



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY

PARENTS' ATTITUDE TOWARDS MOBILE GAME USAGE, ADDICTION
AND ITS IMPACT ON THE PSYCHOSOCIAL BEHAVIOR OF
CHILDREN: THE CASE OF FLIPPER INTERNATIONAL SCHOOL

BY

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October, 2024

Addis Ababa, Ethiopia

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Addis Ababa, Ethiopia

Declaration

I , the undersigned, hereby declare that the thesis on the title “**Parents’ Attitude towards Mobile Game Usage, Addiction and Its Impact on the Psychosocial Behavior of Children: the Case of Flipper International School**” is my original work and that all sources of materials used for the thesis have been properly acknowledged.

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School of Psychology
Certification

This is to certify that the thesis prepared by Tsion Zeru Delelegn titled: **Parents' Attitude towards Mobile Game Usage, Addiction and Its Impact on the Psychosocial Behavior of Children: the Case of Flipper International School** and submitted in partial fulfillment of the requirements of the Degree of Master of Arts in Sociology complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Approved By Boards of Examiners and Advisor

Advisor	Signature	Date
Internal Examiner	Signature	Date
External Examiner	Signature	Date
Chair Person	Signature	Date

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Abstract

This descriptive study examined parents' attitudes toward the negative impact of mobile game addiction on the psychosocial behavior of children aged 6 to 12 years at Flipper International School. Utilizing a mixed-methods approach, the research integrated quantitative data from 164 parents, selected through simple random sampling, with qualitative insights from interviews with 11 parents. The study found that a substantial portion of parents (48.7%) reported their children played mobile games daily or multiple times a day, with 43.3% engaging in sessions lasting more than one hour and thirty minutes. Significant emotional responses were noted, as 55.5% of children became upset when asked to stop playing. Persistent gaming desires were evident, with 82% of children frequently expressing a desire to play, and 57.9% of parents observed behavioral or mood changes post-gaming. High levels of mobile gaming interfered with daily activities for 58.6% of children, and more than 60% of parents reported their children lying about their gaming time. The study's findings, including a high mean score for gaming-related thoughts and behaviors, indicated a notable prevalence of mobile game addiction, with no respondents falling into the low addiction category. The results underscored the need for balanced management strategies, emphasizing parental involvement and structured gaming habits to mitigate the potential negative effects of mobile gaming on children's psychosocial development.

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ACRONYMS

IOS - iPhone Operating System

PDS – Paradox Development Studio

ICD - International Classification of Diseases

MGA – Mobile Game Addiction

PA – Parents' Attitude

CHAPTER ONE

INTRODUCTION

This is an introduction chapter that talks about the background of the research, the problem statement, research questions, objectives, significance, scope and limitation, and organization of the study.

1.1. Background of The Study

The history of mobile technology, today, has witnessed that mobile games have become integral parts of human activities (Srivastava, 2005). For a quarter of a century, they have approved their attractiveness more than any other technological innovation. Nowadays, the popularity of mobile gaming ranging from puzzle solving to sports, from simulation to educational types of games exhibited increased gamers' interest and growth of the gaming industry (Dharmadhikari, 2024). Latest reports on mobile gaming revealed that global games market is estimated to hit \$187.7 billion in 2023, a 2.6% increase year-on-year and stated that the mobile gaming market will experience a significant growth in the years ahead and projected that it will hit around USD 775.69 billion by 2032 (Wijman, 2024).

The increasing use of smart phones and the fact that mobile games cover a wide range of genres and experiences that accommodate gamers of all ages are the main factors driving the mobile gaming boom (Karthikeyan, 2022). Moreover, the technological innovation of smart phones which shifted the interest of game developers to mobile games and consumers' access to internet connections are also great contributors to the factors that affect the increasing market of mobile gaming (Dharmadhikari, 2024).

Since the development of the first ever known widely popular mobile game, Tetris, launched by Hagenuk MT-2000, a phone designed and manufactured in Denmark by the Hagenuk Corporation in 1994, mobile games have taken several forms (Karthikeyan, 2022). As of 2023, it is believed that around 700,000 mobile games are available on iPhone Operating System (iOS) and Android (Lynkova, 2022). Wijman (2024) stated that 62% of smart phone users install a game within the first week of purchasing their device and there are over 1.92 billion mobile gamers around the world in 2023. After 5 years, the total number of gamers is expected to reach 2.3 billion, resulting in a growth of 400 million.

In Africa, mobile gaming is also becoming a dominant entertainment medium. According to Clement (2024), the number of gamers exceeded 200 million, 95% of whom have mobile phones as their platform of choice. Moreover, the mobile market in the continent is expected to reach US\$ 2.05.84

Concerning the value of games that are accessible on mobile phones, two conflicting views are often reflected. Some people believe that these games are advantageous in critical and strategic thinking, help train the brain and aid effective learning, and beneficial in stress relief, while others argue that these games can cause gamers adverse negative psychological problems like social isolation and aggressive behavior (Lopez-Fernandez, et al , 2018).

However, it has now become evident that the addictive nature and the content of many mobile games demand a critical analysis on the psychosocial impact of mobile game (Li et al., 2021). An organization concerned with children learning and development, Children Now, revealed that almost 89% of all games contained violence of which nearly half of them are severely violent (Glaubke et al., 2001). It is inevitable that these games have a serious negative impact on

students' moral and psychological health (Li et al., 2021a). According to these authors, extreme involvement in games with antisocial content (violence) can easily lead to addiction and that such games have a subtle effect on gamers: they lack empathy and are prone to destructive behavior in real life (Li et al., 2021b). Moreover, a survey conducted on 4000 gamers exposed that violent games increased aggressive emotions and decreased pro-social behavior (Foerster et al., 2019).

Though there are limited or no available data on the population of mobile gamers, the gaming industry and the impact of mobile games on the psychosocial behavior of gamers, it is inevitable that the global mobile gaming would have a considerable influence on Ethiopian children. A data generated from GLOBAL OVERVIEW REPORT on social media users states that there were 58.54 million mobile phone connections in Ethiopia at the start of 2022 (Kemp,2022). The data also stresses that many people around the world make use of more than one mobile connection. This shows that more than a quarter of Ethiopian population hold a device that dominantly attracts game lovers and a large number of these mobile phone users install games on their devices.

In a survey that is conducted by an Ethiopian digital news outlet, parents have witnessed that it has become hard for them to separate their kids from their phones and children are struggling to detach themselves from games in different public places (Sahle, 2021). However, various studies indicate that being hooked on mobile games for extended hours may possibly have lasting consequences on the academic performance, behavior, and social and emotional ability (Feng, 2022). Consequently, the impact of playing mobile games for extended hours on the psychological well-being of children must be an interest of many social psychologists.

1.2. Statement of the Problem

Researches dedicated on the psychosocial impact of excessive exposure to these mobile games has showed that there is a necessary connection between mobile gaming and the psycho-social behavior of gamers.

Excessive video game play can lead to a wide variety of negative psychosocial consequences for a minority of affected individuals. These include sacrificing work, education, hobbies, socializing, time with partner/family, and sleep, increased stress, an absence of real life relationships, lower psychosocial well-being and loneliness, poorer social skills (Griffiths et al, 2012).

Many scholars on the field of gaming contrast the relationship between games and aggressive behavior to the connection between smoking and cancer. And they maintained that the vulnerability of children is prominent, as they are at such crucial stages in their development that they are highly influenced by their environment (Anderson et al., 2003).

Other researches that are conducted on the negative psychological impact of mobile games also indicated that children who excessively play games are often not calm enough, restless, impulsive, indifferent to others, and more violent, bringing certain destabilizing factors to the campus, family and society (Li et, al., 2022).

Researchers have documented the potential risks of excessive gaming to an individual's well-

being. Symptoms such as anxiety, depression, social phobia, and low self-esteem have all been reported as potential consequences of prolonged gaming... One of the biggest culprits amplifying the negative effects of mobile gaming is the smartphone. Most students who play games on their smartphones were found to have lower GPAs, poor sleep quantity, decreased life satisfaction, and the manifestation of anxiety, loneliness, and depression thereby impacting their general well-being (LeBlanc et al., 2017).

In Ethiopia, a research conducted by experts on the physical activity of children and youth of age ranging from 5-17, estimated that about 13% of children and youth might be spend on screen time such as mobile game, play station and TV views for no more than 2 hours per day (Abdeta et al, 2018). This should motivate most researchers to be engaged with the determination of the cost and benefit analysis on the impact of playing mobile games.

Many studies have revealed that children aging the range are most vulnerable to mobile game addiction. Nevertheless, limited research has been conducted on examining the attitudes of parents on effects of mobile games on psycho-social behavior of children (Feng, 2022).

Hence, the major purpose of this case study is to explore the perspective of parents at Flipper International School regarding mobile game usage, addiction and its adverse effects on the psycho-social behavior of children, with specific emphasis on the age group spanning from 6 to 12 years. Based on this purpose, the following basic questions are developed.

- What is the attitude of parents of children aged 6 to 12 at Flipper International School towards

mobile game usage, addiction and its potential impact on the psychosocial behavior?

- How frequent is mobile gaming activity among children aged 6 to 12 years at Flipper International School?
- Is there evidence of early signs of mobile game addiction among children aged 6-12, based on both parental reports and behavioral indicators?
- What emotional and behavioral reactions related to mobile game addiction are observed by parents at Flipper International School?
- What is the perceived impact of mobile gaming on children's academic performance and focus, according to their parents?

1.3. The Objective of the Study

1.3.1. General Objective:

This research generally seeks to examine parents' attitude towards children's mobile game usage, addiction and its impact on the psychosocial behavior of children in Flipper International School.

1.3.2. Specific Objectives:

- To determine the attitudes of parents towards the mobile game usage and addiction of their children in Flipper International School.
- To examine how frequently children at Flipper International School are engaged with mobile games.
- To assess the average duration of mobile game usage among children aged 6-12 at Flipper International School.

- To identify the emotional and behavioral reactions related to mobile game addiction that parents have observed in their children.
- To investigate the perceived impact of mobile gaming on children's academic performance and focus.

1.4. THE SIGNIFICANCE OF THE STUDY

Given that the smart phone technology is rapidly advancing and mobile games are designed appealingly to make children more involved, the negative psychological impact of mobile gaming requires an in-depth investigation to determine factors which will contribute to the problematic use of these technological artifacts.

