



SÖZLÜ SUNUMLAR

S19 – S27

Oturum Başkanı: Ali Yazıcı, MSc

S19 Meltem Dinleyici*

“Parents Knowledge for Their Children’s Attitudes About Digital Games with I-Pad or Tablet”

S20 Esin Sezgin*, Ceyhan Turhan, Sidar Karaaslan, Gizem Bayrak

“Investigation of Digital Gaming Addiction and Loneliness of University Students”

S22 Ali Murat Kırık*, Mihalıs Kuyucu

“Çocukların Dijital Oyun Bağımlılığında Aile Faktörünün Rolü”

S23 Tolga Güyer, Hatice Yıldız Durak*, Mustafa Sarıtepeci, Zeynep Şahin

“Dijital Oyun Oynayan Ortaokul ve Lise Öğrencilerinin Oynadıkları Oyun Türleri, Oyun Bağımlılıklarının İncelenmesi”

S24 Ayşe Oflu*, Ladin Özer, Şükrü Can Duman, Fatime Ergul, Yusuf Alioğlu, İpek Çamoğlu, Senanur Saygı, Sıddika Songül Yalçın

“Ortaokul Öğrencilerinin Video Oyunu Oynama Alışkanlıklarının ve Bağımlılık Düzeylerinin Araştırılması”

S25 Bahadır Akçeşme, Simge Şişman Bal*

“Digital Gameplay Habits in a Primary School 3rd Grade Student Sample”

S26 Sıddika Songül Yalçın, Özlem Tezol*, Ayşe Oflu, Melda Çelik, Meltem Dinleyici

“Üniversite Öğrencilerinin Dijital Oyun Oynama Alışkanlıkları: Çok Merkezli Çalışma”

S27 Elif Ünver Korğalı*

“Use Of Information Communication Technology By Children Aged 3-7 Years And The Factors Affecting it ”



S19 - Parents Knowledge for Their Children’s Attitudes

About Digital Games with I-Pad or Tablet

Dr. Meltem DİNLEYİCİ

Eskisehir Osmangazi University Faculty of Medicine

Department of Social Pediatrics, Eskisehir

ABSTRACT

Introduction: In parallel with the development of digital technologies in recent years there has been a serious increase in the frequency of use of I-pads and / or tablets, and these digital devices have been used by children since early childhood period. These devices might be used for educational purposes, however commonly used for children's leisure time, during mealtime, watching videos or movies, and playing digital games. After widespread use of these new digital media tools, it has become important for parents to determine the knowledge about these new technologies and monitoring/supervision of their children at home. The aim of this study was to evaluate parent’s knowledge about the children's preference for playing digital games and daily duration of playing digital games among families who have I-pad or tablet at home.

Method: In this study, a survey was conducted with the aim of assessing parents' level of knowledge about their children's digital games use with I-pad or tablet. If the parents have more than one child playing the game on the I-pad or tablet, requested to fill the form for the youngest child. This questionnaire includes items about parents' age, education levels, number of children, percentage of children playing digital games, digital game preferences, the duration of playing, presence of purchasing of digital game. This questionnaire has been performed via Survey Monkey. Statistical analysis has been performed with SPSS package program.

Results: 243 parents (168 mothers, 75 fathers), had an I-pad or tablet at home, have been participated to this study. 125 out of the participants had one child, 109 had two children and nine had three children. 74% of the participants (n = 180) stated that their children played digital games on the I-pad or tablet. The age range of children playing games varies from 1 to 17 years (median 9 years). Children spent median 2 hours (between 30 minutes and 5 hours) with the I-pad or tablet for playing digital games. 54.4% of the parents did not know the name/brand or content of the game played by their children, 56.1% did not monitorize/supervise their children during playing the games. 14.4% of the parents stated that the games played by their children were educational purpose and they defined as “useful” for their children. 68% of the parent’s who have children below seven years old thought that their children playes these games for educational purposes. Digital game content varies according to children’s age groups. Majority of the parents don’t know the name of the game and noticed as car racing, strategy games, building games, etc. In the age group of above 7 years old, majority of the children prefer to play digital games with



multiplayer choice. Young children were usually played the games as puzzles, pet feeding or baby dressing. We found that 64% of the parents paid for digital games, at least one time.

