Girl's participation in e-sports and video games project

Survey report

4.0 Survey data from the implementation sites: participants, parents/guardians and district sports committee members

Introduction

This report provides an analysis of data that was collected as part of the Girls' participation in e-sports and video games project. Data was collected from three groups of people, namely: youth participants, parents/guardians and district sports committee to understand their perspectives on the topic. Three methods were used: administration of paper questionnaires, in-person structured interviews and phone interviews. A total of 57 participants were engaged during the exercise. The figure below shows the distribution of the survey participants.
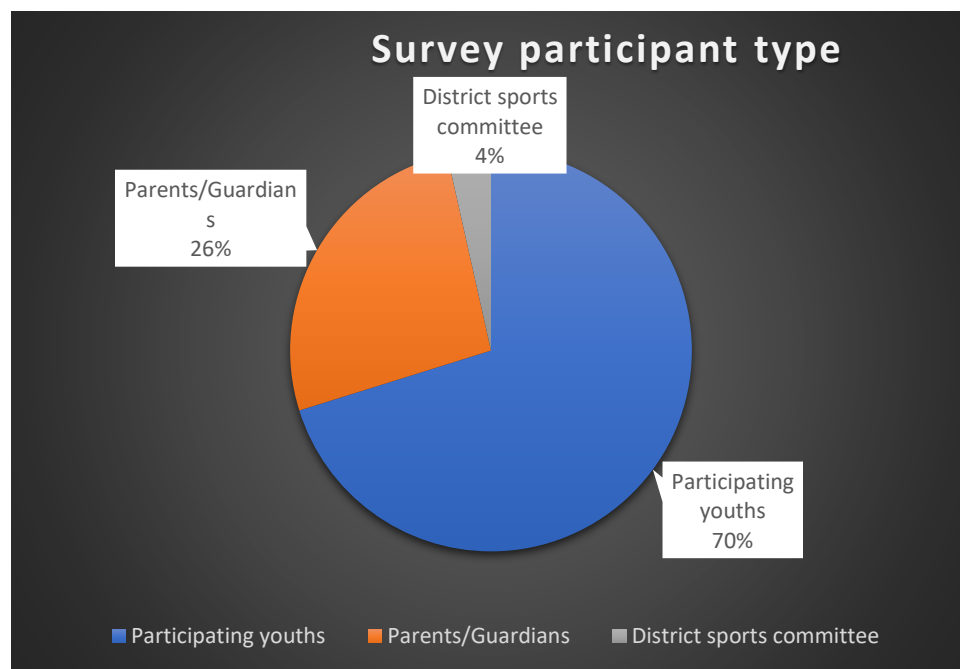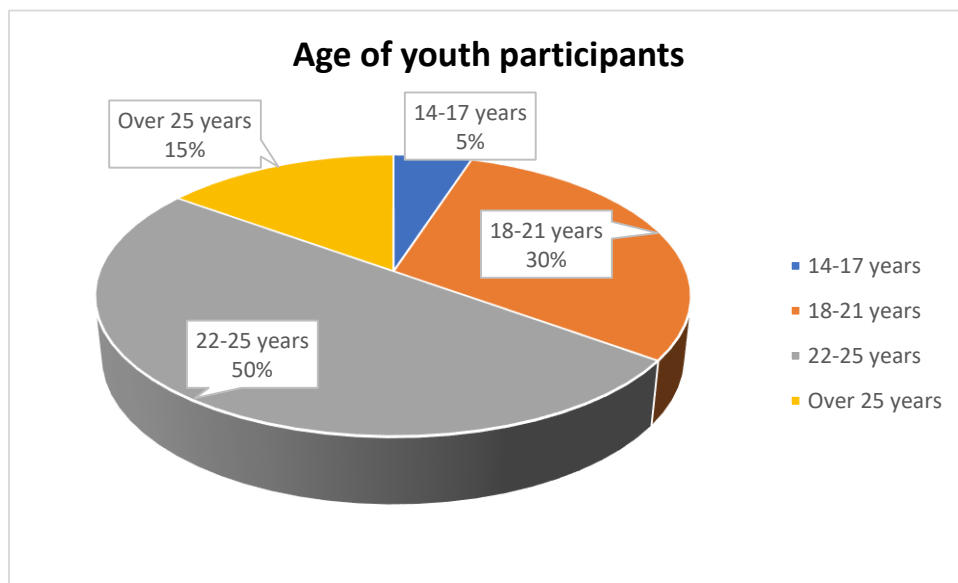
4.1 Youth participants' data

4.1.1 Age of participants

Half of all the youth participants were aged between 22 and 25 years. Of the remaining half, the majority (30%) were aged between 18 and 21 years old, second by 15 per cent of the respondents who were aged over 25 years old while 5 percent of the participants were aged between 14 and 17 percent.