By examining the factors that such as awareness of parents on the impacts, duration of usage, and strategies employed, the study aims to offer a valuable insight to researchers regarding potential risks of their children's excessive mobile game usage and helps to identify the protective factors that influence their well-being. Moreover, the study can provide a substantial guidance in developing interventions to address mobile game addiction and promote healthy psycho-social development. This research also provides a foundation for further investigation into related topics which emphasize on the psychosocial behavior of children in the digital age. Generally, the study's significance mainly centers on its potential to enhance the awareness of parents and other stake holders which are concerned with the challenges faced by children aged 6 to 12 years in the context of mobile game usage.

1.5. Scope of the Study

The study targets the parents of children enrolled at Flipper International School because the

school provides a diverse and representative sample of children aged 6 to 12. By focusing on this particular school, the study can gather insights from a specific community, allowing for a more in-depth analysis of mobile game addiction and its impact on children's psychosocial behaviors within a controlled and familiar educational environment.

Hence, it aims to explore factors such as the attitude of parents about the impacts, duration of usage, and strategies employed by parents to monitor and regulate mobile game usage. Thus, the study limits itself from investigating other aspects of non-mobile gaming activities. Furthermore, it does not explore the direct experiences or perspectives of the children themselves, but rather focuses on the attitude of parents.

The research is conducted within a specified timeframe and will be limited to the context of Flipper International School. It is a case study focused solely on a specific group of parents within a single school. As a result, the findings are context-specific and may not be representative of the broader population.

1.6. Operational Definitions

Mobile games: refer to video game applications which are designed for mobile devices, such as smartphones, feature phones, pocket PCs, personal digital assistants (PDA), tablet PCs and portable media players (Dal, 2016). Mobile games range from basic (like Snake on older Nokia phones) to sophisticated three dimensional (3D) and augmented reality games.

Mobile game addiction: refers to a kind of phenomenon that users strongly rely on mobile games and cannot help playing mobile games repeatedly in a comparative long period of time

(Phetphum et al., 2023). Irritability when unable to play, obsession to play video games, lying to parents regarding the amount of time spent playing, isolation from others in order to spend more time gaming are common indicators.

Psychosocial behavior: According to The International Federation of Red Cross and Red Crescent Societies (IFRC) Reference, the word psychosocial can be defined as “the dynamic relationship between the psychological and social dimension of a person, where the one influences the other” (IFRC Reference Centre for Psychosocial Support, 2014, p. 11). In this study it is used to denote the response or reaction of how a child behaves and develops relationships in the school compound or anywhere as a result of the playing mobile games for extended hours of a child such as aggressive behavior, fear and anxiety. Generally, it relates to ‘the dynamic relationship between psychological aspects of the child (thoughts, emotions, and behaviors) and his/her wider social experience.

Negative Impact of Mobile Game Addiction: Scholars who have studied the behavioral impact of mobile gaming have disclosed that it has negative behavioral impact on the players. Children who are immersed in mobile games are mostly observed to exhibit loneliness and social anxiety (Wang J.L. et al., 2019).

Parents: Parents are guardians of their children who provide care and support irrespective of their marital status. By implication, a guardian has responsibility for the long- term welfare of the child and has all the powers and duties in relation to the child, including day-to-day care (FindLaw, 2023).

Parents' attitude: parents' frame of mind and the extent of their involvement in a child's life. It examines their influence on the child's choices, actions, responses, behavior, and overall personality development. For the purposes of this study, , refers to the three categories of parental responsibility namely; the child's psychosocial wellbeing, the resolution of problems related to the child's mobile game addiction, and the support that the child requires for overcoming the problems (Sheldon & Epstein, 2007).

CHAPTER TWO

REVIEW OF RELATED LITERATURES

In this section, literatures related to the impact of mobile game addiction on the psychosocial behavior of children, parents' attitude associated with children mobile gaming habit and its behavioral consequences were systematically reviewed. Moreover, theoretical frameworks of the issue understudy together with empirical evidences of different studies which are related with research are presented.

2.1 Mobile Games: Nature and Characteristics

The functions of mobile games are mostly confused with those of other devices. Mobile games can be narrowly defined as games conducted in handheld devices with network functionality (Jeong & Kim, 2009). The definition points out two fundamental features of mobile games; portability and networkability. Hence, from such a definition, mobile games generally refer to the games played in handheld mobile devices such as cell phones and other portable devices with wireless communication functionality.

On the other hand, mobile games can be broadly defined as embedded, downloaded, or networked games conducted in handheld devices such as mobile phones, portable consoles, and PDAs. This definition regards all games in portable devices can be thought of as mobile games without regard to wireless functions (Jeong & Kim; 2009).

Despite several features that mobile games have, most scholars on technology and gaming

commonly identify two fundamental features; that they are “Casual” and “freemium”. Casual games are characterized by short play sessions, encourage replay, lack an “end” of the game, and are not difficult (Bowman et al., 2015). Additionally, most of these games can be freely downloaded and play, in contrast to premium games, which cost money to download and play.

Mobile games also include structural characteristics which aim at urging players to be engaged in the purchase game applications. For this reason, technology professionals and academicians are forced to describe mobile games as potentially destructive (King & Delfabbro, 2018) and as having manipulative nature.

There is no doubt that mobile phone gaming may distract players from normal activities, such as driving, learning activity and sleep (Lipovac et al., 2017). Playing mobile games at inopportune times, such as during school or work, mainly caused by the desire to ease boredom and obtain immediate satisfaction (Busch & McCarthy, 2021). As most scholars noted, the longing to have an immediate satisfaction often leads players to develop addiction, since it helps to separate people from the ‘real world’. Hence, the escapism and advancement elements are the main factors which make mobile games so addictive.

2.3. Mobile Game Addiction

“Addiction” can, generally, be defined as a state of condition in which an individual reaches a physical or psychological dependence that cannot be extracted or controlled. Applying such a definition of addiction to mobile gaming, professional on the gaming industry and scholars who

are concerned with the association between mobile gaming and its psychological impact defined “mobile gaming addiction” as the maladaptive and continuous pattern of mobile game playing behavior that deteriorates physical health, affects relationships, and causes uncontrolled spending (Wang JL et al.; 2019).

Only very few studies were conducted concerning the prevalence of mobile game addiction and its psychosocial consequences among children and adolescents. However, according to a report from Newzoo, the number of active mobile gamers worldwide is estimated to be around 2.2 billion (Wijman, 2024). About a third of these players play mobile games daily when they go to the bathroom, use public transportation, or when they are doing nothing. Based on the data generated from Granic et. al. (2013), women are the biggest consumers of mobile games. They also prefer mobile games over online platforms and consoles, which are still the first choice of 38% of men. According to mobile gaming demographics, 21% of the gamers are under 18 years old in which most of them are children that lack self-control. 90-99% of all American children play video games. This entails that children are more vulnerable to mobile game addiction.

The activity of mobile gaming varies country to country. Some are more active than others. For instance, in countries like Brazil, Saudi Arabia, Indonesia, Singapore, and South Korea gamers spend more than 5 hours per day on mobile games. In Africa, it is estimated that the number of monthly active users on mobile gaming applications exceeded 200 million that is it constitutes roughly 16% of the worldwide mobile gamers. (Statista, 2022).

Zipdo (2023) revealed that the average gaming addict spends 22 hours per week on mobile

games, which is about 3 hours per day. One of well recognized addiction treatment center, RECOVERY CENTER OF NIAGARA (2023), exposed that about 8.5% of gamers in the United States exhibit signs of mobile game addiction, while in South Korea and China, countries with high gaming rates, gamers that are considered to be addicted to mobile games are estimated to be around 10% and 6-10% respectively. Moreover the report, stressed that approximately 8.5% of children aged 8-18 years are estimated to be addicted to mobile and other games.

Though there is a lack of studies about the addictive features of smartphone games, it is clear that there are commonly identified components of mobile games which compel players to be engaged for hours (Park&Tan, 2020).

2.3.1. Simplicity

One of the fundamental features of the mobile gaming sector is simplicity. The simplicity of the game is related to the interaction of the game. In another word, it should let the player play the game in seconds which is the major factor that makes the game so addictive (Fogg, 2002).

The feature of simplicity makes the game easy in the beginning that lowers the ability of the gamers, which Fogg claims, to be one of the three components in designing mobile games. However, the amount of motivation required becomes less when the gamer's ability is heightened (Fogg, 2002b).

2.3.2. Challenge

Most mobile games start out simple, and increase their difficulty as the level of the game progresses. This feature of mobile gaming is related to challenge. Mobile gamers noted that this component keeps the gamers interested for it enables them to find their optimal level (Malone; 1981).

According to Malone (1981), smartphone game developers make the achievement goal uncertain, so that they would make the game addictive. The common features of mobile games which often have different levels of goals and the different difficulty levels and sometimes different game worlds refers to the challenge component.

2.3.3. Reward

The addictive component of mobile games is usually related with the possibility that they provide for the player to advance in order to create a compulsion loop. Mobile gamers are compelled to be immersed in mobile games for these games let the players perform an action, get a reward and will be introduced in to a new possible action (Chorost, 2011a).

Several mobile games use short or small levels so that gamers can quickly progress. This means that gamers will have a shorter time in order to receive a reward. Chorost(2011) states that the addiction of mobile games comes from the rewards which raise the dopamine levels of the player. Thus, the reward serves as a certain kind of dopamine as well.

Though the players do not know how good the reward is, tension will be created in the player by

anticipating a reward. This guarantees that when the gamers achieve a goal they will be compelled to repeat the action (Chorost, 2011b).

2.3.4. Control

This feature is highly related with reward (Dockterman, 2013a). Mobile gamer's sense of control can be created in many ways, but the main source is reward. One of the ways in which rewards create a sense of control on players is by making the player believe that they can influence the outcome of the game.

On the contrary, creating the loss of control on mobile gamers can also contribute to the escalation of mobile game addiction. This can be done by limiting the playing time or by losing the level (Dockterman, 2013b).

