Gamer Students

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Abstract

In the recent years, the gaming industry has seen a huge spike in gamers as computers and consoles designed for an immersive experience have advanced significantly.

Contents

1 Acknowledgement

2 Introduction

This study aims to expand on the understanding of high school adolescents' gaming behaviour and its impact on academic performance. Specifically, the cross-sectional study had four main aims. Our first aim was to examine whether gamer students who played videogames at different platforms and times scored higher than students who did not play any video games at all. Our second aim was to determine if there is a decline in gamer students grades from playing videogames for exceptionally long hours. Our third aim was to examine whether the results were consistent across all ages. Our final aim was to compare the grades of the genders (man and woman) for both categories of gamers and non-gamers.

3 Data Description

<div align="center">Table 1</div>

Variable Name	Variable Definition
ID	Students ID for FH or DT secondary schools
Age	Student's age ranging 13-18
Gender	Student's gender(man or woman)
Avg.lettergrade	Student's grade(A to C range)
Gamer.Y.N.	Student's status as a gamer(1 for yes, 0 for no)
Time.played	Student's time spent playing in a week
Single.Multi	Preferred mode, singleplayer or multiplayer
Weekdays.Weekend	Preferred day type, weekdays or weekend
Before.After.HW.	Preferred to play before or after schoolwork
Casu.Comp	Type of player, casual or competitive
Most.played	Student's most played videogame
Fav.subject	Student's favourite subject
Platform	Preferred platform to play videogames
Postal.Code	Student's residential postal code

4 Methods

In early March 2021, 56 adolescents from Frank Hurt Secondary and 122 adolescents from David Thompson Secondary participated in the cross-sectional paper-and-pencil survey study (x% man). The students were from diverse cultural and socio-economic backgrounds, with ages ranging from 13 to 18 (Report mean age and sd of age). The response rate was close to perfect due to the design format where the selected teachers conducted the survey during class-time and all the students present participated.