Age of youth participants


4.1.2 Level of education

The majority of the participants (78%) were enrolled in tertiary institutions while the minority (22%) of them were attending secondary education. More girls (62.5%) than boys (37.5%) participated in the survey.

Level of education

Secondary
22%

University
78%

- Secondary
- University
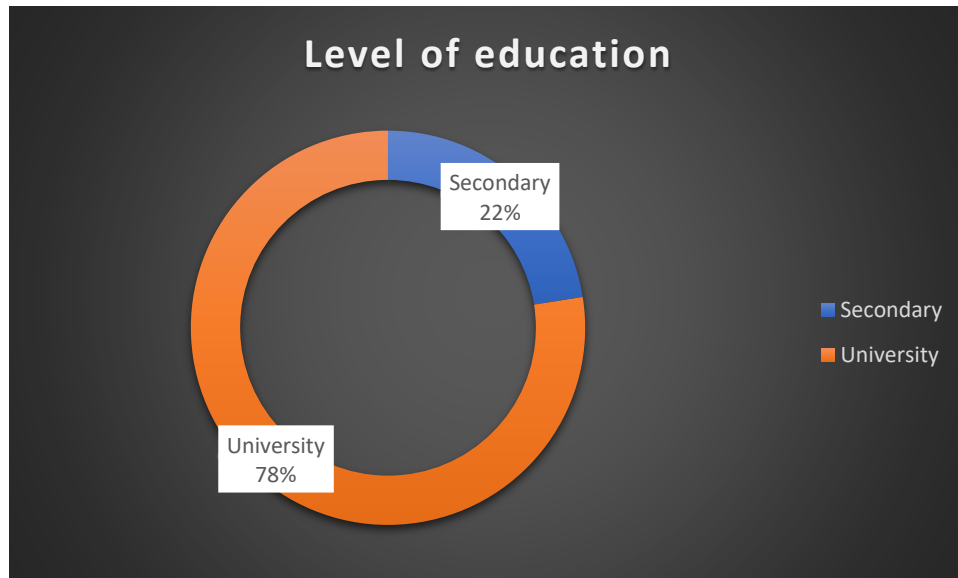
Among the youths who participated in the survey, the majority (77.5 %) were currently attending tertiary education.

**4.1.3 Ownership of smartphone and Experience playing video games**

Although over half of the participants (67%) own a smartphone, most of the participants (77 %) have ever played e-games and video games in the past. This shows that e-games and video games are popular among the youths regardless of the level of smartphone penetration among youths within the target communities.


Ownership of a smartphone

No
33%

Yes
67%

- Yes
- No

Experience playing video games

No
23%

Yes
77%

- Yes
- No
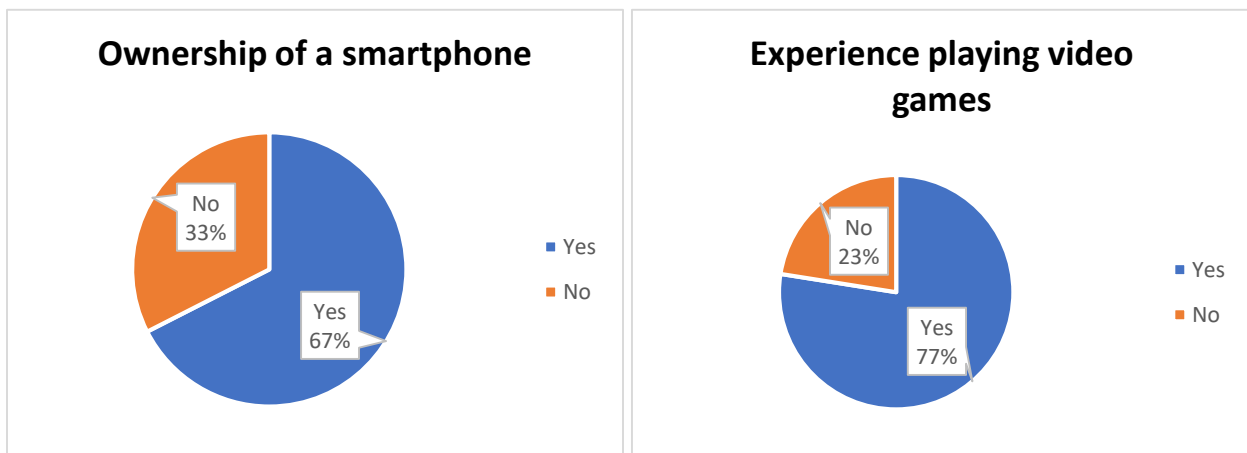
4.1.4 Experience using computers