2.4. The Development of Psychosocial Behavior (6-12 years old)

Several authors emphasized the difficulty of defining the concept of psychosocial, since it is interwoven with different issues. However, scholars maintained that it is a kind of conceptual glue which allowed individual aspects, physical and mental, to be joined to broader transformations in society or the environment (Hayward, 2012). The term "psychosocial", hence, embraces the complex nature of behavioral development, which builds upon the close interplay of the psychological and social aspects of cognitive and emotional growth.

Concerning the development of psychosocial behavior, Erikson (1963) introduced an

influential theory claiming that individuals develop through eight predetermined and interrelated stages that involve a psychosocial challenge or crisis which individuals face. He describes the specified age range as a direct extension of early childhood psychosocial development in which the main question in level of their life span is whether they can make it in the world. Most importantly, he holds that during the age under the study, children start learning to work and cooperate with others and begin to understand that they can use their skills to complete tasks (Erikson, 1963). This leads to a sense of confidence in their ability to achieve goals (Lang et. al., 2020).

Eccles (2014) also describes the children's psychosocial development during the period under study as driven by basic psychological needs to achieve competence, autonomy, and relatedness. She claimed that it is a stage in which children seek opportunities to master and demonstrate new skills, to make independent decisions and control their own behavior, and to form good social relationships with peers and adults outside the family.

Moreover, she describes the age range as a period in which children seek to contribute to their best friends' happiness, and they become sensitive to what matters to other people. As Eccles (2014) clearly puts, it is a beginning of a "we" feeling that goes beyond cooperation; children begin to adjust to the needs of others in pursuit of mutual interests. Hence, she identifies broadening of children's worlds to encompass peers, adults, and activities outside the family; and exposure to social comparison and competition in school classrooms and peer groups as key forces which influence children's self-confidence.

2.5. The Impact of Mobile Game Addiction on Psychosocial Behavior

New technologies, including internet use and mobile gaming, greatly influence lifestyle behaviors, which may lead to the development of addictive behaviors and affect the psychosocial behavior of individuals, particularly those who are in the middle childhood level the (Etindele Sosso et al., 2020). The World Health Organizations International Classification of Diseases (2020) included computer gaming disorder under the addictive behaviors category in the 11th update.

Recent researches on the effect of screen-based technological devices, specifically on mobile technology, indicated that children who are addicted to mobile games suffer from several physical problems such as headaches, eye discomfort, blurry vision and ear discomfort. Most importantly, the study also pointed out that those children who are addicted to smartphone gaming observed to experience anxiety, depression and loneliness. Many children aged from 6 to 12 years are addicted to mobile games and are seen having a problem to detach themselves from games. Most of them are preoccupied with mobile games and think about them all day and all night (Prasath et al., 2022).

In a study conducted on the psychological impact of mobile game addiction, Li et al. (2022), revealed that mobile game addiction can cause psychological disorders such as depression, bipolar disorder and anxiety in children and leads to the development of anti-social behavior.

Though no data exist for prevalence of computer game addiction as well as their association with psychosocial behavior in African countries, it was reported in different parts of the world (Etindele Sosso et al., 2020). Hence, Ethiopians as greatest consumers of technological artifacts

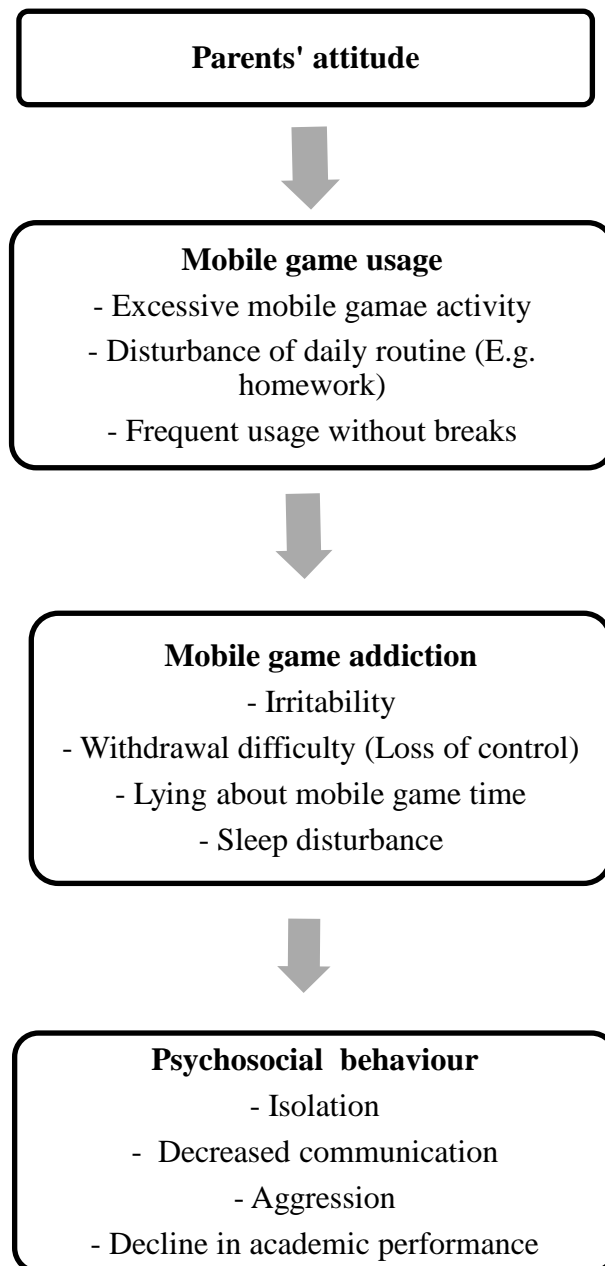
of the Western world, it is inevitable that they are also vulnerable to the behavioral disorder caused by mobile game addiction.

2.5.1. Conceptual Framework

The conceptual framework of this study centers on the critical role of parents' attitudes toward their children's mobile game usage and the potential repercussions of this engagement. It examines how parents perceive excessive mobile gaming as a significant concern that disrupts children's daily routines, including academic responsibilities like homework and essential household chores. As children increasingly engage in gaming, often without taking adequate breaks, their ability to manage time effectively diminishes. This excessive gaming can lead to mobile game addiction, characterized by irritability when gaming is interrupted, withdrawal symptoms when unable to play, and a tendency to lie about gaming time. Additionally, such addiction can result in sleep disturbances, further exacerbating behavioral and emotional issues.

These interconnected factors collectively influence children's psychosocial behavior. The framework suggests that excessive gaming can lead to social isolation, as children may prioritize virtual interactions over real-life relationships, resulting in decreased communication with peers and family members. This isolation can foster feelings of loneliness, while increased aggression may emerge in response to gaming content or frustrations related to interruptions. Furthermore, academic

Figure 1. Conceptual framework of the Study.



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the methodology which was employed during the study. Taking in to account, the research design, the study area, population and sampling procedures, data collection methods used during data collection. Explanations are also provided on how instruments were validated and how data was collected and analyzed.

3.1. Research Design

This study utilizes a concurrent mixed methods approach, where quantitative surveys and qualitative interviews were conducted at the same time to have a complete understanding of parents' attitudes towards children's mobile game usage, addiction and its impact on their psychosocial behavior. The quantitative component allows for statistical analysis and generalizability, while the qualitative component provides in-depth insights and understanding regarding the behavioral impact associated with the mobile game usage.

Taking that in to consideration, the researcher quantitatively aims at classifying features, counts them, and constructs statistical models in an attempt to assess the level of dependency on mobile games among children aging from 6-12 at Flipper International School, while qualitatively targets to understand their parents attitude towards its adverse impact on psychosocial behavior.

3.2. Study Site

Flipper International School (FIS) is an international school based in Addis Ababa, Ethiopia. Founded in 1998 as a kindergarten, the school has grown to accommodate students from KG through to grade 12. It is a fully accredited Cambridge (UK) school, providing students with both

a local Ethiopian curriculum as well as a Cambridge curriculum education.

Flipper International School (FIS) is a privately-owned school by Morocco based IEG (International Education Group) and is fully accredited by the Ethiopian Ministry of Education as a “Foreign Investors’ School”. FIS enrolls both Ethiopian and Foreign Nationals.

The school currently has approximately 1500 students and operates from four different locations around Addis Ababa, and has built a large new campus in the Summit area to provide international standards of education for students up to Grade 12. The school’s emphasis on academic and social development makes it an effective environment for the research.

3.3. Population and Sampling Techniques

The study populations are parents or primary care takers of students at Flipper International School aging 6 to 12 years old. To reach out to parents of the children within the desired age range, the researcher has used the assistance of the school administrators and teachers. Accordingly, the study will focus on 314 parents of children in class level 1 to 5 at Flipper International School, specifically targeting those aged 6 to 12 in the academic year of 2023/24. This group represents a diverse range demographic, encompassing various socio-economic backgrounds, cultures and parenting styles.

To select the participants of the study, the researcher has used simple random sampling technique. The base for selection will include all parents of children in class levels 1 to 5. A complete list of these parents will be obtained from the school’s administrative records. From this list, parents will be randomly selected to participate in the study, ensuring that each parent has equal chance of being chosen. This method minimizes selection bias and enhances the representativeness of the sample, allowing for reliable insights into parents’ attitude toward

mobile game usage and its impact on their children.

3.4. Sample Size

A report that is gathered from the admission office of Flipper International School showed that there are 314 parents of students within the desired age range. The researcher has followed Yamane's simplified formula to determine the sample size with 95% confidence level (Israel, 2009).

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{314}{1 + 314(0.05)^2}$$

$$n = \frac{314}{1 + 314(0.0025)}$$

$$n = \frac{314}{(1 + 0.785)}$$

$$n = 314 / 1.785$$

$$n \approx 175.91$$

Rounding up to the nearest whole number, therefore, a total number of 176 respondents were selected. This sampling method was used because the study has a finite population size and gives a reasonable amount of sample size that can be studied in a population..

3.4. Data Collection Instruments

Due to the nature of the research, aims and objectives, the researcher has employed questionnaire and unstructured and structured interview in primary data gathering process.

