

Media Use, School Achievement, Youth Violence and the Crisis in Boys' Performance

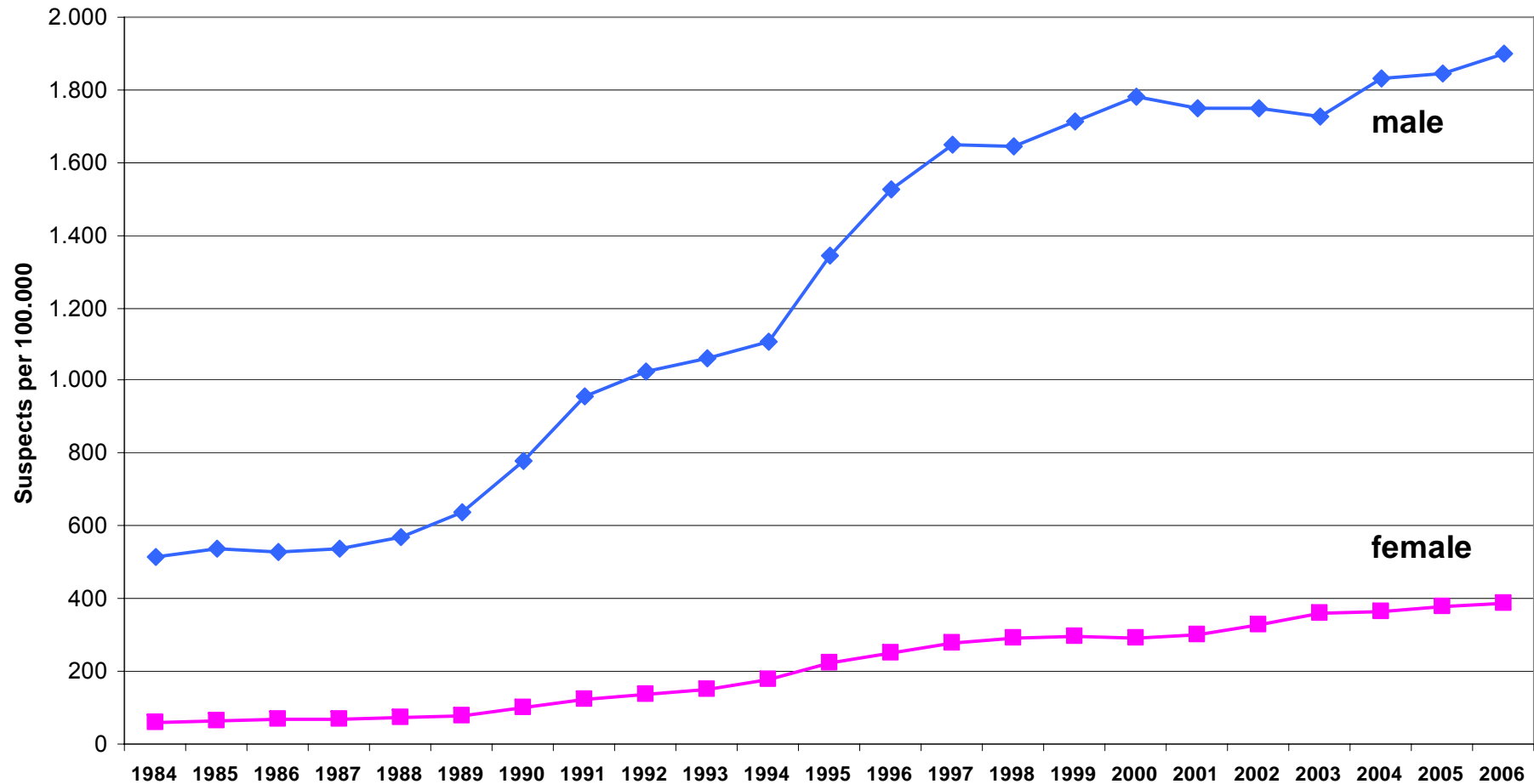
KFN Schools Survey 2005



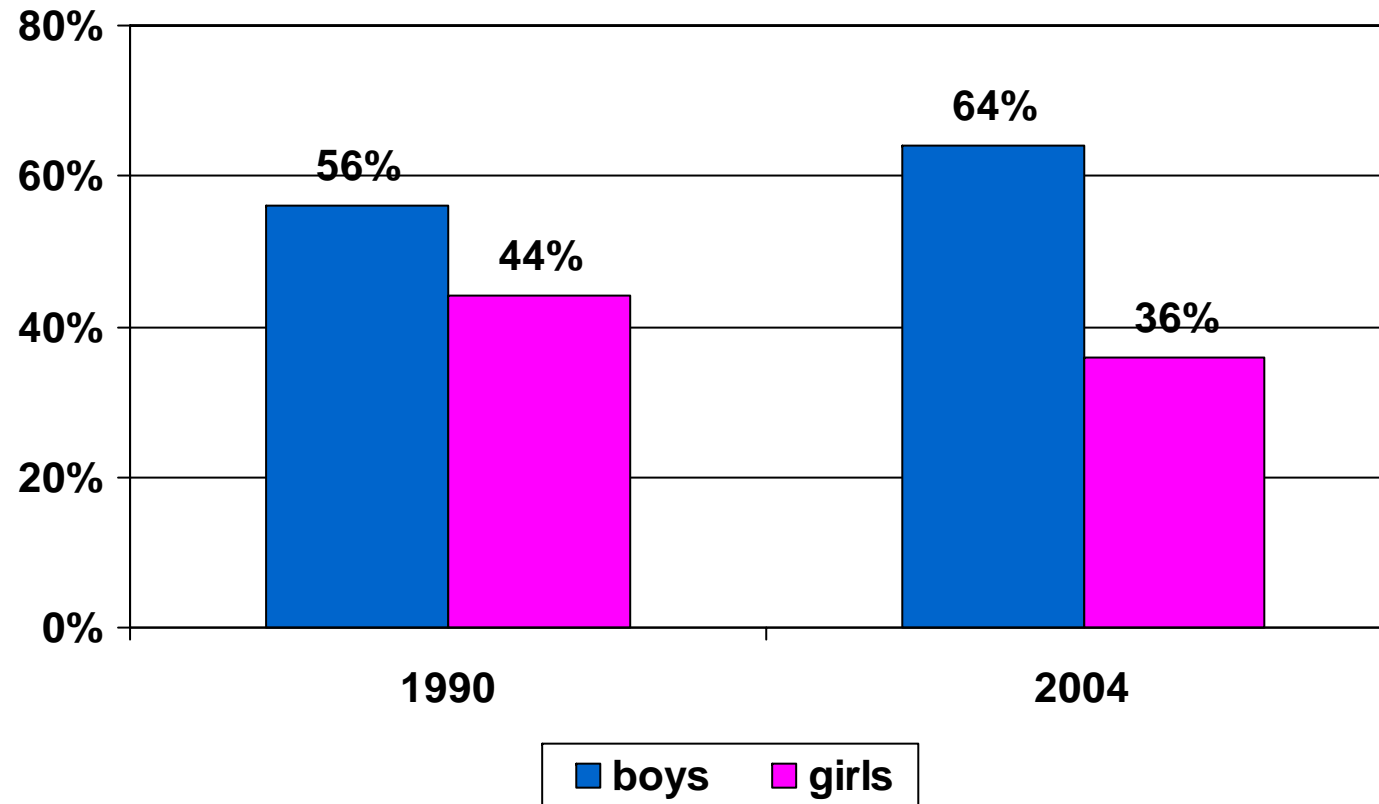
Kriminologisches Forschungsinstitut Niedersachsen
Criminological Research Institute of Lower Saxony
Germany

Adolescent (14-18 years) Suspects of Violent Crime (homicide, rape, robbery, and aggravated assault) in Germany by Gender

(source: Polizeiliche Kriminalstatistik, Bundeskriminalamt)



Premature School Leavers 1990 and 2004 by Gender

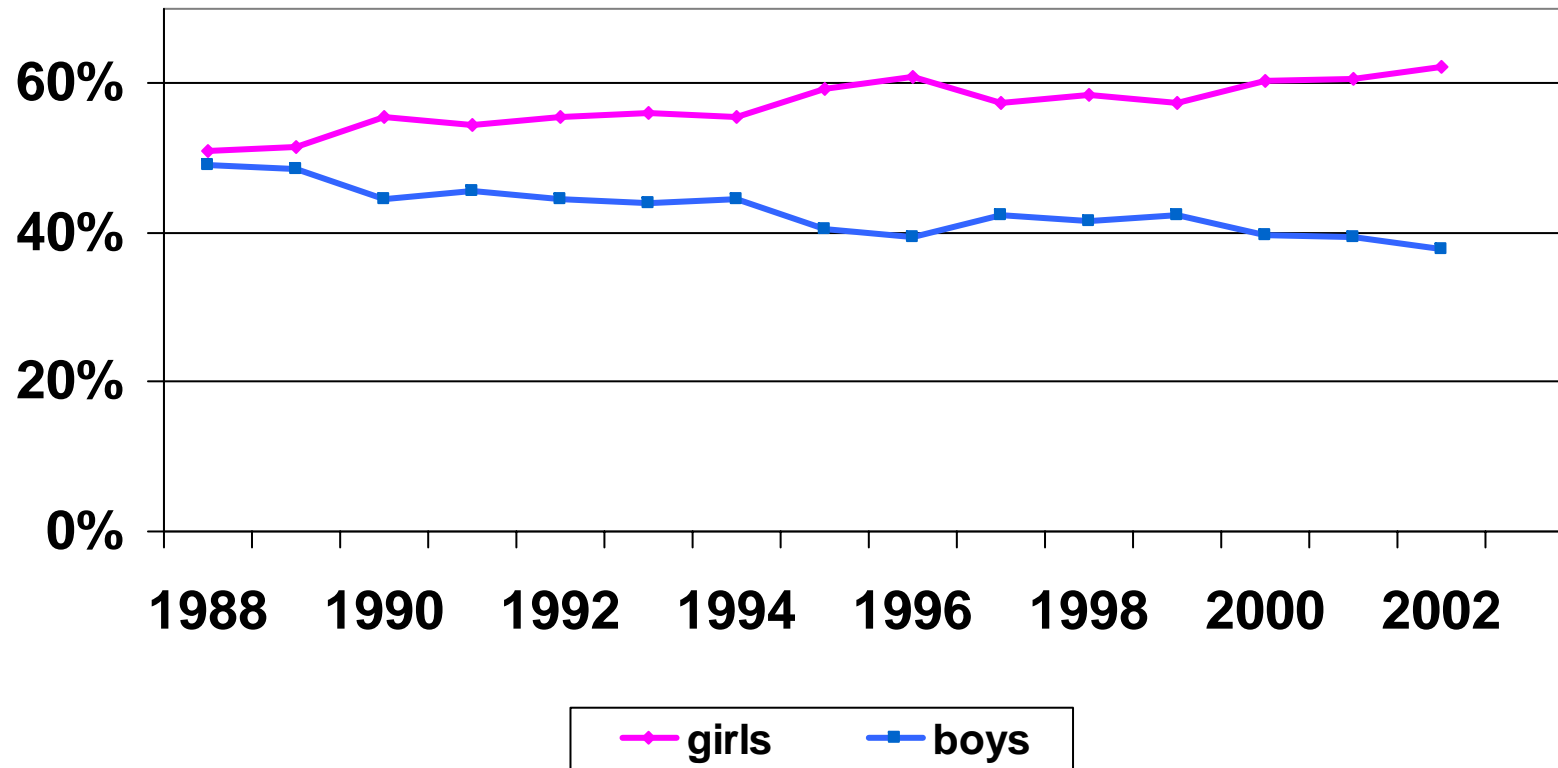


(Source: Federal Statistics Office)



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Children in 11th Grade *Gymnasium* who switched from *Hauptschule*, *Realschule* and Vocational Colleges by Gender (Data for Lower Saxony)

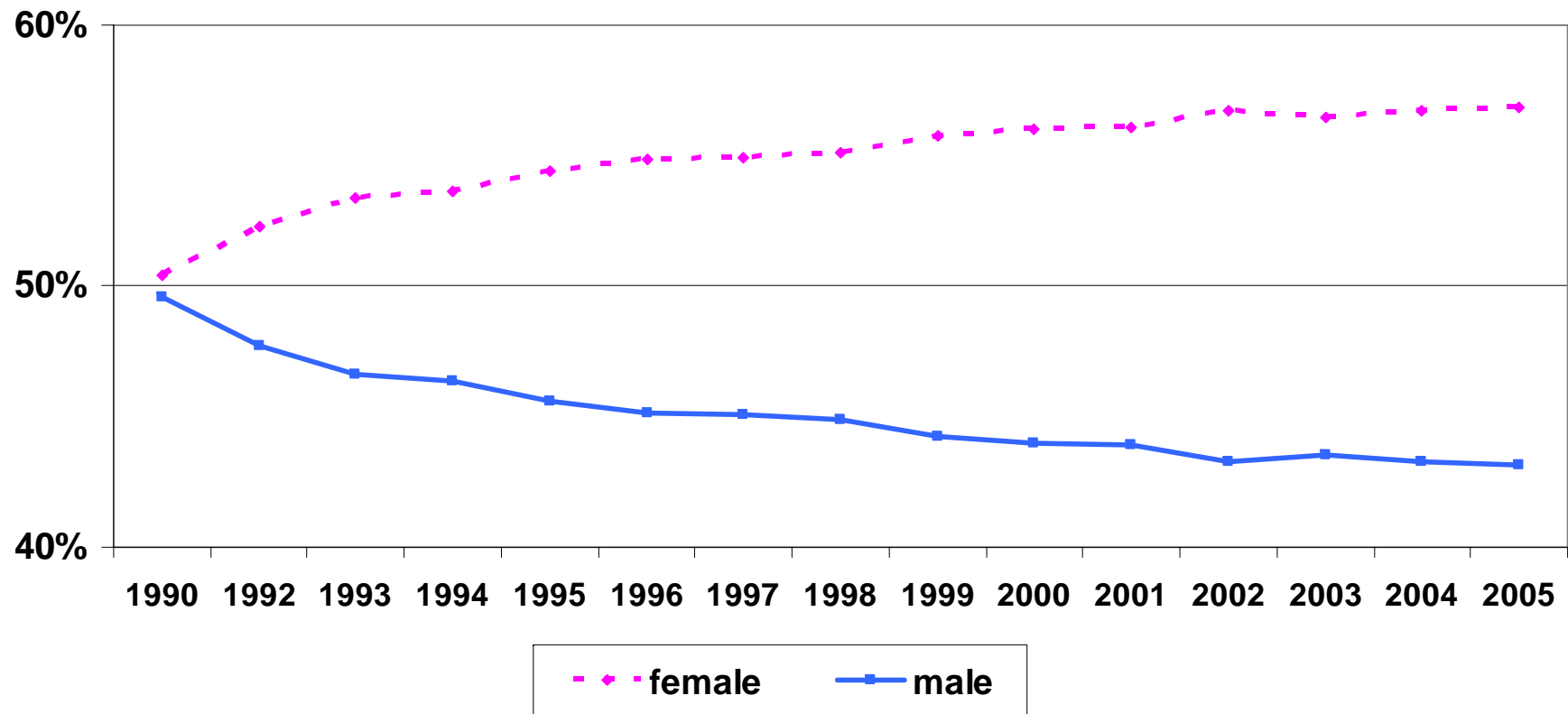


(Source: Author's own calculations using data from the Lower Saxony Statistics Office)



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Graduates from *Gymnasium* by Gender



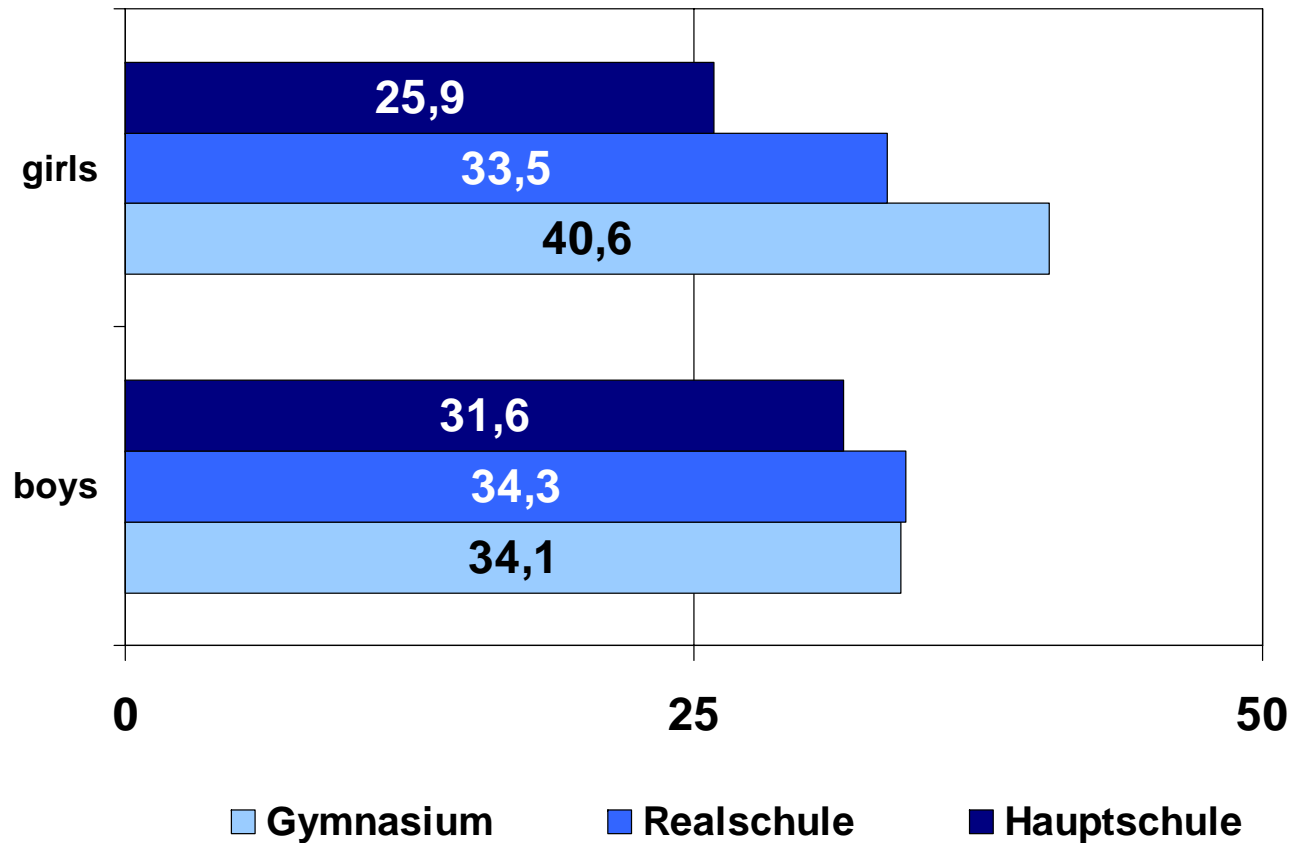
(Source: Federal Statistics Office)



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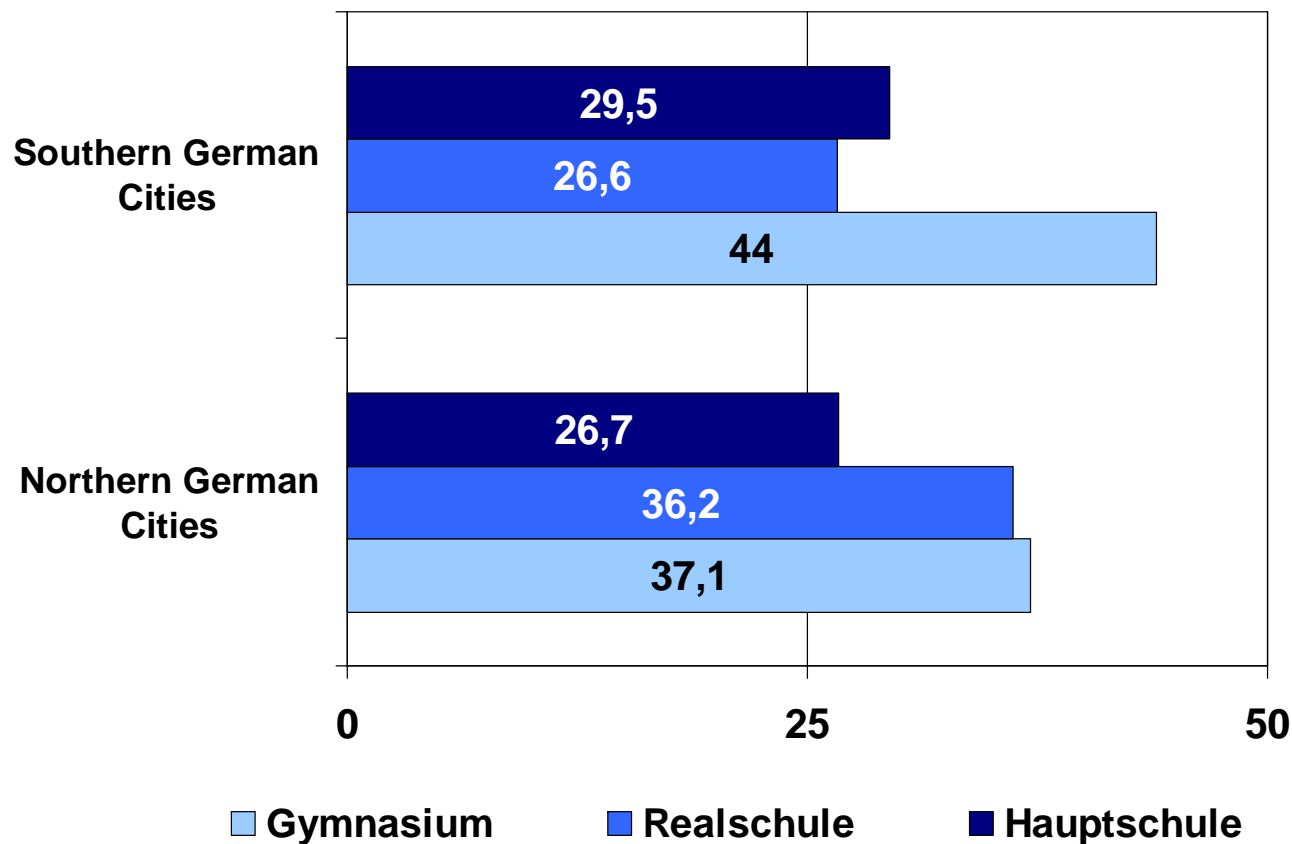
Secondary School Recommendations (4th Grade) by Gender

(in percent; source: KFN schools survey 2005)