A large percentage of the respondents (77%) ever used a computer before. This shows that there is increased knowledge on using computers among the youths.
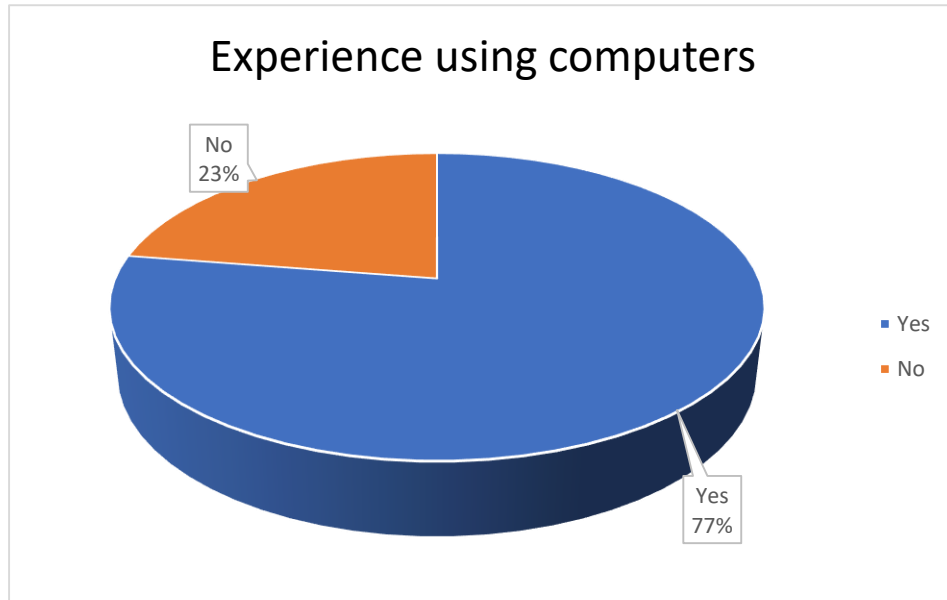
4.1.5 Frequency of playing video games

The data shows that the majority of the participants (36%) play video games at least 5 times a day, followed by those that play at least once a day (26%), then those that play at least once a week (23%) and finally those that play at least 5 times a week (19%).

Frequency of playing video games

- At least 5 times a week — 19%
- At least once a day — 26%
- At least 5 times a day — 32%
- At least once a week — 23%

Legend:
- At least once a day
- At least 5 times a day
- At least once a week
- At least 5 times a week
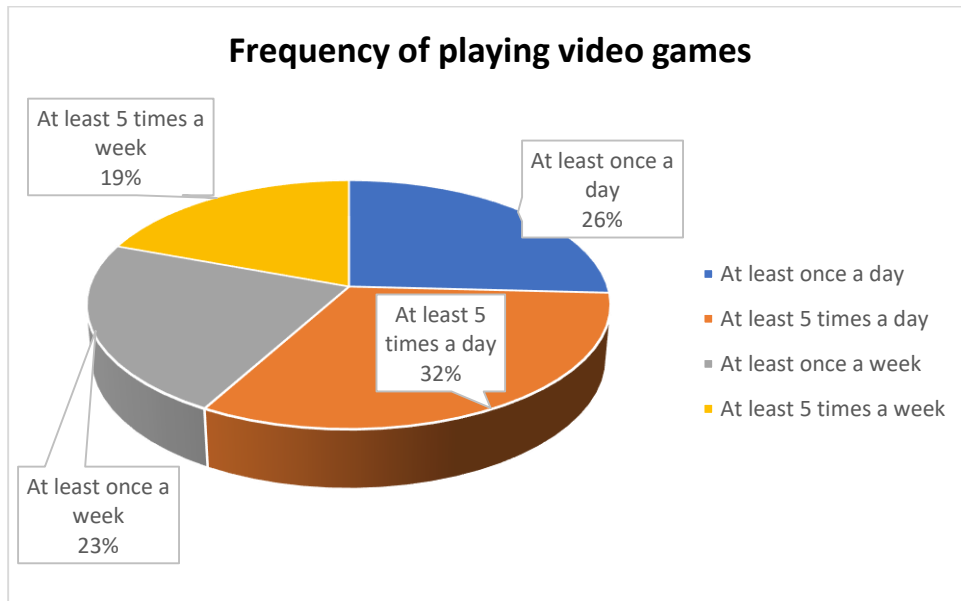
All the participants reported enjoying the games.

4.1.6 Benefits (past) of playing games

The following are the past benefits from playing video games as reported by the participants:

- Entertainment
- Relaxation

Of those that have ever played the games, most (86 %) still play the games. This shows that the culture, practice or behaviour of playing e-sports and video games largely remain with the youths once they get involved in it. As such, the benefits which can be derived from interventions using this approach stand to face the test of time. Of the remaining 14% that do not play the games, 11.6 % do not current own a smartphone. As such, it can be considered that they stopped playing the games because they no longer have smart phones, otherwise they might still be playing.

