



# Scholastic Esports as Resilient Safe Spaces: Promoting Positive Pro-Social Programs in Inspiring Social Environments

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*Summative Report*



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## Executive Summary

In October 2022, the Network of Academic and Scholastic Esports Federations (NASEF) received funding through the Department of Homeland Security's (DHS) Targeted Violence and Terrorism Prevention (TVTP) Grant Program. This funding supported the implementation of scholastic esports clubs as a strategy to prevent radicalization and foster resilience among youth in underserved and high-risk communities. Specifically, this project established new scholastic esports clubs in geographic areas identified by DHS as having elevated potential for extremist activities. These clubs provided a structured platform for students to participate in esports while developing essential SEL skills, promoting diversity and inclusion, and exploring STEM and career pathways. By integrating play with education, these clubs aim to reduce the risk of radicalization by offering students positive social experiences, opportunities for personal growth, and a sense of belonging. This report aims to provide insights into the effectiveness of the NASEF model and its potential for future expansion in diverse educational settings.

### Research Design and Methodology

Inflexion employed an embedded mixed methods design with longitudinal, expansion, and case study components to evaluate the implementation and outcomes of NASEF's scholastic esports program. Data were collected through club member surveys, general manager interviews, and club member focus groups. This design allowed researchers to leverage quantitative and qualitative data to provide a comprehensive view of both the overall program outcomes and the nuanced experiences of participating clubs.

### Key Findings by Research Question

**Reaching Underserved Populations:** NASEF successfully established clubs in DHS-identified high-risk areas, providing underserved students with safe spaces to engage in constructive activities. The program's targeted implementation aligned with its resilience-building goals, reducing vulnerabilities associated with isolation and unstructured time.

**Contextual Factors Influencing Implementation:** Successful club implementation depended on strong leadership, adequate resources, and supportive environments. Leaders who championed the program secured necessary resources, fostered positive cultures, and aligned the program with institutional goals, while resource constraints in some areas highlighted the need for targeted support.

**Best Practices and Challenges:** Insights from selected clubs emphasized the importance of leveraging NASEF resources, establishing clear structures and roles, creating inclusive environments, and fostering resilience and sportsmanship. These activities facilitated the successful implementation of NASEF esports clubs. Notable themes also emerged in the challenges that clubs experienced in their implementation, including changing perceptions of esports among parents and educators, overcoming resource limitations, managing behavioral issues, and addressing logistical challenges.

**Key Benefits for Students:** Participation in NASEF’s scholastic esports clubs has yielded a range of significant benefits for students, spanning social-emotional, academic, and personal development. Participation fostered communication, teamwork, and leadership skills. Students reported increased confidence, a stronger sense of belonging, and curiosity about STEM and esports-related career paths, aligning with the program's objectives.

**Addressing Social Dominance Attitudes and Disruptive Behaviors:** NASEF’s model counters toxic behaviors often associated with gaming by promoting sportsmanship, collaboration, and respect. The clubs’ structured behavior management, reinforced by clear codes of conduct, effectively addresses issues like poor sportsmanship and verbal outbursts. Additionally, the program’s focus on teamwork and shared success fosters inclusive social dynamics, reducing hierarchical or exclusionary tendencies common in gaming culture and mitigating attitudes that can lead to conflict or division.

**Impact on Student Outcomes:** Participation in NASEF’s scholastic esports clubs positively impacted students by fostering a sense of belonging, enhancing communication skills, supporting academic performance, and broadening future aspirations. The clubs provided an inclusive community, particularly for students who struggled to find belonging in traditional extracurriculars, helping them feel more connected to their peers and school environment. Collaborative activities in practices and competitions developed students’ ability to articulate ideas, provide feedback, and solve challenges together, contributing to both academic and personal growth. The program’s integration of GPA requirements and time management expectations motivated students to improve their academic performance, reinforcing the connection between extracurricular participation and academic responsibility. Additionally, exposure to roles in esports, technology, and STEM fields expanded students’ career aspirations, inspiring them to align their interests with tangible future opportunities and fostering curiosity about technology and digital innovation.