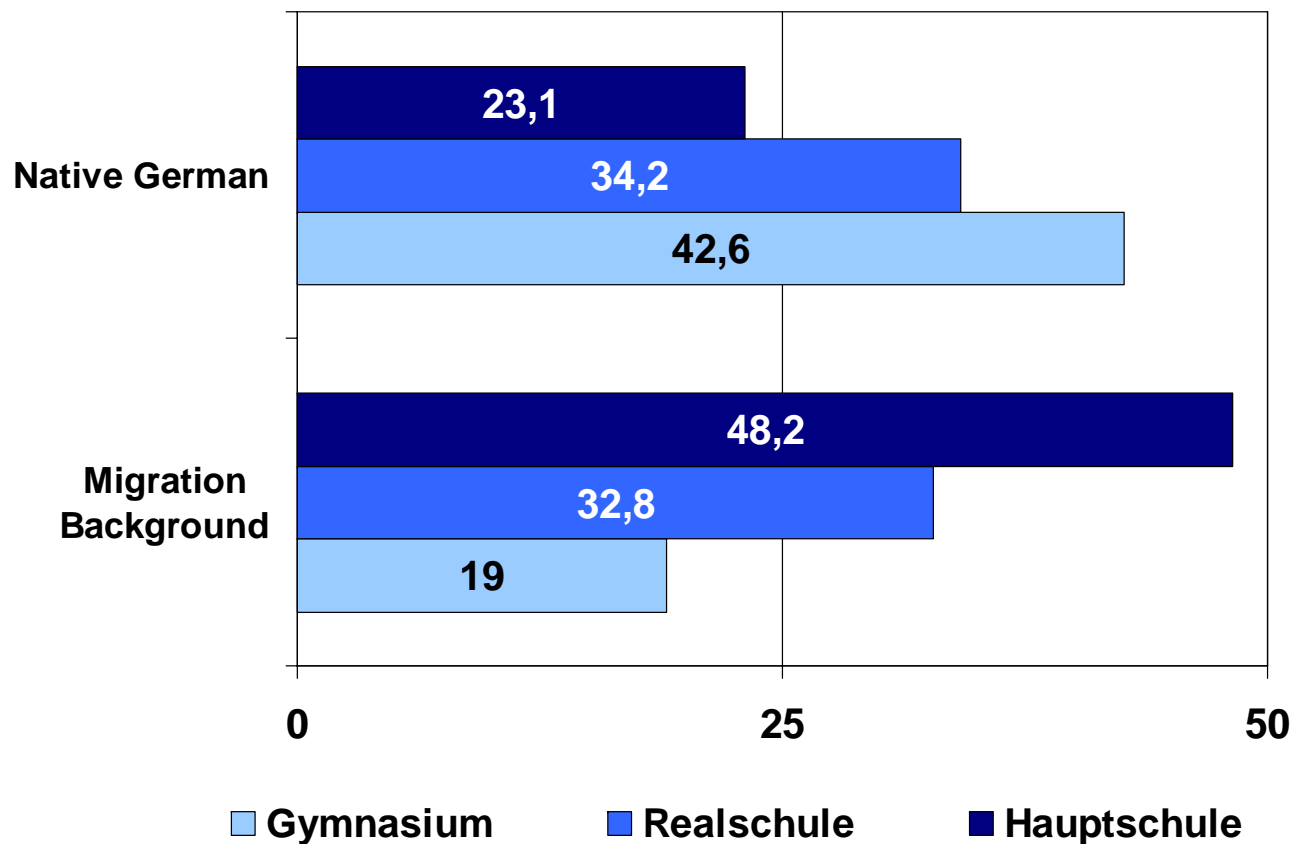
Secondary School Recommendations (4th Grade) by Region

(in percent; source: KFN schools survey 2005)



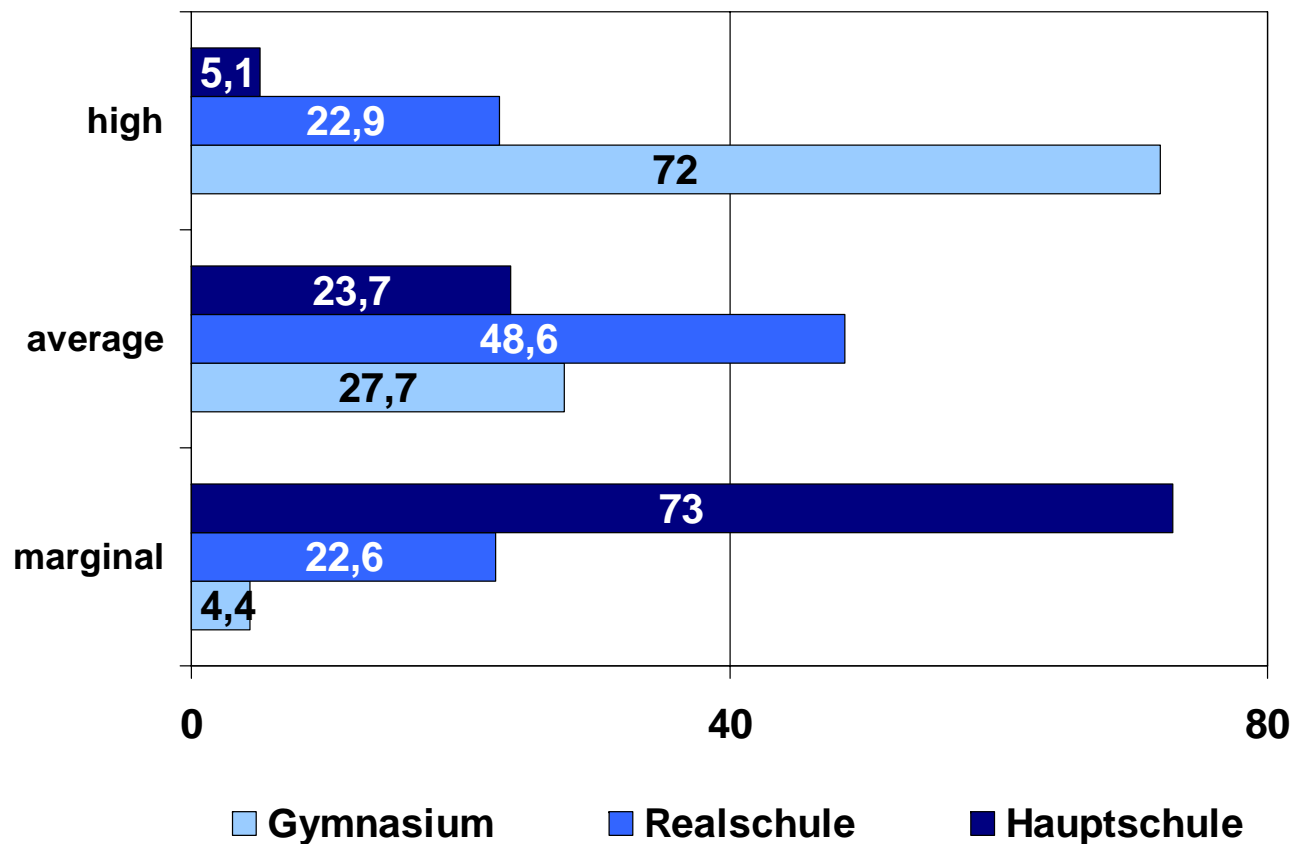
Secondary School Recommendations (4th Grade) by Migration Background

(in percent; source: KFN schools survey 2005)



Secondary School Recommendations (4th Grade) by Parents' Educational Background

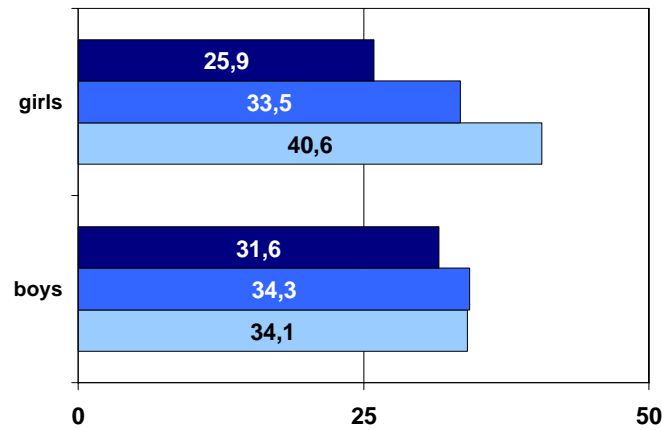
(in percent; source: KFN schools survey 2005)



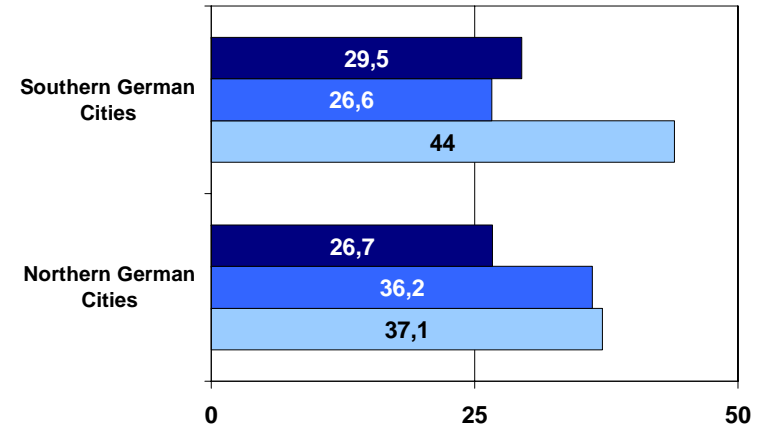
Secondary School Recommendations (4th Grade)

(in percent; source: KFN schools survey 2005)

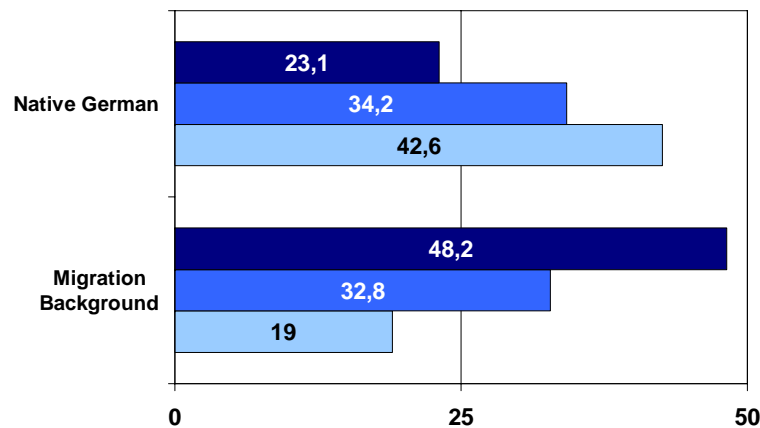
by Gender



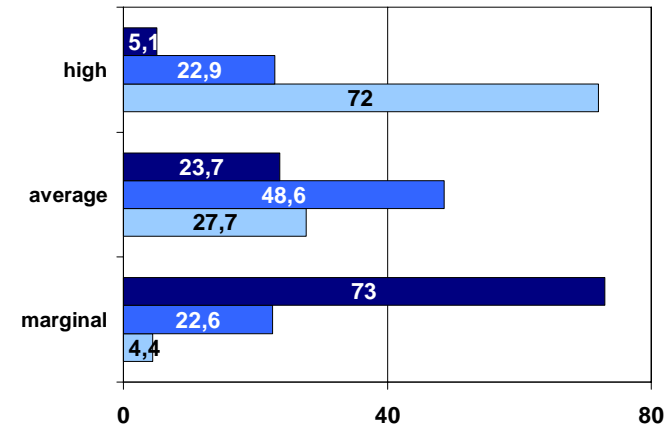
by Region



by Migration Background



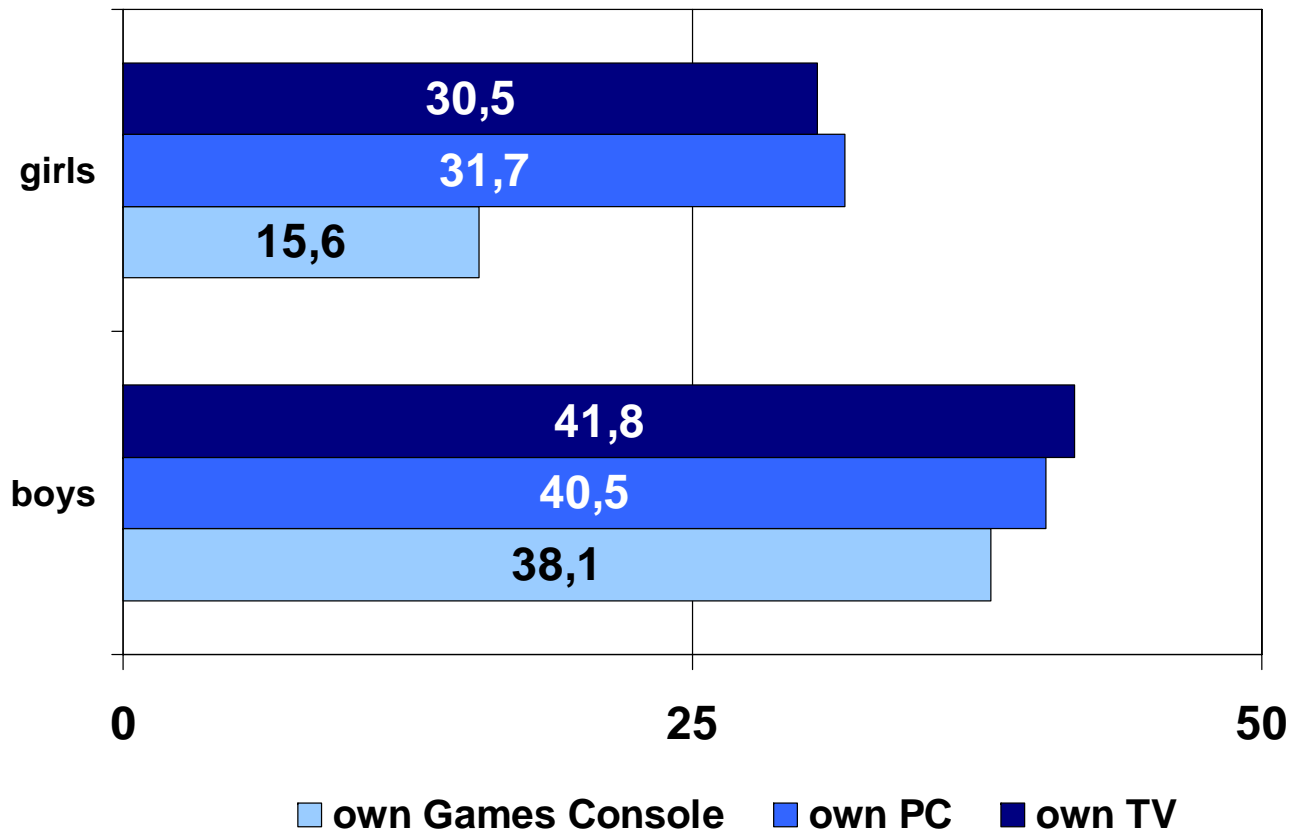
by Parents' Educational Background



■ Gymnasium
 ■ Realschule
 ■ Hauptschule

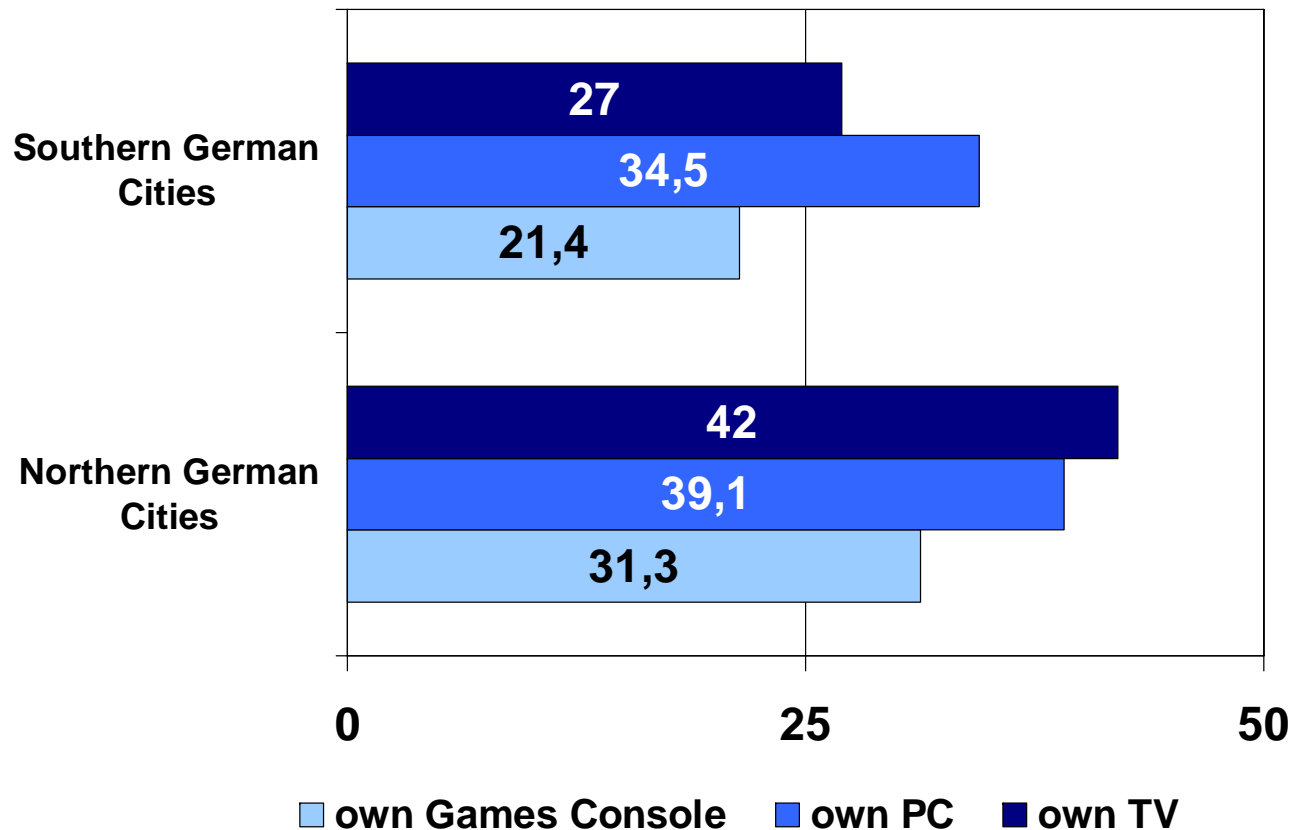
Media Equipment in Children's Bedrooms (4th Grade) by Gender

(in percent; source: KfN schools survey 2005)



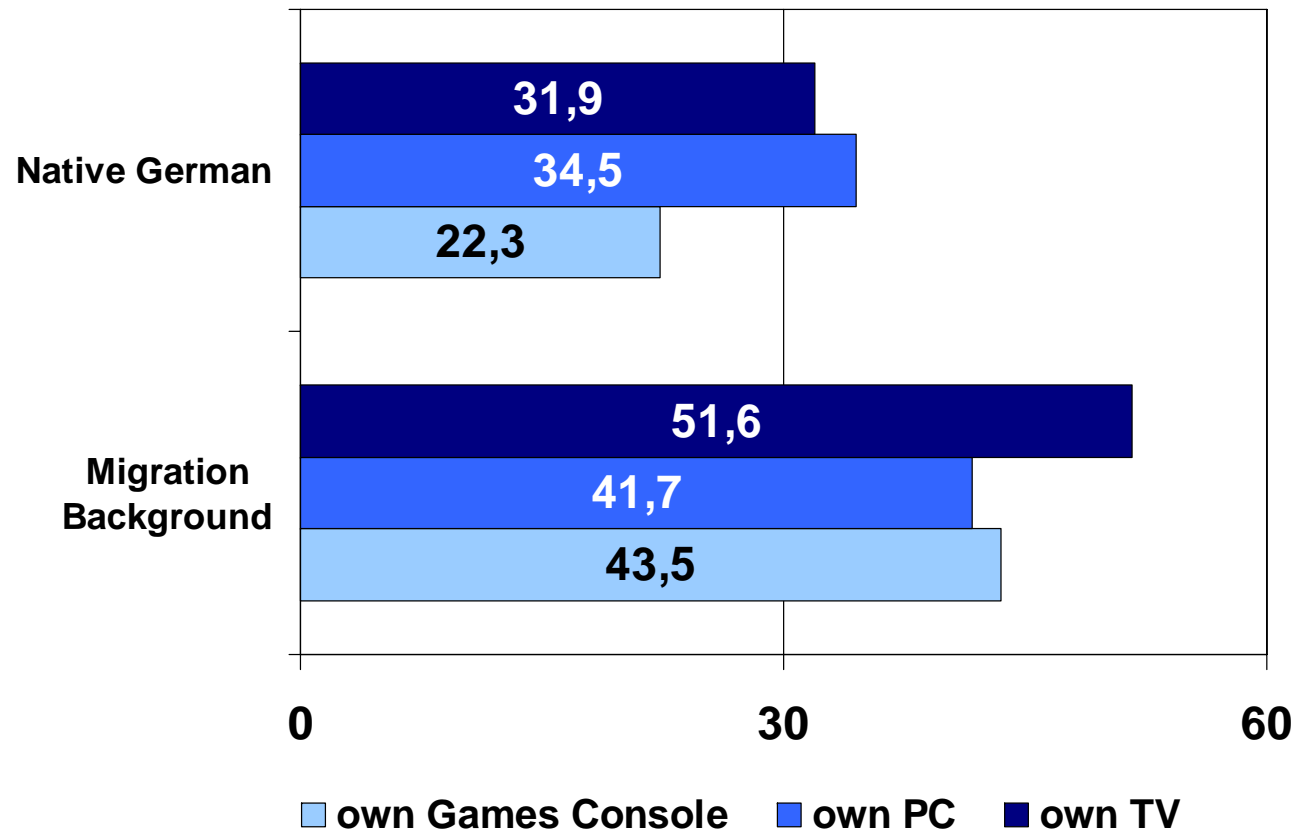
Media Equipment in Children's Bedrooms (4th Grade) by Region

(in percent; source: KfN schools survey 2005)



