



ONLINE GAMING ADDICTION AMONG TEENAGERS: PARENTING STYLES IN A DIGITAL AGE

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ABSTRACT

This study revealed the parents' style in dealing with digitally natives teenager routines of playing online games via gadgets. It was conducted in Lucsuhin Integrated School (LIS) and Kaysuyo National High School (KNHS). The main respondents are 60 parents who were given survey questionnaire on parenting styles and their children's gaming conditions.

Findings. Lucsuhin Integrated School's parenting style has a mean of 4.272 and has a standard deviation of 0.934 while Kaysuyo National High School's parenting style has a mean of 3.940 and has a standard deviation of 1.007. This means that parents in Lucsuhin IS were more likely to have a similar parenting style since they have lower standard deviation while parents in Kaysuyo NHS have different parenting style. The t-stat is 2.829 which is greater than the t-critical of 2.045. Meanwhile, in the game video addiction of children in Lucsuhin Integrated School, 5 or 16.67% of the respondents has a high addiction on video game while 25 or 83.33% of respondents has very high addiction on video game. On the other hand, Kaysuyo National High School only 2 or 6.67% of the respondents has a very high addiction on video game.

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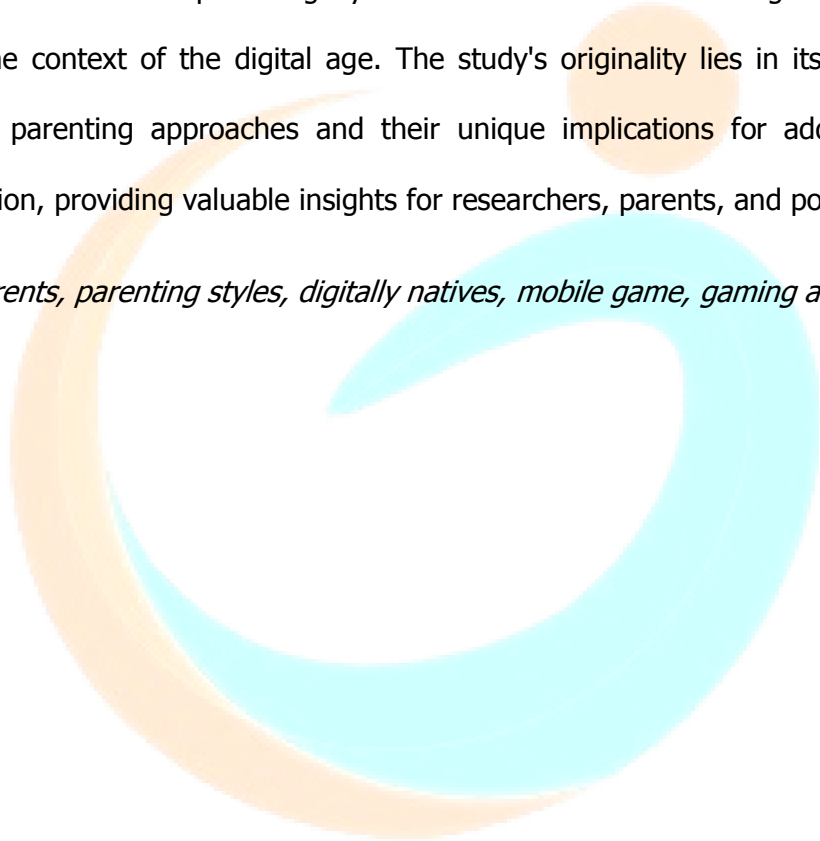
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Research Limitations/ Implications. The results of this study, can direct the creation of educational initiatives and regulations meant to promote responsible gaming practices among students who are online gaming addicted.

Originality and Value. This research contributes to the existing literature by specifically examining the intersection of parenting styles and their influence on teenagers' online gaming behavior in the context of the digital age. The study's originality lies in its exploration of contemporary parenting approaches and their unique implications for addressing online gaming addiction, providing valuable insights for researchers, parents, and policymakers.

Keywords: parents, parenting styles, digitally natives, mobile game, gaming addiction



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INTRODUCTION AND RATIONALE

Online gaming addiction is a topic of increasing research interest.

The Department of Education, in collaboration with the Stairway Foundation and the Internet and Mobile Marketing Association of the Philippines, officially launched the #BeCyberSafe campaign. One of its major components is Project for Keeps. It is a social media movement created to empower children, with the guidance of their guardians.

The role of video games in the lives of teenagers has grown exponentially and there hasn't been a break in the last generation or two. Between computers, smartphones, and dedicated gaming devices, not only do individual teens spend a significant portion of their day playing video games (DeRosier & Thomas, 2018).

According to Mineo (2020), teenagers spend an average of nine hours a day online. They are particularly vulnerable to the addictive nature of online computer games. Based on the social media campaign of DepEd (2018), gaming addiction is when you spend a lot of time playing games resulting in a decline of personal hygiene, no time for a meal, and poor performance at school.

Gaming can be beneficial in moderation. It can help improve and expand the teen's intelligence. However, games can provide young people with a sense of escape from reality. They can run the risk of becoming addicted to video games, being bullied in-game, or being groomed online, among other dangers, if they aren't given the right instructions about when and what games to play.

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Gaming disorder as defined by International Classification of Diseases 11th (ICD-11) also characterized by a pattern of persistent or recurrent digital gaming' or 'video-gaming, which may be offline or online.

Parents play a critical role in their children's education. Nowadays addressing the issue of excessive use of digital gaming are extremely concerned like screen time.