Still playing video games

No 14%

Yes 86%

■ Yes ■ No
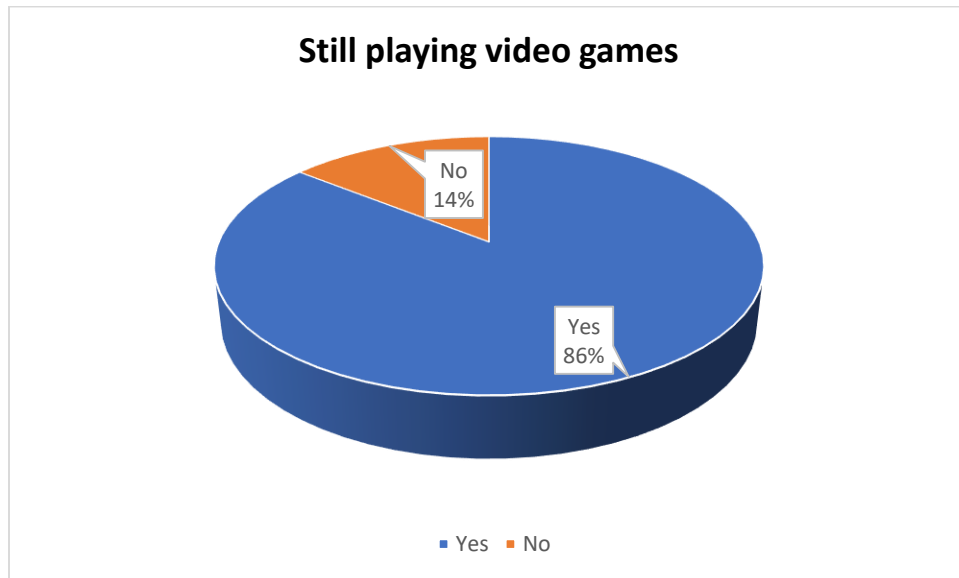
4.1.7 Games played

The photo below is a generated word-cloud of all played games, as reported by the participants.

dream league

pool

candy crush

fruit

fruit burst

fifa

cover fire

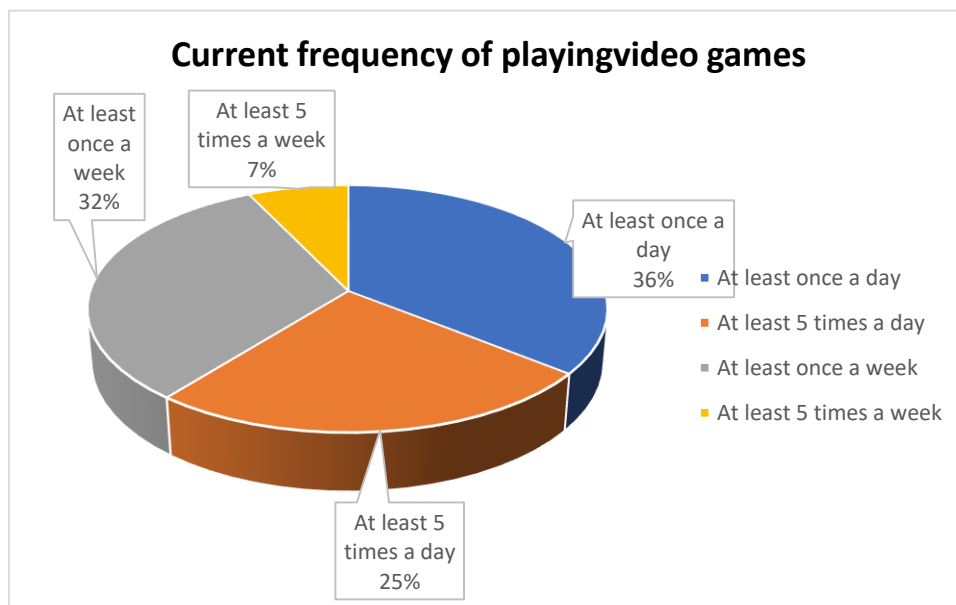street chaser   car racing

need for speed

The larger the font, the more times the particular games was mentioned within the data. Thus, car racing was mentioned by many participants, followed by fruit burst and FIFA, in that order.

4.1.8 Current Frequency of playing games

Of the participants that still play the games, most (39%) of them play at least 5 times a day and all of them (100%) show that they enjoy doing so. This show that e-sports and video games can be used for social and behavior change (SBC) interventions due to their familiarity among the youth population. The table below shows the frequency at which the current video games players get engaged with the games.