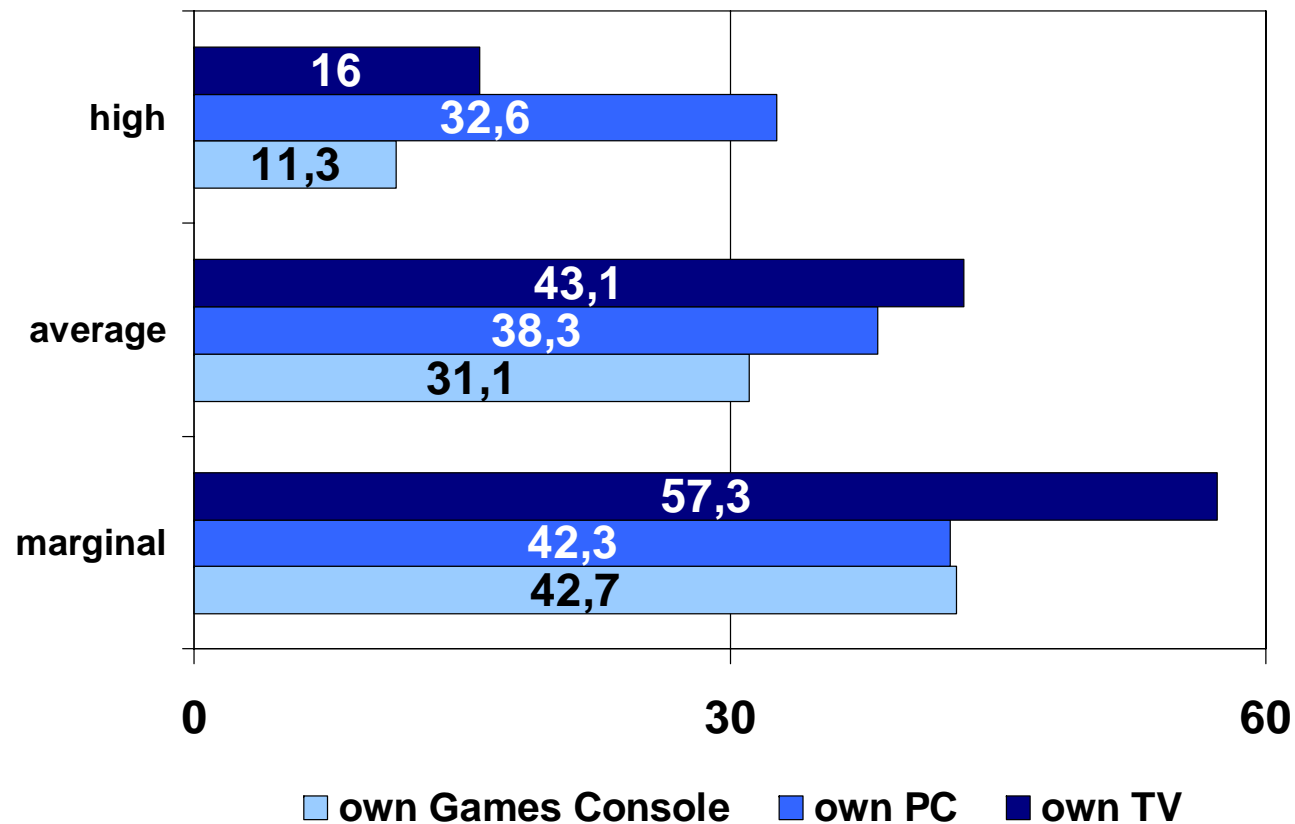
Media Equipment in Children's Bedrooms (4th Grade) by Migration Background

(in percent; source: KFN schools survey 2005)



Media Equipment in Children's Bedrooms (4th Grade) by Parents' Educational Background

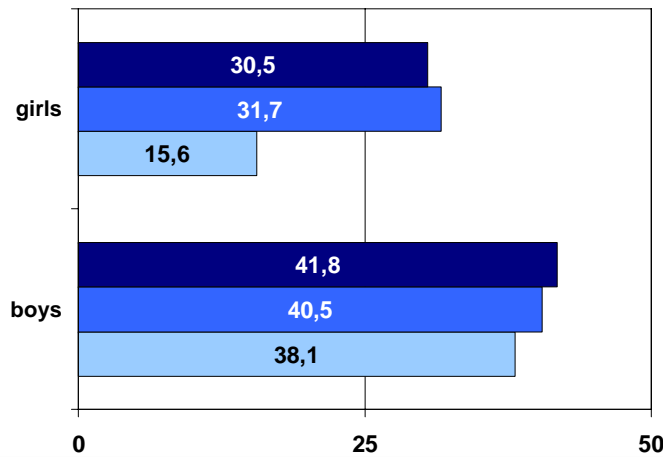
(in percent; source: KFN schools survey 2005)



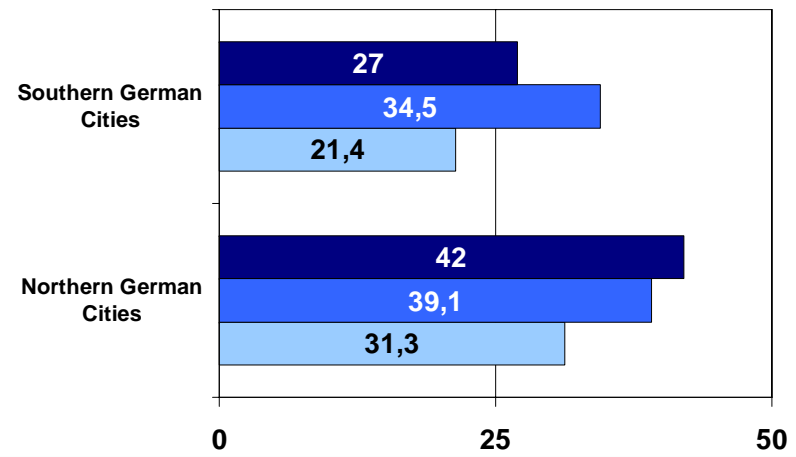
Media Equipment in Children's Bedrooms (4th Grade)

(in percent; source: KFN schools survey 2005)

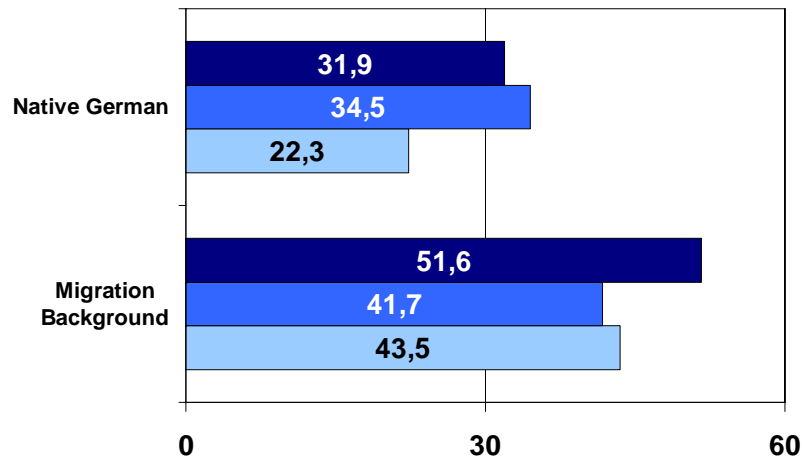
by Gender



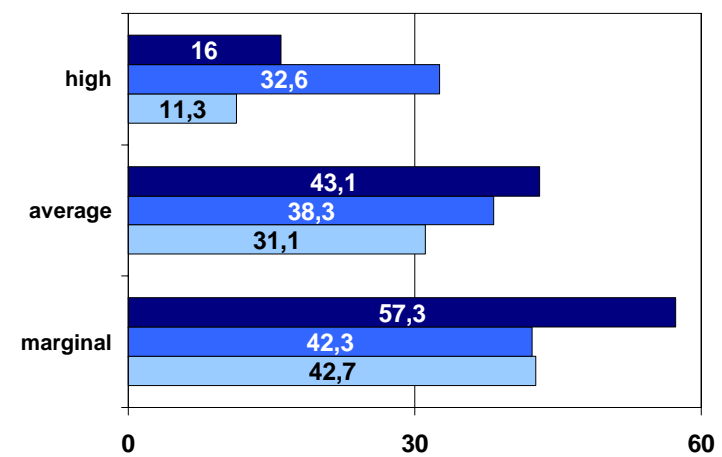
by Region



by Migration Background



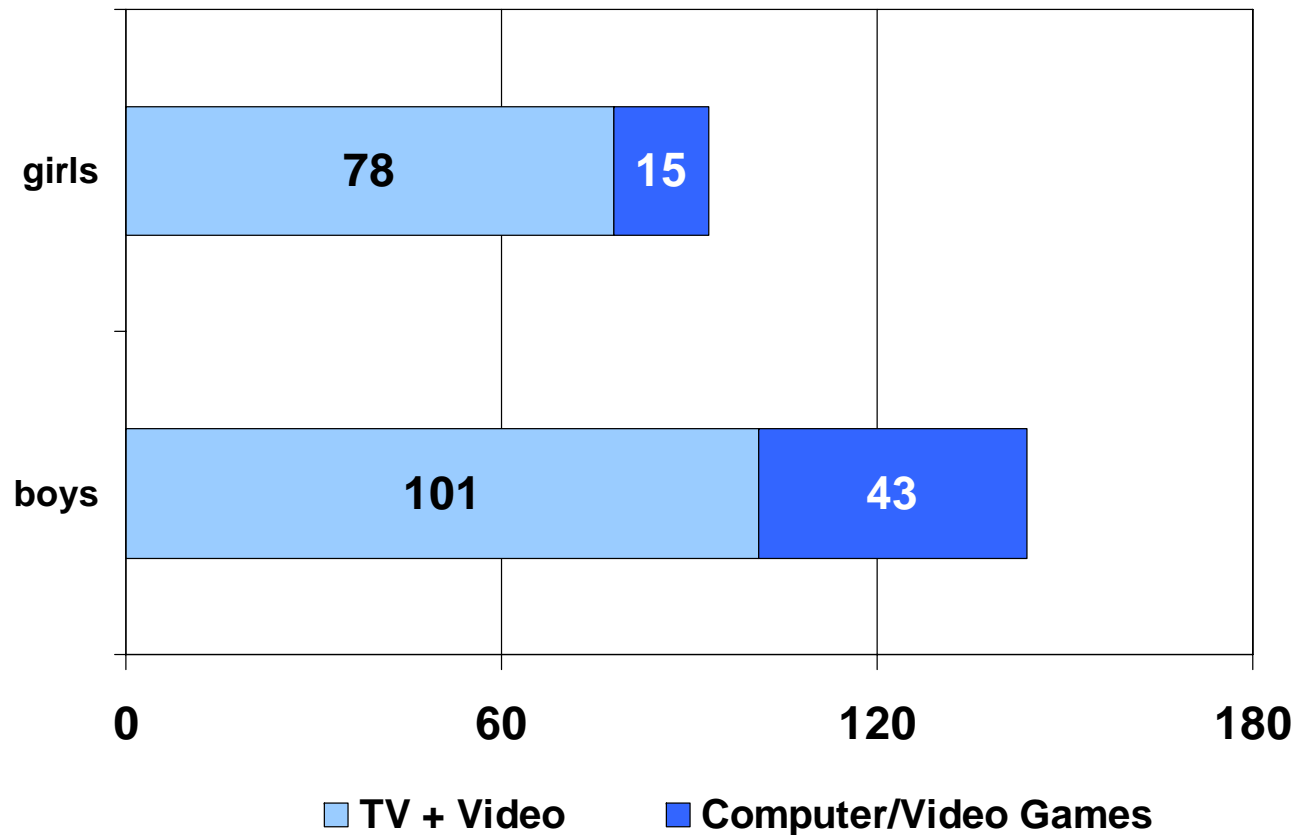
by Parents' Educational Background



own Games Console own PC own TV

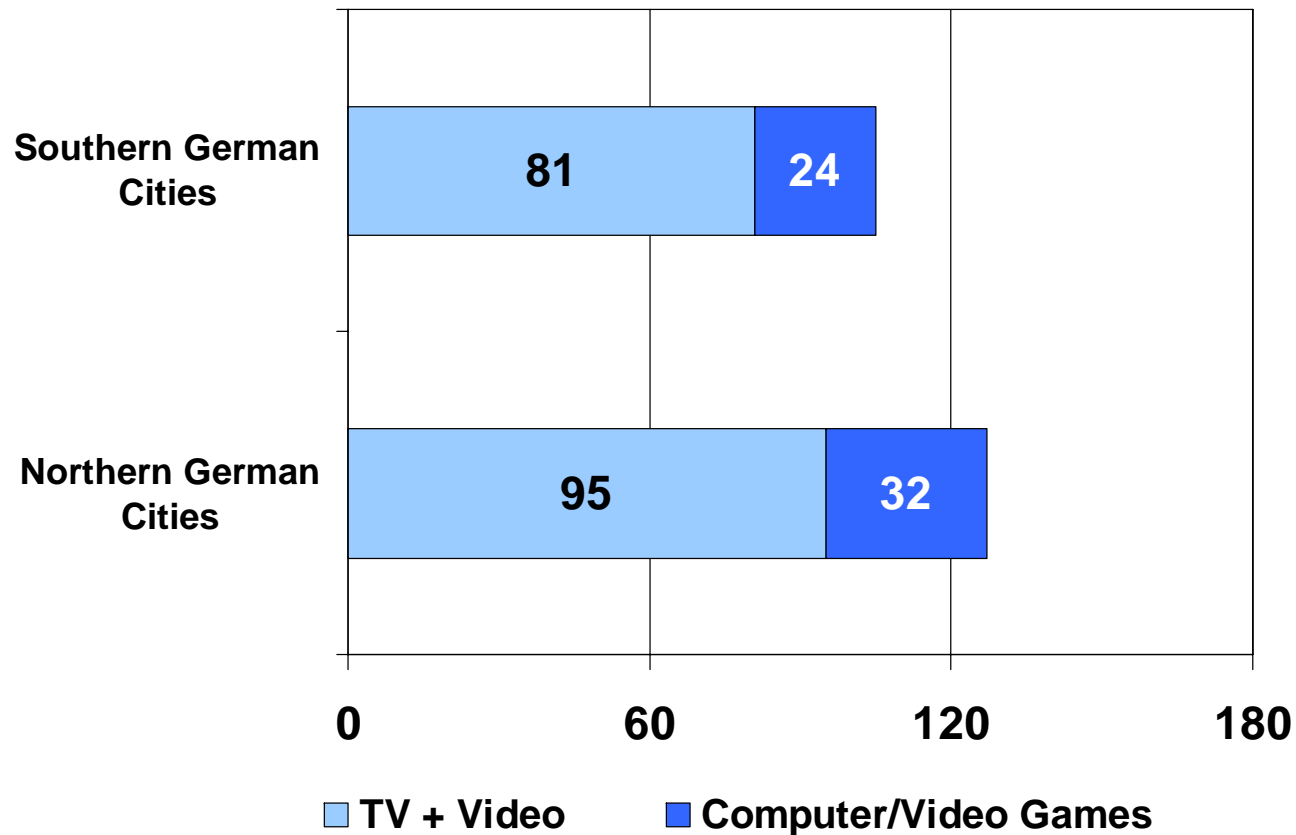
Media Exposure (4th Grade) by Gender

(in minutes; source: KFN schools survey 2005)



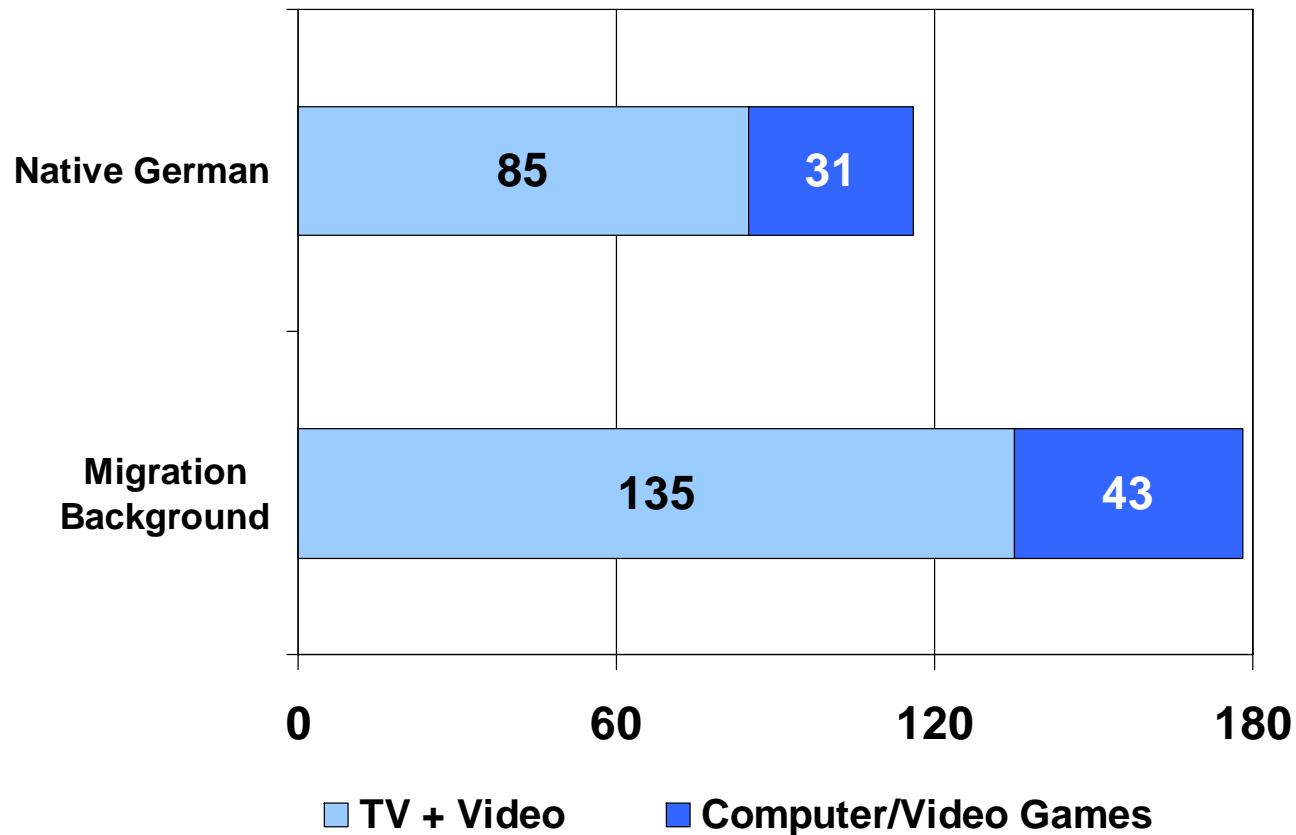
Media Exposure (4th Grade) by Region

(in minutes; source: KFN schools survey 2005)



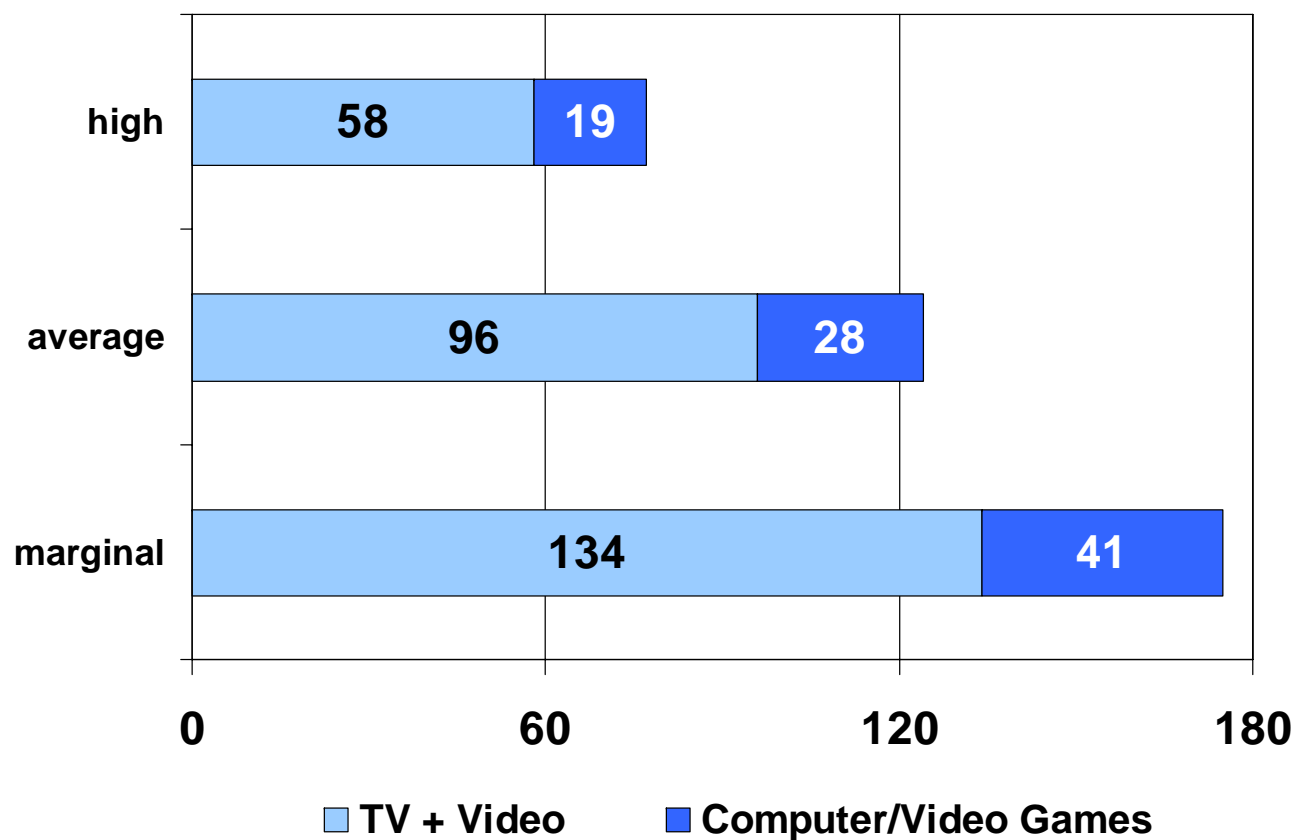
Media Exposure (4th Grade) by Migration Background

(in minutes; source: KFN schools survey 2005)



Media Exposure (4th Grade) by Parents' Educational Background

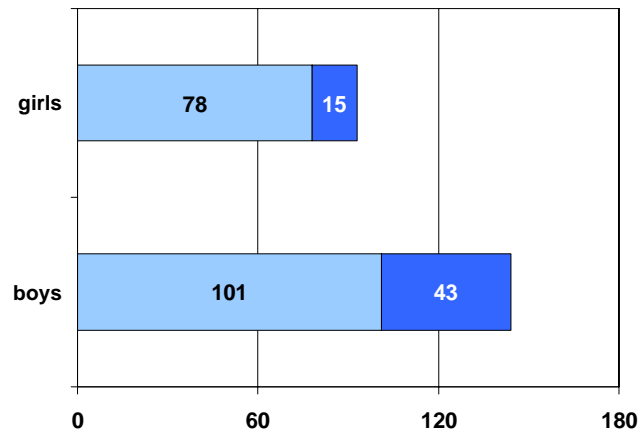
(in minutes; source: KFN schools survey 2005)



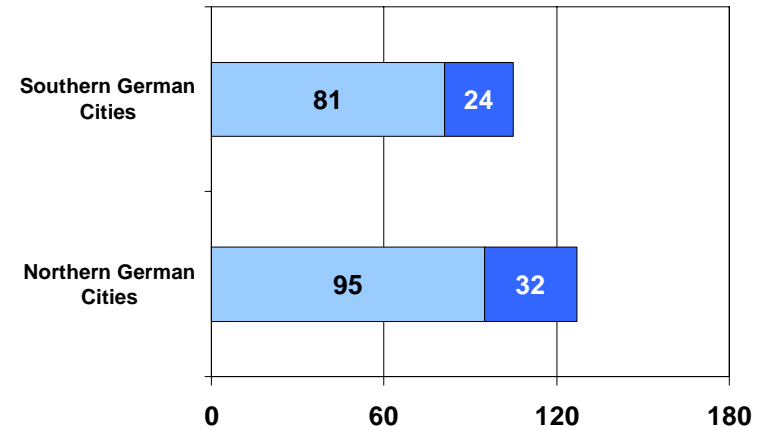
Media Exposure (4th Grade)

(in minutes; source: KFN schools survey 2005)