5 Results

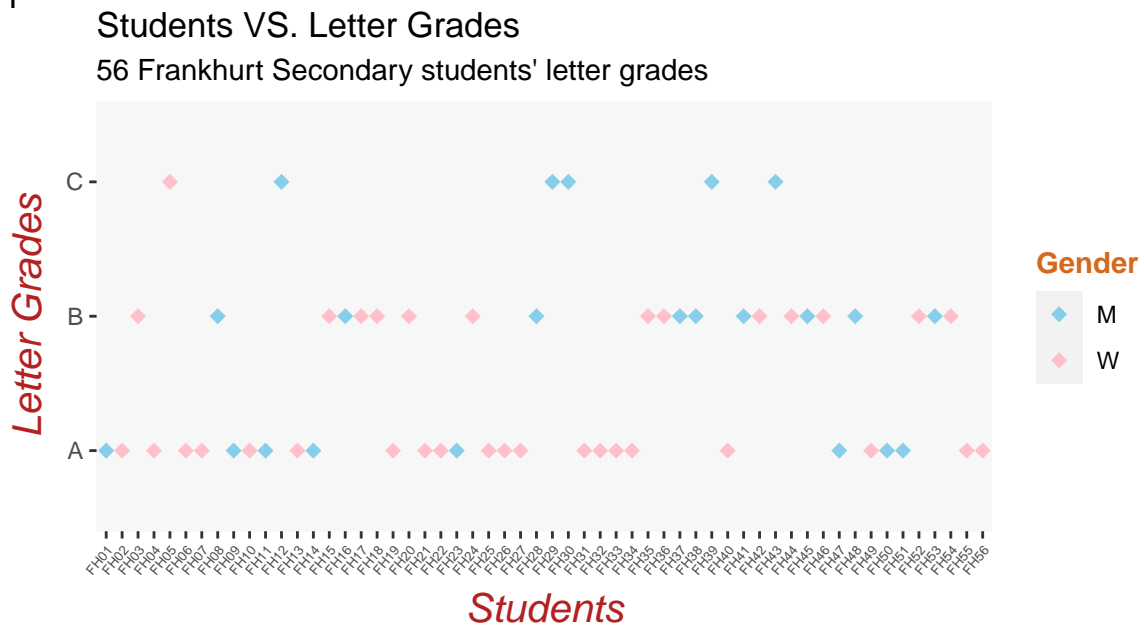# 6 Conclusion

7 References

8 Appendix

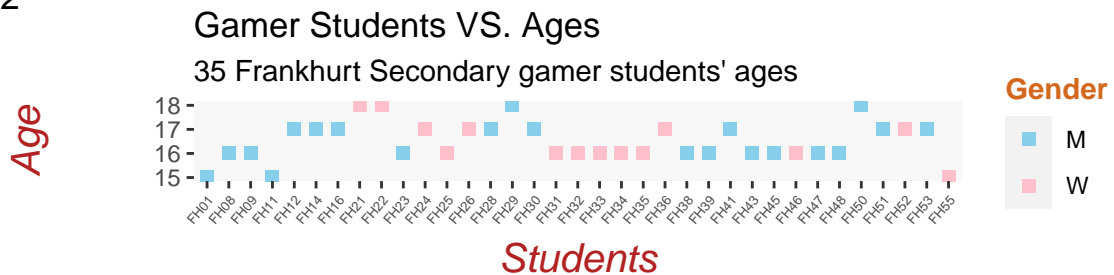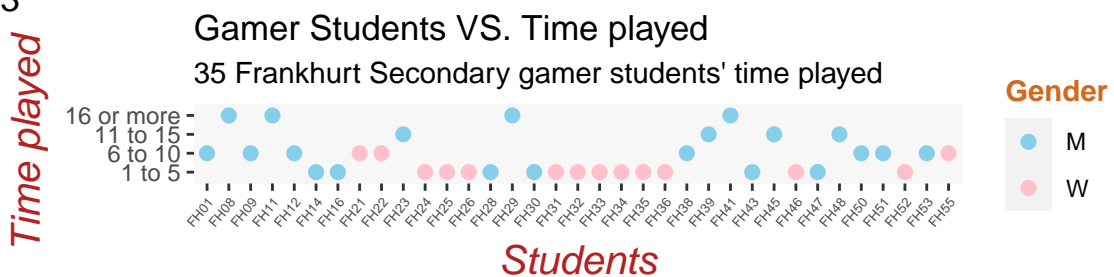Figure 1: Letter Grades and Gender of Frankhurt Students

Figure 2: Frankhurt Gamer Students' Age and Time Spent Gaming

Fig. 4

Weekdays/Weekend

Gamer Students VS. Weekdays/Weekend

35 Frankhurt Secondary gamer students play on weekdays or weekend

Fig. 5

Time played

Gamer Students VS. Before/After Homework

35 Frankhurt Secondary gamer students play before or after homework

Figure 3: Frankhurt Gamer Students' Preference of Time of Playing

Fig. 6

Casual/Competitive

Gamer Students VS. Casual/Competitive Type

35 Frankhurt Secondary gamer students are casual or competitive players

Fig. 7

Platform

Gamer Students VS. Platform

35 Frankhurt Secondary gamer students' preferred platform

Figure 4: Frankhurt Gamer Students' Competiveness and Preferred Platform
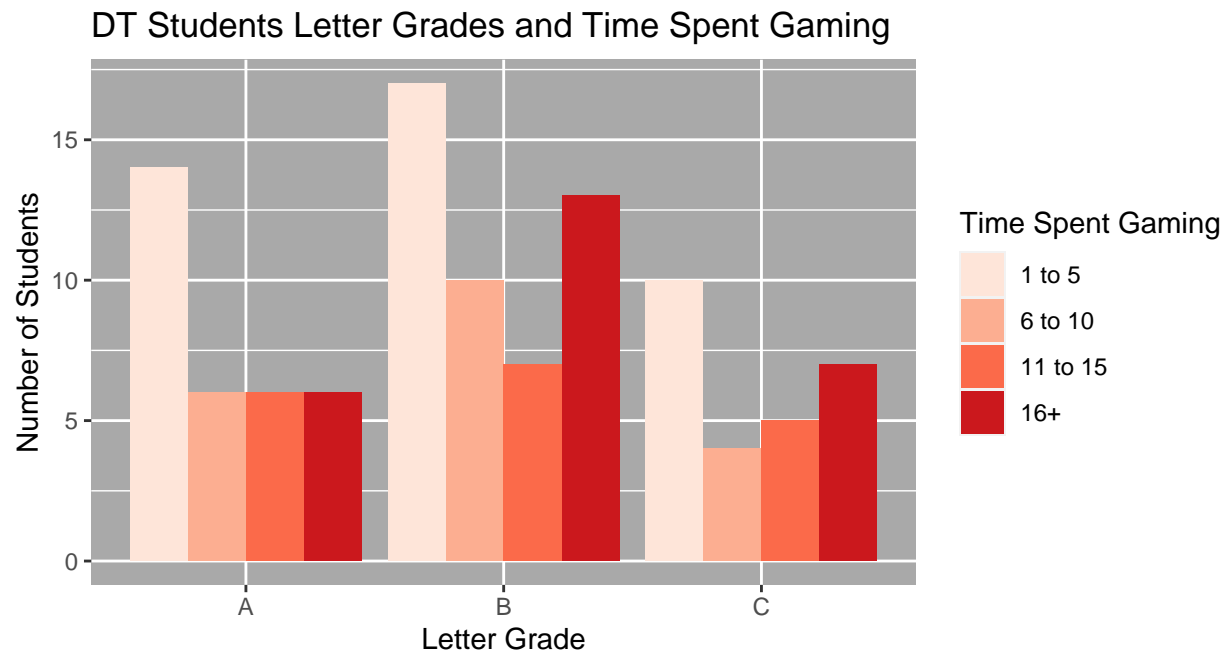
DT Students Letter Grades and Time Spent Gaming

Figure 5: Letter Grades and Time Spent Playing Video Games