Here comes the different parenting styles: Authoritarian, Authoritative, and Permissive. Each parenting style has distinct qualities and effects on children.

This research aims to investigate the correlation between parenting styles and online gaming addiction among teenagers attending Lucsuhin Integrated School and Kaysuyo National High School; in identifying the predominant parenting styles within these communities and examining their impact on teenagers' susceptibility to online gaming addiction, the study seeks to provide insights that can inform interventions and support strategies aimed at addressing this issue effectively.

Understanding the role of parenting styles in teenagers' susceptibility to online gaming abuse is important in the unique context of the Lucsuhin Integrated School. Parenting styles significantly influence adolescents' attitudes toward technology, their ability to self-manage their screen time, and their overall digital well-being.

Literature Review

Online gaming is an electronic game playing over a computer network, particularly over the Internet (Ray, 2024).

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The Internet plays a significant role in the lives of many people, particularly the younger generation. However recent studies showed that people can get too preoccupied with particularly online games. Even though young people can get a lot out of playing games online, there are important risk factors that could affect their health.

After the first commercial video games were released in the 1970s, it took until the 1980s for the first reports of the first addictive video games appeared in the psychological and psychiatric literature (Griffiths, 2014). This is followed by published empirical studies, and particularly those published since the early 2000s. It appears that under extreme circumstances, excessive online gaming can have an effect that can be detrimental to individuals with compulsive or addictive behaviors similar to other traditional addictions. They seem to express character.

Based on the research of Kim et al., 2022 on Adolescent Internet gaming addiction and personality characteristics by game genre, in the responses from 3,217 students, the maximum duration of game usage was 75.25 minutes on weekdays, and 132.74 minutes on weekends.

Games can provide young people with a sense of escape from reality. Children, on the other hand, run the risk of becoming addicted to video games, being bullied in-game, or being groomed online, among other dangers, if they aren't given the right instructions about when and what games to play. Gaming should be ruled very clearly by parents. It is essential that any gaming rules be consistently enforced. Set limits on playing online games.

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Online Gaming Addiction

The World Health Organization added "gaming disorder" to the 2018 version of its medical reference book, *International Classification of Diseases*. But the American Psychiatry Association's manual, the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), didn't (Ratini, 2021).

That guide says that "impaired control" over gaming is a hallmark of gaming disorder, which means that gaming takes precedence over other interests and activities.

In one article of Psychology Today (2023), stated that there are numerous reasons why experts are critical of the diagnosis of a gaming disorder. One is the fear of controlling human behavior in a way that could be disturbed for profit by treatment providers. Some argue that rather than indicating a clinical condition, "Internet gaming disorder may reflect passion for a hobby rather than a clinical condition."

Signs of Video Game Addiction

The following are proposed criteria of internet gaming disorder from My Health Portal (2021).

- Persistent and recurrent use of the internet to engage in games, often with other players, leading to significant impairment at least for 12 months duration.
- Preoccupation with Internet games.
- Withdrawal symptoms when internet gaming is taken away. Examples of withdrawal symptoms are irritability, anxiety, or sadness.
- Tolerance i.e the need to spend increasing amount of time engaging in internet games.
- Unsuccessful attempts to control the participation in internet games.

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- Loss of interests in previous hobbies and entertainment as a result of playing Internet games.
- Continued excessive use of internet games despite knowing psychosocial problems.
- Deceive family members, therapists, or others regarding the amount of time spend on internet gaming.
- Use of internet games to escape or relieve a negative mood.
- Has jeopardized or lost a significant relationship, job, or educational or career opportunity because of participation in internet games.

Teenage Video Game Addiction

Gaming can be beneficial in moderation. It can help improve and expand the teen's intelligence. However, an excessive number of teenagers are currently obsessively playing video games. Addiction to video games among teenagers is similar to other processes or behavioral addictions.

Cambridge Dictionary defines teenager as a young person between 13 and 19 years old.

According to video game addiction statistics, a growing number of teens are addicted to gaming. In March 2022, a Common-Sense Media study found that teens spent an average of one hour and 46 minutes gaming on a computer, mobile device, or console in 2021. Boys play video games the most, spending an average of 2 hours and 19 minutes per day.

Addiction to video games, also known as internet gaming disorder, affects teens of both genders. Boys, on the other hand, are nearly twice as likely to have this kind of addiction.

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Parenting in Digital Age

Many children today are raised in environments surrounded by digital devices like smartphones and tablets because technology is gradually becoming a part of our everyday lives. Parents who are addressing the issue of excessive use of digital gaming are extremely concerned about things like screen time.

It can't be denied. No matter what the child's age, parenting in the digital age can be extremely challenging. Regardless of the circumstances, being a parent can be challenging especially because you have to keep an eye on your child's online activities and make sure they don't come into contact with harmful content or suffer the negative effects of using smart devices too much.

Parenting Styles

Diana Baumrind, a psychologist, studied over 100 preschool-aged children in the 1960s. She found some important aspects of parenting through naturalistic observation, interviews with parents, and other research methods.

The four parenting styles that have been identified by Baumrind and other researchers are:

Authoritarian Parenting

In this style of parenting, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment.

Anger and corporal punishment are common in the authoritarian style. People with this parenting style tend to use punishment rather than discipline. They are often unwilling or unable to explain the reasoning behind their rules.

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Authoritative Parenting

Like authoritarian parents, those with an authoritative parenting style establish rules and guidelines that their children are expected to follow.

While authoritative parents have high expectations of their children, they provide them with the resources and support they need to succeed.