**Adaptability and Scalability in Puerto Rico:** The implementation of NASEF’s scholastic esports program in Puerto Rico demonstrates the model’s adaptability to diverse contexts and its potential for scalability, aligning with local regulatory requirements and meeting the needs of underserved communities. Positive student outcomes reaffirmed the model’s scalability, including improved communication skills, teamwork, and belonging. However, the experience underscored the importance of cultural tailoring, localized support, and strategic collaboration with education authorities to navigate unique regulatory, cultural, and logistical challenges effectively.

## Recommendations

NASEF has already demonstrated a strong commitment to fostering scholastic esports through its comprehensive resources, innovative programs, and dedication to inclusivity and community building. These recommendations are not intended to suggest a lack of progress or effort but rather to enhance and expand upon the great work that is already being done. Recommendations focus on three areas: enhancing NASEF’s framework, supporting club implementation, and guiding future research.

## Enhancing the NASEF Framework and Support for Scholastic Esports Clubs

- **Enhance Club-Level Training and Support:** Expand training opportunities to address specific challenges like inclusivity and disruptive behavior and formalize a structured onboarding process for new clubs to ensure consistency and clarity.
- **Strengthen Resource Accessibility:** Develop tailored implementation guides and toolkits to accommodate unique regional needs, enabling clubs to navigate logistical, cultural, or regulatory challenges smoothly.
- **Promote Collaboration and Community Building:** Foster connections among clubs through regional meetups, online forums, and inter-club activities, strengthening community ties and encouraging the exchange of ideas and best practices.

## Enhancing the Implementation of Individual NASEF Clubs

- **Leverage NASEF-Provided Resources:** Fully utilize NASEF's toolkits, curricular materials, and codes of conduct to streamline operations, and regularly revisit these resources to stay updated on new tools and best practices.
- **Promote Inclusivity and a Positive Club Culture:** Actively encourage participation from underrepresented groups and implement practices like peer mentoring and member recognition to ensure all students feel welcomed and valued.
- **Integrate Academic and Career Pathways:** Inspire students by organizing career exploration activities, such as guest speakers and skill-building workshops, to connect their interests with future opportunities.
- **Engage Parents and the School Community:** Build broader community support by involving parents and school staff in club activities and sharing the educational value and success stories of esports.

## Future Research on NASEF's Scholastic Esports Program

- **Collect Information from Clubs on Implementation Experiences and Success Factors:** Conduct a research study to identify challenges, strategies, and success factors in esports program implementation, providing actionable insights to enhance NASEF's framework and support systems.
- **Investigate Barriers to Participation:** Study barriers such as resource limitations, school buy-in, and recruitment challenges to develop strategies that ensure accessibility and equity across diverse educational settings.
- **Examine Long-Term Impacts on Student Development:** Align data collection with club seasons to explore how participation influences academic achievement, career pathways, and workforce readiness over time.
- **Explore the Program's Impact on Underserved Populations:** Evaluate how NASEF supports underserved groups, such as girls, students of color, and low-income students, to refine strategies for promoting equity and inclusivity.

- **Assess Scalability and Adaptability in Diverse Contexts:** Investigate how the NASEF model can be tailored to various cultural, educational, and regulatory contexts to guide scalable expansion while preserving its core principles.

## Conclusion

The NASEF scholastic esports program exemplifies an innovative approach to leveraging students' interests in esports to address educational and social challenges, foster engagement, and build community. The project has demonstrated how structured, inclusive initiatives can positively impact student outcomes, particularly in underserved communities. This evaluation underscores NASEF's adaptability across diverse contexts, its role in promoting social-emotional development, and its ability to create pathways for academic and career success. The findings provide a solid foundation for enhancing and expanding the program, ensuring it continues to empower youth, strengthen communities, and serve as a model for transformative educational initiatives in an evolving world.



# Scholastic Esports as Resilient Safe Spaces: Promoting Positive Pro-Social Programs in Inspiring Social Environments

## Summative Report

In October 2022, the Network of Academic and Scholastic Esports Federations (NASEF) received funding through the Department of Homeland Security's (DHS) Targeted Violence and Terrorism Prevention (TVTP) Grant Program to implement an innovative project aimed at preventing radicalization and fostering resilience among youth. This project focused on using NASEF's scholastic esports club model to engage students in underserved and high-risk communities, promoting diversity, inclusion, and social-emotional learning while reducing the risk of extremist behavior. This report aims to provide insights into the effectiveness of the NASEF model and its potential for future expansion in diverse educational settings.