Questionnaire: To collect the relevant information from target population, a written questionnaire which has four parts was distributed to 176 respondents to gather background information of the parents, mobile gaming habit of children, psychosocial development of children and parents' attitude towards the impact of mobile game addiction on the psychosocial behavior of children. The questionnaire's first domain concerned socio-demographic characteristics including gender, marital status, educational background and occupation. The questionnaire's second domain contained questions that measured the mobile game addiction level of children. The researcher adopted a tool that measures mobile phone game addiction level of children from the mobile phone addiction index developed by Leung (2008). The MPGA includes 10 items and assesses four aspects of mobile phone addiction: (1) control craving, (2) anxiety and feeling lost, (3) withdrawal and escape, and (4) productivity loss; it uses a 5-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree), with higher scores indicating higher levels of mobile game addiction.

Table 1: Scoring table for the level of mobile game addiction

Addiction Level	Score Range	n=164	Percentage
No score or Very Low	1.0 - 1.9	0	0.00%
Low	2.0 - 2.9	98	59.80%
Moderate	3.0 - 3.4	164	100%
High	3.5 - 4.0	12	7.30%
Very High	4.1 - 5.0	0	0.00%

The third domain consists of 10 questions that measure parents' attitude concerning mobile game usage, addiction and its impact on the psychosocial behavior of children which are selected from a number of previous instruments which addressed the attitude of parents concerning mobile game use, addiction and its behavioral impact (Sanders et al,2016) . The questionnaire was distributed after the annual Parent-Teacher Association (PTA) meeting, and among them, 164 (93.1%) participants have filled and returned.

Score Range	Interpretation
1.0 - 1.9	Low Concern: Parents are generally unconcerned
2.0 - 2.9	Moderate Concern: Parents show a neutral or mixed attitude
3.0 - 3.9	Neutral Attitude: Parents have a balanced view, neither strongly agreeing nor disagreeing.
4.0 - 4.9	High Concern: Parents express significant concern.
5.0	Very High Concern: Parents strongly agree with the potential negative impacts of mobile game addiction.

Table 2: Scoring and Interpretation of Parents' Attitude towards Mobile Game Addiction

Interview: While quantitative data may reveal general trends, interviews allow for a deeper understanding of individual experiences, concerns, and attitudes. This method enables parents to express their thoughts in their own words, providing rich, nuanced information that can uncover underlying factors not easily captured through surveys or assessments. These insights are critical for developing a comprehensive understanding of how mobile gaming affects children's behavioral health, as perceived by their primary caregivers. As for the qualitative approach, in order to have a better understanding on the attitude of parents regarding the negative impact of mobile game addiction on the psychosocial behavior of children and triangulate the findings of the questionnaire an in-depth interview was employed (Wilkison & Bhandarkar, 1999).

Accordingly, for an in-depth interview, from the pool of 314 parents the researcher systematically selected participants by choosing every 19th parent after having listed the target population alphabetically to ensure a structured yet randomized selection. This guarantees a diverse representation and minimized the risk of bias, while still allowing the interviewees to be a representative subset of those who completed the questionnaire. Hence, a total of 16 participants that meet the selection criteria were selected. The respondents were contacted through the phone and asked for their willingness to participate in an interview session lasting approximately 45 minutes to 1 hour at the location of his or her choice prior to the interview. Out of the 16 respondents who were selected for the in-depth interview, 11 expressed their willingness to participate, representing 68.75% of the selected participants. This is considered a strong response rate for interviews, given that interviews require a greater time commitment. In line with the research objectives, a total of 7 structured and semi-structured questions were used to capture both the breadth of attitudes and the depth of understanding concerning parents' attitude on the negative consequence of mobile game addiction on the psychosocial behavior of children age range from 6 to 12 years old. The interviews were tape recorded on an audio recorder and transcribed by the researcher. Each transcription varies in length based on the duration of the interview, averaging about 10 to 12 pages when formatted in single spacing.

3.6. Reliability of the instrument

The mobile game addiction level questionnaire is adopted from a 5-point Likert scale instrument developed by Leung (2008) which was used by Yang et al. (2020) who found that the MPAI had a Cronbach's alpha coefficient of 0.90. According to this study, it is worthwhile to continue using the mobile game addiction scale.

The questionnaire used in this study to assess parent's attitude on the impact of mobile gaming on children's psychosocial behavior was adapted from multiple sources used in studies on technology addiction, gaming behavior, and parental attitudes (Pontes & Griffiths, 2015; Valkenburg et. al, 1999; Young, 1998). Specifically, 10 items were selected from validated questionnaires developed by various researchers, and additional modifications were made to tailor the instrument to the context of this study. One item was added based on the objectives of the research, ensuring that the instrument comprehensively addresses the key variables under investigation.

To assess the reliability of the adapted questionnaire, a pilot study was conducted with a sample of 30 respondents. Following the analysis, 1 item was modified to improve clarity and relevance. A reliability test was then performed, and the Cronbach's alpha for the 10-item scale was calculated to be 0.9023, indicating a high level of internal consistency and reliability of the questionnaire.

3.7. Method of Data Analysis

For the quantitative approach, the researcher employed descriptive analysis which is a great way to summarize and present key findings about parental attitudes towards children's mobile game on the psychosocial behaviors of children age range from 6 to 12 years old. Hence, the data collected from the questionnaire were tabulated and the content or items were analyzed through SPSS version 20.0. Frequency counts were used to analyze the demographic characteristics of the participants. The intention was to examine the level of mobile game addiction among the specified age group and parents' level of attitude regarding the negative impact of mobile game addiction on the psychosocial behavior of the children.

The qualitative data collected from the semi-structured interviews was analyzed using Thematic Analysis. This method was chosen due to its flexibility in uncovering key patterns and themes within the participants' responses. The semi-structured interviews were conducted in Amharic, and all conversations were audio-recorded with the participants' consent. The recordings were then transcribed verbatim (word for word), ensuring the full capture of the participants' responses in their original context.

After transcription, the data was translated from Amharic to English to facilitate further analysis and reporting. During translation, efforts were made to preserve the meaning and nuance of the original responses.

3. Ethical Considerations

The nature and purpose of the research was clearly explained for the participants. They were asked for their informed consent to participate, and during data collection the researcher made sure that the need for confidentiality and/or anonymity of the participants was protected by not asking names. Moreover, it was made clear to all respondents that the information they gave will remain confidential until the end of the study and all materials.

CHAPTER FOUR

FINDINGS

In this chapter, the researcher attempted to present the findings and interpretations of data collected through a structured questionnaire and semi-structured interview. The results obtained from questionnaire and interview were analyzed primarily to understand parents' attitude towards the negative impact of mobile game addiction on the psychosocial behavior of children age range between 6 to 12 years old at Flipper International School.

The first part of the chapter presents the demographic characteristic of the parents while the second and third parts deal with the analysis of the level of children's mobile game emersion and their psychosocial development, and more importantly parents' attitude towards the negative impact of mobile game addiction on the psychosocial behavior of children.

4.1. Demographic Characteristics of Study Participants

The sample of this study was parents of students at Flipper International School age range from 6 to 12. The researcher has randomly selected a sample of 176 parents from 314 parents from students enrolled in grades 1 to 5 in the academic year of 2023/24 and distributed the questionnaire. However, 9 questionnaires were not returned, 3 were only partially completed, and 164 (93.1%) participants completed and returned the questionnaires. 11 parents have participated in the semi-structured interview. The following table presents the background information of respondents.

Table 3. Summary of the demographic characteristics of respondents

Socio-Demographic Variables	Frequency (n)	Percentage (%)
Gender		
Males	66	40.2
Females	98	59.8
Marital Status		
Living with Partner	117	71.3
Divorced	47	28.7
Educational Qualification		
Degree Holders	113	68.9
Master's Degree	38	23.1
High School Graduates	9	5.5
Diploma Holders	4	2.5
Employment Status		
Self-Employed	93	56.7
Employed by an Organization	41	25
Not Employed (e.g., Stay-at-home moms)	30	18.3

As summarized in Table 3, among the 164 respondents, females were the majority, accounting for 59.8% of the sample, while 40.2% were males. The majority of respondents, 71.3%, live with their partners, while 28.3% were divorced.

In terms of educational qualifications, a large portion of the participants (68.9%) held a

bachelor's degree, followed by 23.1% with a master's degree. Only a small percentage was high school graduates (5.5%) or diploma holders (2.5%).

When analyzing employment status, the data indicates that more than half of the respondents (56.7%) were self-employed. Additionally, 25% were employed by an organization, while 18.3% were not traditionally employed or identified as stay-at-home moms.

4.2. Mobile Game Addiction Level of Children Aging 6 to 12 at Flipper International

School.

Table 4: Result of the Level of Mobile Game Addiction

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Items	1	2	3	4	5	M	SD
My child(ren) play(s) mobile games several times a week.	15 (9.1%)	38 (23.2%)	31 (18.9%)	34 (20.7%)	46 (28.0%)	3.35	1.2
My child(ren) typically play(s) mobile games for a long period of time in a single session.	36 (22.0%)	40 (24.4%)	17 (10.4%)	49 (29.9%)	22 (13.4%)	3.14	1.1
My child(ren) becomes agitated when asked to stop playing mobile games.	20 (12.2%)	29 (17.7%)	24 (14.6%)	54 (32.9%)	37 (22.6%)	3.41	1.2
When my child(ren) is not playing mobile games, he/they often talk about or express their desire to play.	0 (0.0%)	30 (18.3%)	24 (14.6%)	61 (37.2%)	49 (29.9%)	3.79	1.1
I have noticed changes in my child's behavior or mood after playing mobile games.	14 (8.5%)	29 (17.7%)	28 (17.1%)	74 (45.1%)	21 (12.8%)	3.43	1.2
My child(ren)'s mobile game usage impacts daily activities, such as homework, chores, or socializing.	7 (4.3%)	39 (23.8%)	23 (14.0%)	59 (36.0%)	37 (22.6%)	3.51	1.1
My child(ren) becomes restless/shows lack of interest when he/they're unable to play mobile games, such as when the device is unavailable or when you set limits.	19 (11.6%)	30 (18.3%)	27 (16.5%)	64 (39.0%)	24 (14.6%)	3.28	1.2
I have noticed changes in my child's social interactions or relationships as a result of mobile game usage.	14 (8.5%)	19 (11.6%)	62 (37.8%)	45 (27.4%)	27 (16.5%)	3.3	1.2
My child(ren) continue(s) to play mobile games even when aware of negative consequences (e.g., sleep deprivation, poor academic performance).	22 (13.4%)	36 (22.0%)	17 (10.4%)	72 (43.9%)	23 (14.0%)	3.37	1.1
My child(ren) usually lies about the amount of time spent playing mobile games.	13 (7.9%)	10 (6.1%)	25 (15.2%)	43 (26.2%)	73 (44.5%)	3.73	1.1

As table 4 indicates a significant frequency (MS=3.35) of mobile gaming among children, suggesting that it is a common and frequent activity and the high mean score (MS=3.41) many children exhibit agitation, pointing to a strong behavioral reaction to interruptions in gaming. Moreover, the table also revealed that children are frequently (MS=3.71) preoccupied with mobile games, even when not actively playing, showing high levels of gaming-related thoughts and desires and parents have noticed (MS= 3.43) that mobile gaming has an impact on children's mood and behavior, reinforcing concerns about emotional and psychological effects..

