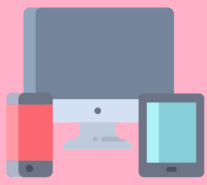


Digital Leisure and Perceived Family Functioning in Youth of Upper Secondary Education

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INTRODUCTION



Recent studies show that digital devices have resulted in qualitative changes in family functioning, the creation of new interaction scenarios and have even reordered the relational patterns of today's family.

The new entertainment experiences linked to the digital world require an adaptation of the family educational project, and a family accompaniment and learning that includes the natural incorporation of technology into their daily lives.

In this sense, it is encouraging to discover research which certifies that families are showing greater interest in the use and incorporation of digital media, as well as training in the potential of these devices.

METHODOLOGY



OBJECTIVE: to assess the relationship between the family functioning perceived by Spanish students in post-compulsory secondary education and their practice of digital entertainment.



INSTRUMENTS FOR STUDY:

- Digital entertainment was measured on the basis of an open question in which the three most important entertainment activities were to be identified.
- Family functioning was assessed using the Spanish version of the FaCes IV (family cohesion and adaptation scale).
- A descriptive analysis of the digital entertainment activities of young people was carried out.
- The coefficient of family functioning of each subject was determined.
- By means of analysis of variance (ANOVA) of a factor, the relationship between the family functioning perceived by the students and the digital entertainment activities practiced by them was evaluated.

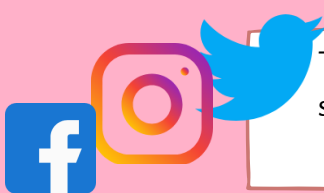


1,764 post-secondary students were evaluated in Spain, aged between 15 and 18.



CONCLUSIONS

This study highlights that Spanish students in post-compulsory secondary education attach value to digital activities in their entertainment time, although this importance varies according to the type of practice.



They highlight as priority activities the participation in social networks, playing video games and surfing the internet.



It is considered that the new entertainment experiences linked to the digital world require an adaptation of the family educational project, and accompaniment and learning within the family that includes the natural incorporation of technology into their daily lives.

Cohesion, flexibility and family functioning are healthier when children do not include digital activities among their preferred entertainment practices. The results suggest further research to test whether this negative association between family functioning and digital entertainment is causal or due to other factors.

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