### About the Grant Program

The Department of Homeland Security's (DHS) Targeted Violence and Terrorism Prevention (TVTP) Grant Program is designed to build and strengthen local capacity to prevent acts of targeted violence and terrorism in the United States. Established under DHS's Center for Prevention Programs and Partnerships (CP3), the TVTP Grant Program funds initiatives that develop innovative, scalable, and sustainable solutions to address the root causes of violent extremism. It prioritizes interventions in underserved and high-risk populations, aiming to foster resilience, social cohesion, and positive community engagement. With a focus on education, social emotional learning (SEL), and community building, the TVTP Grant Program supports initiatives that equip communities with tools, training, and resources to counter domestic threats effectively. The program encourages evidence-based approaches and innovative models that can be adapted and replicated across diverse contexts to enhance national security and public safety.

### About NASEF

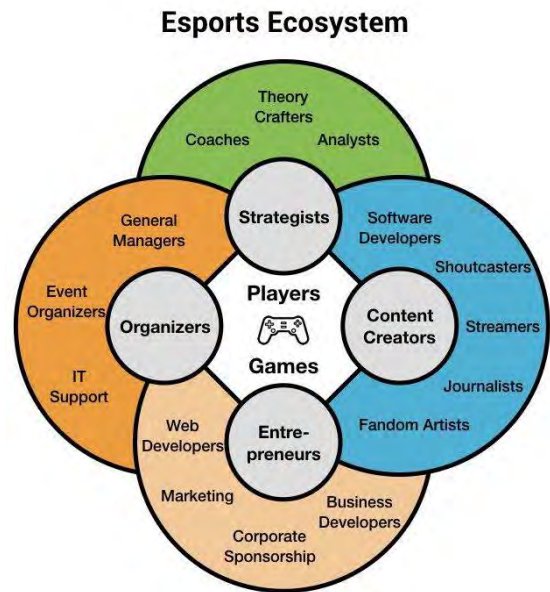
NASEF is an organization that integrates competitive esports with education to promote student learning and skill development. Its core mission is to engage students through a structured esports framework that supports academic success, career exploration, and personal growth. NASEF facilitates the establishment of scholastic esports clubs, providing a platform where students can participate in gaming competitions while gaining real-world skills, such as teamwork, communication, and leadership.

NASEF's model is rooted in fostering SEL, career readiness, and academic success. Through its innovative approach, NASEF establishes scholastic esports clubs where students not only compete in gaming tournaments but also take on leadership roles, manage club activities, and participate in challenges that extend beyond the game. These clubs operate as learning communities, where



students can develop skills in communication, collaboration, critical thinking, and creativity while exploring fields like graphic design, event planning, entrepreneurship, and STEM-related careers.

As the gold standard for scholastic esports, NASEF has created a robust framework that is free, accessible, and adaptable to diverse educational settings. Its resources include state-approved curricula, toolkits, and professional development opportunities for educators. These offerings align with academic standards and are designed to seamlessly integrate into classroom instruction. NASEF's curriculum enables students to earn credits toward high school graduation and prepares them for postsecondary education and careers, all while participating in an activity about which they are passionate.



NASEF's mission extends beyond gaming, emphasizing diversity, equity, and inclusion. The organization actively works to engage underserved and underrepresented communities, ensuring every student has access to technology and opportunities to thrive. NASEF clubs provide safe spaces where students can build confidence, foster relationships, and develop a sense of belonging. With a focus on creating inclusive environments, NASEF empowers students from all backgrounds to succeed both in esports and in life.

With partnerships across North America and beyond, NASEF has reached thousands of students, demonstrating that esports can be a powerful educational tool. By linking students' interests in gaming to meaningful learning outcomes, NASEF helps bridge the gap between recreational activities and academic and professional success, proving that esports is more than just playing games—it's a gateway to learning, innovation, and future success.

## Recruitment into Terrorist and Extremist Organizations on Online Gaming Platforms

Online gaming platforms have become a significant social hub for millions of players worldwide, offering virtual environments where individuals can connect, collaborate, and compete. However, alongside their positive social and recreational functions, these platforms have increasingly been exploited by terrorist and extremist organizations as a means of recruitment (Al-Shahati, 2024; Bhatt & Mantua 2023; Koehler, Fiebig, & Jugl, 2022; Newhouse & Kowert, 2024; Robinson & Whittaker, 2021; Sariburaja, 2023). The interactive nature of online games, combined with the ability to communicate anonymously and in real-time, creates an ideal environment for extremists to identify and groom vulnerable individuals.