A considerable number of respondents (MS= 3.51) exposed that that frequent gaming affects other aspects of the academic and social life of their children. Despite recognizing the negative impacts of gaming, however, a substantial number of parents (MS= 3.37) stated their children persist in their gaming habits, indicating a strong addiction. When it comes to the amount of time spent playing mobile games (MS=3.73), parents have observed a high level of dishonesty related to gaming time which is a serious indicator of problematic gaming behavior.

Concerning the period of time children's spend in a single session, on the other hand, the score (MS= 3.14) suggests that while long gaming sessions are common, they are not as extreme as some other behaviors. Though some level of dependency (MS=3.28) was detected on mobile gaming when children become restless/show lack of interest when he/they're unable to play mobile games and there are moderate concerns (MS=3.30) about how mobile gaming affects social relationships it is less pronounced compared to higher addiction levels.

No respondents in the study fall into the category of low addiction. This suggests that, based on the collected data, none of the children exhibit minimal engagement with mobile games or experiences no significant impact on their behavior or daily activities. This could imply that

mobile game use is prevalent to some degree among all children surveyed.

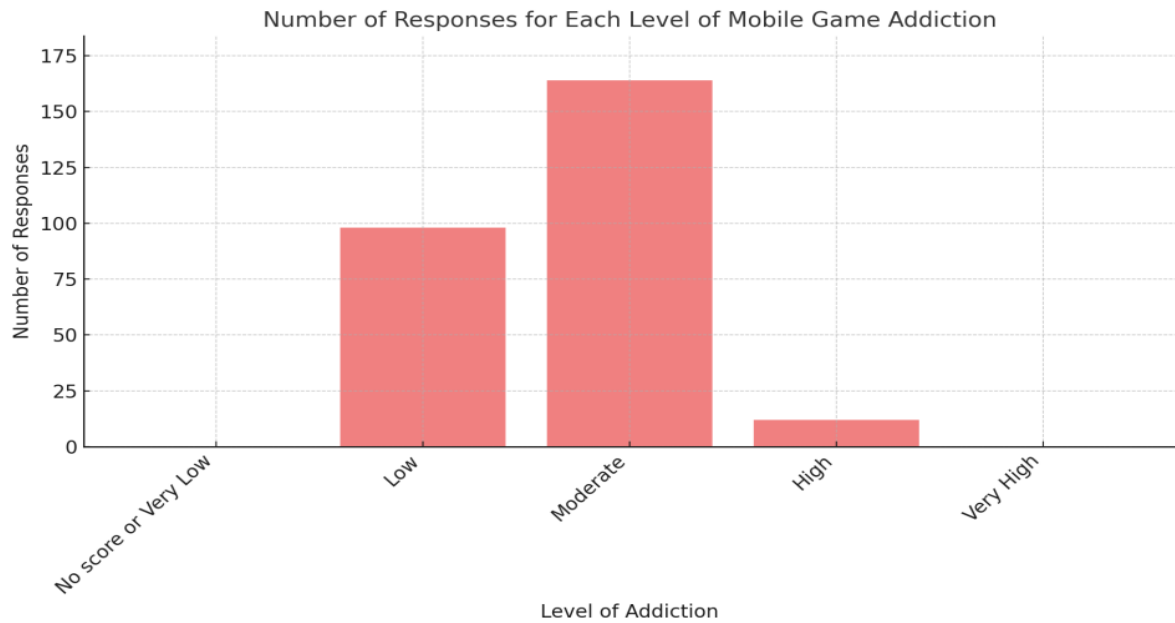


Figure 2: *Mobile Game Addiction Levels among Children Aged 6-12 Years at Flipper International School.*

4.3 Parental Attitude Assessment: Impact of Mobile Game Addiction on Children's Psycho-Social Behavior

Table 5: Parental Attitude Assessment: Impact of Mobile Game Addiction on Children's Psycho-Social Behavior

1 = Strongly Disagree, **2** = Disagree, **3** = Neutral, **4** = Agree, **5** = Strongly Agree

Question	1	2	3	4	5	M	SD	Var.
Mobile game addiction can have negative effects on children's academic performance.	16 (10%)	33 (20%)	49 (30%)	41 (25%)	25 (15%)	3.2	1.2	1.44
Excessive mobile game use can lead to behavioral problems in children.	8 (5%)	16 (10%)	25 (15%)	33 (20%)	82 (50%)	3.6	1.1	1.21
Parents play a crucial role in preventing and managing mobile game addiction in their children.	3 (2%)	8 (5%)	16 (10%)	33 (20%)	104 (63%)	4	0.9	0.81
Mobile game addiction can impair children's social skills and interactions.	13 (8%)	25 (15%)	36 (22%)	49 (30%)	41 (25%)	3.4	1.2	1.44
Parents should set clear rules and limits on their children's mobile game usage.	16 (10%)	25 (15%)	41 (25%)	49 (30%)	33 (20%)	3.6	1.1	1.21
Mobile game addiction can contribute to increased aggression or irritability in children.	10 (6%)	23 (14%)	33 (20%)	49 (30%)	49 (30%)	3.8	1.1	1.21
It is important for parents to monitor and track their children's mobile game usage.	20 (12%)	30 (18%)	36 (22%)	41 (25%)	37 (23%)	3.5	1.2	1.44
Mobile game addiction may negatively impact children's physical health and well-being.	8 (5%)	13 (8%)	20 (12%)	44 (27%)	78 (48%)	4.1	0.9	0.81
Parents should actively engage in alternative activities with their children to reduce reliance on mobile games.	7 (4%)	10 (6%)	20 (12%)	46 (28%)	82 (50%)	4.2	0.8	0.64
It is essential for parents to have open and honest conversations with their children.	5 (3%)	11 (7%)	25 (15%)	49 (30%)	73 (45%)	4.1	0.9	0.81

The data analysis shows that a majority of respondents are concerned about the effects of mobile game addiction on children's well-being. Specifically, the highest percentage of respondents (60%) strongly agrees that mobile game addiction negatively impacts academic performance, with a mean score of 4.5. Similarly, 55% strongly agree that excessive mobile game use can lead to behavioral problems, and 70% agree that parents should set clear rules and limits (MS=4.6). In terms of monitoring and engagement, 65% agree that it is important for parents to track their children's gaming habits, and 60% support the idea of engaging in alternative activities to reduce reliance on games. There is also a strong consensus (MS=4.5) that open and honest conversations about the risks of mobile game addiction are essential. These results highlight a general agreement on the need for proactive parental involvement and intervention in managing mobile game addiction, with respondents consistently valuing strategies aimed at mitigating its negative impacts.

4.4. The Results of Interview Questions

The interview data were analyzed using a thematic analysis approach. Key themes were identified by reviewing the responses multiple times, focusing on recurring patterns related to children's mobile gaming activity, emotional responses, withdrawal tendencies, social connectedness, and academic performance. This process allowed for the organization of parents' insights into categories that highlight common experiences and differing views.

Concerning Child (ren)'s mobile gaming activity:

Participants P3, P4, P5, and P11 stated that their children started mobile gaming at approximately 2 to 3 years of age, while the rest of the respondents indicated that their children began between 3 and 4 years of age. Regarding the frequency of play, all surveyed parents, except for P5 and

P8, reported that they allow their children to play mobile games daily. Specifically, their children play mobile games during home time, often while their parents are driving back home. P5 and P8, on the other hand, stated that their children play mobile games only on weekends. As for the duration of each gaming session, parents P5 and P8 mentioned that their children spend more than 3 hours playing, as they primarily engage in mobile games during weekends. The other parents indicated that the duration varies depending on the day, but on average, their children play for about 2 hours.

Observed Emotional Expressions when they Play Mobile Games

In response to the question regarding the emotional expressions of their children, all parents, except for P5, stated that they observed excitement in their children when they play mobile games. P5, on the other hand, noticed no changes in their child's emotional expression. Additionally, the parents mentioned that when their children are engaged with mobile games, they appear so focused that it seems as though they are not thinking of anything else.

Withdrawal Tendency:

When it comes to withdrawal from mobile gaming, P5, P2, P8, and P9 described their children as having no difficulty with withdrawal. P7 and P4 stated that their children often beg for an extension of mobile gaming but do not become irritated when they are told to stop. On the other hand, P1, P3, P6, P10 and P11 indicated that their children usually refuse to stop, become angry, or display aggression.

Social Connectedness

Concerning social connectedness, all respondents other than P4, P6, and P11 stated that their

children have no problem getting along with the neighborhood and do not feel uneasy when they meet new people. P4 and P11, on the other hand, mentioned that, though not always, their children need the presence of their parents when meeting new relatives. Additionally, P5 and P11 noted that even when their children gather with relatives or neighbors, they usually play mobile games together.

Academic Performance

Regarding academic performance, the responses varied among the participants. P2 and P5 both described their children as high achievers, indicating that their academic performance is above average and that they consistently excel in their studies. According to these parents, their children demonstrated strong understanding and engagement in their schoolwork, leading to their high achievement levels. Respondents other than P6, however, labeled their children as middle-level performers. The parents maintained that their children are performing adequately in school, though they may not consistently achieve the highest marks.

In contrast, P6 was the only respondent who described his/her child's academic performance as "needs improvement." The parent stated that the child is struggling to meet the expected academic standards or is having difficulty keeping up with their peers.