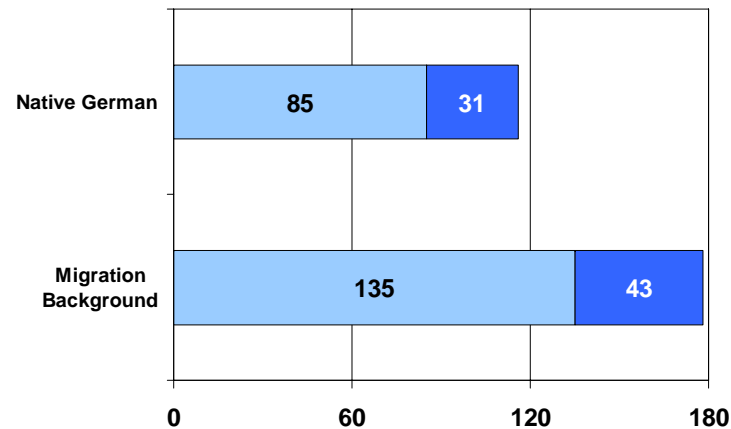
by Gender



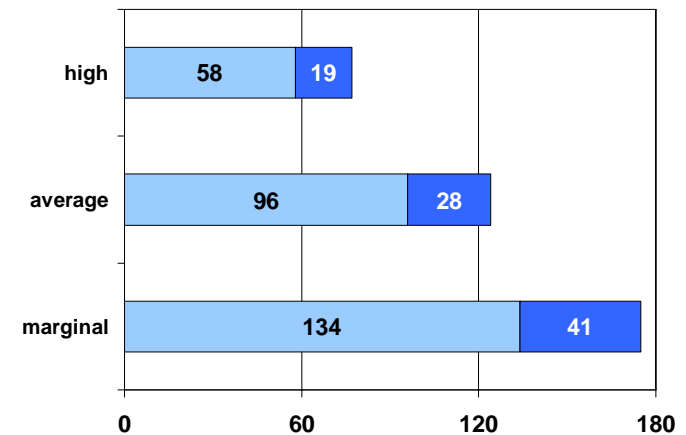
by Region



by Migration Background



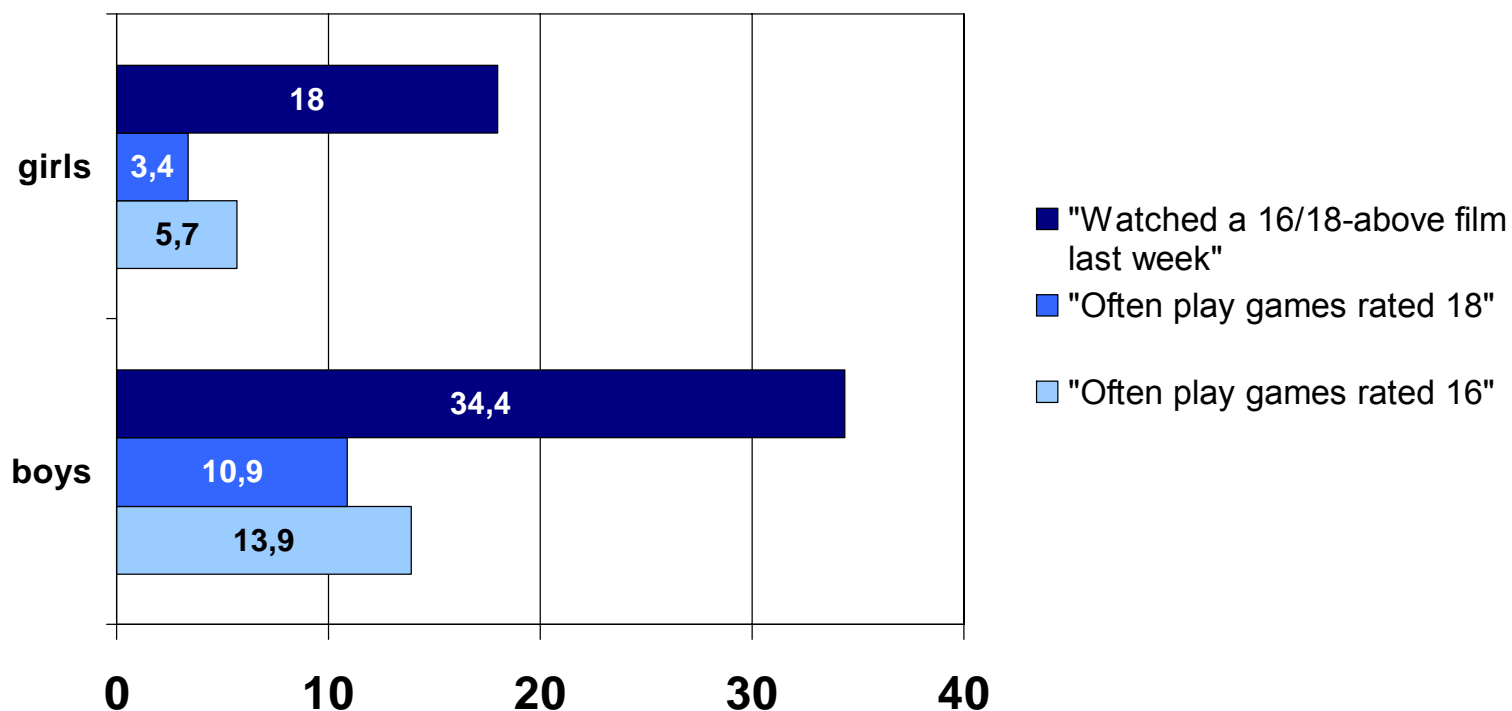
by Parents' Educational Background



■ TV + Video ■ Computer/Video Games

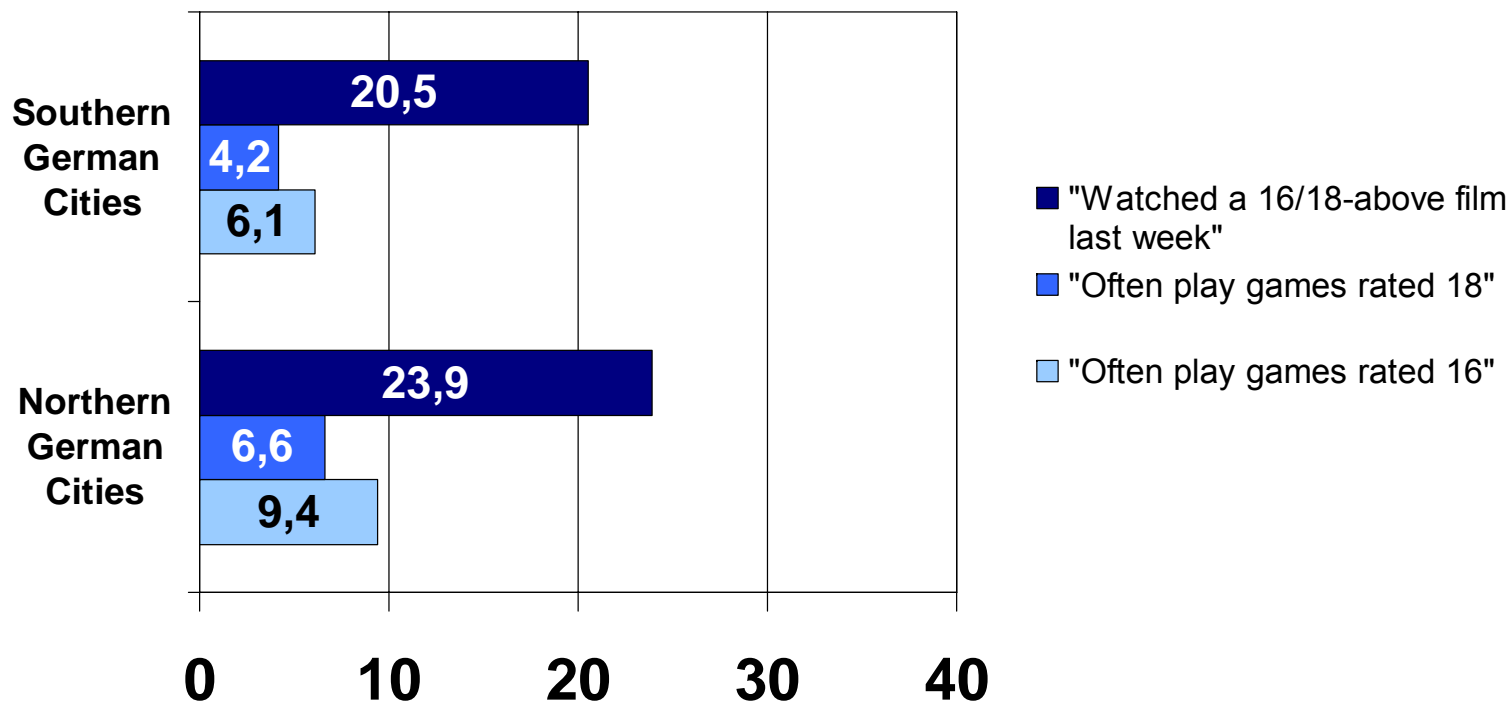
Use of Impairing Computer Games (4th Grade) by Gender

(in percent; source: KFN schools survey 2005)



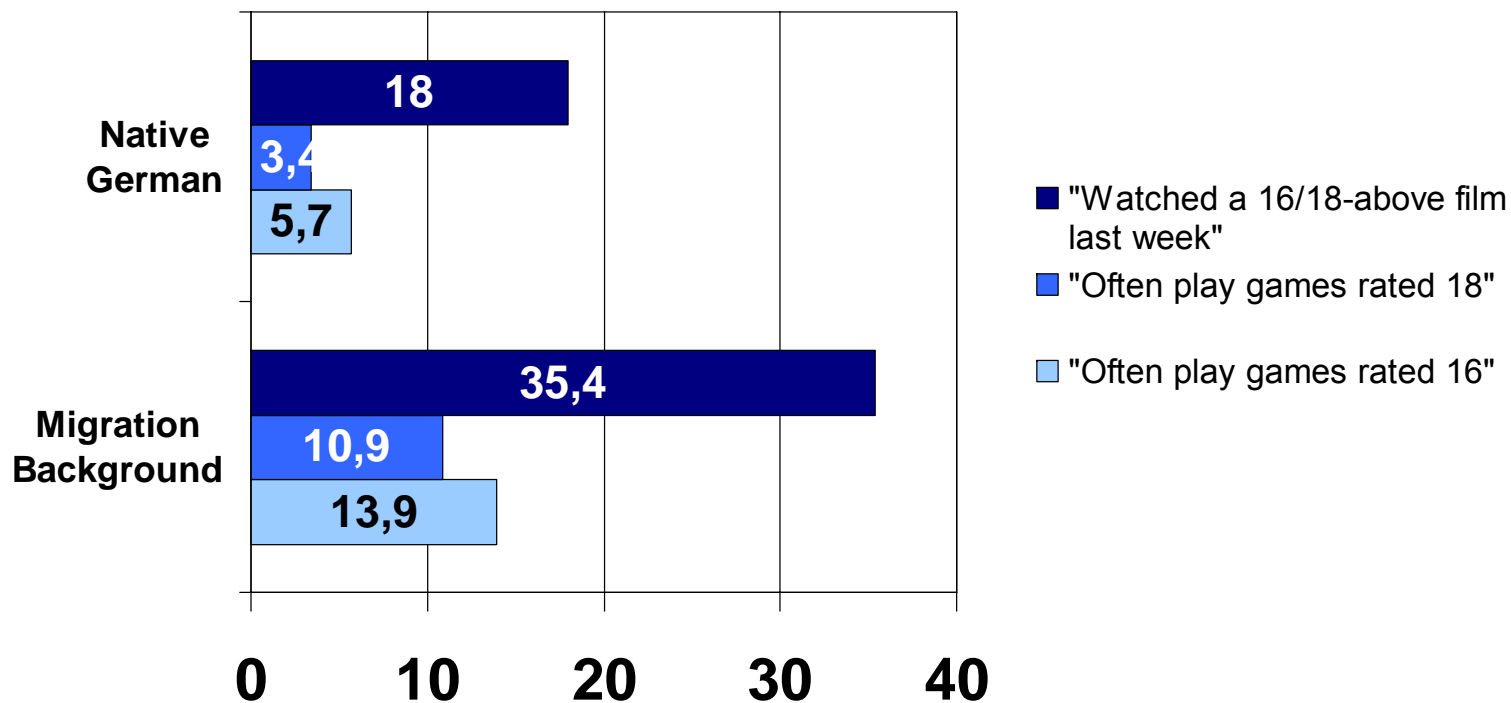
Use of Impairing Computer Games (4th Grade) by Region

(in percent; source: KFN schools survey 2005)



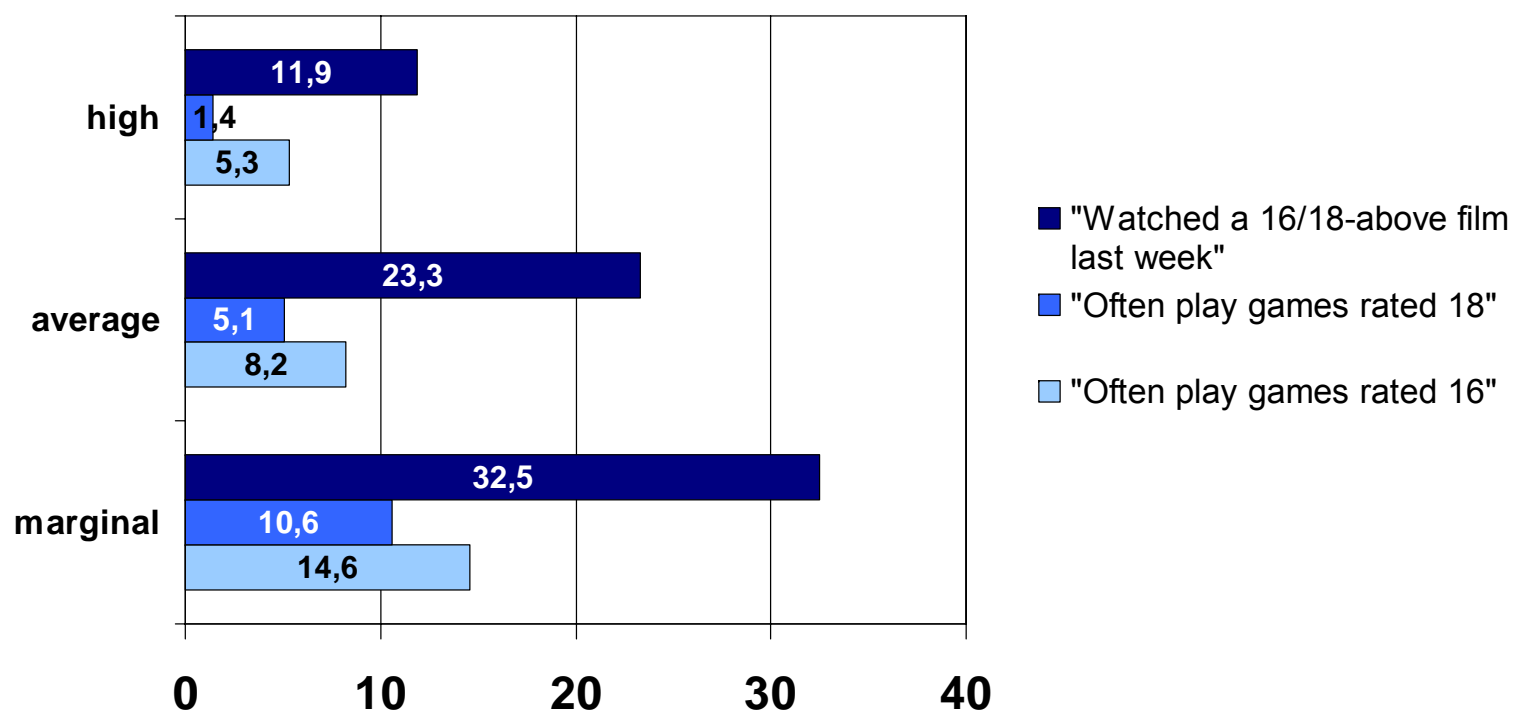
Use of Impairing Computer Games (4th Grade) by Migration Background

(in percent; source: KFN schools survey 2005)



Use of Impairing Computer Games (4th Grade) by Parents' Educational Background

(in percent; source: KFN schools survey 2005)



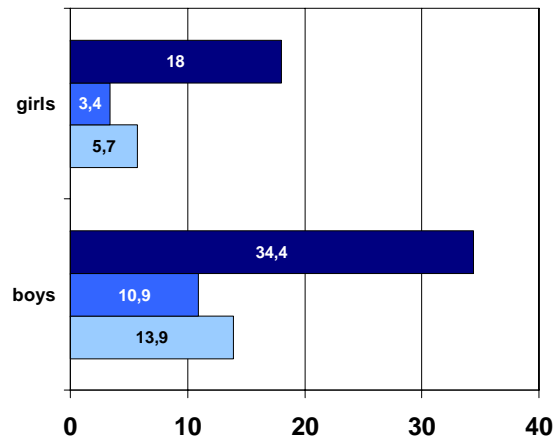
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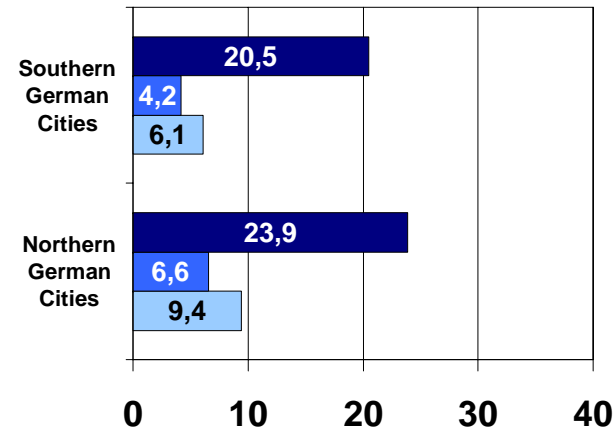
Use of Impairing Computer Games (4th Grade)

(in percent; source: KFN schools survey 2005)

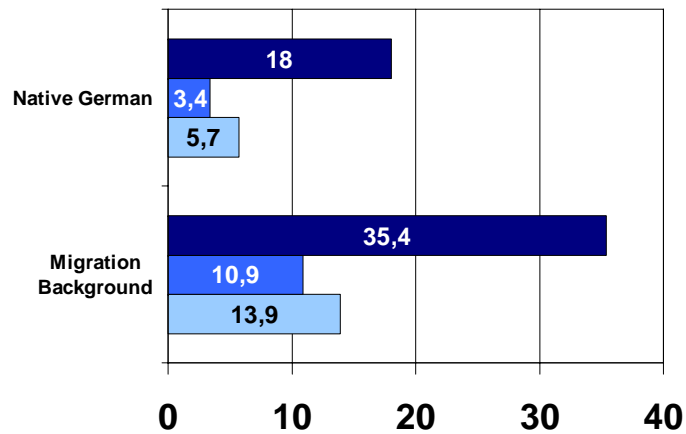
by Gender



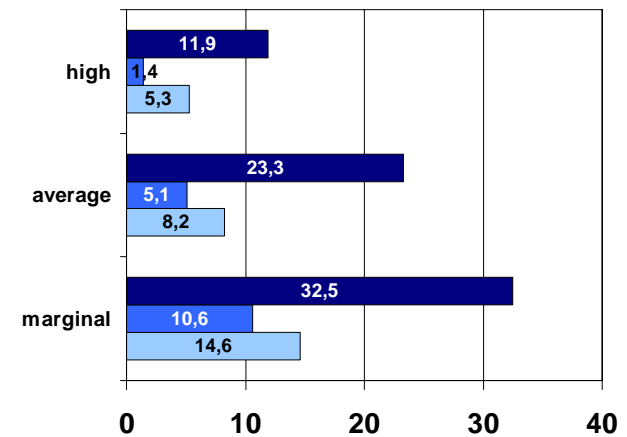
by Region



by Migration Background



by Parents' Educational Background



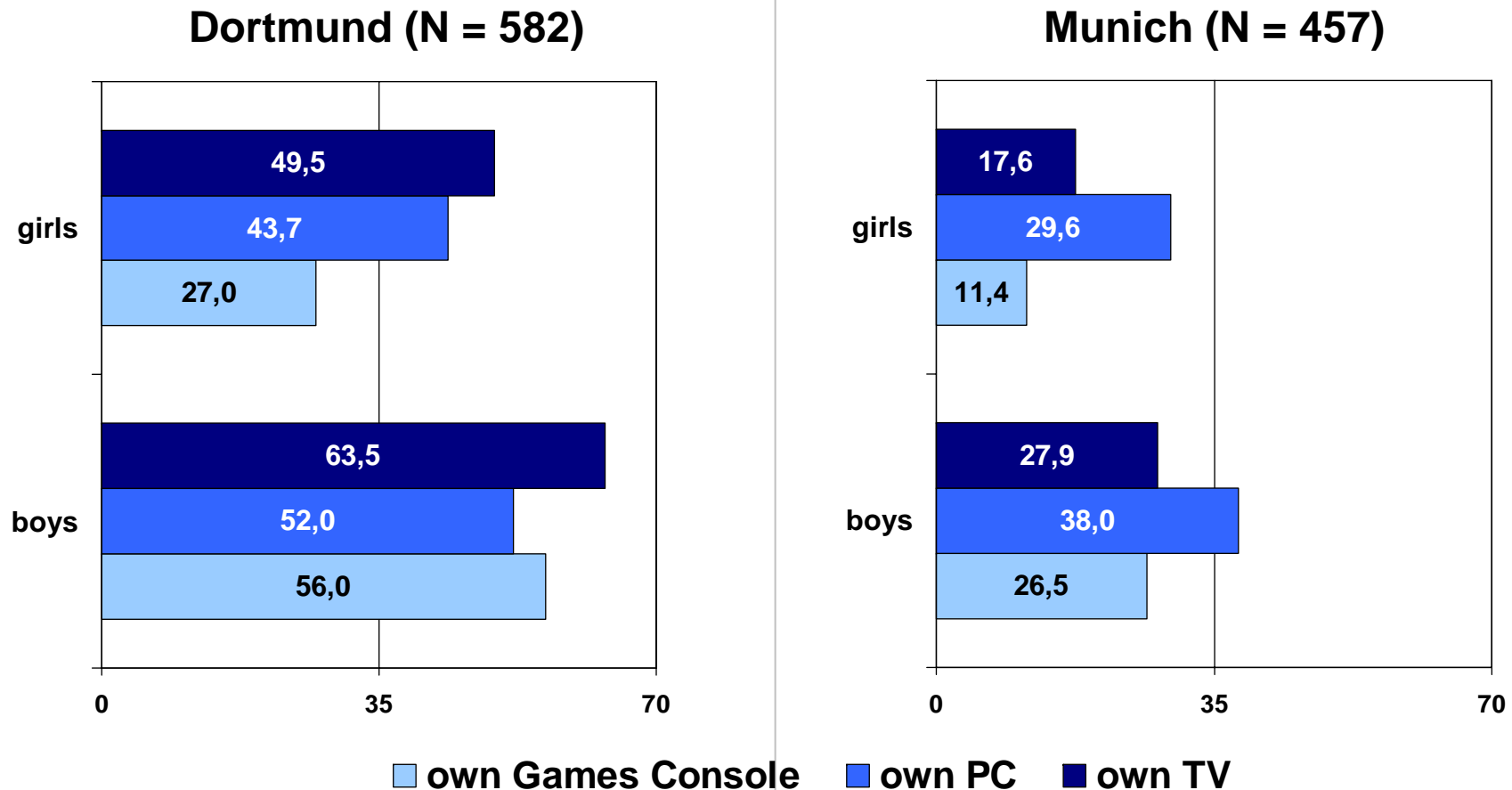
□ "Often play games rated 16"