Parents who display this style listen to their children and provide love and warmth in addition to appropriate boundaries and discipline. This approach to parenting avoids punishment and threats, and instead relies on strategies such as positive reinforcement.

Permissive Parenting

Sometimes referred to as indulgent parents, make very few demands of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control.

These parents are the exact opposite of so-called "helicopter parents. Instead of jumping on every move, permissive parents are incredibly lax and rarely make or enforce any rules or regulations. Their slogan is pretty much just "boys will be boys. While they are often warm and loving, they make little or no effort to control or discipline their children. With fewer rules, expectations and demands, children raised by permissive parents struggle with self-control and self-discipline.

Previous studies have examined the relationship between parenting and adolescent Internet Gaming Disorder, including factors such as parental attachment and behavior, and parenting styles (including permissive, authoritarian, and authoritative).

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Research Questions

This study reveals the parents' style in dealing with digitally natives teenager routines of playing online games via gadgets. It answers the following questions:

1. What is the demographic profile of the parents and their children?
 - a. Age of Parent
 - b. Age of Children
 - c. Parents Involved (Mother/Father)
2. What are the parenting styles applied by parents in dealing with children who have the routines of playing digital games?
3. How are children's gaming conditions controlled by their parents' styles of parenting?
4. Is there any significant difference between the parents' style in dealing with digitally natives teenager routines of playing online games via gadgets between Lucsuhin Integrated School and Kaysuyo National High School?

Scope and Limitation

This study was conducted in Lucsuhin Integrated School and Kaysuyo National High School. Based on the preliminary survey, most of the Grade 10 students seemed to have the routines of playing online games via their gadgets every day. The main respondents are parents who were given survey questionnaire on parenting styles and their children's gaming conditions.

The study will be conducted from January to July 2024.

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Research Methodology

A. Sampling

Parents of Grade 10 student enrolled in Lucsuhin Integrated School and Kaysuyo National High School whose age are teenagers (usually between 13 and 19 years old) are involved as the participants of this study. Students must have their own gadgets as the media to play online games; and they had routines of playing games through their gadgets every day.

In the context of Online Gaming Addiction Among Teenagers with its Parenting Styles in a Digital Age, purposive sampling may involve selecting participants who meet certain criteria that are essential for the research.

According to Nikolopoulou (2022), purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have important characteristics in the sample. In other words, units are “purposively” selected in purposive sampling.

B. Data Collection

The data of the present study was taken from survey questionnaire. Surveys may include standardized scales or Likert-type items to assess factors such as online gaming behavior, addiction symptoms, perceived parenting styles, and demographics information The survey was delivered on paper format.

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C. Ethical Issues

The respondents were the selected parents of Grade 10 students. Considering the ethical issues that may arise relative to the topic, the researcher was given informed consent through their children which will be distributed to the participants and concerned individuals to seek permission for the gathering of the necessary data. This is also included in the provided black and white consent form.

D. Plan for Data Analysis

For data analysis, as previously explained, the data was collected using survey questionnaires that were designed to answer the formulated research questions. For data condensation, the data was condensed by classifying them based on some meaningful themes that emerged and represent the data contents. The data that grouped pursuant to the representative themes were presented in the form of tabulated data and detailed explanations. The explanations were consisted of the presentations of data interpretation, and data discussion.

This research used quantitative research method. According to Hassan (2023), to test hypotheses, quantitative researchers employ quantitative methods for data collection and analysis. To accurately assess the results of their research, researchers make use of mathematical tools such as statistics, probability, and others. In their data analysis, quantitative researchers strived for objectivity.

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For quantitative data on addictive online gaming and parenting styles among adolescents, descriptive statistics such as means, frequencies and percentages used to create them summary This provides an overview of the different parental strategies and classifications in the sample.

Statistical measures such as correlation analysis or regression analysis can be used to examine the relationship between parental style and online gaming abuse among adolescents.

Questionnaire was used to gather qualitative data on teenagers' gaming motivations and perceptions of the role of technology in their lives. This was answered by the parents based on their observation on their child's behavior. Responses was analyzed using content analysis to identify recurring themes and patterns.

Overall, the statistical treatment involves examining quantitative data to identify relationships between parenting styles and online gaming abuse, whereas the qualitative treatment focuses on teenagers' experience. Combining quantitative and qualitative methods, the study aimed to provide an understanding of the complex relationship between teenagers' parenting styles and online gaming use in the digital age.

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Discussion of Results and Reflection

Table 1

Age of Parent in Lucsuhin Integrated School

Age of Parent	Frequency	%
25-32	1	3.33%
33-40	7	23.33%
41-48	12	40.00%
49-56	4	13.33%
Blank Answer	6	20.00%
Total	30	100.00%

Table 1 shows the demographic profile of the respondent in terms of age of parent in Lucsuhin Integrated School. As shown in the table, 1 or 3.33% of the respondents aged 25-32 years old; 7 or 23.33% of the respondents aged 33-40 years old; 12 or 40% of the respondents aged 41-48 years old; 4 or 13.33% of the respondents aged 49-56 years old; and 6 respondents did not respond to this information. It shows that most of the parents in Lucsuhin IS belongs to the age bracket of 41-48. This means that most of the students in Lucsuhin IS has a middle-aged parents.