Discussion: In our study, it was seen that most of the children who had I-pad or tablet at home played digital games and majority of the parents did not have sufficient information about the names and/ or contents of these games. Children start to play digital games at early childhood period, and parent’s thought that these digital games might be useful for education and development of their children. Two years ago, regarding to our previous report about the new media technologies in children, we noticed that I-pad and / or tablets were used as a digital pacifier especially for young children, and now, we observed that children play these games at outside the control of their parents. Parents were not adequately informed about the risks about digital games through the internet and social media, approved tools and guides are needed for parents about digital games I-pad or tablet.

Key words: digital games, children, family



S20- Investigation of Digital Gaming Addiction and Loneliness of University Students

Esin Sezgin*, Ceyhan Turhan**, Sidar Karaaslan**, Gizem Bayrak**

Sağlık Bilimleri Üniversitesi

Rapid progress of technology, urbanization and inadequacy of playgrounds have changed children's playing and socializing habits. Over time, traditional games were replaced by computer games and digital games played via the Internet. The most important effect of digital games is psychological and physiological dependence. Digital game dependency; social or emotional problems, excessive use of computer or digital games by persons, and inability to control themselves. Digital gaming addiction is a negative result. The investigations carried out in this area are based on two basic views. The first is that games can make positive contributions to the mental development of children and young people at certain points; the second is that the desire to play an uncontrollable game is causing social problems and addiction. One out of every five university students carry a risk of game addiction in the research conducted on the subject. 1 out of every 3 students spend hours at the game for hours, at least 1 hour each day. Among the reasons for this dependence, university students who are trying to get used to a new atmosphere are thought to have loneliness lives. The difference between the social relationship of the loneliness individual and the social relation they desire is the unpleasant feeling that is experienced. When the factors affecting loneliness are examined, some problems arising from family, home or school environment are striking. Among these are moving away from home, moving away from a close friend, disappearing of an owned object, disintegration of the family, the death of an important person or an animal being looked after at home, are the domestic environment factors affecting the loneliness of children; personal characteristics such as school change, rejection by close friends, difficulty in acquiring new friends, lack of social skills or shyness, anxiety and low self esteem are the factors that cause feelings of loneliness in the school environment. Particularly in young people who come away from their families, there are many problems in the students who become members of a group, own a profession and direct the future, adapt to a new school or foreign environment. It is extremely important to establish satisfactory relationships in this period. In this context, this research which aims to determine the relation between digital game addiction and loneliness levels is thought to contribute positively to the elimination of the risks of digital dependency emerging in recent years.

Research Method: This study was conducted according to the relational screening model. "Research approaches aimed at describing screening patterns in the past or as they are currently existing. Relational search models are research models that aim to determine the extent and extent of interchange between two or more variables ". The research group of the researchers formed 850 university students who continue to the Faculty of Health



International Child and Information Safety Congress
“Digital Games”
April 11–13, 2018 – Ankara, TURKEY

Sciences at the Health Sciences University in Istanbul. Work has begun by taking necessary permissions about the research. Personal Information Form, Digital Dependency Scale and UCLA Loneliness Scale were used as data collection tools in the study. The data obtained in the study were analyzed using the SPSS 22 statistical package program. According to the results of the research, it was determined that there is a positive relationship between digital dependence and loneliness levels.

Key words: digital game, addiction, loneliness

S22- The Role of Family Factor in Digital Game Addiction Among Children

Ali Murat Kırık*, Mihalis Kuyucu**

*Marmara University Faculty Of Communication, Department Of Radio, TV and Cinema

**Istanbul Aydın University Faculty Of Communication

Abstract: We are living in an era of rapid transformation in technology due to continuous progress of computer and internet technologies. New media and new communication technologies have emphasized the phenomena of speed and digitalization has had a deep impact on almost every field. Today, digital games, as the extensions of digital technology, effect people of all ages and segments and different games with different qualities are commonly used. Along with the effects of globalization, digital games caused changes in life styles, standards of living and cultural activities. This has led to the birth of a new technological order; and at the same time, digital games provided a basis for the formation of a uniform culture. Game consoles, smart phones and games on the social media platforms influence the personal development of children deeply and are capable of causing changes in their perspective on life.