■ "Often play games rated 18"

■ "Watched a 16/18-above film last week"

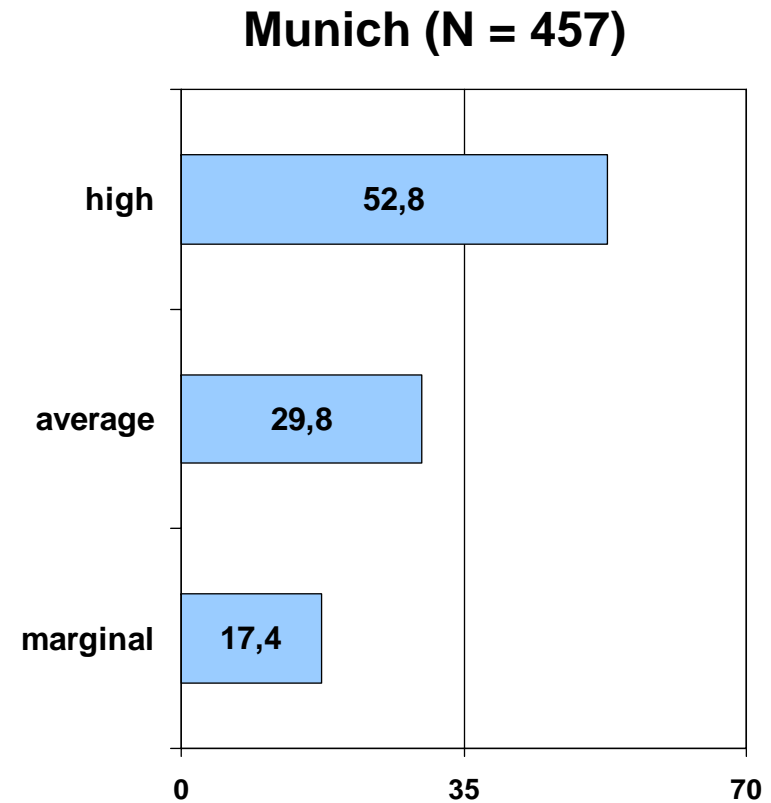
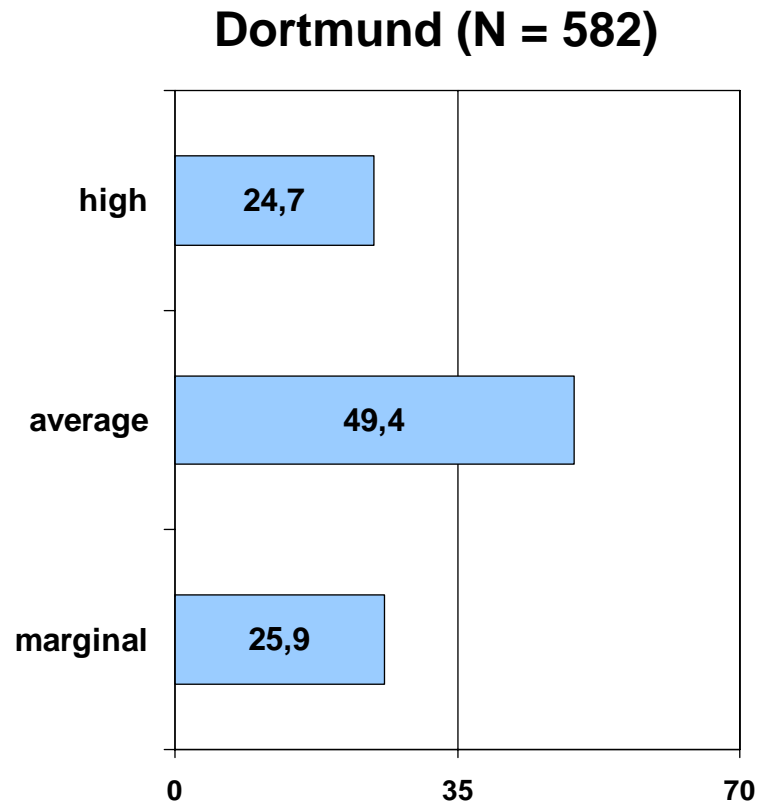
Comparison Dortmund vs. Munich - Media Equipment in Children's Bedrooms (4th Grade) by Gender

(in percent; source: KFN schools survey 2005)



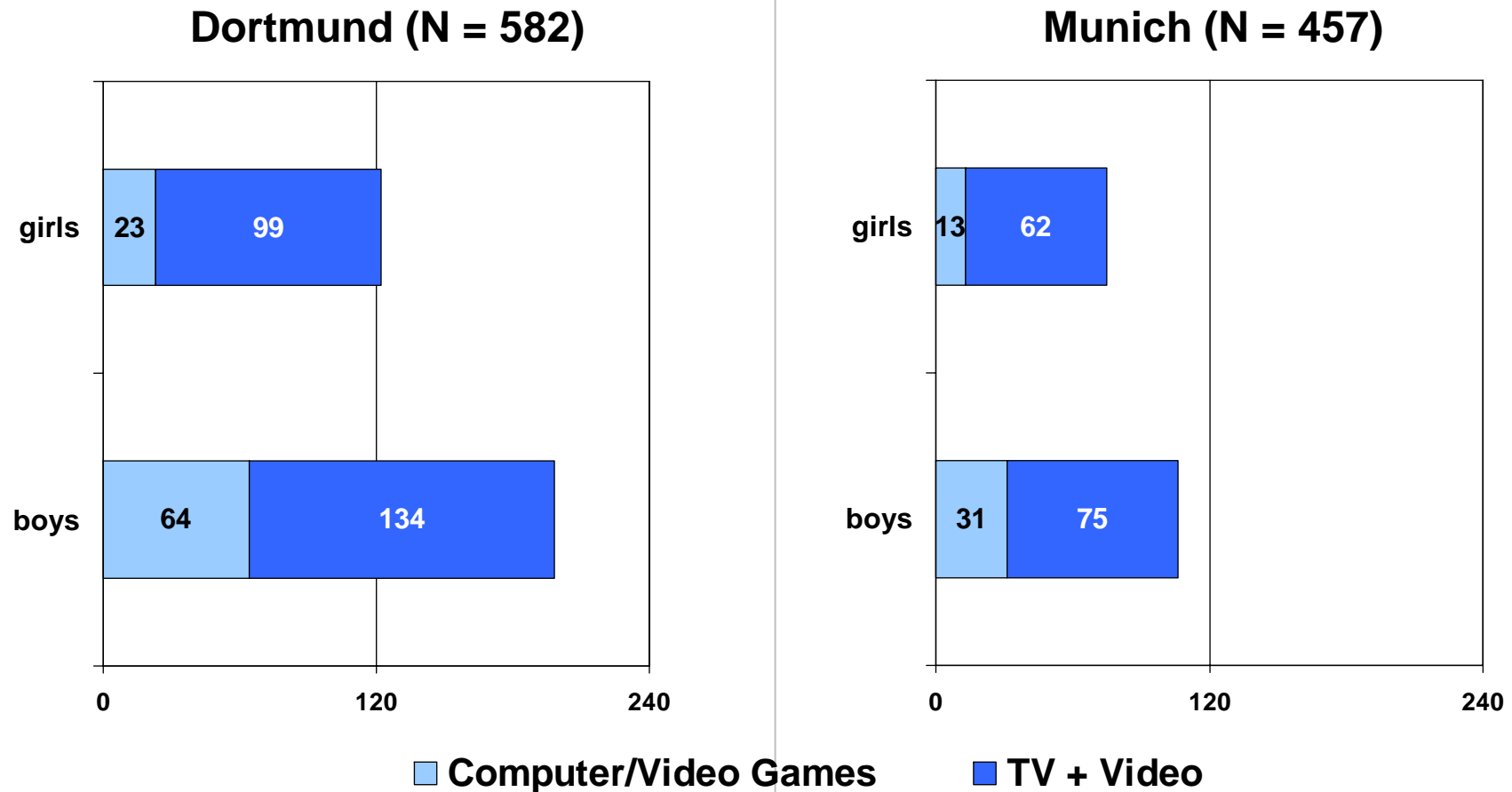
Comparison Dortmund vs. Munich - Parents' Educational Background (4th Grade)

(in percent; source: KFN schools survey 2005)



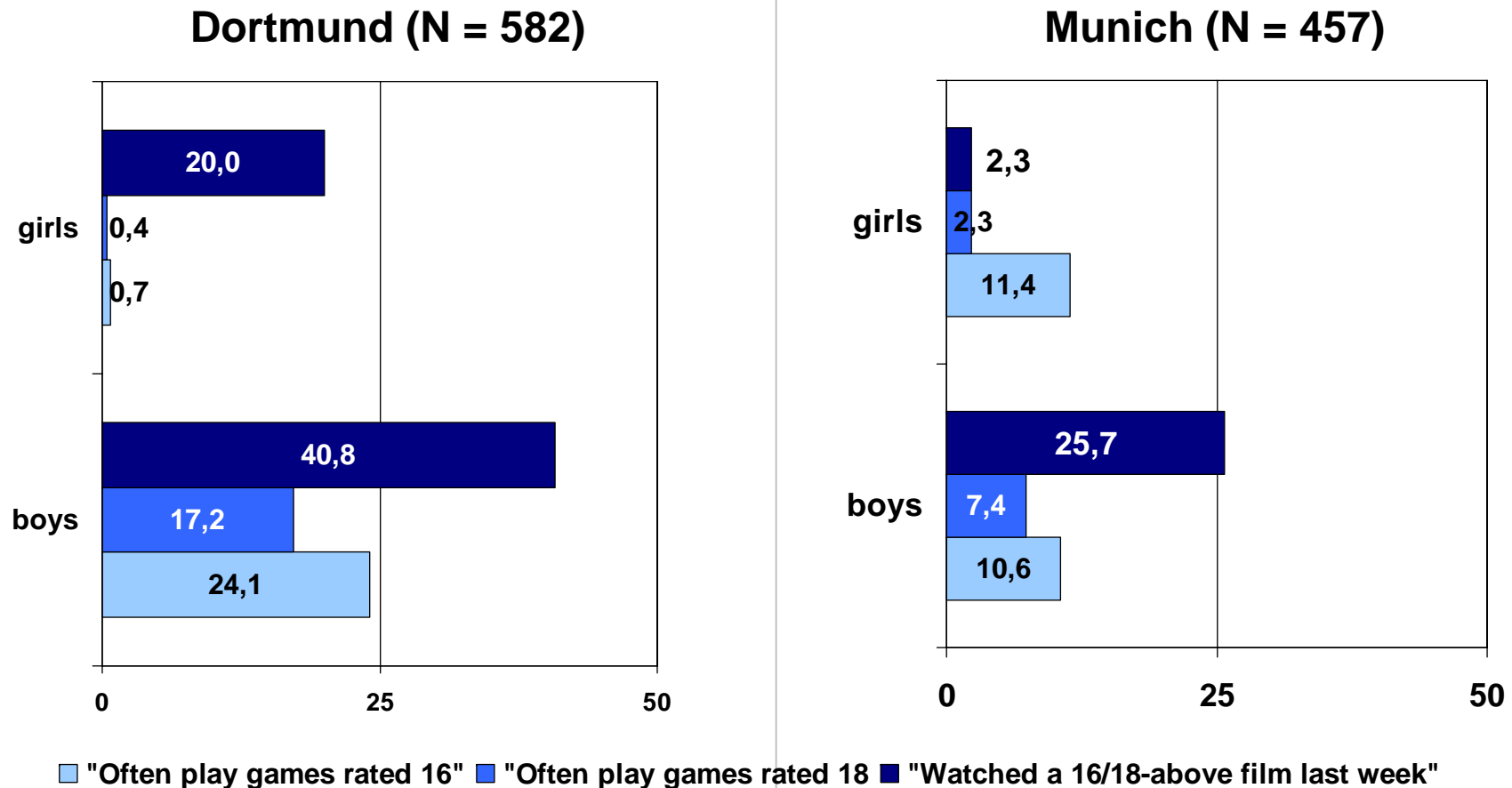
Comparison Dortmund vs. Munich - Media Exposure (4th Grade) by Gender

(in minutes; source: KfN schools survey 2005)



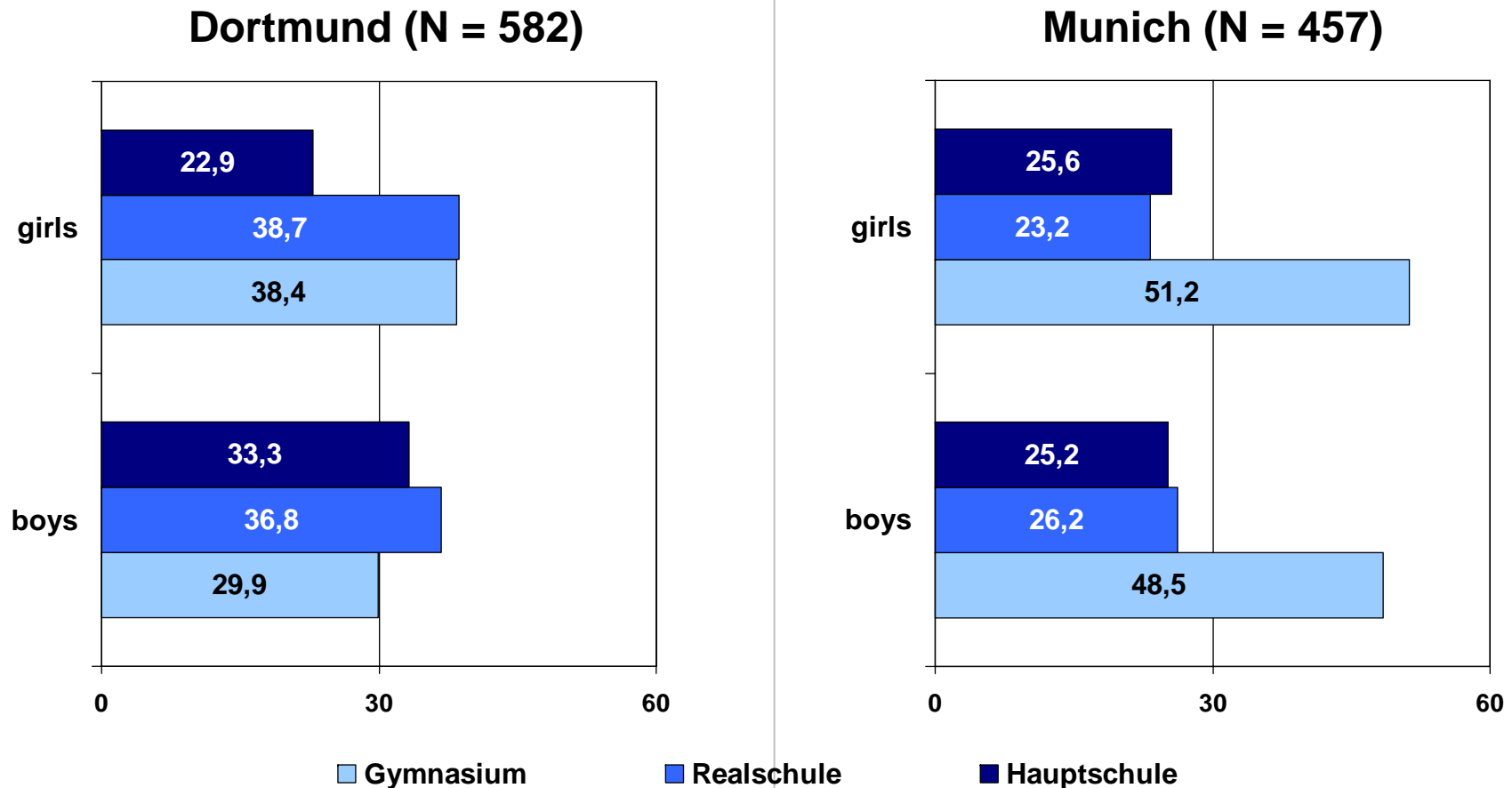
Comparison Dortmund vs. Munich - Use of Impairing Media Content (4th Grade) by Gender

(in percent; source: KFN schools survey 2005)



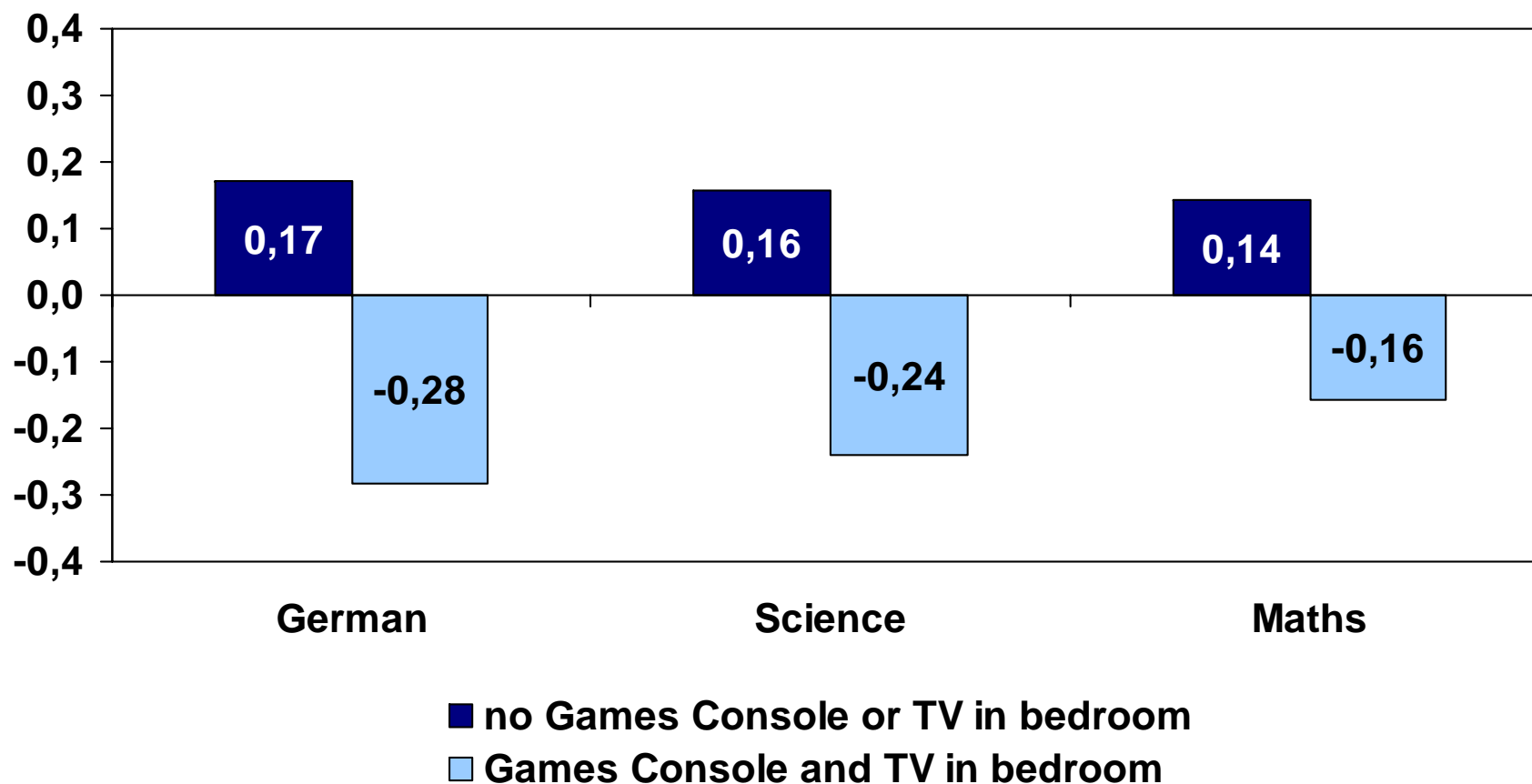
Comparison Dortmund vs. Munich - Secondary School Recommendations (4th Grade) by Gender

(in percent; source: KFN schools survey 2005)



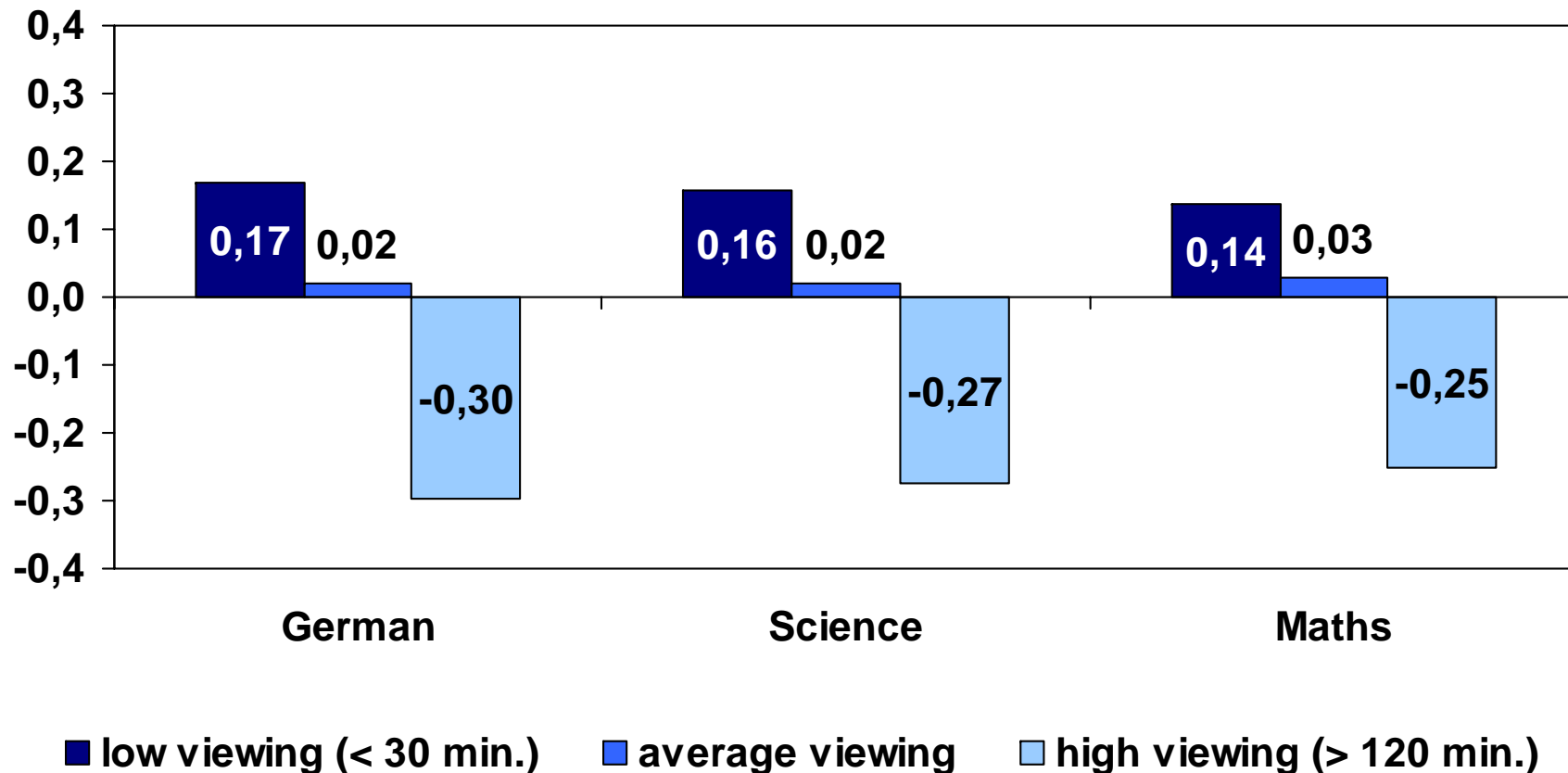
Standardized Grades in German, Science and Maths (4th Grade) by Media Equipment