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Table 2

Age of Parent in Kaysuyo National High School

Age of Parent	Frequency	%
25-32	0	0.00%
33-40	13	43.33%
41-48	11	36.67%
49-56	4	13.33%
Blank Answer	2	6.67%
Total	30	100.00%

Table 2 shows the demographic profile of the respondent in terms of age of parent in Kaysuyo National High School. As shown in the table, 13 or 43.33% of the respondents aged 33-40 years old; 11 or 36.67% of the respondents aged 41-48 years old; 4 or 13.33% of the respondents aged 49-56 years old; and 2 respondents did not respond to this information. It shows that most of the parents in Kaysuyo NHS belongs to the age bracket of 33-40 and 41-48. This means that most of the students in Kaysuyo has adult to middle-aged parents. This implies that parents of Kaysuyo NHS were younger than parents in Lucsuhin IS.

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Table 3

Age of Children in Lucsuhin Integrated School

Age of Children	Frequency	%
15	21	70.00%
16	7	23.33%
18	1	3.33%
Blank Answer	1	3.33%
Total	30	100.00%

Table 3 shows the demographic profile of the respondent in terms of age of children in Lucsuhin Integrated School. As shown in the table, 21 or 70% of the respondents aged 15 years old; 7 or 23.33% of the respondents aged 16 years old; 1 or 3.33% of the respondents aged 18 years old; and 1 respondent did not respond to this information. It shows that most of the children in Lucsuhin IS were aged 15.

Table 4

Age of Children in Kaysuyo National High School

Age of Children	Frequency	%
15	20	66.67%

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16	6	20.00%
18	2	6.67%
Blank Answer	2	6.67%
Total	30	100.00%

Table 4 shows the demographic profile of the respondent in terms of age of children in Kaysuyo National High School. As shown in the table, 20 or 66.67% of the respondents aged 15 years old; 6 or 20% of the respondents aged 16 years old; 2 or 6.67% of the respondents aged 18 years old; and 2 respondents did not respond to this information. It shows that most of the children in Kaysuyo NHS were aged 15. This means that most of the students in Kaysuyo were young.

Comparing the highest frequency, both schools have young children. But Lucsuhin IS has more young students than of the Kaysuyo NHS.

Table 5

Parents Involved in Lucsuhin Integrated School

Parents Involved	Frequency	%
Mother	19	63.33%
Father	5	16.67%

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Guardian	4	13.33%
Blank Answer	2	6.67%
Total	30	100.00%

Table 5 shows the demographic profile of the respondent in terms of parents involved in Lucsuhin Integrated School. As shown in the table, 19 or 63.33% of the respondents were a mother; 5 or 16.67% of the respondents were a father; 4 or 13.33% of the respondents were a guardian; and 2 respondents did not respond to this information. This means that mostly, the parents involved in Lucsuhin IS are mothers.

Table 6

Parents Involved in Kaysuyo National High School

Parents Involved	Frequency	%
Mother	19	63.33%
Father	6	20.00%
Guardian	4	13.33%
Blank Answer	1	3.33%
Total	30	100.00%

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Table 6 shows the demographic profile of the respondent in terms of parents involved in Kaysuyo National High School. As shown in the table, 19 or 63.33% of the respondents were a mother; 6 or 20% of the respondents were a father; 4 or 13.33% of the respondents were a guardian; and 1 respondent did not respond to this information. This means that mostly, the parents involved in Kaysuyo NHS are mothers.

In terms of parents involved, mostly, mothers were always there guiding their children through different parenting styles.

Table 7

Parenting Styles in Lucsuhin Integrated School

Authoritative Parenting Style	Weighted Mean	Adjectival Description
I am responsive to my child's feelings and needs	5.10	Almost Always
I take my child's wishes into consideration before I ask him/her to do something	4.63	Almost Always
I explain to my child how I feel about his/her good/bad behavior	4.83	Almost Always
I encourage my child to talk about his/her feelings and problems	5.17	Almost Always

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I encourage my child to freely "speak his/her mind", even if he/she disagrees with me	4.93	Almost Always
I explain the reasons behind my expectations	5.17	Almost Always
I provide comfort and understanding when my child is upset	5.33	Always
I compliment my child	5.43	Always
I consider my child's preferences when I make plans for the family (e.g., weekends away and holidays):	4.83	Almost Always
I respect my child's opinion and encourage him/her to express them	4.67	Almost Always
I treat my child as an equal member of the family	4.93	Almost Always
I provide my child reasons for the expectations I have for him/her	5.03	Almost Always
I have warm and intimate times together with my child	5.10	Almost Always
Authoritarian Parenting Style		

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When my child asks me why he/she has to do something I tell him/her it is because I said so, I am your parent, or because that is what I want	4.07	Sometimes
I punish my child by taking privileges away from him/her (e.g., TV, games, visiting friends)	3.80	Sometimes
I yell when I disapprove of my child's behaviour	4.17	Sometimes
. I explode in anger towards my child	3.90	Sometimes
I spank my child when I don't like what he/she does or says	3.70	Sometimes
I use criticism to make my child improve his/her behaviour	4.23	Sometimes
I use threats as a form of punishment with little or no justification	3.67	Sometimes
I punish my child by withholding emotional expressions (e.g., kisses and cuddles)	3.93	Sometimes
I openly criticise my child when his/her behaviour does not meet my expectations	4.40	Almost Always

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. I find myself struggling to try to change how my child thinks or feels about things	4.30	Sometimes
. I feel the need to point out my child's past behavioural problems to make sure he/she will not do them again	4.70	Almost Always
I remind my child that I am his/her parent	4.27	Sometimes
I remind my child of all the things I am doing and I have done for him/her	4.63	Almost Always
Permissive Parenting Style		
I find it difficult to discipline my child	2.23	Almost Never
I give into my child when he/she causes a commotion about something	2.20	Almost Never
I spoil my child	2.90	Rarely
I ignore my child's bad behaviour	1.90	Almost Never
Overall Mean Score	4.27	Sometimes

Table 7 shows the parenting styles in Lucsuhin Integrated School. As shown in the table, the highest mean of 5.43 is the statement "I compliment my child" which interpreted as "always" while the lowest mean of 1.90 is the statement "I ignore my child's bad behavior" which interpreted as "almost never". This shows that most of the respondents boosts their child's confidence through complimenting them. On the other hand, parents do not ignore

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their child’s bad behavior. This connects the highest and the lowest mean by having positive parenting style in Lucsuhin Integrated School. The overall mean is 4.27 which interpreted as “sometimes”.