In addition to this, the economic structure of digital games should also be considered. There is a rapid growth in the digital games sector and the number of users of these games increased accordingly. The real progress began in the 1980's and by the 2000's, the impact of the sector have been felt profoundly on internet and virtual platforms. There is a linear supply-demand relationship in the digital game sector. This demand varies depending on the conditions. As they serve as means of recreation, escapism, entertainment and relaxation, the use of digital games increases continuously. There are a many reasons underneath this rapid increase. The overuse of digital games in an uncontrolled manner is called “digital game addiction”. Digital game addiction can be defined as playing games on game consoles, computers, smartphones, tablets etc. for long periods of time, to ignore daily tasks, to isolate oneself from society, or to be unable to fulfill ones duties and responsibilities.) Today, digital game addiction is seen as an ever increasing psychological issue. It is a threat especially to children as it effects the socialization process of children negatively. In the development of children, families are inarguably the most important factor. Family is the smallest unit of society. Children receive their first education from the family and are prepared for life within this family environment. Hence, family plays a big role in the life of a child. Therefore, this study aims to determine the role and effects of families in the use of digital games by children. As the method of the study the in-depth interview technique was used. Five different, open-ended questions were asked to thirty families and the answers were used to determine the situation. In addition to that, a detailed research was conducted on the subject matter and relevant discussions were included in the study. Families living in the Şişli District of Istanbul participated in the study and these families were selected through random sampling. The results of the study showed that family and environmental



International Child and Information Safety Congress

“Digital Games”

April 11–13, 2018 – Ankara, TURKEY

factors lead children to digital game addiction. Another important result was that families had a low level of knowledge about their children’s digital game addiction. It was determined that not only children, but also their families were interested in digital games and they played games particularly on their smartphones. It is a notable conclusion that children play digital games mostly for entertainment purposes and compromise their daily lives and studies for this reason. Digital game addiction not only effects the social life of children, but also directly effects their physical and emotional environment. Creating awareness in families, spending more time with children and receiving psychological help are among the steps that can be taken against digital game addiction. In addition to these, increasing the level of digital media literacy within society is another suggestion that can be made in order to prevent digital game addiction.

Keywords: Child, Digital Game, Addiction, Family, Digital Media Literacy

S23- Analysis of Game Types, Game Addiction Played by Secondary and High School Students Playing Digital Games

Tolga Güyer, Hatice Yıldız Durak*, Mustafa Sarıtepeci, Zeynep Şahin
Gazi Üniversitesi
Bartın Üniversitesi
MEB

Introduction

Games are very important activities for child development. Especially in K-12, it can be said that plays play a vital role in children's sociocultural, mental, psychological and biological development. Nowadays, games have been moved from digital media to physical media. Thanks to its constantly evolving features, the number of users of digital games is increasing day by day. The virtual world presented in digital gaming environments has become the second life of children. This intensive use leads to game addictions. In addition, users who have access to digital games at all times are in constant interaction with other users. At this point, determining the gaming behavior of children and the level of digital game addiction will provide important data at the point of preventing children's addiction on digital games.

Purpose

The purpose of this research is to determine the gaming behaviors of middle school and high school students playing digital games and to play digital games (educational games, sports, simulation, strategy, online multi-user, battle / addiction behaviors. For this purpose, the following questions were asked:

1. What are the levels of digital game addiction for students?
2. What is the most popular type of digital game?
3. Does the duration of daily digital gaming affect the level of gaming addiction?
4. Will the type of digital game played most often affect the level of game addiction?

Method

The present study was designed with relational screening method. A personal information form and a digital gaming addiction scale were used to determine participant gaming habits, the types of games they play, and their digital gaming addiction. In line with the aim of the study, in the spring semester of 2017-2018, a secondary school attached to the Ministry of National Education and 293 students studying in various high schools were implemented. The study group for the application was selected from the students who play digital games. In this study, personal information form and online game addiction scale were used. In the analysis of the quantitative data obtained in the study, t test and one way ANOVA were used. Analysis of the data was made using the SPSS program.

Findings

When the game addiction behaviors were examined, it was found that the participant showed low game addiction ($X_{\text{secondary}} = 2.38$, $X_{\text{highschool}} = 2.29$) according to the scores obtained from the general scale. Participants were found to exhibit moderate addictive

behaviors at a low level of success ($X_{\text{secondary}}=1.75$, $X_{\text{highschool}}=1.84$) and economic gain ($X_{\text{secondary}}=1.87$, $X_{\text{highschool}}=1.84$) and at moderate level of success ($X_{\text{secondary}}=3.36$; $X_{\text{highschool}}=3.11$) when they were analyzed from the perspective of sub-dimensions.