(grades below the x-axis indicate POORER performance; source: KFN schools survey 2005)



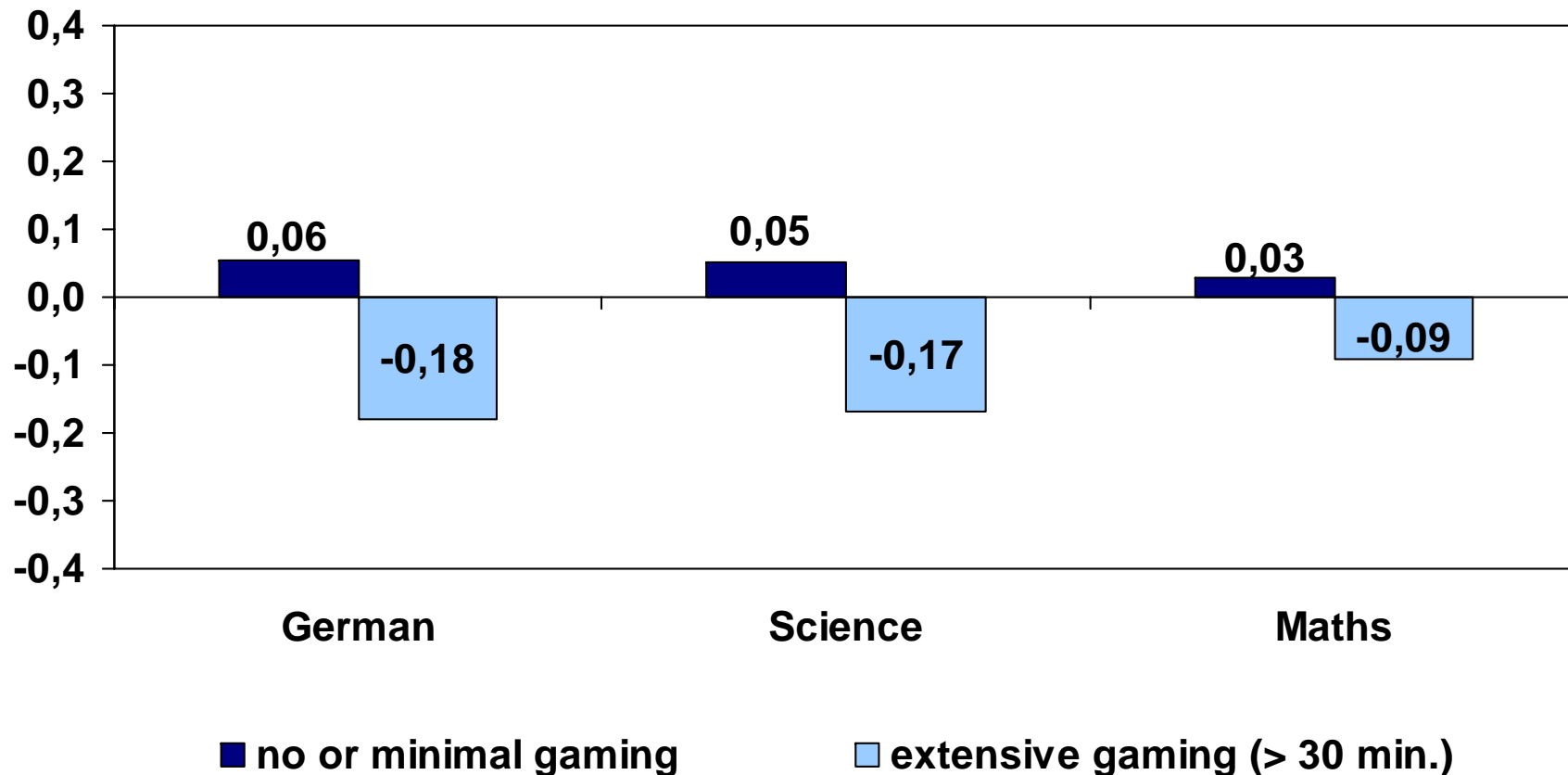
Standardized Grades in German, Science and Maths (4th Grade) by Television Exposure

(grades below the x-axis indicate POORER performance; source: KFN schools survey 2005)



Standardized Grades in German, Science and Maths (4th Grade) by Computer/Video Game Exposure

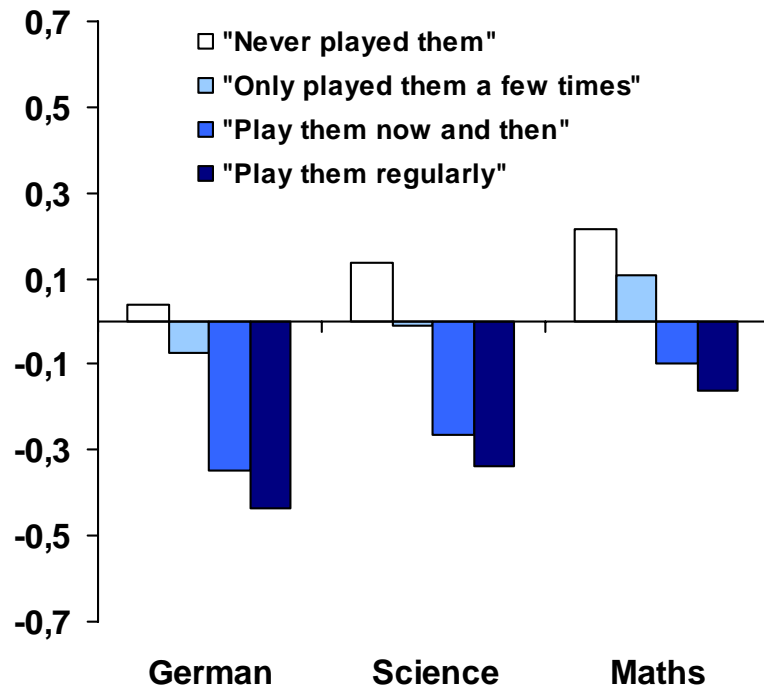
(grades below the x-axis indicate POORER performance; source: KFN schools survey 2005)



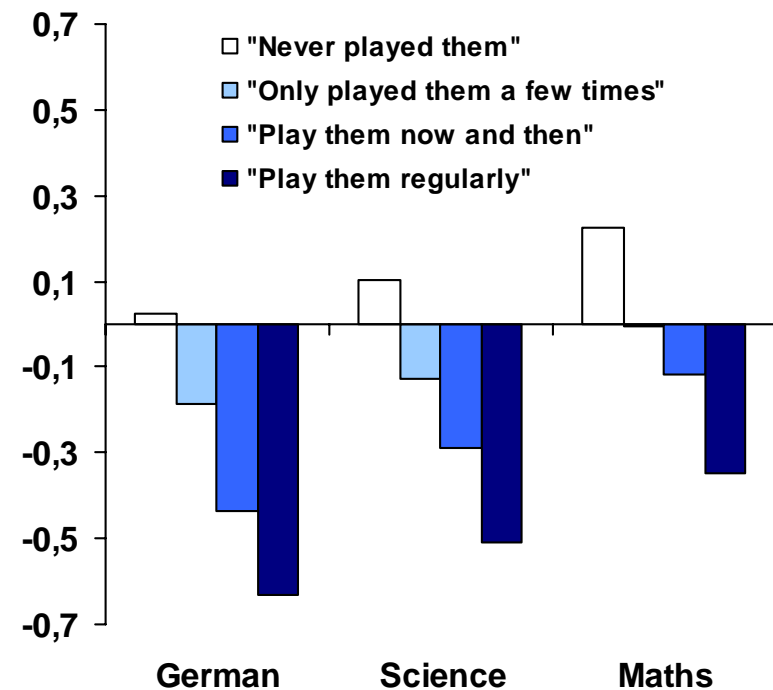
Standardized Grades in German, Science and Maths (4th Grade) by Use of Impairing Computer Games

(grades below the x-axis indicate POORER performance; source: KFN schools survey 2005)

Games rated 16 (N = 2.410)

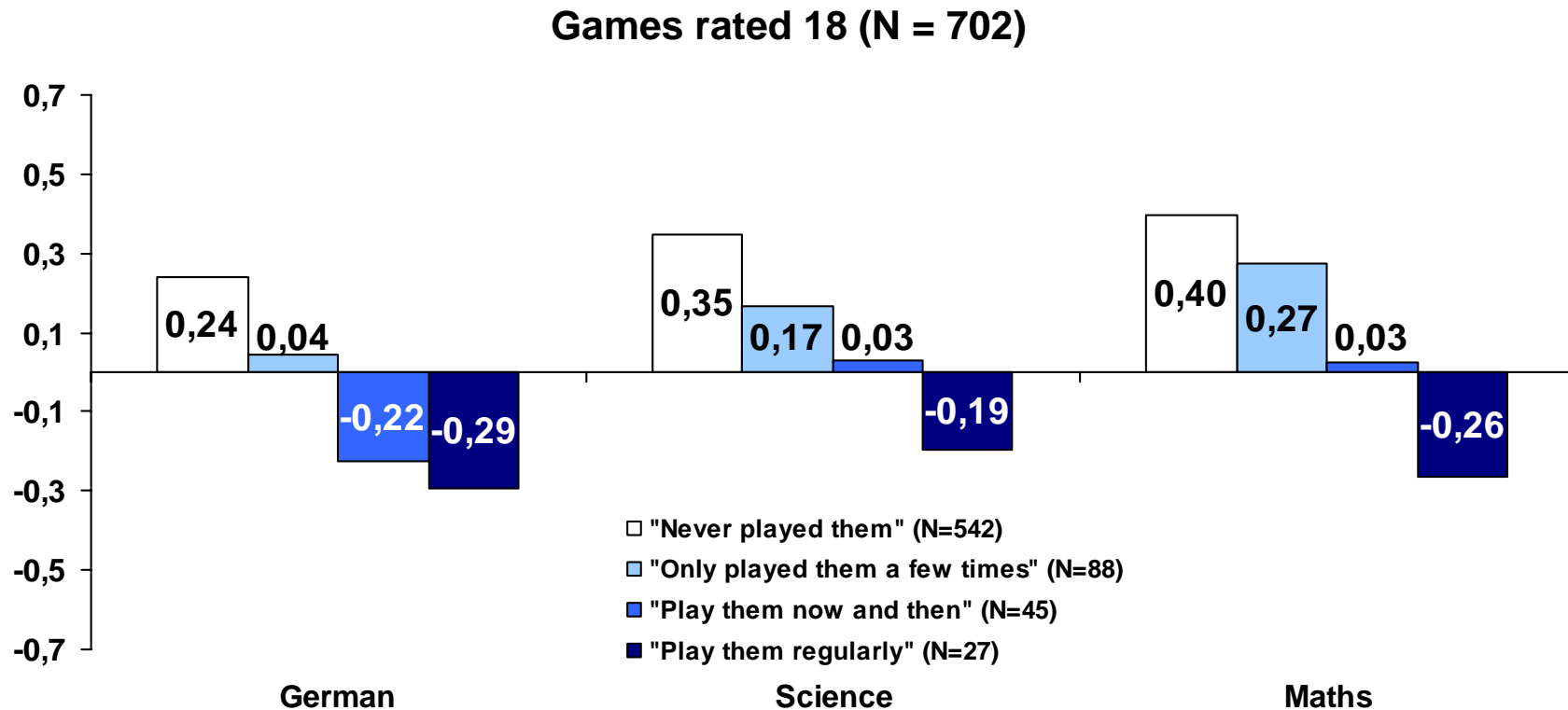


Games rated 18 (N = 2.235)



Standardized Grades in German, Science and Maths (4th Grade) by Use of Impairing Computer Games (boys)

(grades below the x-axis indicate POORER performance; source: KFN schools survey 2005)

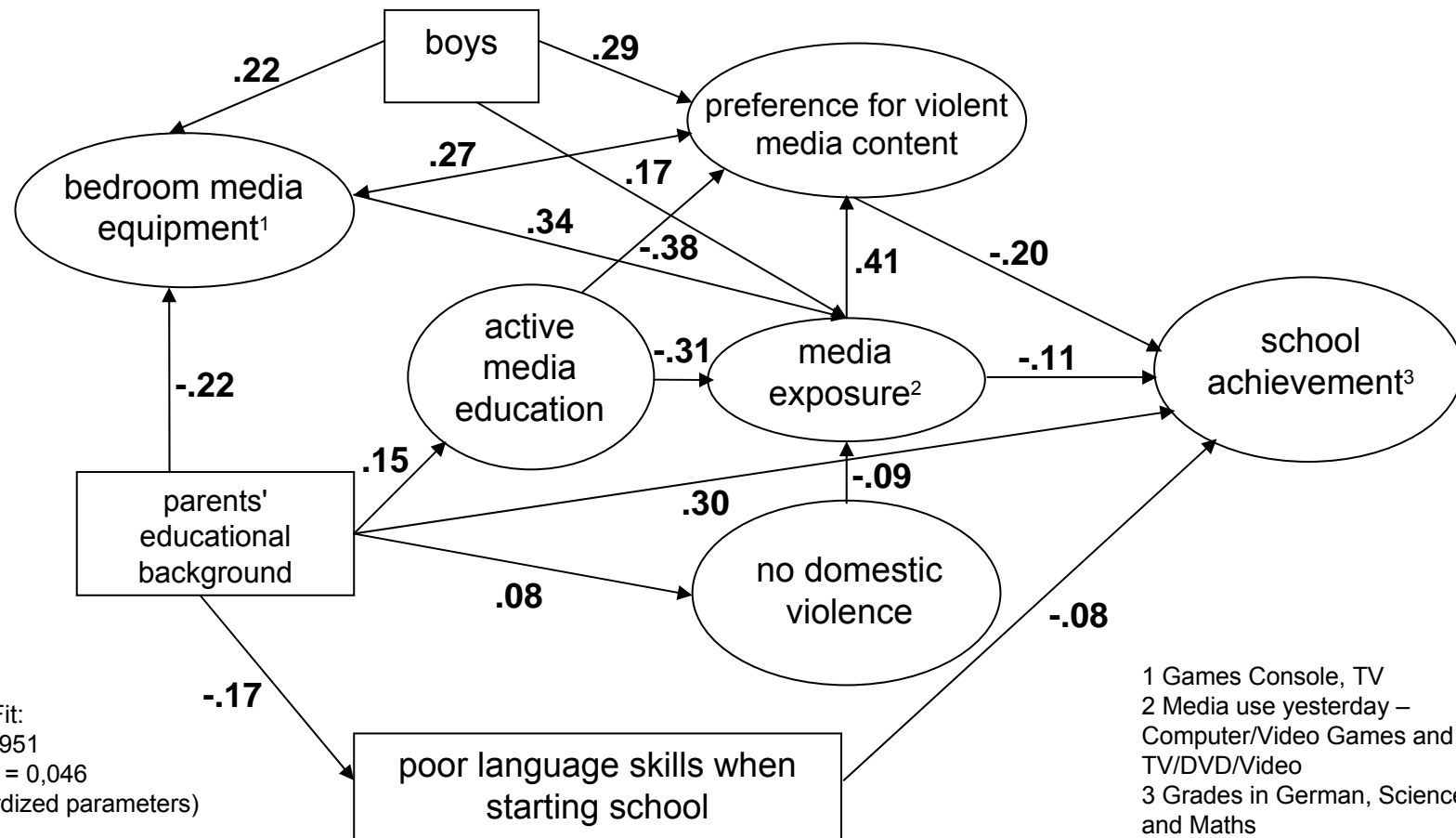


(Note: Only native German boys of parents with average to high education, a loving family and no experience of domestic violence in the last four weeks)



Pathways - Media Use on School Achievement (native German only)

(4th grade; source: KFN schools survey 2005)



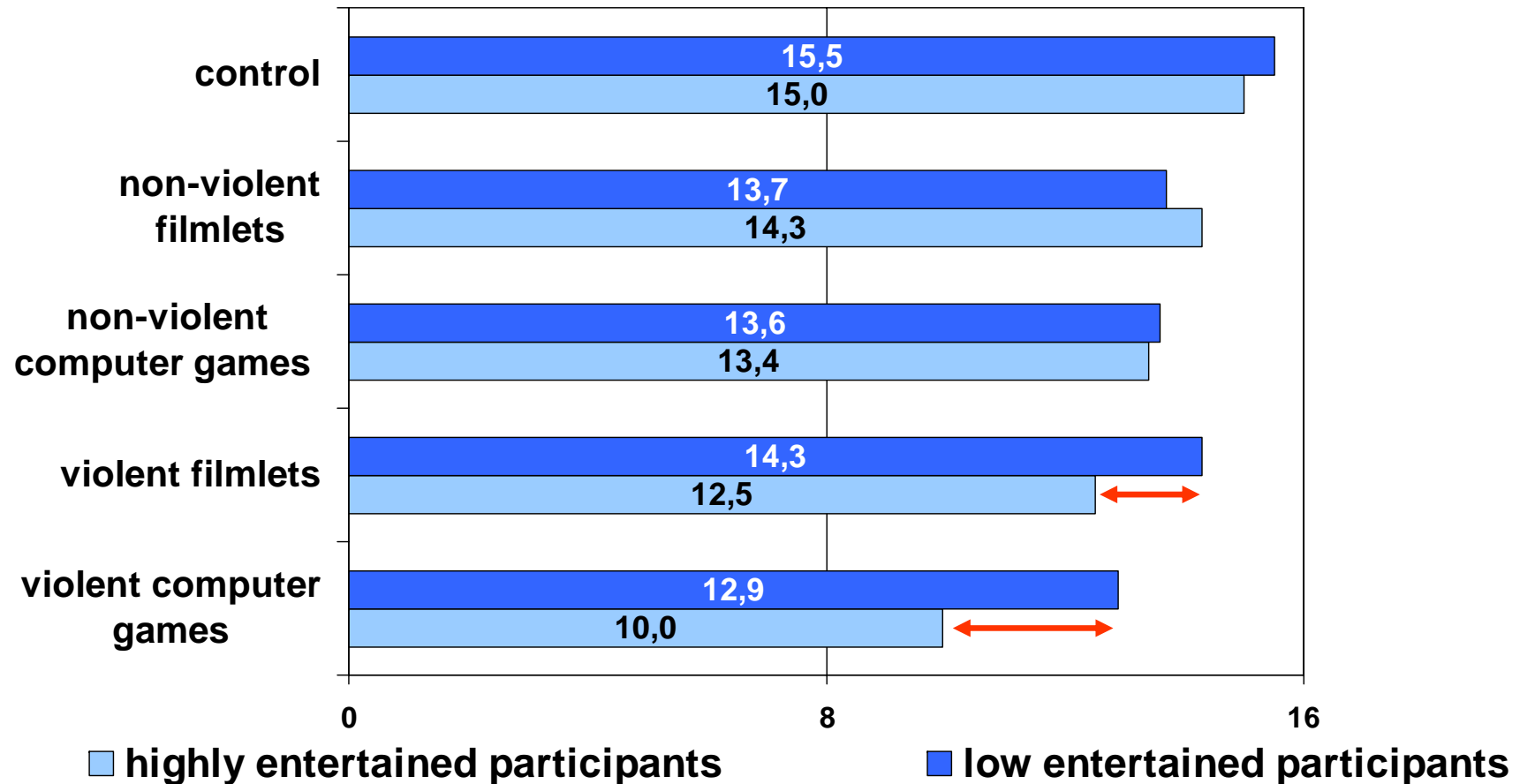
Modell Fit:
CFI = 0,951
RMSEA = 0,046
(standardized parameters)

1 Games Console, TV
2 Media use yesterday –
Computer/Video Games and
TV/DVD/Video
3 Grades in German, Science
and Maths

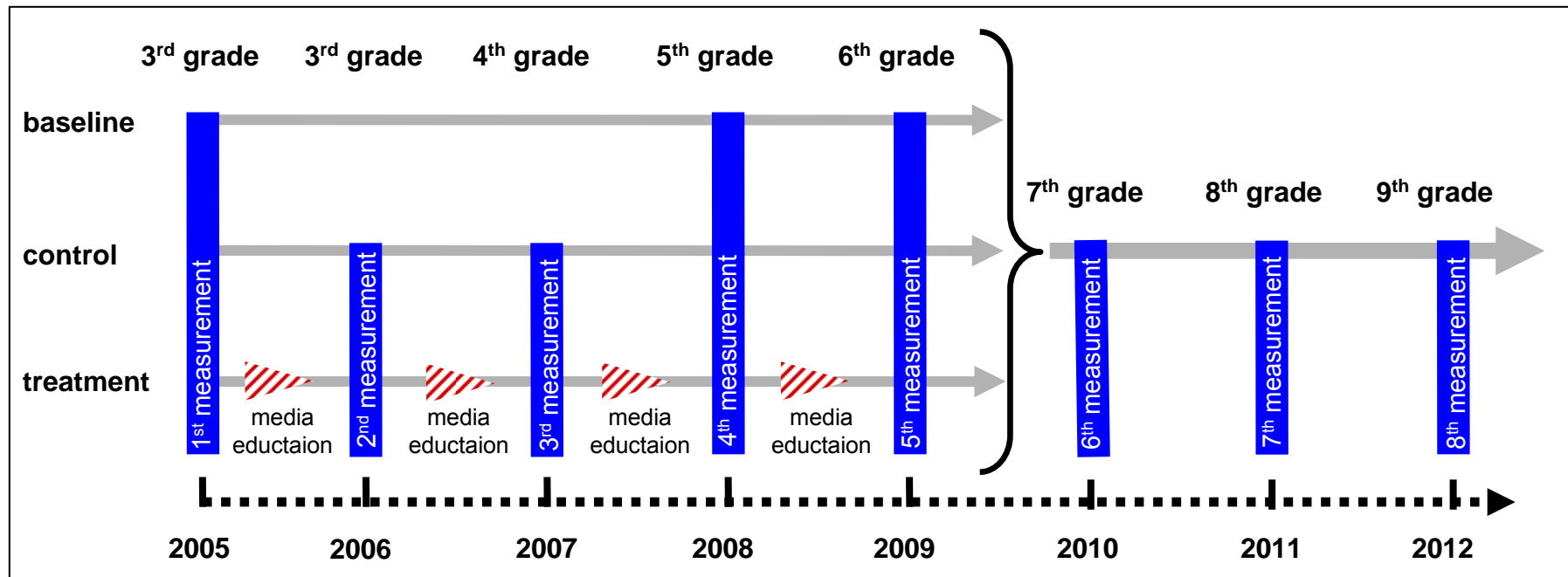
Controlled for: children's age
and impact of gender on
grades in German and Maths.