Table 8

Parenting Styles in Kaysuyo National High School

Authoritative Parenting Style	Weighted Mean	Adjectival Description
I am responsive to my child’s feelings and needs	4.97	Almost Always
I take my child’s wishes into consideration before I ask him/her to do something	4.80	Almost Always
I explain to my child how I feel about his/her good/bad behavior	5.03	Almost Always
I encourage my child to talk about his/her feelings and problems	4.47	Almost Always
I encourage my child to freely “speak his/her mind”, even if he/she disagrees with me	3.97	Sometimes
I explain the reasons behind my expectations	4.53	Almost Always

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I provide comfort and understanding when my child is upset	4.97	Almost Always
I compliment my child	4.93	Almost Always
I consider my child's preferences when I make plans for the family (e.g., weekends away and holidays)	5.10	Almost Always
I respect my child's opinion and encourage him/her to express them	5.63	Always
I treat my child as an equal member of the family	4.93	Almost Always
I provide my child reasons for the expectations I have for him/her	4.93	Almost Always
I have warm and intimate times together with my child	4.97	Almost Always
Authoritarian Parenting Style		
When my child asks me why he/she has to do something I tell him/her it is because I said so, I am your parent, or because that is what I want	4.13	Sometimes

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I punish my child by taking privileges away from him/her (e.g., TV, games, visiting friends)	3.67	Sometimes
I yell when I disapprove of my child's behaviour	3.43	Rarely
. I explode in anger towards my child	2.87	Rarely
I spank my child when I don't like what he/she does or says	2.23	Almost Never
I use criticism to make my child improve his/her behaviour	2.97	Rarely
I use threats as a form of punishment with little or no justification	2.70	Rarely
I punish my child by withholding emotional expressions (e.g., kisses and cuddles)	2.97	Rarely
I openly criticise my child when his/her behaviour does not meet my expectations	3.07	Rarely
. I find myself struggling to try to change how my child thinks or feels about things	3.33	Rarely
. I feel the need to point out my child's past behavioural problems to make sure he/she will not do them again	3.87	Sometimes

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I remind my child that I am his/her parent	4.53	Almost Always
I remind my child of all the things I am doing and I have done for him/her	4.41	Almost Always
Permissive Parenting Style		
I find it difficult to discipline my child	2.87	Rarely
I give into my child when he/she causes a commotion about something	3.07	Rarely
I spoil my child	2.93	Rarely
I ignore my child's bad behaviour	1.93	Almost Never
Overall Mean Score	3.94	Sometimes

Table 8 shows the parenting styles in Kaysuyo National High School. As shown in the table, the highest mean of 5.10 is the statement "I consider my child's preferences when I make plans for the family (e.g., weekends away and holidays)" which interpreted as "almost always" while the lowest mean of 1.93 is the statement "I ignore my child's bad behaviour" which interpreted as "almost never". This shows that most of the respondents consider their child's choice when having bonding with family during vacation. On the other hand, parents do not ignore their child's bad behavior. This connects the highest and the lowest mean by having positive parenting style in Kaysuyo National High School. The overall mean is 3.94 which interpreted as "sometimes".

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Considering the overall means score of the two schools, the overall mean score of Lucsuhin Integrated School is greater than of the Kaysuyo National High School. This means that child's parents in Lucsuhin Integrated School are more aware of how they discipline their children in a positive way.

Table 9

Video Game Addiction Test in Lucsuhin Integrated School

Likelihood of Game	Frequency	%
Video Addiction		
Low (0-20 points)	0	0%
Moderate (21-40 points)	0	0%
High (41-60 points)	5	16.67%
Very High (61-80 points)	25	83.33%
Total	30	100%

Table 9 shows the likelihood of game video addiction of children in Lucsuhin Integrated School. As shown in the table, 5 or 16.67% of the respondents has a high addiction on video game while 25 or 83.33% of respondents has very high addiction on video game. This means that majority of the respondents in Lucsuhin Integrated School are very addicted to video games.

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Table 10

Video Addiction Test in Kaysuyo National High School

Likelihood of Game Video Addiction	Frequency	%
Low (0-20 points)	4	13.33%
Moderate (21-40 points)	10	33.33%
High (41-60 points)	14	46.67%
Very High (61-80 points)	2	6.67%
Total	30	100%

Table 10 shows the likelihood of game video addiction of children in Kaysuyo National High School. As shown in the table, 4 or 13.33% of the respondents has a low addiction on video game; 10 or 33.33% of respondents has moderate addiction on video game; 14 or 46.67% of the respondents has a high addiction of video game; and 2 or 6.67% of the respondents has a very high addiction on video game. This means that most of the respondents in Kaysuyo National High School have moderate to high level of addiction to video games.