Participants of secondary school were most likely to prefer sports games (football, car racing, etc.) ($f = 24$) and battle / adventure games ($f = 21$). Participants of high school were most likely to prefer battle / adventure games ($f=55$), sports games (football, car racing, etc.) ($f = 40$) and information / strategy games ($f = 40$).

According to the one-way ANOVA comparison of the level of game addiction according to the duration of the daily play, the duration of playing has a significant effect on the game addiction ($F(2, 290) = 46.98$, $p < .01$). The Scheffe test was applied to determine which groups the resulting effect is between, and it was determined that the gaming addiction level was significantly higher than the gaming group less than 1 hour per day for 1-3 hours and 4-6 hours per day. The Scheffe test was applied to determine which groups the resulting effect is between, and it was determined that as the duration of daily play increases, the level of gaming addiction is significantly increased (less than 1 hours $>$ 1-3 and 4-6 hours per day, 1-3 hours per day $>$ 4-6 hours per day).

When the level of game addiction was examined according to the most frequently played game type, it was found that the students who played "multi-user games" had a higher level of addictive behavior than the others. On the contrary, the participants who played the games in the "educational games" category had a lower level of game addiction than the participants who preferred the other game categories. A one-way ANOVA was used to determine whether the most common type of game play influenced the level of gaming addiction. According to ANOVA result, there was a significant difference between the level of gaming addiction according to the preferred game type ($F(5,287) = 9.30$, $p < .05$). The Scheffe test was conducted to determine which groups the differences between the groups were between, and it was found that groups that prefer multi-user games, battle / adventure games and sports games have higher level of game addiction than those who play educational games. Also, it was found that the groups that prefer multi-user games and battle / adventure games have higher level of game addiction than those who play information / strategy games.

Conclusion

The conclusions of this study, in which the effects of secondary and high school students' gaming preferences and behaviors on gaming addiction levels are examined, can be summarized as follows:

- Given the participants' level of gaming addiction, it was determined that high and secondary school students participating in the study had low level of gaming addiction behavior. On the other hand, the achievement subscale of the scale was reached, and the result that high and secondary school students exhibited moderate game addiction.



International Child and Information Safety Congress

“Digital Games”

April 11–13, 2018 – Ankara, TURKEY

- According to the results of the study, it was determined that high school students preferred the most battle / adventure games and secondary school students preferred the most sports and battle / adventure games.
- As the amount of time devoted to daily digital games increases, the level of game addiction has increased.
- According to the findings of the study, participants who prefer multi-user games have higher levels of game addiction than other participants. However, it was determined that participants who preferred educational games had lower levels of game addiction than the other participants.
- It is concluded that groups that prefer multi-user , battle/ adventure and sports games have higher level of game addiction than those who play educational games. Also, it is determined that the groups that prefer multi-user and battle/ adventure games have higher level of game addiction than those who play information / strategy games.

S24- Investigation of Video Game Playing Habits and Addiction Levels of Secondary School Students

Ayşe Tolunay Oflu¹, Ladin Özer², Şükrü Can Duman², Fatime Ergül²,
Yusuf Alioğlu², İpek Çamoğlu², Senanur Saygı², Songül Yalçın³

1Afyon Kocatepe University, Faculty of Medicine, Department of Pediatri, Afyonkarahisar

2Afyon Kocatepe University, Faculty of Medicine, 3rd Class, Afyonkarahisar

3Hacettepe University, Faculty of Medicine, Department of Social Pediatri, Ankara

Abstarct

Aim: Because of the rapid progress of technology and the widespread use of the internet, the frequency of playing video games which have sub-types such as console games, personal computer games and online games in the virtual environment has increased in recent years especially among children and teenagers. The purpose of this study is to investigate the frequency and variety of video game playing, its effect on daily activities and responsibilities, the levels of addiction on video games in secondary school students and determine the attitudes of their parents in this area.

Material and Methods: Our study was designed as a cross-sectional descriptive study. The study which was carried out between January 15, 2018 and February 15, 2018, included students from four secondary schools in different sociodemographic characteristics. A structured questionnaire was applied to the parents who agreed to participate in the survey. 'Videogame Addiction Scale for Children' was applied to children playing video games.