Current frequency of playingvideo games

At least once a week 32%
At least 5 times a week 7%
At least once a day 36%
At least 5 times a day 25%

- At least once a day
- At least 5 times a day
- At least once a week
- At least 5 times a week

4.1.9 Current benefits of playing games

Although different benefits of playing the games were provided, they all fell under 2 main themes: helping with relaxation and entertainment. Again, the social benefits that can be derived from promoting e-sports and video games can be limitless.

4.1.11 Restrictions from playing

For those that do not play, restricting factors included the following, in the order of importance:

- lack of access to gadgets
- lack of interest in the games
- concentration on studies

4.1.12 Accept chance to play?

When asked if they would accept the chance to play video games, participants that do not currently play the games answered as depicted in the chart below:

Acceptance to play
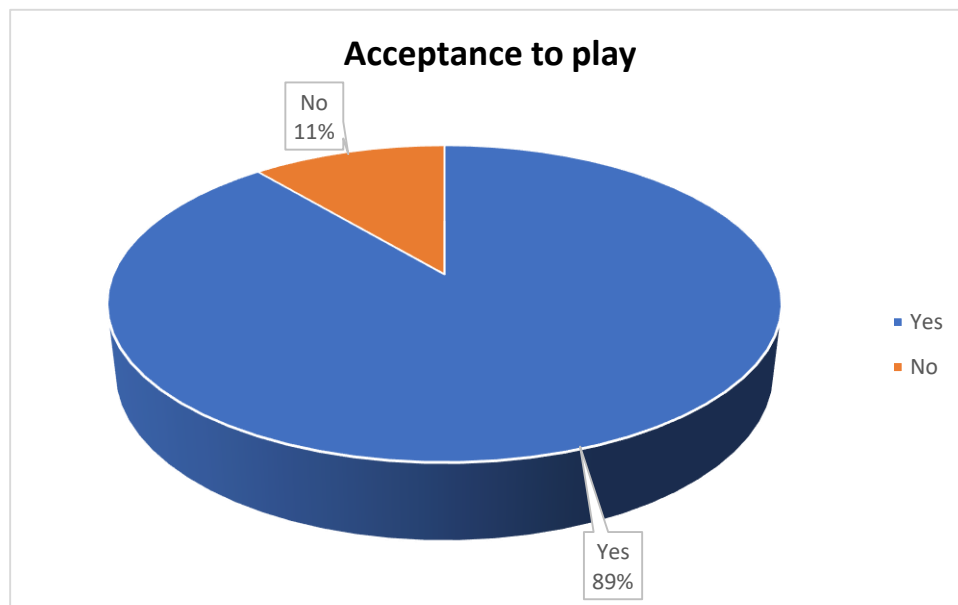
4.1.13 Potential issues for discussing during games

The participating youth were asked what issues they could potentially discuss while playing the games. There were many potential issues that came out. Below is a list of the issues mentioned by most participants:

- encouraging each other to work hard at school
- discussing sexual reproductive health (including discussing on youth friendly health services)
- teaching each other to desist from drug and substance abuse, and
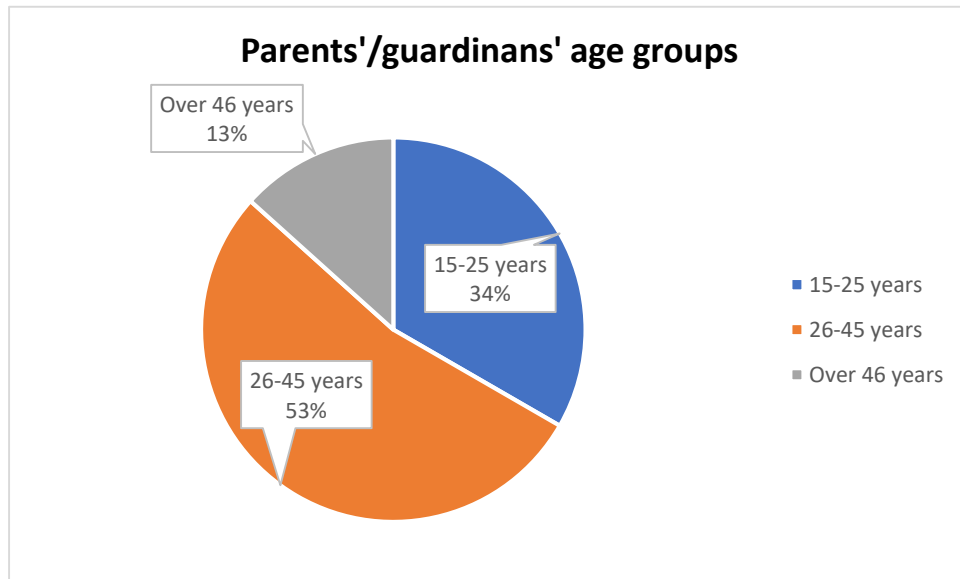- encouraging each other on how to invest in business.