Extremist groups use gaming platforms to disseminate propaganda, build relationships, and foster a sense of belonging—key elements in radicalization. Recruitment efforts often begin in seemingly innocuous ways, such as joining gaming groups, participating in chats, or engaging in team play, where recruiters can build trust with potential targets. Over time, recruiters may introduce radical ideologies under the guise of shared interests or camaraderie, subtly guiding individuals toward extremist content and narratives (Al-Shahati, 2024; Bhatt & Mantua 2023; Koehler, Fiebig, & Jugl, 2022; Newhouse & Kowert, 2024; Robinson & Whittaker, 2021; Sariburaja, 2023).

Studies have highlighted that youth, particularly those who feel isolated or marginalized, are more susceptible to such recruitment tactics. Gaming platforms, by design, attract a diverse audience, including adolescents who may be seeking community, recognition, or a sense of identity. Extremist recruiters exploit these motivations by offering a perceived solution to feelings of alienation and a path toward belonging and purpose (Al-Shahati, 2024; Bhatt & Mantua 2023; Koehler, Fiebig, & Jugl, 2022; Newhouse & Kowert, 2024; Robinson & Whittaker, 2021; Sariburaja, 2023).

Further, the decentralized and often minimally moderated nature of many gaming communities makes detecting and preventing extremist activities difficult. While gaming companies have made strides in improving moderation and content oversight, the scale and complexity of online interactions present ongoing challenges. The rise of voice and text chat features, private lobbies, and encrypted messaging add further layers of anonymity, enabling recruiters to operate with relative impunity (Al-Shahati, 2024; Bhatt & Mantua 2023; Koehler, Fiebig, & Jugl, 2022; Newhouse & Kowert, 2024; Robinson & Whittaker, 2021; Sariburaja, 2023).