However, except P2 all the parents have confirmed that their children often lose attention when either of the parents uses their mobile in the midst of academic engagement.

Parents' Awareness on the Negative Impact of Mobile Gaming

When discussing the potential negative impact of mobile game addiction on children's behavioral development and overall well-being, all the parents except P5, P8 and P9, acknowledged that if

left uncontrolled, mobile gaming could have a slight but noticeable effect on their children's behavior. In contrast, P5, P8 and P9 expressed their concern that excessive and unregulated gaming might lead to issues such as reduced attention and a decline in social interactions.

However, P2 and P5 offered a more balanced perspective by highlighting the potential positive aspects of mobile gaming. They noted that certain mobile games, when played under parental guidance, could contribute positively to a child's development. These parents suggested that some games might enhance cognitive skills, such as problem-solving, memory and could be used as tools for educational purposes.

All the parents, except for P5 and P8, expressed significant worry regarding the amount of time their children spend playing mobile games. Though they showed a considerable concern to its negative impact on social interaction, the primary distress of the parents centers on their children's vision

When it comes to the mechanisms parents employ to manage their children mobile gaming habit, P5 and P8 stated that they have adopted a more structured method by strictly limiting both the time and days their children are allowed to engage with mobile games. According to these parents, gaming is restricted to certain days, such as weekends and set clear time limits. On the other hand, the other parents mentioned that they employ a broader range of strategies to reduce their children's screen time and provide alternative forms of entertainment. These parents often take their children to playgrounds, movies, or other recreational activities as a way to divert their attention away from mobile games. Finally, all the parents indicated that they do not seek external support or guidance and each parent felt confident managing the situation independently

CHAPTER FIVE

Discussions

The previous chapter unveiled the major results of the research from the tools that are implemented to study the attitude of parents on the negative impact of students at Flipper International School age range from 6 to 12. Hence, this chapter is dedicated to discuss the findings along with previous researches.

5.1. Discussion of Quantitative and Qualitative Results

The analysis of mobile game addiction among children provides a comprehensive view through both quantitative and qualitative lenses, revealing the emotional, behavioral, and social implications of gaming. The findings illustrate a concerning trend in engagement levels, emotional responses, and impacts on daily life, underlining the significance of parental perceptions and involvement.

Quantitative results indicated high engagement levels in mobile gaming, with a mean score of 3.71, suggesting that many children participate frequently in gaming activities. A substantial portion of parents (55.5%) reported that their children exhibited agitation when asked to stop playing, reflecting a behavioral resistance to discontinuing gaming activities ($MS=3.41$). This resistance was echoed in qualitative interviews, where 91% of parents noted their children's excitement while gaming. Such excitement may indicate a profound emotional investment, suggesting that gaming is not merely a pastime but a significant aspect of children's emotional lives. The consistent correlation between high engagement and emotional responses highlights the potential for dependency, as children may experience withdrawal-like symptoms when access to games is restricted, a concern supported by the 63.6% of parents who reported their children struggled with withdrawal.

This emotional attachment to gaming can have far-reaching implications for children's daily lives. Quantitatively, over half of the parents surveyed (58.6%) acknowledged that mobile gaming negatively impacted daily activities, including homework and socializing. This disruption suggests that gaming may take precedence over responsibilities and interactions that are critical for holistic development. Qualitative findings further confirmed this perspective, with parents expressing concern that mobile gaming detracted from their children's academic engagement. Many parents articulated that their children often prioritized gaming over schoolwork, echoing previous research that indicates online gaming addiction can lead to decreased educational motivation and poor academic outcomes (Sun et al., 2023). The dual findings from both methods paint a clear picture: while gaming can be an enjoyable activity, it also poses significant challenges to children's educational and social responsibilities.

The implications for social interactions were equally significant. Quantitative data revealed that 43.9% of parents observed changes in their child's social behavior linked to gaming, with many children becoming less engaged in face-to-face interactions. This finding was mirrored in qualitative interviews, where 81.2% of parents noted their children could socialize without needing parental presence. While some parents reported that gaming facilitated connections with peers, this raised concerns about the quality of those interactions. The contradiction in findings illustrates a complex dynamic; mobile gaming can create opportunities for social interaction in virtual environments, yet it may simultaneously lead to increased isolation and social anxiety. Research by Wang (2019) supports this notion, indicating that children addicted to mobile gaming may experience heightened feelings of loneliness and depression due to reduced real-world social connections.

The parents' perceptions regarding the negative consequences of gaming reflect a broader

concern for their children's well-being. Quantitatively, there was a moderate perception (MS=3.2) among parents that mobile game addiction adversely affects academic performance. However, stronger agreement (MS=3.6) was noted regarding excessive gaming leading to behavioral problems. This duality underscores the conflicted views many parents hold about the balance between the entertainment value of gaming and its potential risks. Qualitative findings reinforced this, as parents expressed a desire for limits and strategies to mitigate the negative effects of gaming. Many highlighted the need for open discussions with their children about gaming and its potential risks, indicating a proactive approach to parenting.

Parental involvement emerged as a crucial theme in both the quantitative and qualitative data. A significant proportion of parents (MS=4.0) underscored the importance of their engagement in managing mobile game usage. They believed that participating in alternative activities with their children and fostering honest conversations about gaming risks could help reduce dependency. This proactive involvement aligns with findings from Yuvaraj & Jothi (2021), which suggested that children lacking parental care are more susceptible to gaming addiction. The synthesis of both qualitative and quantitative data indicates that active parental engagement is essential in navigating the challenges posed by mobile gaming.

Moreover, the qualitative findings highlighted that parents observed not only behavioral changes but also emotional turmoil related to gaming. Many parents reported their children displaying irritability and mood swings when gaming was restricted, echoing the quantitative findings of behavioral resistance and emotional responses. This correlation suggests a need for strategies to help children manage their emotions and cope with the limitations imposed on gaming, ensuring that they develop healthier relationships with technology.

In conclusion, the integration of quantitative and qualitative findings presents a comprehensive picture of mobile game addiction among children. The emotional attachment, behavioral implications, and social challenges highlighted in both strands of data underscore the complexities of mobile gaming in children's lives. This holistic understanding emphasizes the critical role of parents in fostering balanced gaming habits and mitigating potential negative consequences. The findings advocate for proactive parenting strategies, promoting healthy gaming behaviors while addressing the underlying emotional and social factors associated with mobile game addiction. Moving forward, it will be vital for parents, educators, and policymakers to work collaboratively to create supportive environments that prioritize children's overall well-being in an increasingly digital world.

CHAPTER SIX

Conclusions and Recommendations

6.1. Conclusions

Based on the findings of the survey data and the interview results, the researcher derives the following conclusions:

- Mobile gaming is a deeply ingrained activity among children age range from 6 to 12 at Flipper International School, starting from a very young age. The survey data, which revealed high engagement levels in mobile gaming, is corroborated by the interviews, where most parents reported that their children began playing mobile games at age and typically engage in daily gaming sessions. It can be concluded that this early exposure and frequent engagement raise concerns about the potential long-term impact on children's well-being, as highlighted by both the survey and interview responses.
- The finding also revealed that emotional reactions and difficulty with withdrawal observed in the survey are also supported by the interview findings. Many parents reported their children showing excitement and intense focus during gameplay, with several indicating that their children struggle to stop playing, often becoming angry or agitated. This aligns with the survey data, where a significant portion of parents noted their children becoming upset when asked to stop playing, suggesting a strong attachment to mobile gaming that may indicate early signs of addiction.
- The interviews also shed light on the social and academic implications of mobile gaming. While most parents observed that their children do not have issues with social connectedness,

there are instances where children rely on mobile games even in social settings, which could potentially hinder their ability to engage meaningfully with others. The variation in academic performance reported in the interviews mirrors the survey results, where parents expressed concerns about the impact of gaming on their children's academic engagement and performance, with some noting that their children lose focus when distracted by mobile devices.

- Parents' awareness of the negative impact of mobile gaming is consistent across both data sources. The majority of parents, both in the survey and interviews, recognized the potential risks associated with excessive gaming, including behavioral changes, reduced social interactions, and academic challenges. However, the interviews also revealed a subtle perspective, with some parents acknowledging the potential educational benefits of mobile games when used appropriately.

Overall, the survey highlights a complex relationship between mobile gaming and children's behavior. While parents are generally aware of the risks, there is a variation in how they manage and perceive the impact of mobile gaming on their children. The findings underscore the need for balanced and informed strategies to mitigate the potential negative effects of mobile gaming, emphasizing the importance of parental involvement, structured gaming habits, and alternative activities to support children's behavioral development.

6.2. Recommendations:

Based on the analysis of the survey and interview data, here are some recommendations to help parents and schools manage children's mobile gaming habits more effectively:

- Parents should develop clear and consistent time limits for mobile gaming, making sure that it does not interfere with other important activities such as homework, chores, and social interactions.
- Balancing gaming with other aspects of life through creating specific areas in the home and times during the day, such as during meals or family time, where mobile gaming is not allowed.
- Parents should engage children in physical activities such as sports, outdoor play, or trips to the playground so that parents would break from screen time.
- Diversifying the interest of their children is one way in which students reduce reliance on mobile games. Hence, parents should encourage children to explore other hobbies, such as reading, drawing, or playing musical instruments.
- Parents should have regular conversations with children about the potential risks of excessive mobile gaming, such as its impact on academic performance, social skills.
- Guiding children towards games that are educational promotes problem-solving or critical thinking skills and less addictive in terms of content.
- Parents should equip themselves with the knowledge of handling their children's mobile gaming habits through different mechanisms such as online resources, books, or workshops.

- With regard to school the role of school counselors, they should organize sessions for students, parents, and teachers about the negative impact of excessive mobile gaming in academic performance and behavioral well-being.
- In order to the balance the screen time, school counselors should distribute brochures, posters, and digital resources that would inform parents about the potential risk associated with mobile gaming.

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Appendices

Addis Ababa University

College of Education and Behavioral Studies

The School of Psychology

CONSENT FORM

Dear Parent/ Guardian;

My name is Tsion Zeru. I am currently pursuing my graduate program in Social Psychology at Addis Ababa University. As part of the requirements to obtain my Master's degree, I am conducting research entitled: "Parents' Attitude on Mobile Game Usage, Addiction, and Its Impact on the Psychosocial Behavior of Children: The Case of Flipper International School."