4.2 Parents' data

4.2.1 Age

For parents and sports committee members, slightly more men (53 %) than women (47 %) participated.

Parents'/guardinans' age groups

Over 46 years 13%
15-25 years 34%
26-45 years 53%

- 15-25 years
- 26-45 years
- Over 46 years

4.2.2 Highest level of education attained
The table below shows the highest levels of the participants.

Parental highest levle of education

- Primary
- Secondary
- Tertiary
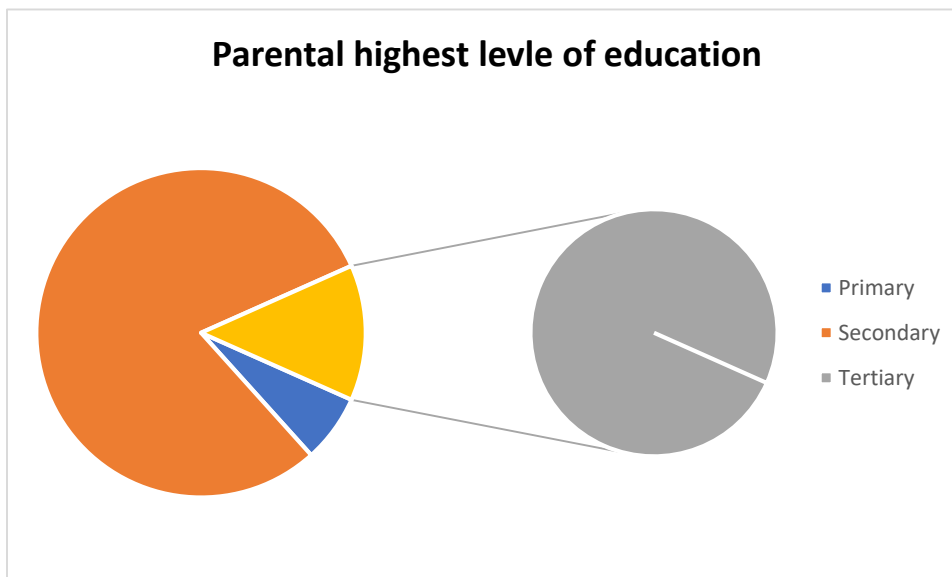
4.2.3 Ownership of and experience using a smartphone

The data showed that the majority of the participants own a smartphone, followed by those that used to have a smartphone but they no longer do now.
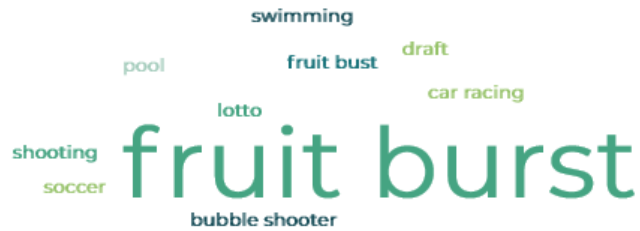
Ownership of a smartphone
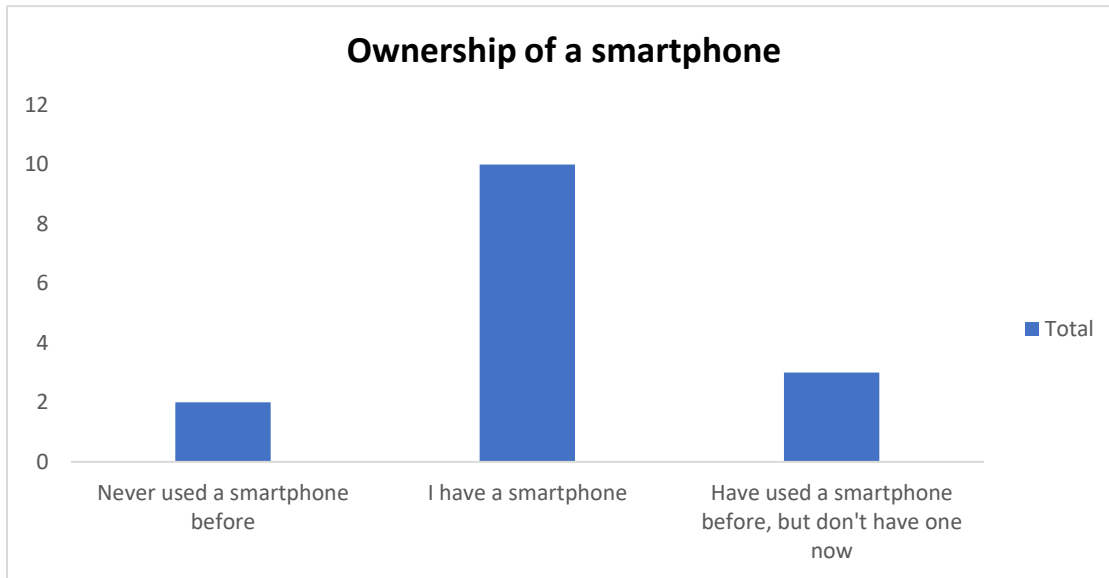
4.2.4 Ever played any game using a smartphone or any gadgets?