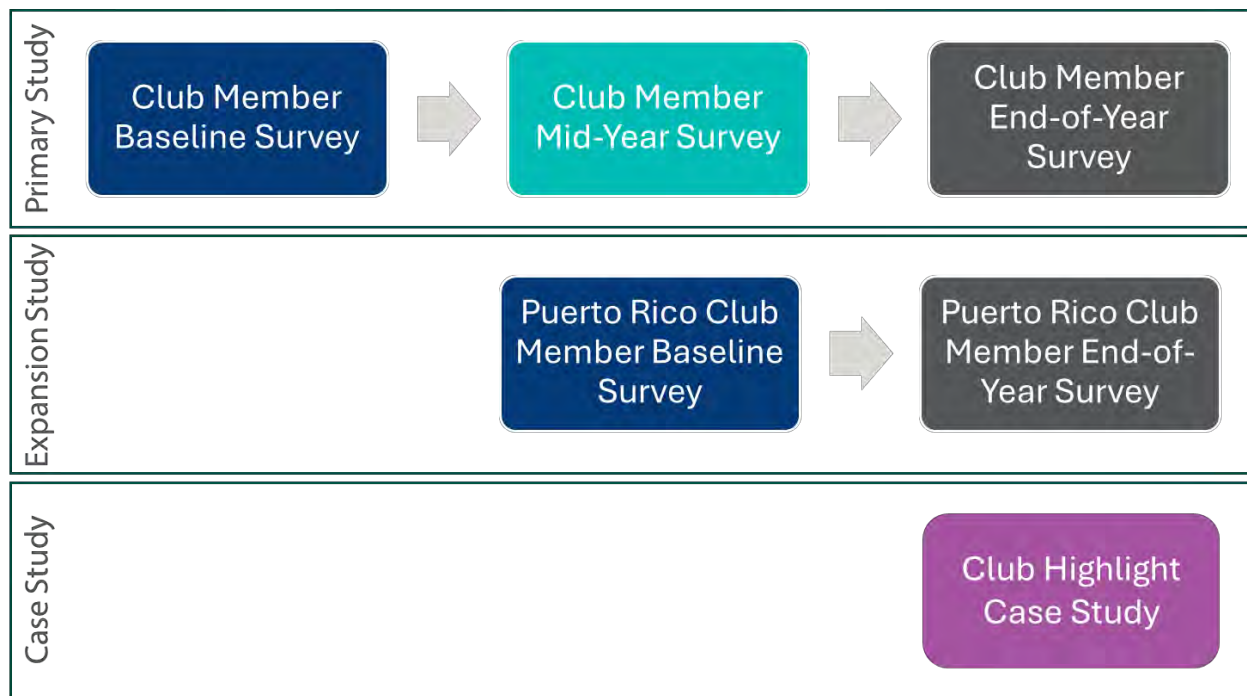
## About the Project

Addressing recruitment through online gaming platforms requires proactive strategies that combine education, community engagement, and the promotion of positive online behaviors. Initiatives such as NASEF’s scholastic esports clubs play a critical role in countering these threats by providing safe, structured environments where students can engage in gaming while developing social emotional skills, critical thinking, and resilience. By fostering inclusive communities and promoting digital citizenship, such programs help reduce the vulnerabilities that extremist recruiters seek to exploit.

This project leverages the innovative framework for NASEF esports clubs to prevent domestic terrorism and mitigate radicalization. Specifically, this project established new scholastic esports clubs in geographic areas identified by DHS as having elevated potential for extremist activities. These clubs provided a structured platform for students to participate in esports while developing essential SEL skills, promoting diversity and inclusion, and exploring STEM and career pathways. By integrating play with education, these clubs aim to reduce the risk of radicalization by offering students positive social experiences, opportunities for personal growth, and a sense of belonging.

## Research Design and Methodology

Inflexion employed an embedded mixed methods design with longitudinal, expansion, and case study components to evaluate the implementation and outcomes of NASEF’s scholastic esports program (see Figure 1). Embedded mixed methods designs leverage the strengths of both qualitative and quantitative data collection methods, enabling a robust and comprehensive examination of research questions. By employing triangulation, this approach offsets the limitations of any one method with the strengths of others, resulting in a more rigorous and holistic analysis (Brewer & Hunter, 1989; Creswell & Plano Clark, 2011). The longitudinal component of the study allowed researchers to examine changes over time, tracking participants at multiple points during the project. The expansion component provided insights into the scalability and adaptability of the NASEF model in a distinct educational and cultural context. This analysis offered a comparative perspective, enhancing the understanding of how the program can be implemented across diverse settings. Further, the case study component focused on in-depth exploration of two selected club sites to provide a detailed understanding of how the NASEF model was implemented in different contexts. Together, the mixed methods, longitudinal tracking, and case studies provided a comprehensive view of both the overall program outcomes and the nuanced experiences of participating clubs.



**Figure 1. Research design visualization.**

## Research Questions

To guide the evaluation, Inflexion developed a set of research questions to address key aspects of program implementation and outcomes. By addressing these questions, the evaluation aims to

provide actionable insights for improving and scaling the program. Specific research questions are outlined below.

## Implementation Questions

- To what extent do scholastic esports clubs established by NASEF reach underserved populations and engage students in geographic areas of concern?
- What contextual factors (e.g., school environment, resources, leadership) influence the successful implementation of NASEF's scholastic esports clubs?
- What insights can be drawn from the implementation experiences of selected clubs regarding best practices and challenges?

## Outcomes Questions

- What do club leaders and students view as the key benefits of participating in scholastic esports clubs?
- To what extent does participation in NASEF's scholastic esports clubs influence students' social dominance attitudes and engagement with disruptive gaming behaviors?
- How does participation in NASEF's scholastic esports clubs influence key student outcomes over time, including perceptions of belonging, communication skills, confidence, academic performance, and future aspirations?
- How adaptable and scalable is the NASEF model in new contexts, as evidenced by implementation and outcomes in Puerto Rico?

## Instrumentation and Data Collection

A variety of quantitative and qualitative data collection methods were employed, including a review of project documentation and records, a club member survey, general manager interviews, and club member focus groups. All instruments were developed by Inflexion researchers and reviewed by NASEF project staff. Prior to any data collection activities, this study and all instruments were reviewed and approved by Inflexion's external Institutional Review Board (IRB) to ensure the protection of human subjects. This section describes the data collection processes and the instruments used.