The primary objective of this research is to examine parents' attitudes toward the impact of mobile game addiction on the psychosocial behavior of children aged 6 to 12. Additionally, the study will explore factors contributing to mobile game addiction and the relationship between mobile gaming and real-life dissatisfaction.

Dear respondent, the success of this research depends on your willingness to provide honest and genuine responses. Please rest assured that your responses will be used solely for the purposes of this research and will remain confidential.

By signing below, you indicate your consent and willingness to participate in this study, agreeing to the terms outlined above. Thank you in advance for your participation!

Respondent's signature

Date

Appendix-1**Addis Ababa University****College of Education and Behavioral Studies****The School of Psychology****Questionnaire to be filled by the Participants**

General Instruction: - The questions below consist of both close-ended and open-ended types. Please provide short answer to the close-ended questions and detailed responses to the open-ended ones without hesitation.

PART I: - BACKGROUND INFORMATION**1. Gender**Male Female **2. Age** **3. Marital Status**With Partner Divorced Widowed **4. Educational Level**High School Graduate Degree Certificate Masters Diploma Ph. D **5. Employment Status:**Employed by an Organization Self – Employed Not Employed

Part II Mobile Game Addiction Assessment Tool:

Direction: Listed below are items that describe your observations of your child (ren)'s mobile gaming habits. After carefully reading the listed statements, answer by placing an 'X' in the box containing your answer as to how much you agree or disagree with each of the statements listed in options 1 to 5.

Rating Scale: 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Items	1	2	3	4	5
1. My child(ren) play(s) mobile games several times a week.					
2. My child(ren) typically play(s) mobile games for a long period of time in a single session.					
3. My child(ren) becomes agitated when asked to stop playing mobile games.					
4. When my child(ren) is not playing mobile games, he/they often talk about or express their desire to play.					
5. I have noticed changes in my child's behavior or mood after playing mobile games.					
6. My child(ren)'s mobile game usage impacts daily activities, such as homework, chores, or socializing?					
7. My child(ren) becomes restless/shows lack of interest when he/they're unable to play mobile games, such as when the device is unavailable or when you set limits.					
8. I have noticed changes in my child's social interactions or relationships as a result of mobile game usage.					
9. My child(ren) continue(s) to play mobile games even when aware of negative consequences (e.g., sleep deprivation, poor academic performance).					
10. My child(ren) usually lies about the amount of time spent playing mobile games.					

Part III. Parental Attitude Assessment: Impact of Mobile Game Addiction on Children's Psycho-Social Behavior

Direction: Listed below are items that describe your observations regarding the impact of mobile game addiction on your child(ren)'s psycho-social behavior. After carefully reading the listed statements, answer by placing an 'X' in the box containing your answer as to how much you agree or disagree with each of the statements listed in options 1 to 5..

Rating Scale: 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

	Parental Attitude	1	2	3	4	5
1.	Mobile game addiction can have negative effects on children's academic performance.					
2.	Excessive mobile game use can lead to behavioral problems in children.					
3.	Parents play a crucial role in preventing and managing mobile game addiction in their children.					
4.	Mobile game addiction can impair children's social skills and interactions.					
5.	Parents should set clear rules and limits on their children's mobile game usage.					
6.	Mobile game addiction can contribute to increased aggression or irritability in children.					
7.	It is important for parents to monitor and track their children's mobile game usage.					
8.	Mobile game addiction may negatively impact children's physical health and well-being.					
9.	Parents should actively engage in alternative activities with their children to reduce reliance on mobile games.					
10.	It is essential for parents to have open and honest conversations with their children about the risks of mobile game addiction.					

Appendix-2
Interview Questions
Consent Form

I volunteer to participate in a research project conducted by Mrs. Tsion Zeru from Addis Ababa University. I understand that the project is designed to gather information about academic work of faculty on campus. I will be one of approximately 12 people being interviewed for this research.

I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

Respondent's signature

Data Enumerator's signature

Date

Part II. Parents' Attitude on the Negative Impact of Mobile Game Addiction on the Psychosocial Behavioral Impact of Mobile Gaming

These interview questions aim to explore parental attitudes towards mobile game addiction and its negative impact on the psychosocial behavior of children. They focus on understanding beliefs, concerns, strategies, communication, and support-seeking behaviors related to mobile game addiction.

1. How do you describe your child's mobile gaming activity?
 - a. At what age did he/she started to play mobile game?
 - b. How often does he/she play games?
 - c. For how long, approximately, does he/she play per each session?
2. What emotional expressions have you observed when he/she/they play(s) games?
3. What behavioral changes have you observed when you try to stop him/her from gaming activity (any difficulty of withdrawal)?
4. How do you describe your child's social connectedness in different places?
 - a. Please describe the activities that your child mostly engaged in the neighborhood, at home and other places.
 - b. Do you think your child needs your presence when he/she/they meet(s) with new faces?
5. How do you perceive your child's academic performance?
6. Do you believe mobile gaming has an impact on your child's academic performance?
7. What are your beliefs about the potential negative impact of mobile game addiction on your child's behavioral development and well-being?

- a. How concerned are you about the amount of time your child spends playing mobile games?
- b. How do you perceive the influence of mobile game addiction on your child's academic performance?
- c. What steps or strategies do you employ to manage or regulate your child's mobile game use?
- d. Do you seek support or guidance when it comes to managing your child's mobile game addiction or related concerns?

አባሪ - 1

አዲስ አበባ ዩኒቨርሲቲ

የትምህርትና ስነባህሪ ኮሌጅ

ሳይኮሎጂ ት/ቤት

ስሜ ጽዮን ዘሩ ይባላል። በአዲስ አበባ ዩኒቨርሲቲ የትምህርትና ስነባህሪ ኮሌጅ የሳይኮሎጂ ትምህርት ቤት የሁለተኛ ዲግሪ ተማሪ ነኝ። ይህ መጠይቅ ለመመረቂያ ፅሁፌ የተዘጋጀ ሲሆን ጥናታዊ ፅሁፍ የተዘጋጀው ወላጆች በተንቀሳቃሽ ስልክ ጨዋታዎች (ሞባይል ጌሞች) ሱሰኝነትና በህጻናት ማህበራዊ ስነባህሪ ላይ ያለውን ተጽዕኖ በተመለከተ ያላቸውን አመለካከት ለማጥናት ነው።

ይህ መጠይቅ 3 ክፍሎች አሉት። የመጀመሪያው ክፍል የወላጅ/ የአሳዳጊን መረጃ ይጠይቃል። ሁለተኛው ክፍል የወላጆችን የተንቀሳቃሽ ስልክ ጨዋታዎች (የሞባይል ጌም) ሱሰኝነት መጠን ይለካል። ሶስተኛውና የመጨረሻው ክፍል ደግሞ ወላጆችን/አሳዳጊዎች በህጻናት የተንቀሳቃሽ ስልክ ጨዋታ (ሞባይል ጌም) ሱሰኝነትና በማህበራዊ ስነባህሪ ላይ ያለውን ተጽዕኖ በተመለከተ ያላቸውን የአመለካከት ደረጃ ይመዝናል።

ክቡር የዚህ ጥናት ተሳታፊ፤ የዚህ ጥናት ስኬት በእርስዎ ተግባር ምላሽ የመስጠት መልካም ፍቃድ ላይ የተመሰረተ ነው። በዚህ መጠይቅ ላይ የሚካተቱት የእርስዎ መረጃና መልሶች ሚስጥራዊነታቸው የተጠበቀና ከዚህ ጥናት ውጪ ለሌላ አገልግሎት እንደማይውል ላረጋግጥ እወዳለሁ። የመረጃ ሰጪው ማንነትም ለማንም አይገለፅም፤ ስለዚህ ስምዎን በመጠይቁ ላይ መጻፍ አያስፈልግም።

በዚህ ጥናት ለመሳተፍ እንደተስማሙ ከታች በተቀመጠው ስፍራ ፊርማዎን በማኖር ያረጋርጡ።

የተሳታፊው ፊርማ

የአጥኝው ፊርማ

ክፍል I:- አጠቃላይ መረጃ

መመሪያ:- ከዚህ ቀጥሎ የእርስዎን አጠቃላይ መረጃ በሚመለከት አማራጮች ቀርቦዎል። ከቀረቡት አማራጮች ውስጥ እርስዎ ይወክላላል ብለው ባመኑት አማራጭ ፊት ለፊት ባለው ሳጥን ውስጥ የ(✓)ምልክት ያድርጉ።

1. ያታ

ሀ. ወንድ ለ. ሴት

2. እድሜ : -----

3. የትዳር ኹኔታ

ሀ. ከትዳር አጋር ጋር ለ. በፍች የተለያዩ/ች ሐ. በህልፈተ-ህይወት የተለያዩ/ች

4. የትምህርት ደረጃ

ሀ. የሁለተኛ ደረጃ ት/ት የጨረሰ/ች መ. የመጀመሪያ ዲግሪ

ለ. ሰርትፊኬት ሰ. ሁለተኛ ዲግሪ

ሐ. ዲፕሎማ ረ. ሰነተኛ ዲግሪ

5. የሥራ ኹኔታ

ሀ. በድርጅት የተቀጠረ ለ. የግል ሐ. ቅጥረኛ ያልሆነ/ች

ክፍል 2- የተንቀሳቃሽ ስልክ ጨዋታ (ሞባይል ጌም) ሱሰኝነትን መለኪያ

መመሪያ: ከዚህ በታች የተዘረዘሩት የእርስዎን ልጅ (ልጆች) የተንቀሳቃሽ ስልክ ጨዋታ(ሞባይል ጌም) አጠቃቀምን ያብራራሉ። የተዘረዘሩትን ዓረፍተ ነገሮች በጥሞና ካነበቡ በኋላ በእያንዳንዱ ዓረፍተ ነገሮች ከ1 እስከ 5 በተዘረዘሩት አማራጮች መሰረት ምን ያህል እንደሚስማሙ ወይም እንደማይስማሙ መልስዎን በያዘው ሳጥን ውስጥ የ 'X' ወይም የ (·) ምልክት በማስቀመጥ ይመልሱ። እባክዎ ለሁሉም ጥያቄዎች ምላሽዎን ይስጡ ።