Results: Of the 311 students who participated in the study, 14 were excluded because they had a chronic illness. The mean age of 297 children (\pm SD) was $11,8 \pm 1,0$ years and 46,5% of them were male students. 82.5% ($n = 245$) of the students, 91.3% of the boys and 74.8% of the girls were playing video games ($p < 0.001$). The age at which they started playing video game was similar for male and female students ($7,5 \pm 2,1$ years, $7,6 \pm 2,0$ years; $p = 0,520$, respectively). 11.8% of children playing video games had a game console. The mean score of addiction scale for children playing video games was 47.6 ± 15.3 , while it was significantly higher in males (52.7 ± 15.7) than females (42.2 ± 12.8) ($p < 0.001$). Children with gaming consoles had a higher score than those of their peers (53.5 ± 16.2 , 46.8 ± 15.0 , $p = 0.026$). Playing with multi-player had higher scores on addiction (50.7 ± 15.5 , 45.9 ± 15.0 , $p = 0.018$, respectively). The average score of VASC of online gamers was higher than those does not played online (52.3 ± 17.6 , 45.2 ± 13.4 , $p = 0.002$). Those who played intelligence games had lower scores on VASC than their peers (41.8 ± 16.4 , 48.5 ± 15.0 , $p = 0.020$, respectively). The scores of those who play war games were significantly higher than those who did not play it (54.8 ± 16.3 , 45.6 ± 14.4 , $p < 0.001$, respectively). The educational



status of the mother (> 8 and ≤ 8 years), the educational status of the father (> 8 and ≤ 8 years), the place of residence, the birth order of the child (1 and >1), the status of sibling, and status of parents playing games did not affect the VASC score. When children's ages were controlled and analyzed, there was a negative correlation between the age of starting video game and the score of VASC in males ($r = -0.224$, $p = 0.012$) but not in girls. It was determined that 4 students whose VASC scores were above 90, have video game addiction.

Conclusion: According to our results, it is determined that the habit of playing video games in children is high and boys are playing more than girls. It has been shown that intelligence games are protected from addiction, as opposed to the fact that the risk of addiction to video games is higher in children who play online games and war games.

Keywords: Video game, Addiction, Online, War Game

S25- Digital Gameplay Habits in a Primary School 3rd Grade Student Sample

Bahadır Akçeşme¹, Simge Şişman-Bal²

1 Undergraduate Student, Istanbul University, Department of Psychology, Istanbul, Turkey

2 Faculty Member, Istanbul University, Department of Psychology, Istanbul, Turkey

Objective: The aim of this study is to examine the frequency of playing digital games and the various variables associated with gameplay habits in primary school 3rd grade students.

Method: The research was conducted at a public primary school in Odunpazarı district of Eskişehir, Turkey. The sample of this study consisted of 56 third-grade students (26 girls, 30 boys) aged between 8-10 years. The Computer Game Addiction Scale for Children (CGASC; Horzum, Ayas & Çakır-Balta, 2008), which is suitable for the age and education level of the students, and an information form were administered to the participants. Before applying the CGASC, an additional instruction was given: “You may be using different devices (desktop computer, laptop, tablet, mobile phone, console, etc.) while playing games, it does not matter. You can think of them all as “computer games” while answering the questions”. By means of this guideline, the CGASC was answered by considering all digital games. In the information form, short questions about digital gameplay habits (e.g. “On average, how many hours per day do you play digital games?”, “How often do you talk to your friends about games?”, “Which devices do you use while playing digital games?”, “How often do your parents set a time limit?”) and demographic information such as gender and age were asked. The obtained data were analyzed both to determine the general profile of the sample and to examine in terms of various variables such as gender.

Results: The average age of the participants was $8.79 \pm .59$. The questions about the digital gameplay habits in the information form were examined separately. In terms of the daily playing time, half of the students report that they play games less than 1 hour, 30.4% play 1-2 hours, and 10.7% play 3-4 hours. Only 8.9% of the students (n=5) state that they do not play any games. The students use mostly tablets (71.4%, n=40) or their parents' phones (39.3%, n=22) for playing games. Interestingly, when the children were asked the question “Which one you do, your parents or family allow you to play more games?”, the most popular choices were “doing homework”, “reading book”, “being well-behaved” and “tidying up the room”, respectively. The children also state that their parents rarely or sometimes set a time limit. In addition, boy gamers compared to girl gamers talk with their friends about games more frequently ($p < .05$). The total CGASC score of the sample was 36.21 ± 9.58 and more than half of the participants (64.3%) are rated as normal users (20 girls, 16 boys). Only 35.7% of the students (6 girls, 14 boys) are evaluated as problematic user. The findings indicate that the problematic users, in comparison to the normal users, chat with friends