Influence of Violent Media Content on Concentration Task Performance

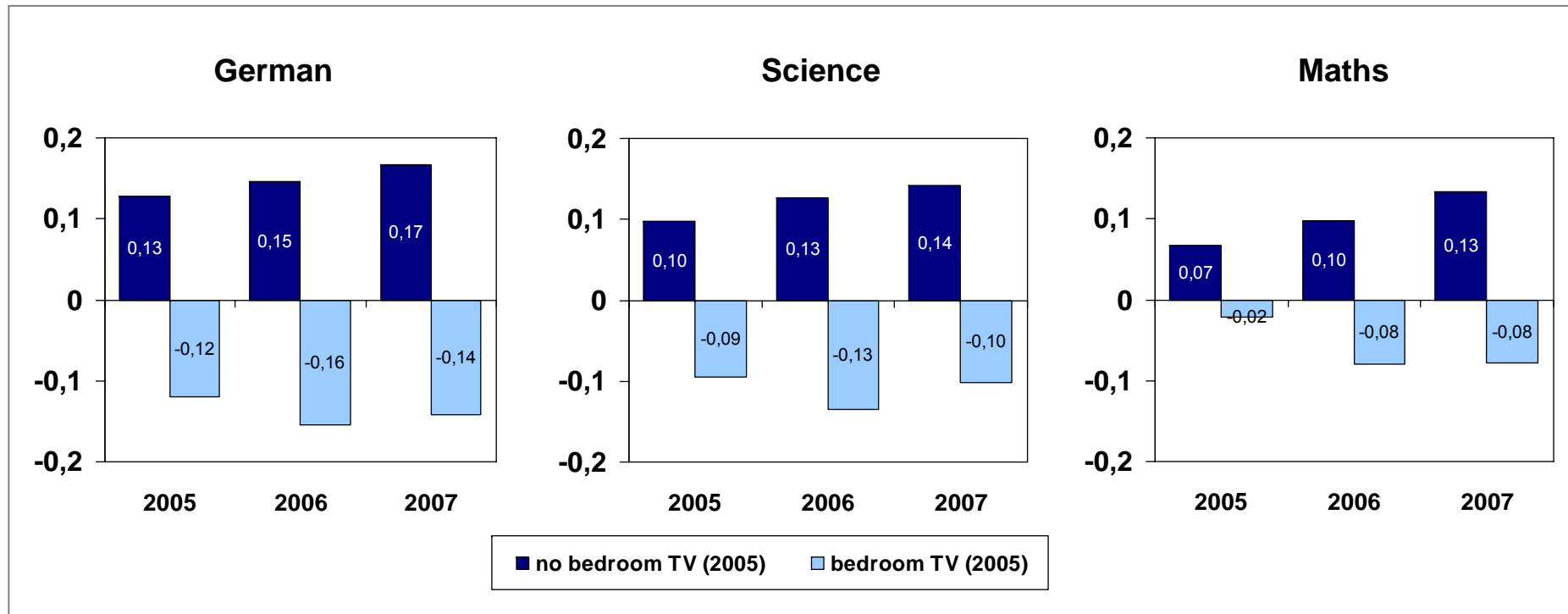
(Source: KFN Experiment 2007)



Longitudinal Study Berlin - Design

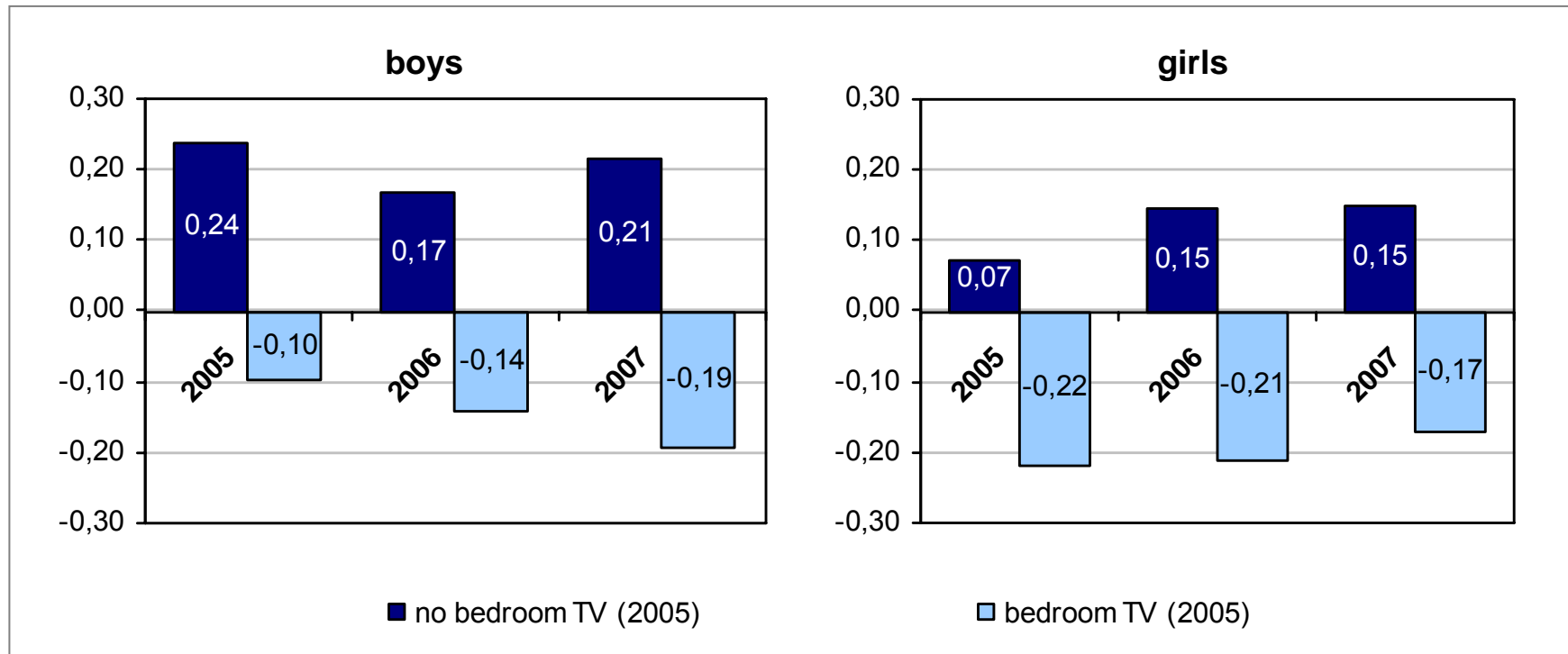


Mean Standardized Grades in German, Science and Maths (2005, 2006, 2007) by Media Equipment (2005) (grades below the x-axis indicate POORER performance)



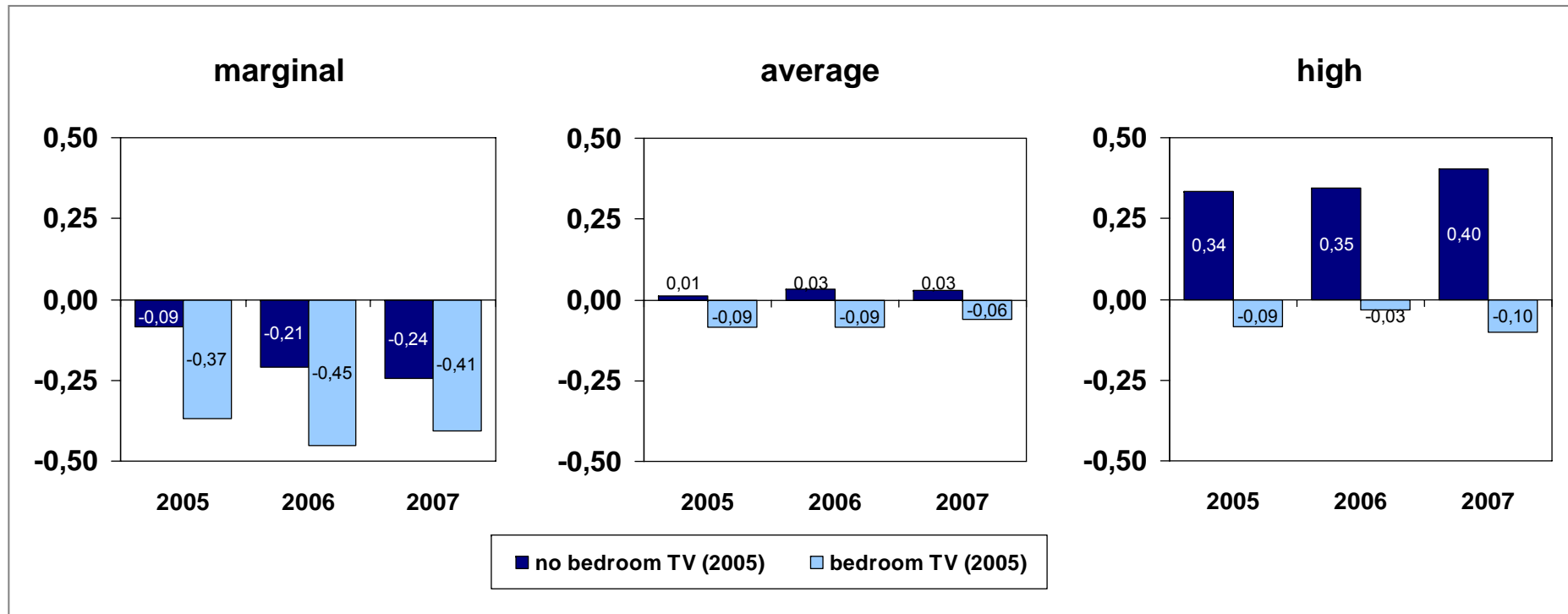
Mean Standardized Grades in German, Science and Maths (2005, 2006, 2007) by Gender and Media Equipment (2005)

(grades below the x-axis indicate POORER performance)

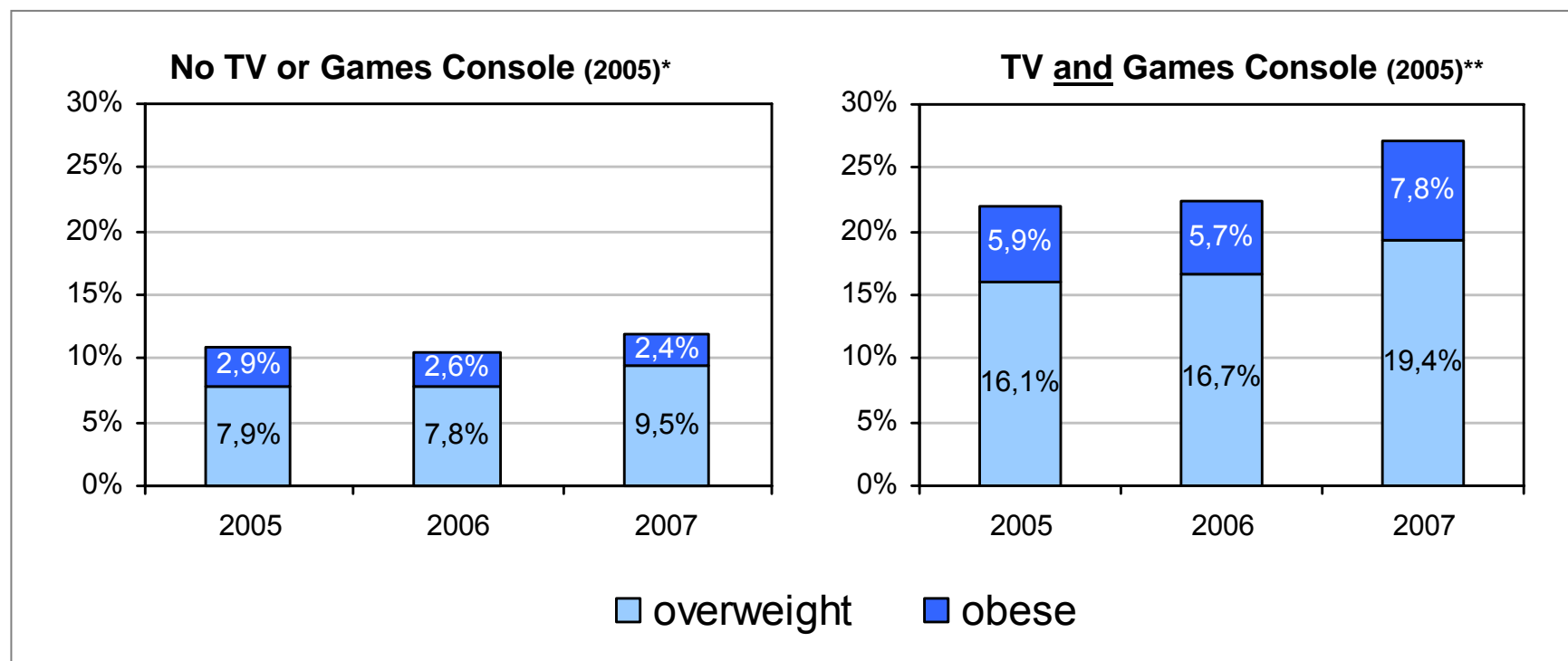


Mean Standardized Grades in German, Science and Maths (2005, 2006, 2007) by Parents' Educational Background and Media Equipment (2005)

(grades below the x-axis indicate POORER performance)



Overweight and Obese Children (2005, 2006, 2007) by Media Equipment (2005)



* n = 340; ** n = 186



Partial Correlational Associations between Media Exposure, Media Equipment (2005) and School Achievement and BMI (2005, 2006, 2007)

	TV on school day 2005	TV on weekend 2005	bedroom TV 2005
mean grades 2005	-.16*	-.17*	-.12 ^ĩ
mean grades 2006	-.10	-.20**	-.15*
mean grades 2007	-.13 ^ĩ	-.19**	-.17*
BMI 2005	.19***	.22***	.23***
BMI 2006	.19***	.21***	.24***
BMI 2007	.22***	.22***	.25***

Controlled for: prosperity index, IQ

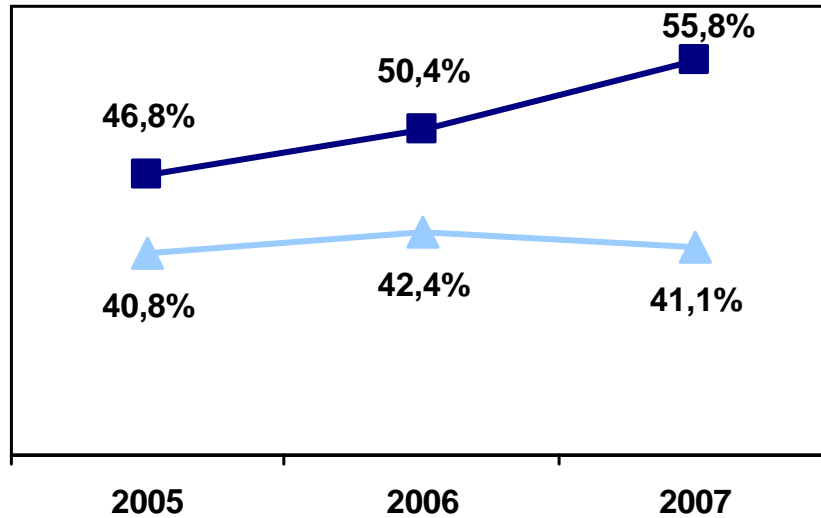
Mean Grades: German, Science, Maths (standardized)

* $p < .05$, ** $p < .01$, *** $p < .001$, ^ĩ $p < .10$

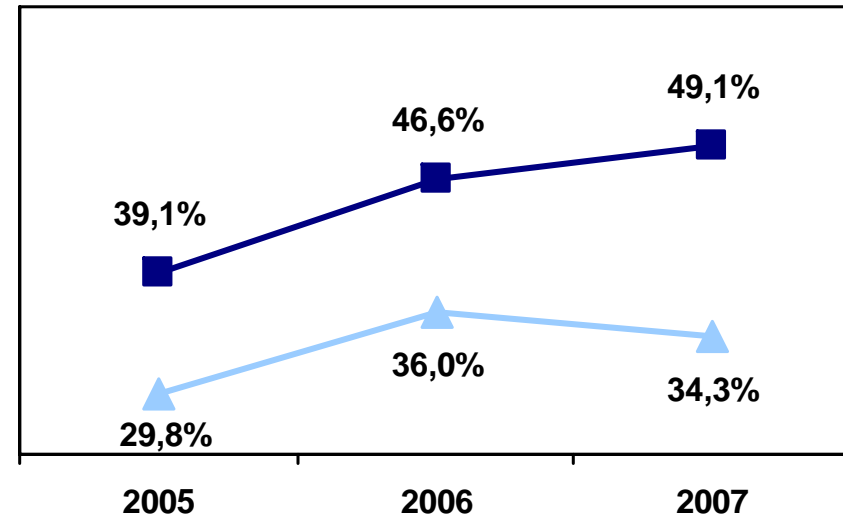


Evaluation of the Media Education Treatment – Bedroom Media Equipment

bedroom TV (in %)



bedroom games console (in %)



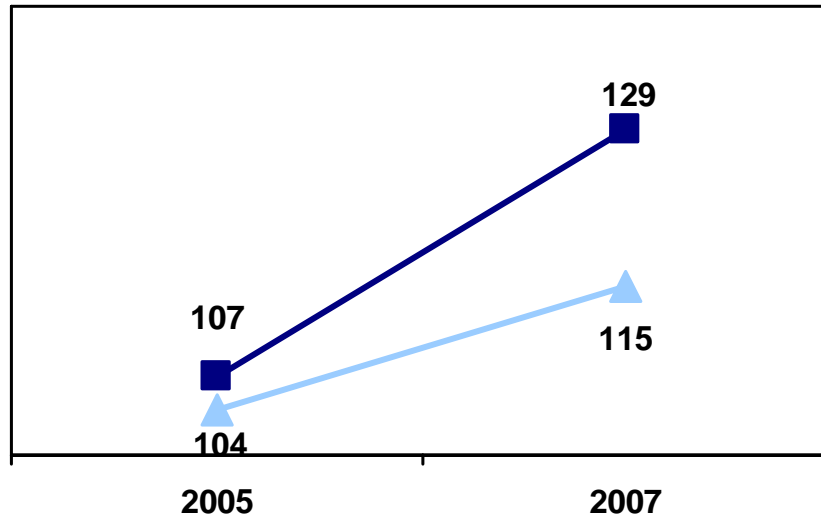
■ control

▲ treatment

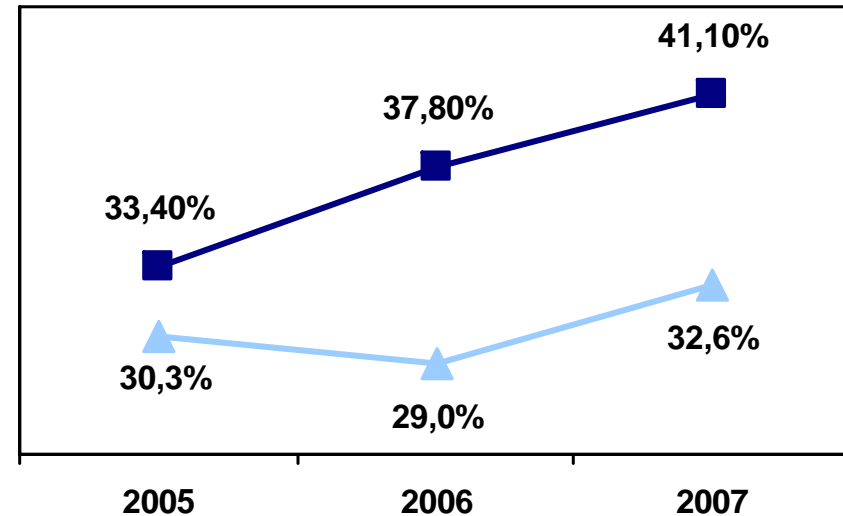


Evaluation of the Media Education Treatment – Media Exposure

Time spent on TV and Computer Games
(in minutes)



Playing games rated 16 (in percent)



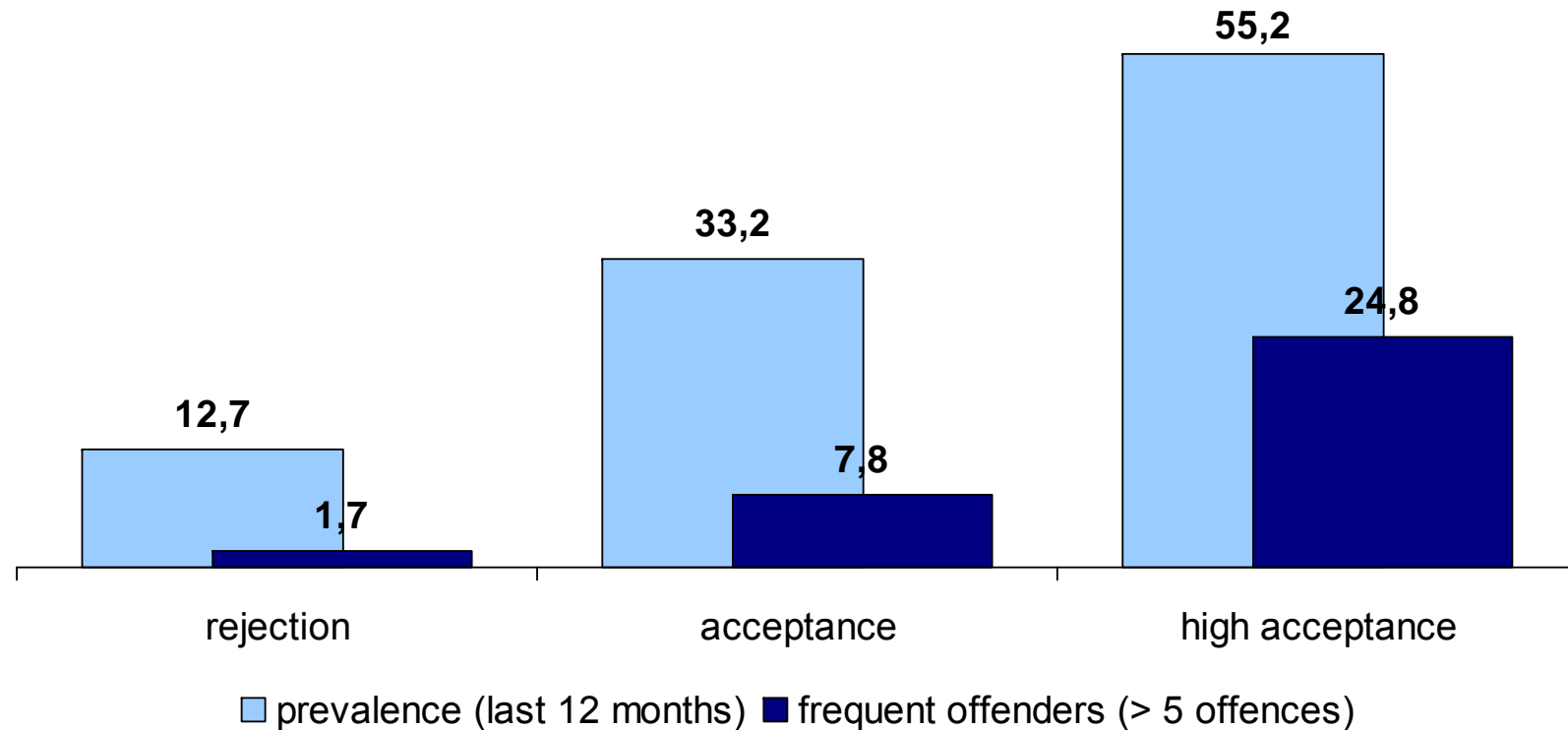
■ control

▲ treatment



Prevalence of Self-reported Youth Violence by Acceptance of Violence Legitimizing Norms of Masculinity (males only)

(9th grade; in percent; N = 7.118; source: KFN schools survey 2005)



“Violence Legitimizing Norms of Masculinity” (VLNM)

“Please indicate to which extent you agree to the following statements.”