The majority of the participants have played at least one game in the past.

Experience playing games
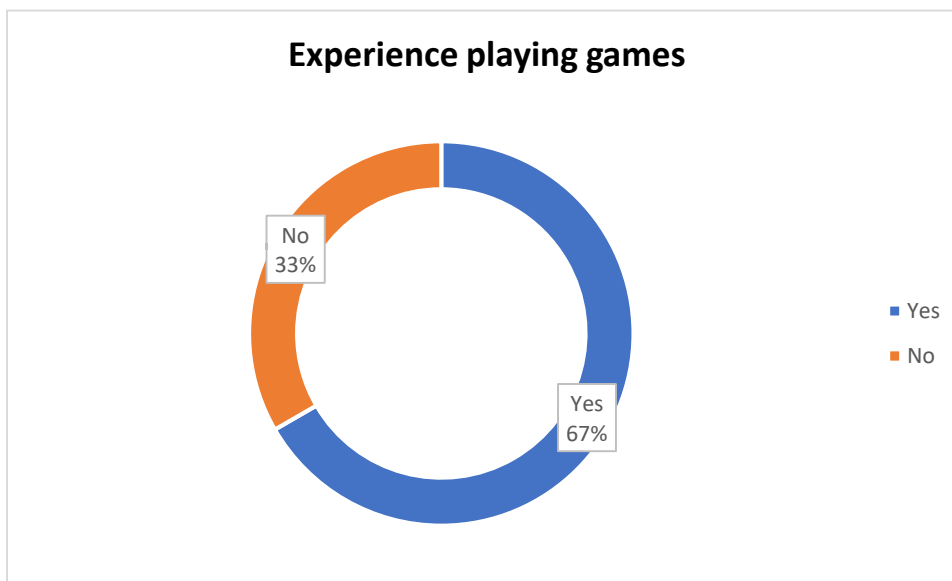
4.2.5 Games that were played

Below is a snapshot of the games that were reported as having been played in the past.

swimming

pool   fruit bust   draft

          car racing

lotto

shooting   fruit burst

soccer

bubble shooter

4.2.6 Does any of your children play games using a smartphone r any gadget?

The parents and guardians were asked if their children/wards play video games using a smartphone of any other gadget. The results show that children or wards of the majority (73 %) of the respondents play video games.
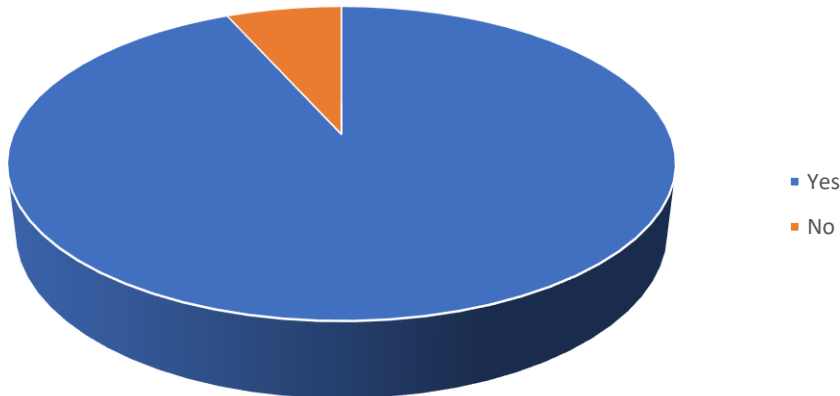
Whether children/wards play video games