## Project Documentation and Records

Inflexion researchers reviewed key project documentation and records provided by NASEF staff to track the implementation of scholastic esports clubs and identify contextual variations. Materials included the grant proposal, recruitment files, participation tracking records, and other operational documents. Bi-weekly meetings with NASEF staff provided updates on progress, recruitment, challenges, and strategy adjustments, allowing real-time insights and adaptation of the evaluation as needed. This data collection activity was crucial for understanding how implementation processes influenced overall program outcomes across diverse contexts.

## Club Member Survey

A club member survey was administered at three time points—baseline (November 2023), mid-year (April 2024), and end-of-year (October 2024)—to capture student experiences and perceptions at different stages of implementation. The survey included items related to their background and experiences, NASEF club participation, club belonging and connection, satisfaction with their NASEF esports club, the benefits of participating in NASEF esports clubs, participating in disruptive gaming behaviors, communication, constructive mindset, self-regulation, self-acceptance, school effort and engagement, STEM interest, and future plans. The survey link was provided to the general manager at each club, who was asked to share the survey link with all students participating in the club. Students completed the online survey during a club meeting. Survey respondents were informed the purpose of the survey was to learn about the experiences of students who are in esports programs. The survey took approximately 12 minutes to complete. Across clubs, 82.2% of club members completed the survey at the baseline, 59.9% at the mid-year, and 42.7% at the end-of-year. Completion rates by club are presented in the results section. See Appendix A for the Club Member Survey.

## Club Case Studies

Two clubs were studied more in-depth to provide understanding of how the NASEF model has been implemented. The case studies included interviews and focus groups.

### *General Manager Interviews*

As part of the case study component, Inflexion researchers conducted 60-minute one-on-one interviews with general managers (GMs) from two selected clubs. The GM interview protocol included 20 items, with follow-up probing questions as needed. The interviews explored topics such as their background experiences, implementation of the NASEF model, NASEF resources and support, benefits of NASEF participation, and overall satisfaction and suggestions. Appendix B presents the general manager interview protocol.

### *Club Member Focus Groups*

Also, as part of the case study component, Inflexion researchers conducted 30-minute focus groups with club members at the two selected case study sites. Researchers conducted one focus group at each of the two club sites with five (5) to eight (8) participants. Students were selected by the general manager. The focus group protocol consisted of 20 key items, with additional follow-up questions as needed (see Appendix C). Students were asked about their background, NASEF club participation, disruptive gaming behaviors, and benefits of participating in a NASEF esports club.



## Results

The results section presents a comprehensive analysis of the data collected throughout the implementation of NASEF’s scholastic esports program. This section is organized into four key components: (1) cross-sectional analyses of survey responses collected at three time points—baseline, mid-year, and end-of-year—to capture participant experiences and perceptions at different stages of implementation; (2) a longitudinal analysis comparing baseline to end-of-year survey data to assess changes over time in key outcomes; (3) detailed profiles of two selected clubs, providing an in-depth look at implementation through the perspectives of both general managers and students; and (4) a focused baseline to end-of-year survey analysis for Puerto, offering additional insights into the scalability and adaptability of the NASEF model in diverse contexts. Together, these results offer a rich understanding of the program’s implementation, impact, and potential for broader application.

### Student Survey by Administration

Students at 29 esports clubs completed student surveys during at least one survey administration (i.e., baseline, mid-year, or end-of-year). A total of 668 surveys were completed across the three administrations. Table 1 provides cross-sectional information about the numbers of surveys completed at each time point, along with the percentages of total club members who completed surveys. These percentages represent the response rates for each club at each survey administration. A summary of results is presented in this section; additional results for the baseline, mid-year, and end-of-year survey are presented in Appendix D, Appendix E, and Appendix F, respectively. Fifteen clubs completed baseline and end-of-year surveys; longitudinal analyses of students within these clubs who have complete data will be discussed in the longitudinal data analysis section below.