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Comparing two schools, students from Lucsuhin Integrated School were more addicted to video games than students from Kaysuyo National High School. This means that parenting style in Kaysuyo is better than in Lucsuhin.

Table 11

Difference Between the Result of Lucsuhin Integrated School and Kaysuyo National School in Terms of Parenting Style

Variables	Mean	SD	t-critical	t-stat	Decision	Interpretation
Parenting Style in Lucsuhin IS	4.272	0.934	2.045	2.829	Reject Ho	There is a significant difference between the result of Lucsuhin IS and Kaysuyo NHS in terms of parenting style
Parenting Style in Kaysuyo NHS	3.940	1.007				

Table 11 shows the difference between the result of Lucsuhin Integrated School and Kaysuyo National School in terms of parenting style. As shown in the table, Lucsuhin Integrated School's parenting style has a mean of 4.272 and has a standard deviation of 0.934 while Kaysuyo National High School's parenting style has a mean of 3.940 and has a standard deviation of 1.007. This means that parents in Lucsuhin IS were more likely to have a similar

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parenting style since they have lower standard deviation while parents in Kaysuyo NHS have different parenting style. The t-stat is 2.829 which is greater than the t-critical of 2.045. This t-stat value belongs to the rejection region of the null hypothesis. Hence, we reject Ho. Therefore, there is a significant difference between the result of Lucsuhin IS and Kaysuyo NHS in terms of parenting style. It means that parents in Lucsuhin IS and Kaysuyo NHS have different way of parenting to their children.

Timetable/Gantt Chart

ACTIVITIES	Jan. 2024	Feb. 2024	March 2024	April 2024	May 2024	June 2024	July 2024
1. Preparation of Proposal	█	█					
2. Submission of Proposal to BERF		█					
3. Revision of Proposal			█				
4. Dissemination of informed consent and survey questionnaires			█	█	█		
5. Gathering and analysis of data					█		
7. Final paper completion for presentation						█	█

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Plans for Dissemination and Utilization

ACTIVITIES	Month 1	Month 2	Month 3	Month 4
1. Survey Design and Distribution	■	■		
2. Literature Review	■			
3. Data Analysis	■	■		
4. Research Dissemination			■	■

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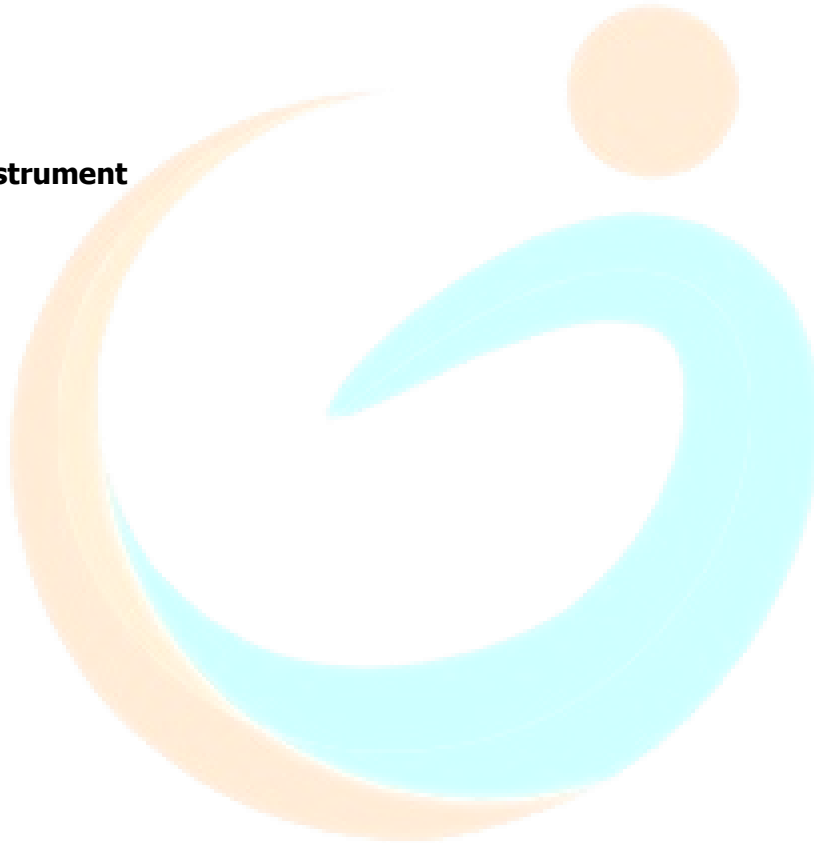
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ANNEXES

Research Instrument



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PARENTING STYLE QUESTIONNAIRE

Please rate how often you engage in the different parenting practices, listed below. Scores range from "Never" to "Always" on a 5-point scale. At the end of each section, add up the scores and divide it by the number of questions in that section. The calculated score is your total score for that category. The highest score indicates your preferred parenting style.

Authoritative Parenting Style

1. I am responsive to my child's feelings and needs:

Never 1 2 3 4 5 6 Always

2. I take my child's wishes into consideration before I ask him/her to do something:

Never 1 2 3 4 5 6 Always

3. I explain to my child how I feel about his/her good/bad behaviour:

Never 1 2 3 4 5 6 Always

4. I encourage my child to talk about his/her feelings and problems:

Never 1 2 3 4 5 6 Always

5. I encourage my child to freely "speak his/her mind", even if he/she disagrees with me:

Never 1 2 3 4 5 6 Always

6. I explain the reasons behind my expectations:

Never 1 2 3 4 5 6 Always

7. I provide comfort and understanding when my child is upset:

Never 1 2 3 4 5 6 Always

Based on: Robinson, C., Mandleco, B., Olsen, S. F., & Hart, C. H. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological Reports*, 77, 819-830.