more frequently ($p=.013$) and think more in respect of games while they are not playing ($p=.031$). Moreover, both the total score ($p=.012$) and the scores of two subscales of the CGASC named “Being disturbed when not allowed to play / Refusing to stop playing games” ($p=.009$), and “Living the game in imagination / Associating real life with the game” ($p=.016$) were higher in male students. Additionally, for detailed comparisons students were divided into two groups according to daily playing time (less than 1 hour/ $n=33$, 1 hour and more/ $n=23$). The participants who play games 1 hour and more per day had higher scores in two subscales of the CGASC: “Being disturbed when not allowed to play / Refusing to stop playing games” ($p=.007$) and “Disrupting duties due to playing game” ($p=.016$). Being disturbed when the game is not allowed

Conclusion: These results show that a high frequency of playing digital games in 3rd grade students, but a low percentage of problematic users among the sample of the study. However, it is noteworthy that parents have significantly influenced children's digital gameplay habits. Unfortunately, it seems that parents use digital games as a reward for some activities, such as doing homework and do not pay attention to setting limits on playing time. Finally, in accordance with the literature, male students play digital games more often than female students, and even when they are not playing, they are more likely to chat with their friends about games. In this sense, it will also be worthwhile to investigate how much time children spend on digital games when they are not playing.

Keywords: Child, digital games, game addiction, digital parenting, primary school 3-grade students.

References

Horzum, M. B., Ayas, T. & Çakır-Balta, Ö. (2008). Çocuklar İçin Bilgisayar Oyun Bağımlılığı Ölçeği. Türk Psikolojik Danışma ve Rehberlik Dergisi, 3(30), 76-88.

S26- The Collegians’ Habits of Digital Game Playing: A Multicenter Study

S. Songul Yalçın¹, Özlem Tezol², Ayse Tolunay Oflu³, Melda Çelik¹, Meltem Dinleyici⁴

¹Hacettepe University Faculty of Medicine Department of Pediatrics Division of Social Pediatrics, Ankara;

²Mersin University Faculty of Medicine Department of Pediatrics, Mersin;

³Afyon Kocatepe University Faculty of Medicine Department of Pediatrics, Afyon;

⁴Eskisehir Osmangazi University Faculty of Medicine Department of Pediatrics, Eskişehir

Abstract

There is an increasing trend in digital games all over the world among at all ages. In this study, we aimed to find out the preferences and habits of collegians in playing digital games, with the reasons determining the habit of playing video games and the positive and negative opinions about digital games.

We conduct a survey to the 5th grade collegians getting education in four different faculties of medicine, namely “Hacettepe University”, “Mersin University”, “Afyon Kocatepe University” and “Eskisehir Osmangazi University” to collect data. Thirty-six questions were asked to the participants. Demographic characteristics, monitor, social media and digital game preferences were interrogated.

Five hundred fifty medical school students participated in this survey. The average (SD) age of the students was 23.1 (1.2) years, 44% of them were males. The average (SD) age of getting first mobile phone was 13.3 (1.9) years. The average (SD) age they started using internet was 12.3 (3.1) years. Eighty-nine percent of students were using social media. The rate of social media using were similar between faculties and gender. Thirty percent of students declared they were still playing digital games while 27.5% of them declared they had been playing games in the past and average (SD) age to start playing games was 11.3 (3.6) years. The rate of playing digital games was the highest in Eskisehir Osmangazi University Faculty of Medicine (77.5%). The rate of playing digital games was higher in males. One of every five students was playing digital games minimum two hours a day. The most favourite game was action:war (47.1%) game. Seventy-two percent of the students considered the digital games as beneficial; the most stated benefit was forming strategy (48%). The rate of playing digital games increased in our country in recent years. Our results show the first internet using age, the first mobile phone owning age and the first digital game playing age of collegians’ were under 14, and students grew up during computer age, so these determinations may be the reasons of this increase. War game choices may be the result of chaos environments, shootouts and wars in most countries, especially in our nearby geographic areas. Playing digital games is a sedentary behaviour and in 38.9% of the participants, it caused a decline in activity and hobby events in this study.



International Child and Information Safety Congress
“Digital Games”
April 11–13, 2018 – Ankara, TURKEY

This research examined the collegians’ habits of digital game playing and provided information about preferences and opinions related to these habits. Our multi-center study determined that at least half of the collegians played digital games at a time of their lives. This result points overall studies about digital games and their influences are required.