**Table 1. The Number and Percentage of Respondents by Club at Each Survey Administration**

| Club Name   | Total Club Members | Baseline |       | Mid-Year |      | End-of-Year |      |
|---|--------------------|----------|-------|----------|------|-------------|------|
|   |                    | N        | %     | N        | %    | N           | %    |
| 3V Magma Esports Club                             | 30                 | 27       | 90.0  | 23       | 76.7 | 0           | 0.0  |
| Arlington Career Center                           | 10                 | 0        | 0.0   | 0        | 0.0  | 5           | 50.0 |
| Bioscience Esports Club                           | 15                 | 14       | 93.3  | 8        | 53.3 | 12          | 80.0 |
| Boys & Girls Clubs of Greater Dallas Esports Club | 6                  | 7        | 116.7 | 0        | 0.0  | 0           | 0.0  |
| Buckley Community Schools Esports Club            | 10                 | 7        | 70.0  | 5        | 50.0 | 0           | 0.0  |
| Charger Nation                                    | 15                 | 9        | 60.0  | 0        | 0.0  | 0           | 0.0  |
| Corry Area Middle-High Esports Club               | 40                 | 21       | 52.5  | 18       | 45.0 | 0           | 0.0  |
| EHHS Vigilante Esports Club                       | 25                 | 23       | 92.0  | 10       | 50.0 | 9           | 36.0 |

# NASEF Summative Report

| Club Name                                    | Total Club Members | Baseline   |             | Mid-Year   |             | End-of-Year |             |
|--|--------------------|------------|-------------|------------|-------------|-------------|-------------|
|  |                    | N          | %           | N          | %           | N           | %           |
| Franklin Central High School Flashes Esports | 14                 | 19         | 135.7       | 9          | 64.3        | 17          | 121.4       |
| Go Cards Gaming                              | 14                 | 6          | 42.9        | 0          | 0.0         | 0           | 0.0         |
| Henry Hudson Regional Esports Club           | 9                  | 10         | 111.1       | 10         | 111.1       | 4           | 44.4        |
| Ingleside Middle School Gaming Club          | 15                 | 12         | 80.0        | 0          | 0.0         | 0           | 0.0         |
| Isbell Condors Esports Club                  | 20                 | 24         | 120.0       | 19         | 95.0        | 17          | 85.0        |
| John Will Anderson Gary Boys and Girls Club  | 20                 | 28         | 140.0       | 0          | 0.0         | 0           | 0.0         |
| Lil' Vikings                                 | 5                  | 6          | 120.0       | 0          | 0.0         | 0           | 0.0         |
| Magnolia Science Academy Esports Club        | 15                 | 11         | 73.3        | 8          | 53.3        | 0           | 0.0         |
| North East School District Esports Club      | 30                 | 36         | 120.0       | 0          | 0.0         | 12          | 40.0        |
| OB Knights Esports Club                      | 10                 | 13         | 130.0       | 4          | 40.0        | 5           | 50.0        |
| PCTVS Bulldogs Esports Club                  | 25                 | 21         | 84.0        | 27         | 108         | 14          | 56.0        |
| Portland High School Esports Club            | 5                  | 8          | 160.0       | 0          | 0.0         | 0           | 0.0         |
| PPHS Red Wolves Esports Club                 | 12                 | 9          | 75.0        | 0          | 0.0         | 0           | 0.0         |
| Retro Ramz                                   | 7                  | 6          | 85.7        | 0          | 0.0         | 1           | 14.3        |
| Snyder High School Esports Club              | 12                 | 7          | 58.3        | 2          | 16.7        | 7           | 58.3        |
| Thomasville Rec Center Esports               | 50                 | 10         | 20.0        | 0          | 0.0         | 4           | 8.0         |
| Thornapple-Kellogg Esports Team              | 15                 | 12         | 80.0        | 0          | 0.0         | 0           | 0.0         |
| Tornillo High School Esports                 | 10                 | 13         | 130.0       | 0          | 0.0         | 8           | 80.0        |
| Union Esports Club                           | 22                 | 14         | 63.6        | 5          | 22.7        | 1           | 4.5         |
| Verona Area School District Esports Club     | 20                 | 8          | 40.0        | 0          | 0.0         | 3           | 15.0        |
| Wildcats Esports Club                        | 7                  | 5          | 71.4        | 0          | 0.0         | 0           | 0.0         |
| <b>Total</b>                                 | <b>401</b>         | <b>488</b> | <b>82.2</b> | <b>148</b> | <b>59.9</b> | <b>119</b>  | <b>42.7</b> |

## Background and Experience with Esports

On the baseline survey, students were queried on a few demographic characteristics. Table 2 presents these responses. The majority of baseline respondents identified as male (66.6%). The largest racial/ethnic groups in the baseline student sample included students identifying as White (45.4%), Hispanic or Latinx (20.2%), or Black/African American (14.2%). Grades represented ranged from Grade 6 through Grade 12; the median was Grade 9, with about half in a lower grades and half in upper grades. Most student respondents (76.7%) reported that English was their primary language in their homes.