ደረጃ አሰጣጥ:-

- 1. በጣም አልስማማም
- 2. አልስማማም
- 3. እርግጠኛ አይደለሁም
- 4. እስማማለሁ
- 5. በጣም እስማማለሁ

ጥያቄ	1	2	3	4	5
1. ልጄ (ልጆቼ) በሰሜን ውስጥ ብዙ ቀናትን ሞባይል ጌም በመጫወት ያሳልፋል(ሉ)::					
2. ልጄ (ልጆቼ) በአንድ የሞባይል ጌም ጨዋታ ለረጅም ጊዜ እየተጫወተ(ቱ) ይቆያሉ::					
3. ልጄ (ልጆቼ) የሞባይል ጌም መጫወት እንዲያቆም (ሙ) ሲታዘዝ(ዙ) ይበሳጫል(ሉ)::					
4. ልጄ (ልጆቼ) ሞባይል ጌም በማይጫወቱበት ጊዜ ስለሞባይል ጌም ብዙ ጊዜ ያወራሉ ወይም የመጫወት ፍላጎት እንዳላቸው ይገልጻሉ::					
5. ከሞባይል ጌም ጨዋታ በኋላ በልጄ (ልጆቼ) ላይ የባህርይ ወይም የስሜት ለውጥ አስተውያለሁ ::					
6. የልጄ የሞባይል ጌም አጠቃቀም፣ በልጄ ጥናት ፣ እላታዊ የቤት ስራዎችና ማህበራዊ ሹነቶች ላይ ተጽዕኖ አሳድሯል::					
7. ልጄ (ልጆቼ) የሞባይል ጌም መጫወት ካልቻሉ ወይም ገደብ ከተደረገባቸው እረፍት አልባ አሊያም በሌላ ነገሮች ላይ ፍላጎት የማጣት ባህርያት ይታይባቸዋል::					
8. በልጄ (ልጆቼ) ላይ ከሞባይል ጌም አጠቃቀም ጋር በተያያዘ የማህበራዊ ግንኙነት ወይም ተግባራት ላይ ችግር አስተውያለሁ::					
9. ልጄ (ልጆቼ) ሞባይል ጌም በትምህርት ላይ እንዲሁም በእንቅልፍ ላይ ያለውን አላታዊ ተጽዕኖ ቢረዱም እንኳን መጫወት ይቀጥላሉ::					
10. ልጄ (ልጆቼ) ብዙ ጊዜ የሞባይል ጌም ጨዋታ ያሳለፈውን (ችውን) የቆይታ ጊዜ በተመለከተ ይዋሻል::					

ክፍል 3- የተንቀሳቃሽ ስልክ ጨዋታ(ሞባይል ንም) ሱሰኝነት ስነልቦናዊ-ማህበራዊ ባህሪይ ላይ

ያለው ተጽዕኖ በተመለከተ የወላጅ/አሳዳጊ አመለካከት መለኪያ

መመሪያ: ከዚህ በታች የተዘረዘሩት መጠይቆች የተንቀሳቃሽ ስልክ ጨዋታ(ሞባይል ንም) ሱሰኝነት በልጆች ስነልቦናዊ-ማህበራዊ ባህሪይ ላይ የሚያሳድረውን ተጽዕኖ በተመለከተ የእርስዎን አመለካከት ያብራራሉ። የተዘረዘሩትን ዓረፍተ ነገሮች በጥምና ካነበቡ በኋላ በእያንዳንዱ ዓረፍተ ነገሮች ከ1 እስከ 5 በተዘረዘሩት አማራጮች መሰረት ምን ያህል እንደሚስማሙ ወይም እንደማይስማሙ መልስዎን በያዘው ሳጥን ውስጥ የ 'X' ወይም የ (፱) ምልክት በማስቀመጥ ይመልሱ። እባክዎ ለሁሉም ጥያቄዎች ምላሽዎን ይስጡ ።

ደረጃ አሰጣጥ:-

- 1. በጣም አልስማማም
- 2. አልስማማም
- 3. እርግጠኛ አይደለሁም
- 4. እስማማለሁ
- 5. በጣም እስማማለሁ

ጥያቄ	1	2	3	4	5
1. የሞባይል ኔም ሱሰኝነት በልጆች የትምህርት ክንውን ላይ አሉታዊ ተጽዕኖ አለው።					
2. ሞባይል ኔምን ለረጅም ጊዜ መጨመር የባህርይ ችግር በልጆች ላይ ሊያመጣ ይችላል።					
3. የወላጆች ወይም አሳዳጊዎች የሞባይል ኔም ሱሰኝነትን በመከላከልና በመቆጣጠር ላይ ወሳኝ ሚና አላቸው።					
4. የሞባይል ኔም ሱሰኝነት የልጆችን ማህበራዊ ግንኙነትና ተግባራት ክህሎትን ሊያቀጭን ይችላል።					
5. ወላጆች ወይም አሳዳጊዎች በልጆች የሞባይል ኔም አጠቃቀም ላይ ግልጽ ደንብና ገደብ ሊኖራቸው ይገባል።					
6. የሞባይል ኔም ሱሰኝነት በልጆች ላይ የብስጭትንና ንዴት ባህርይ ላይ ሊያስከትል ይችላል።					
7. ወላጆች ወይም አሳዳጊዎች የልጆቻቸውን የሞባይል ኔም አጠቃቀም መከታተልና መቆጣጠር ይኖርባቸዋል።					
8. ከሞባይል ኔም ሱሰኝነት የልጆችን አካላዊ ጤናን ሊጎዳ ይችላል።					
9. ወላጆች ወይም አሳዳጊዎች የልጆችን የሞባይል ኔም ሱሰኝነት ለመቀነስ በሌላ አማራጭ ተግባራት ላይ በንቃት መሳተፍ ይኖርባቸዋል።					
10. ወላጆች ወይም አሳዳጊዎች የሞባይል ኔም ሱሰኝነትን አደጋ በተመለከተ ከልጆቻቸው ጋር ግልጽ የሆነ ውይይት ሊያደርጉ ይገባል።					

አባሪ-2

አዲስ አበባ ዩኒቨርሲቲ

የትምህርትና ስነባህሪ ኮሌጅ

ሳይኮሎጂ ት/ቤት

የዚህ ቃለ መጠይቅ ዋና ዓላማ ወላጆች በተንቀሳቃሽ ስልክ ጨዋታዎች (ሞባይል ጌሞች) ሱሰኝነትና በህጻናት ስነልቦናዊ-ማህበራዊ ባህሪ ላይ ያለውን ተጽዕኖ በተመለከተ ያላቸውን አመለካከት ማጥናት ነው። ስለሆነም በወላጆች የተንቀሳቃሽ ስልክ አጠቃቀም ዙሪያና በልጅዎ (በወላጆች) ባህሪ ላይ ስላሳደረው/ ስለሚያሳድረው ተጽዕኖ የእርስዎን አመለካከት እንዲገልጹኝ በትህትና እጠይቃለሁ።

ክቡር የዚህ ጥናት ተሳታፊ፤ የዚህ ጥናት ስኬት በእርስዎ ተግባር ምላሽ የመስጠት መልካም ፍቃድ ላይ የተመሰረተ ነው። በዚህ መጠይቅ ላይ የሚካተቱት የእርስዎ መረጃና መልሶች ሚስጥራዊነታቸው የተጠበቀና ከዚህ ጥናት ውጪ ለሌላ አገልግሎት እንደማይውል ላረጋግጥ እወዳለሁ። የመረጃ ሰጪው ማንነትም ለማንም አይገለፅም።

1. የልጅዎን የሞባይል ጌም አጠቃቀም እንዴት ይገልጹታል ?
 - ሀ. በስንት ዓመት እድሜው (ዋ) መጨመር ጀመረች?
 - ለ. የሞባይል ጌም ምን ያህል ያዘወትራል?
 - ሐ. በአንድ የጨዋታ ጊዜ ምን ያህል (በግምት) ደቂቃ/ሰዓት ይቆያል/ትቆያለች?
2. ሞባይል ጌም በሚጨመሩበት (በምትጨመሩበት) ጊዜ ምን ዓይነት ስሜት ልጅዎ ላይ እስተውለዋል?
3. የሞባይል ጌም ጨዋታውን እንዲያቆም ሲያደርጉ ምን ዓይነት የባህሪ ለውጦች ተመለከቱ (ለማቆም ሲችገሩ፣ ንዴት ወይም ሌላ)?
4. በተለያዩ ቦታዎች (በትምህርት ቤት፣ በመዝናኛ ቦታዎች፣ በመኖሪያ አካባቢ) ላይ በአጠቃላይ ልጅዎ ያለውን ማህበራዊ ግኑኝነትና ተግባራት እንዴት ይገልጹታል?

ሀ. ልጆችን በመኖሪያ አካባቢ የሚያዘወትሩትን ተግባራት ቢያብራሩልን።

ለ. ልጆችን አዳዲስ ሰዎችን ሲገናኙ የእርስዎን አጠገባቸው መሆን ይፈልጋሉ ?

5. የልጆቻችንን የትምህርት አቅም እንዴት ይመዝኑታል ?

6. የሞባይል ጌም በልጆች የትምህርት አቅም ላይ ችግር አለው ብለው ያምናሉ? እባክዎ ያብራሩልኝ?

7. ሞባይል ጌም ሱስኝነት በልጆች የባህሪ መገልበትና ጤናማነት ላይ ያለውን አሉታዊ ተጽዕኖ በተመለከተ ያለዎትን እምነት ቢገልጹልኝ?

ሀ. የልጅዎ የሞባይል ጌም የመጫወት ልማድ ምን ያህል አሳስብዎታል?

ለ. የሞባይል ጌም ሱስኝነት በልጅዎ የትምህርት አቅም ላይ ያሳደረውን ተጽዕኖ እንዴት ይመለከቱታል?

ሐ. የልጅዎን የሞባይል ጌም የመጫወት ልማድ ለመቆጣጠር ምን ዓይነት እርምጃዎች ወይም አቅጣጫዎች ተከትለዋል ?

መ. የልጅዎን የሞባይል ጌም የመጫወት ልማድን ለመቆጣጠር የባለሞያ ምክር ወይም እገዛ ያስፈልግዎታል?