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8. I compliment my child:

Never 1 2 3 4 5 6 Always

9. I consider my child's preferences when I make plans for the family (e.g., weekends away and holidays):

Never 1 2 3 4 5 6 Always

10. I respect my child's opinion and encourage him/her to express them:

Never 1 2 3 4 5 6 Always

11. I treat my child as an equal member of the family:

Never 1 2 3 4 5 6 Always

12. I provide my child reasons for the expectations I have for him/her:

Never 1 2 3 4 5 6 Always

13. I have warm and intimate times together with my child:

Never 1 2 3 4 5 6 Always

Scoring: Total score / 13 =

Authoritarian Parenting Style

1. When my child asks me why he/she has to do something I tell him/her it is because I said so, I am your parent, or because that is what I want:

Never 1 2 3 4 5 6 Always

2. I punish my child by taking privileges away from him/her (e.g., TV, games, visiting friends):

Never 1 2 3 4 5 6 Always

Based on: Robinson, C., Mandelco, B., Olsen, S. F., & Hart, C. H. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological Reports*, 77, 819-830.

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3. I yell when I disapprove of my child's behaviour:

Never 1 2 3 4 5 6 Always

4. I explode in anger towards my child:

Never 1 2 3 4 5 6 Always

5. I spank my child when I don't like what he/she does or says:

Never 1 2 3 4 5 6 Always

6. I use criticism to make my child improve his/her behaviour:

Never 1 2 3 4 5 6 Always

7. I use threats as a form of punishment with little or no justification:

Never 1 2 3 4 5 6 Always

8. I punish my child by withholding emotional expressions (e.g., kisses and cuddles):

Never 1 2 3 4 5 6 Always

9. I openly criticise my child when his/her behaviour does not meet my expectations:

Never 1 2 3 4 5 6 Always

10. I find myself struggling to try to change how my child thinks or feels about things:

Never 1 2 3 4 5 6 Always

11. I feel the need to point out my child's past behavioural problems to make sure he/she will not do them again:

Never 1 2 3 4 5 6 Always

12. I remind my child that I am his/her parent:

Never 1 2 3 4 5 6 Always

Based on: Robinson, C., Mandleco, B., Olsen, S. F., & Hart, C. H. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological Reports*, 77, 819-830.

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13. I remind my child of all the things I am doing and I have done for him/her:

Never 1 2 3 4 5 6 Always

Scoring: **Total score** / 13 =

Permissive Parenting Style

1. I find it difficult to discipline my child:

Never 1 2 3 4 5 6 Always

2. I give into my child when he/she causes a commotion about something:

Never 1 2 3 4 5 6 Always

3. I spoil my child:

Never 1 2 3 4 5 6 Always

4. I ignore my child's bad behaviour:

Never 1 2 3 4 5 6 Always

Scoring: **Total score** / 4 =

Parenting Styles: On the lines below you can record the rank order of your preferred parenting styles:

1) Score:

2) Score:

3) Score:

Based on: Robinson, C., Mandleco, B., Olsen, S. F., & Hart, C. H. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological Reports*, 77, 819-830.

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II. VIDEO GAME ADDICTION TEST FOR PARENTS

1) The type of game my child primarily plays is:

- a) *MMORPG / MMO* (e.g., World of Warcraft, Lineage, Runescape, Everquest) (3)
 - b) *Real Time Strategy* (e.g., Company of Heroes, Age of Empires, Command & Conquer, Warhammer) (3)
 - c) *First Person Shooter* (e.g., Team Fortress, Halo, Killzone, Unreal Tournament, Call of Duty) (2)
 - d) *Action* (e.g., Grand Theft Auto, Devil May Cry, Metal Gear Solid, Uncharted, Fallout, Assassin's Creed) (2)
 - e) *Sports* (e.g., Madden NFL, NHL, FIFA Soccer, NBA Street, Fight Night) (1)
 - f) *Fighter* (e.g., Tekken, Street Fighter, Soulcalibur, Mortal Kombat, Dead or Alive, Virtua Fighter) (1)
 - g) *Music* (e.g., Guitar Hero, Rock Band) (1)
 - h) *Racing* (e.g., Forza Motorsport, Need for Speed, Burnout, Gran Turismo) (1)
 - i) *Puzzle* (e.g., Bejeweled, Peggle, World of Goo) (0)
 - j) *Platformer* (e.g., Super Mario, MegaMan, LittleBigPlanet, Ratchet & Clank) (0)
- Others: _____

2) On an average weekday, my child plays video games for:

- a) 0 – 1 hour. (0)
- b) 2 hours. (1)
- c) 3 hours. (2)
- d) 4 hours. (3)
- e) 5 or more hours. (4)

3) On an average day on the weekend, my child plays video games for:

- a) 0 – 1 hour. (0)
- b) 2 hours. (1)
- c) 3 – 4 hours. (2)
- d) 5 – 6 hours. (3)
- e) 7 or more hours. (4)

4) I have unsuccessfully tried to reduce the amount of time my child plays video games:

- a) Never. (0)
- b) One time. (1)
- c) Two times. (1)
- d) Three times. (2)
- e) Four or more times. (3)

5) If I did not set limits on video game time, my child would play:

- a) About the same amount as he / she does now. (0)
- b) Somewhat more than he / she does now. (1)
- c) Significantly more than he / she does now. (2)
- d) Far more than he / she does now. (2)