No
27%

Yes
73%

- Yes
- No
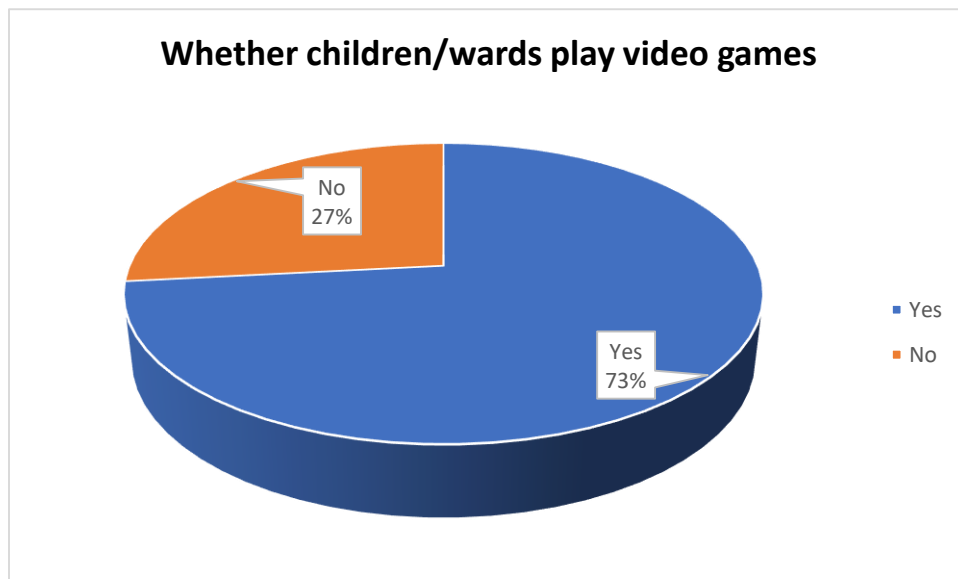
4.2.7 Do games have positive impact on children?

The majority of the respondents felt that video games have a positive impact on children.

**Whether video games have a positive impacy on children**

Yes
No

Various benefits of games on the youth were given. These range from observations that games make the youth busy, increase their thinking capacity and help them learn. On the other hand, there were views that games also have negative impacts on the youth, especially making the youth waste a lot of

4.2.8 Is it necessary to involve girls in E-sports and gaming?

The majority of the respondents believe girls should be involved in e-sports and gaming.

Whether it is necessary to involve girls in e-games

No
13%

Yes
87%

No
Yes
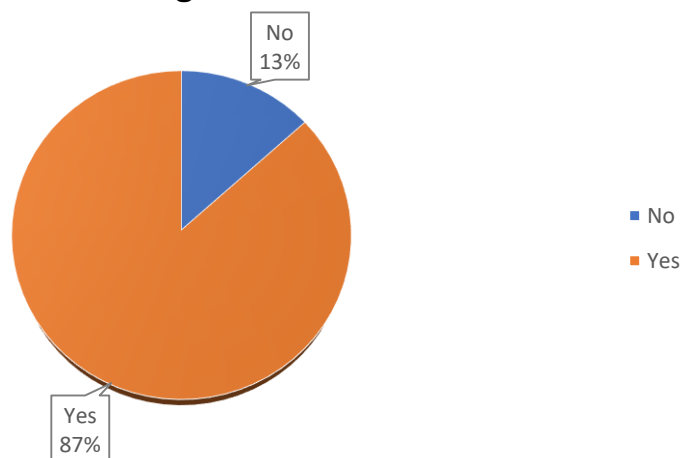
Most (87%) of the participants felt it is necessary to involve girls in e-sports and gaming. All the reasons given point to one theme: games tend to keep girls busy and thus prevent them from engaging in unruly behaviour that can make them get pregnant and fail to proceed with their education. For those that felt girls should not be involved, the reason given was that the girls could get distracted in the process.

4.2.9 How girls can benefit from E-sports and gaming

When asked how girls can benefit from e-sports and gaming, different pointers were given. Firstly, it was mentioned that the girls can get exposed to technology and break the gender barriers that exist regarding working in the sector. There could also be improved interaction among the girls, which can be a good environment for discussing issues that could uplift them. Also, they could financially benefit if they play well and win tournaments or competitions.

4.3 District sports committee data

4.3.1 Knowledge on E-sports and gaming

The participants demonstrated knowledge on how to improve the sport.

4.3.2 Ever implemented E-sports among girls

On their experiences implementing e-sports and girls, there were mixed observations. Whereas on official indicated that he had never explored it, the other one said he had done that before although it was very challenging to get many involved.

4.3.4 Games recently introduced

Games that have recently been introduced include chess, draft and pool.

4.3.5 Positive and negative impact encountered

It was mentioned that though not yet observed, they foresee many benefits including improvement of critical thinking abilities in girls. The draw back that was mentioned was that the youths would spend much time on the gadgets instead of concentrating on studies and this could affect their performance in class.

4.3.6 How to improve the sport

Two ways of improving the sport were mentioned. The first one was raising awareness about the importance of E-sports on the youth populations. The second one was creating space or facilities where E-sports can be played.

4.4 Conclusions

Overall, this was a very successful survey that achieved its aim and objectives, despite meeting various challenges including some potential participants not willing to participate in the survey and some participants demanding incentives in order to participate in the survey.