1 – do not agree at all, 2 – do not agree, 3 – agree, 4 – agree entirely

(1) A real man is strong and protects his family.

(2) A man, who is not willing to answer insults violently, is a wimp.

(3) Being a father, a man is head of the family and if necessary is allowed to assert his claims violently.

(4) If a woman is cheating on her partner, he is allowed to beat her.

(5) A man should be willing to defend women and children against offenders by using violence.

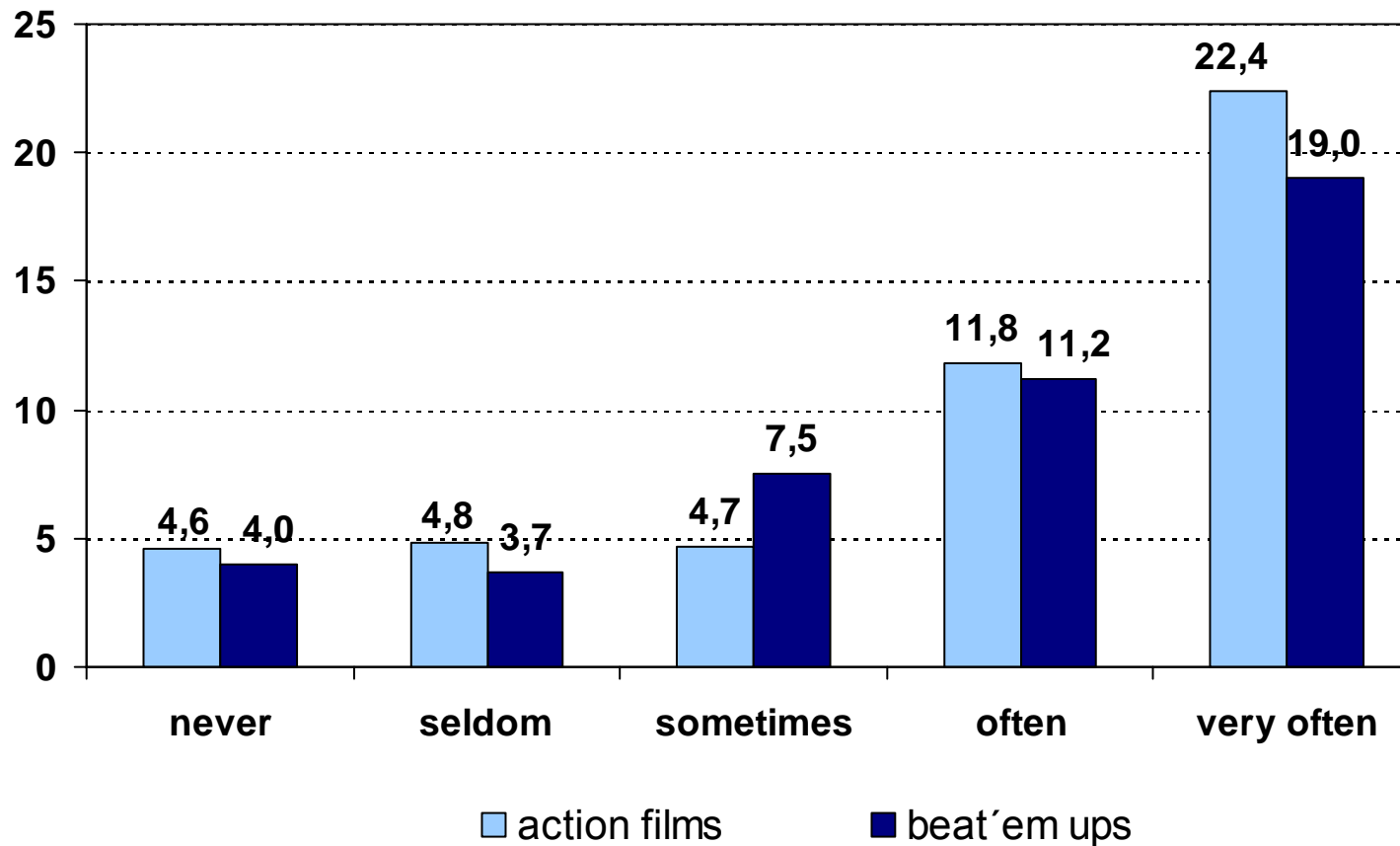
(6) Wife and children have to obey a man as head of the family.

(7) A real man is willing to use physical violence to prevail over somebody who badmouths his family.

(8) A man should be allowed to possess guns in order to protect his family or property.

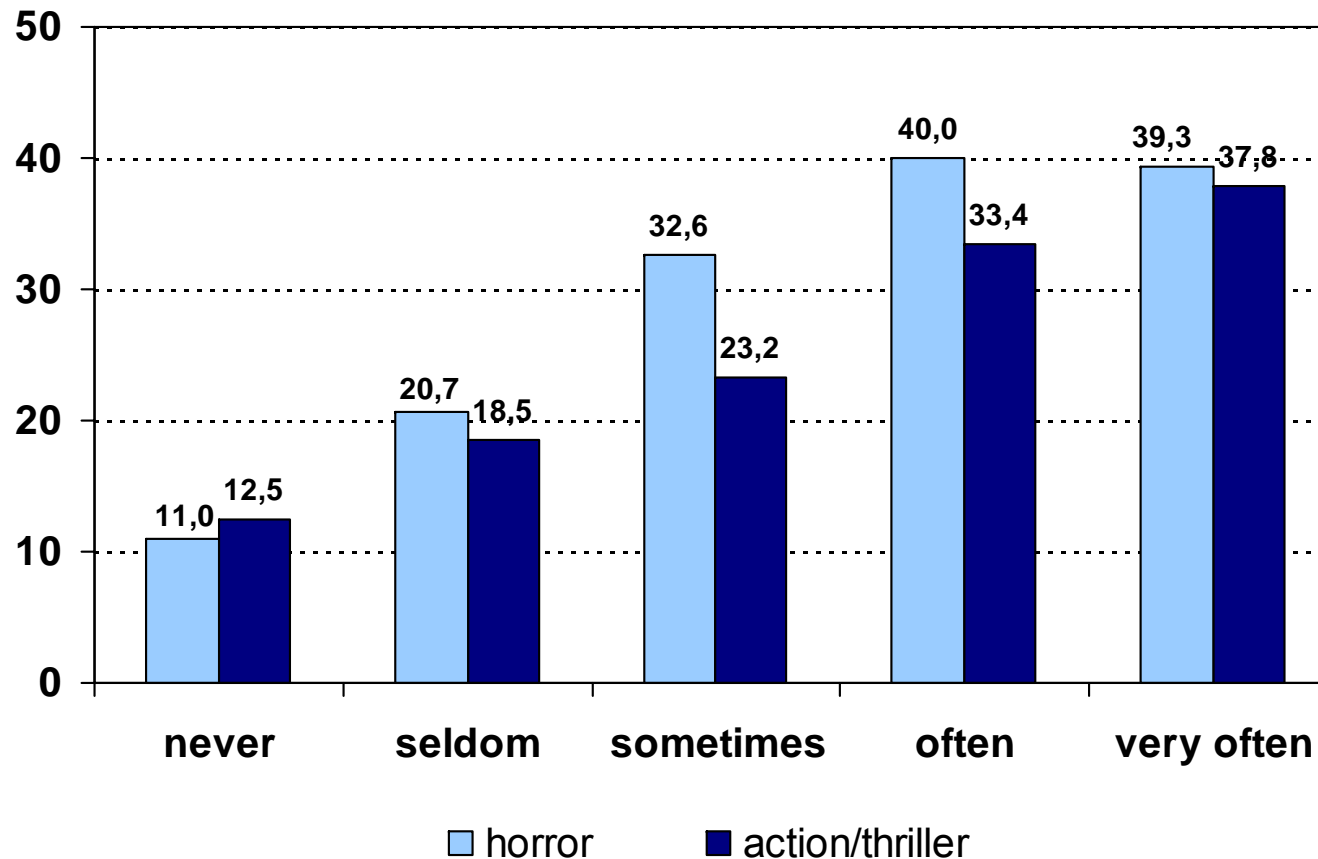
Acceptance of VLNM by Frequency of Playing Beat´em Ups and Watching Action Films (males only)

(9th grade; in percent; source: KFN schools survey 2005)



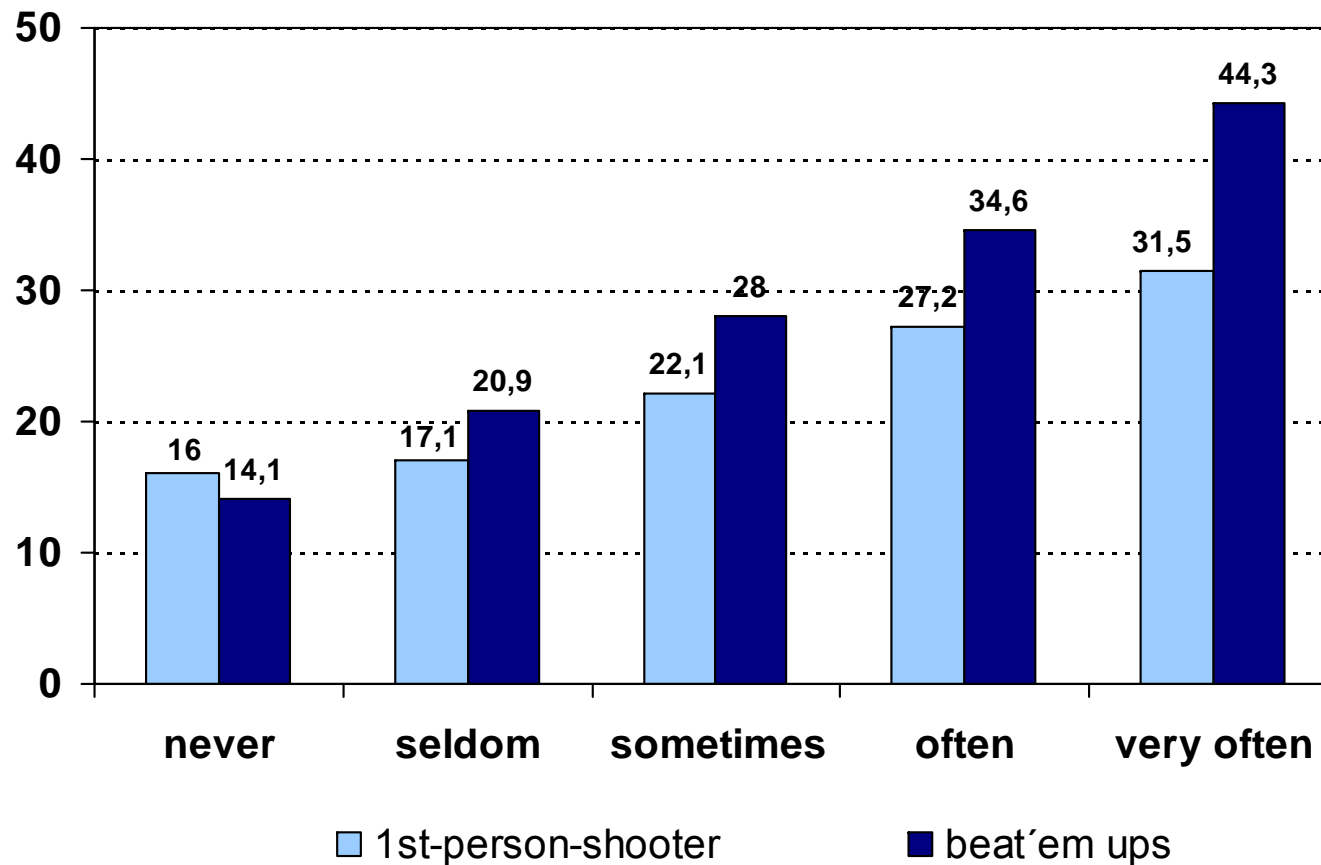
Prevalence of Self-reported Youth Violence by Frequency of Watching Horror/Action Films (males only)

(9th grade; in percent; source: KFN schools survey 2005)



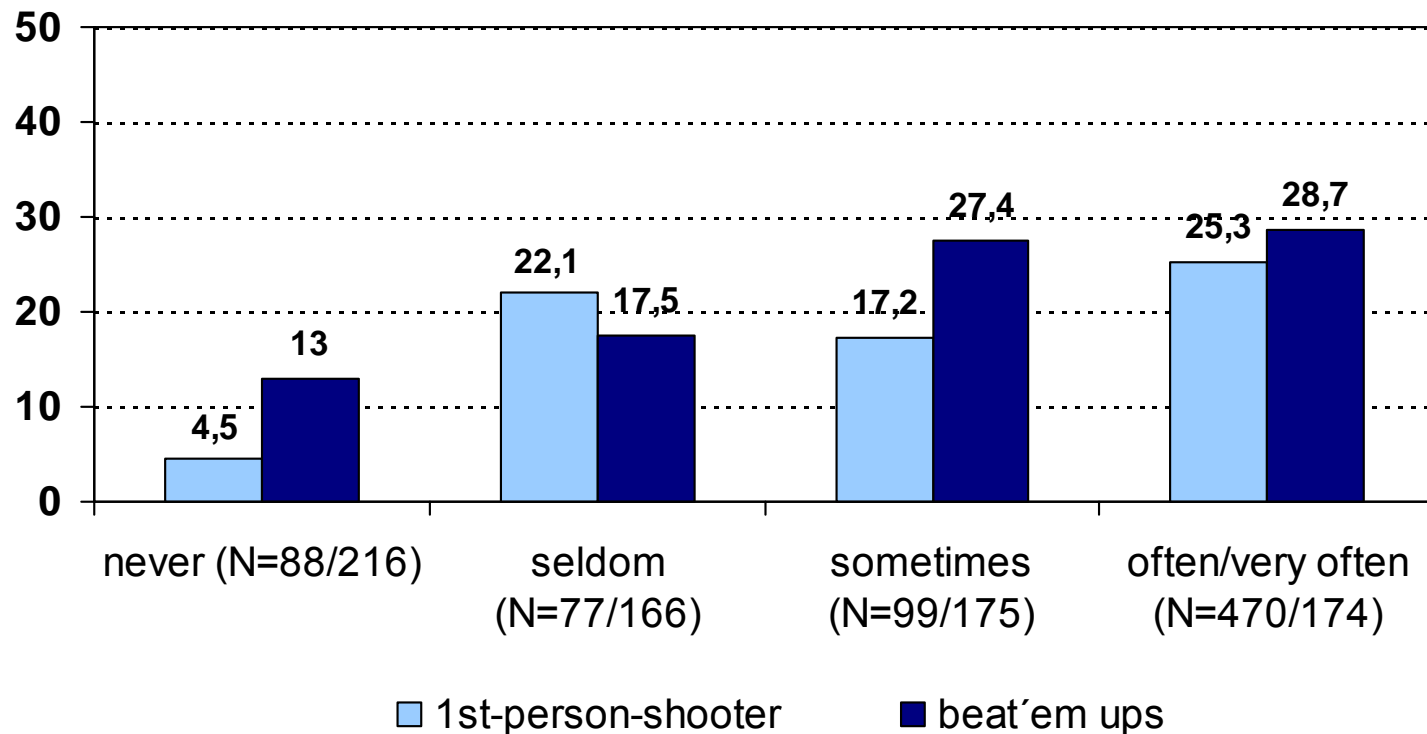
Prevalence of Self-reported Youth Violence by Frequency of Playing 1st-Person-Shooters and Beat´em Ups (males only)

(9th grade; in percent; source: KFN schools survey 2005)



Prevalence of Self-reported Youth Violence by Frequency of Playing 1st-Person-Shooters and Beat´em Ups (males only; *Realschule*)

(9th grade; in percent; source: KFN schools survey 2005)

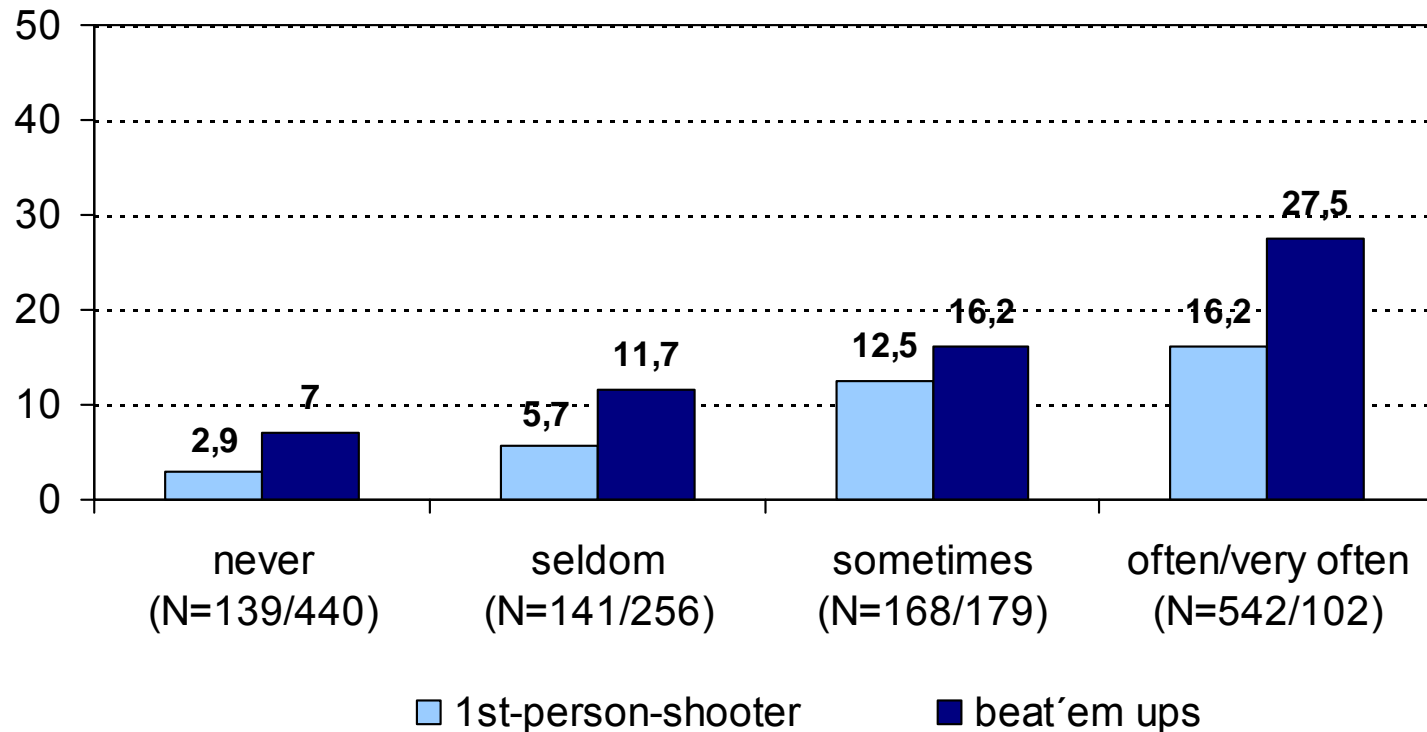


(Note: Male adolescents from former West German States who experienced no violence during their childhood and whose parents (both native German) are neither unemployed nor do they receive welfare.)



Prevalence of Self-reported Youth Violence by Frequency of Playing 1st-Person-Shooters and Beat'em Ups (males only; *Gymnasium*)

(9th grade; in percent; source: KFN schools survey 2005)

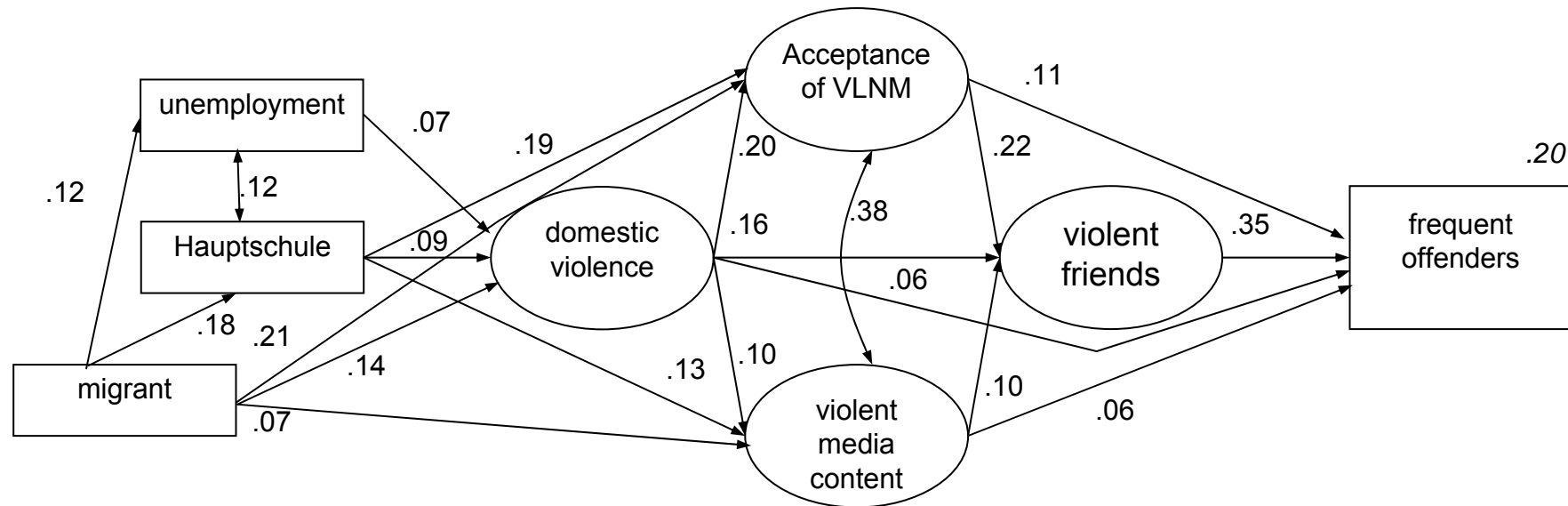


(Note: Male adolescents from former West German States who experienced no violence during their childhood and whose parents (both native German) are neither unemployed nor do they receive welfare.)



Frequent Offenders Pathways

(9th grade; N = 14.301; source: KFN schools survey 2005)



Modell-Fit: $\chi^2 = 1263.60$, $df = 97$,
AGFI = .98, RMR = .02, CFI = .97,
all paths standardized and significant
at $p < .01$

