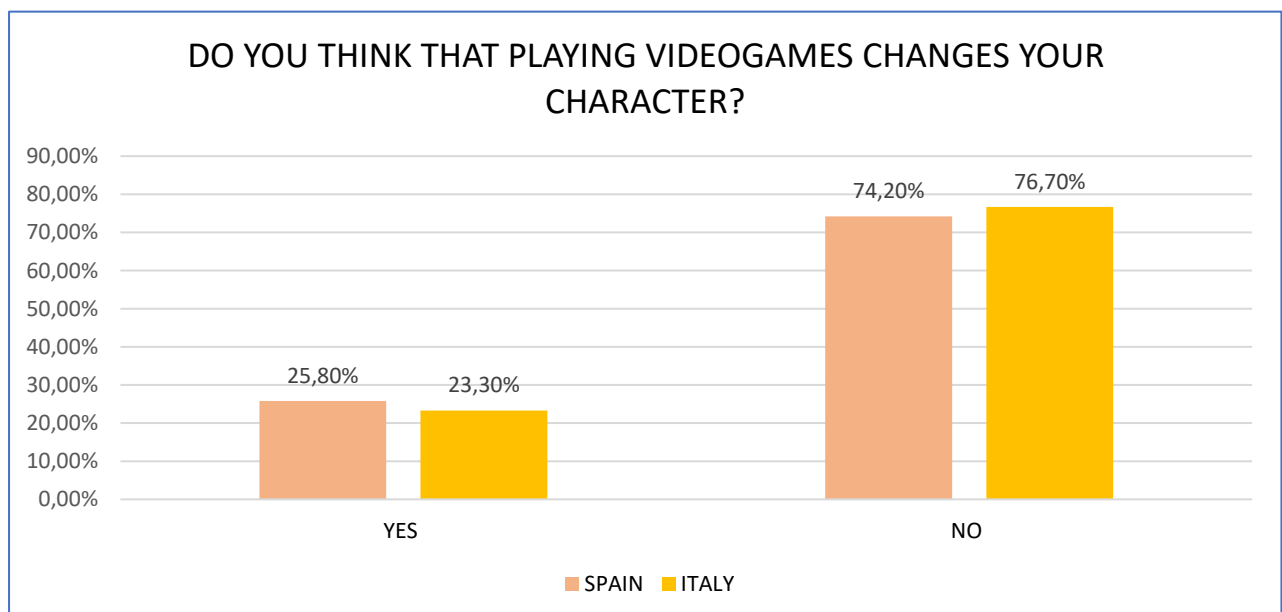


We believe that this graph needs to be further explored, because when we look at playing in groups, we can consider the possibility of playing in both virtual and face-to-face groups, and it is important to take into account this distinction, which we did not consider when carrying out the questionnaire, because if they are virtual, the sum with the solo column would lead us to a total of 70%.

**QUESTION 10: Do you think that playing video games generates arguments in the family environment?**



**QUESTION 11: Do you think that playing video games changes your character, e.g. more anxiety or aggression?**



Bearing in mind that the answers are from young people, their perception of conflict is somewhat subjective, and they do not know or dare to confess or recognise it. Even so, the percentages of affirmative answers give us an idea of the reality, usually conveyed by adults.

#### **4. CONCLUSIONS**

Being our main objective in this activity to identify three gamer profiles, according to the time dedicated to video games, as well as to know the number of hours dedicated to this activity, how to identify it with excessive use and how we relate it to different social contexts and according to the variables studied, we believe that a good classification of the types of players, methodologically speaking, to concentrate intervention efforts on the preventive part could be the following:

##### **1. SOCIAL GAMER**

This profile of gamer would include young people who play for a short time and with a disciplined timetable, occupying the time when they have no responsibilities in a recreational activity. Their tastes are intelligence or construction games alternating with some sports or adventure game. They do not show a decrease in educational performance, and it is observed that they have a greater number of extracurricular activities.

##### **2. EXCESSIVE GAMER**

They do not report an established timetable and on occasions they play video games at an excessive rate. The games are more competitive and generate anxiety. Academically, there is a certain drop in their grades, and they begin a process of progressive isolation, abandoning other activities and receiving occasional messages from their environment about the danger of their dedication to video games.

##### **3. PROBLEM GAMER**

There is a lack of control in their activity with video games, focusing all or a substantial part of their life on the repetition of the activity, without paying attention to responsibilities or calls from their environment to socialise.

At an academic level, there is a drop in their performance and at an organic level they begin to have the consequences of not being able to control their meals, sleep, socialising activities, among other aspects.

In this situation it is difficult to reach agreements with them and a specific and professional intervention would be advisable.

As we have been able to observe in our sample, there is a clear underuse of video games as a pedagogical weapon. The answers indicate that young people see video games in their recreational aspect without any pedagogical charge, and we consider this aspect to be important because one of the main objectives of the project is to introduce video games as an academic learning tool.

Likewise, this premise is again reflected in the types of video games, which are mostly sports or war games, rather than educational, intelligent or resolution games, as can be seen in the graph. In short, the answers on the consequences of the use/abuse of video games are biased as the young people themselves respond and not their parents.