6) My child has access to video games in his / her room:

- a) Yes. (2)
- b) No. (0)

7) My child stays up late to play video games and as a result, is tired the next morning:

- a) Never or rarely. (0)
- b) Occasionally. (1)
- c) Frequently. (2)
- d) Almost always. (3)

8) My child is permitted to play video games before homework is completed:

- a) Never or rarely. (-1)
- b) Occasionally. (0)
- c) Frequently. (1)
- d) Almost always. (2)

9) My child would prefer to play video games by him/herself rather than go out with friends:

- a) Never or rarely. (0)
- b) Occasionally. (1)
- c) Frequently. (2)
- d) Always. (3)

10) My child seems to have few friends outside of the gaming world:

- a) Not at all true. (0)
- b) Somewhat true. (1.5)
- c) Definitely true. (3)

11) My child's grades have suffered as a result of playing video games:

- a) Not at all true. (0)
- b) Somewhat true. (1.5)
- c) Definitely true. (3)

12) My child lies about how much time he / she spends playing video games:

- a) Not at all true. (0)
- b) Probably true. (1)
- c) Definitely true. (2)

13) My child is an active member in formal school activities or clubs:

- a) No, none at all. (2)
- b) Yes, one activity or club. (0)
- c) Yes, two activities or clubs. (-1)
- d) Yes, three or more activities or clubs. (-2)

14) My child has interests outside the world of video games:

- a) No, none at all. (3)
- b) Yes, one other significant interest. (1)
- c) Yes, two other significant interests. (-1)
- d) Yes, three or more significant interests. (-2)

15) My child neglects his / her hygiene because of excessive video game play:

- a) Never or rarely. (0)
- b) Occasionally. (1)
- c) Often. (2)
- d) Always. (3)

16) My child spends his/her own money buying video games or subscribing to online gaming services:

- a) Never – He / she does not spend money on gaming. (0)

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- b) Rarely – He / she spends only a small portion of his / her money on games. (0)
 - c) Often – He / she spends a significant portion of his / her money on games. (1.5)
 - d) Always – He / she spends every cent of his / her money on video games. (3)
- 17) My child currently has a part-time job:**
- a) No, he / she is too young to work, or I prefer that he / she does not work. (0)
 - b) No, he / she is too involved in other activities (not including video games). (-1)
 - c) No, I would like him / her to work but he / she refuses to do so. (2)
 - d) Yes, but he / she has difficulty holding onto jobs. (2)
 - e) Yes, and he / she successfully holds onto jobs. (-2)
- 18) Other family members are concerned about how much my child plays video games:**
- a) No. Other know how much he / she plays but they are not worried about it. (-1)
 - b) No. Others do not know how much he / she plays. (0)
 - c) Yes, other family members are concerned about how much my child spends gaming. (2)
- 19) My child becomes irritable or anxious when he / she cannot access his / her favorite video game (for example, when the computer is not working):**
- a) Never. (0)
 - b) Rarely. (0.5)
 - c) Often. (2)
 - d) Always. (3)
- 20) When not playing his / her favorite game, my child spends time reading about it or discussing it online with other players:**
- a) Never. (0)
 - b) Rarely. (0)
 - c) Occasionally. (1)
 - d) Often. (2)
- 21) My child becomes very angry or defensive when I ask him / her about his / her gaming habits:**
- a) Never. (0)
 - b) Yes, occasionally. (1)
 - c) Yes, often. (2)
 - d) Yes, almost always. (2)
- 22) As a parent, I decide which games my child is permitted to play:**
- a) Yes, always. (-1)
 - b) Usually. I screen most games and do not allow certain games into the house. (0)
 - c) Rarely. My child generally chooses which games he / she buys or installs. (2)
 - d) Never. My child buys and installs any game he / she wants to. (2)
- 23) My child makes arrangements to play online when his / her friends, team, guild, or clan will also be playing – even if this is at odd or inconvenient hours:**
- a) Never. (0)
 - b) Rarely. (1)
 - c) Sometimes. (2)
 - d) Often. (3)
- 24) My child would have difficulty giving up all video games for one week:**
- a) No, not at all. This would be very easy for my child. (-2)
 - b) My child wouldn't like it, but he / she could do it without too many complaints. (1)
 - c) My child would have great difficulty giving up video games for one week. (2)
 - d) It would be virtually impossible for my child to give up video games for one week. (3)
- 25) My child eats meals while playing video games**
- a) Never, just a snack now and then. (0)
 - b) Sometimes. (1)
 - c) Often. (2)
 - d) Always. (3)
- 26) My child admits that he / she plays video games too much:**
- a) No. (0)
 - b) Yes. (3)
- 27) My child gets headaches, red eyes, sore fingers, or wrist pains from playing video games:**
- a) Never or very rarely. (0)
 - b) Sometimes. (1)
 - c) Often. (2)
- 28) My child plays video games at the first available opportunity (for example, as soon as arriving home from school, immediately after dinner, etc.):**
- a) Never. (0)
 - b) Rarely. (0)
 - c) Sometimes. (1)
 - d) Often. (2)
- 29) My child has had gaming sessions that lasted 7 or more hours nonstop:**
- a) Never. (0)
 - b) Rarely. (2)
 - c) Sometimes. (3)
 - d) Often. (4)
- 30) My child does well academically in school:**
- a) Never. (2)
 - b) Rarely. (1)
 - c) Usually. (-1)
 - d) Always. (-2)

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