Key words: collegian, digital game, multiplayer network, war game

S27-Use Of Information Communication Technology by Children Aged 3-7 Years and the Factors Affecting it

Elif Ünver Korğalı

Cumhuriyet University Faculty of Medicine, Department of Pediatrics, Sivas, Turkey

Abstract:

Introduction:The rate of use of today's childrens' information communication technologies (ICT: television, smartphone, computer, tablet) is expanding. Particularly with smart phones and touch screen technologies, children begin to use ICT from their early ages on. Whether this condition is beneficial or harmful in terms of child health is still controversial. It can be said that there are two different ideas in this issue. The first one of these ideas is that technology is necessary and useful for children, and that children should meet technological tools from an early age. Another view is that children ought to be acquainted with the technological tools as late as possible because these tools can cause physical and mental problems. At this point it is important how and for what purpose technological devices are used. Our aim in this study is to determine the prevalence of ICT use among children between 3-7 years and to examine parents' attitudes and factors that affect the children's ICT use.

Materials and Methods:The study was conducted on the data collected from the mothers of children aged 3-7 years. Data collected from 100 mothers were presented as preliminary results of our study. The information was collected through a questionnaire consisting of 35 questions prepared by the researchers. The questionnaires were applied to the mothers who referred to Cumhuriyet University Hospital Pediatrics Polyclinic. In the analysis of the data, t test, Mann Whitney U test and chi-square test were used. 49 of children (49 %) were girls and 51 (51%) were boys. The average age of children was 5.9 ± 1.2 years (36-94 months). 15% of mothers and 9% of fathers were primary / secondary school graduates while 85% of mothers and 91% of fathers were high school / college graduates. 92% of the families live in the city center. 37% of the mothers were housewives. 13% of the families have a monthly income of less than 2000 TL, while 32% were between 2000-5000 TL and 55% were more than 5000 TL. The families have an average of 2.08 ± 0.7 (1 - 5) children. Children watch television (TV) approximately 115.2 ± 77.9 minutes on weekdays and on average 156.0 ± 80.6 minutes on weekends. Using smartphones, computers and tablet (SPCT) except for TV for children are an average of 68.4 ± 62.8 minutes on weekdays and 101.4 ± 77.4 minutes on weekends. The parents spend an average of 96.9 ± 26.2 minutes per day as an individual with their children. Children watch on TV mostly cartoon (89%), kids films (70%) and TV series (25%). 33% of children watch the inappropriate programs for their ages 1-2 times a week on TV. The aims of use SPCT for children often are to play and watch the cartoons or



videos. Seventeen percent of children play violent games in SPCT. 43% of the families stated that they had strict rules on SPCT and 57% stated that they did not enforce any rules or enforce the rules. 43% of families use ICT as a punishment or a reward most often for food and study. There was no significant difference between girls and boys in terms of TV and SPCT monitoring time. In families where parents were high school or college graduates, weekday TV watching and weekday ATBT use of children were found to be significantly lower than those whose parents' have graduated from primary / secondary school. (respectively 105.2 ± 71.6 versus 172.0 ± 89.6 $p < 0.05$, 62.1 ± 53.8 versus 104.0 ± 96.1 $p < 0.05$). Children of working mothers watch TV on weekdays and weekends significantly shorter than the children of housewife mothers. (respectively, weekdays: 93.80 ± 63.9 versus 151.6 ± 86.6 minutes; $p < 0.05$, weekend: 138.6 ± 77.2 versus 185.7 ± 78.4 minutes; $p < 0.05$). Children whose parents are primary / secondary school graduates play 3 times more violent games than those whose parents are high school / college graduates. While paternal education is not effective on the rules of the SPCT, as the mother education increases, there are clearer rules in this respect. In a similar way, while the education of the father is not effective in monitoring the violent programs of the child, the children in the families where the mother is a primary / secondary school graduate are watching 2.46 times more violent programs. When parents spend more than 2 hours per day on TV and SPCT, the duration of children's weekday and weekend SPCT use also significantly increases. 82% of the parents think that ICT is harmful, and 35% say that ICT causes mental and physical health problems in children.

Conclusion: According to our study, children aged 3-7 years use ICT more than 2 hours a day. The most important factor affecting the length of time children spend on the screen is the level of education of their parents. In this regard, appropriate programs should be chosen adapted to child's age and children should be followed up on ICT within certain rules.

Key words: Children Aged 3-7 Years, Information Communication Technology