**Table 2. Club Member Demographics Collected at Baseline**

| Survey Item  | N          | %            |
|--|------------|--------------|
| <b>Which of the following best represents your gender?</b>           |            |              |
| Female   | 44         | 11.0         |
| Male   | 267        | 66.6         |
| Nonbinary  | 10         | 2.5          |
| Other (please specify)   | 6          | 1.5          |
| I choose not to respond  | 9          | 2.2          |
| No response  | 65         | 16.2         |
| <b>TOTAL</b>   | <b>401</b> | <b>100.0</b> |
| <b>Select your race(s)/ethnicity (please select all that apply):</b> |            |              |
| American Indian or Alaska Native                                     | 12         | 3.0          |
| Asian or Asian American  | 22         | 5.5          |
| Black or African American  | 57         | 14.2         |
| Hispanic or Latinx   | 81         | 20.2         |
| Middle Eastern or Northern African                                   | 2          | 0.5          |
| Native Hawaiian or Other Pacific Islander                            | 2          | 0.5          |
| White  | 182        | 45.4         |
| Other (please specify)   | 21         | 5.2          |
| I choose not to respond  | 17         | 4.2          |
| <b>What grade are you in this school year?</b>                       |            |              |
| 6th  | 31         | 7.7          |
| 7th  | 55         | 13.7         |



| Survey Item                                     | N          | %            |
|---|------------|--------------|
| 8th   | 40         | 10.0         |
| 9th   | 64         | 16.0         |
| 10th  | 50         | 12.5         |
| 11th  | 49         | 12.2         |
| 12th  | 43         | 10.7         |
| No response                                     | 69         | 17.2         |
| <b>TOTAL</b>                                    | <b>401</b> | <b>100.0</b> |
| <b>Is English your primary language spoken?</b> |            |              |
| Yes   | 313        | 78.1         |
| No (please specify)                             | 18         | 4.5          |
| I choose not to respond                         | 4          | 1.0          |
| No response                                     | 66         | 16.5         |
| <b>TOTAL</b>                                    | <b>401</b> | <b>100.0</b> |

At each survey administration, students were queried on their backgrounds and experience with esports. More than half the students at baseline had participated in esports for fewer than 3 months. On the end-of-year survey, half of respondents had participated in esports for one or more years and only 21.8% had been playing for fewer than three months. Across survey administrations, slightly less than half of the students played video games an average of 8 or more hours per week. Most (70.8%) club members responding at baseline were involved in additional extracurricular activities; 60.1% of respondents at mid-year and 71.4% at end-of-year were involved in activities in addition to esports. For more detailed information about students' background and experience with esports, see Table 3.

**Table 3. Background and Experience of Club Members Across Three Survey Administrations**

| Survey Items                                      | Baseline |      | Mid-Year |      | End-of-Year |      |
|---|----------|------|----------|------|-------------|------|
|   | N        | %    | N        | %    | N           | %    |
| <b>How long have you participated in esports?</b> |          |      |          |      |             |      |
| Less than 3 months                                | 212      | 52.9 | 17       | 11.5 | 26          | 21.8 |
| 3 - 6 months                                      | 83       | 20.7 | 49       | 33.1 | 20          | 16.8 |
| 7 - 12 months                                     | 13       | 3.2  | 40       | 27.0 | 14          | 11.8 |
| 1 - 2 years                                       | 64       | 16.0 | 31       | 20.9 | 42          | 35.3 |
| 3 - 4 years                                       | 11       | 2.7  | 9        | 6.1  | 13          | 10.9 |

| Survey Items   | Baseline   |              | Mid-Year   |              | End-of-Year |              |
|--|------------|--------------|------------|--------------|-------------|--------------|
|  | N          | %            | N          | %            | N           | %            |
| 5 - 6 years  | 4          | 1.0          | 1          | 0.7          | 0           | 0.0          |
| More than 6 years  | 11         | 2.7          | 1          | 0.7          | 2           | 1.7          |
| No response  | 3          | 0.7          | 0          | 0.0          | 2           | 1.7          |
| <b>TOTAL</b>   | <b>401</b> | <b>100.0</b> | <b>148</b> | <b>100.0</b> | <b>119</b>  | <b>100.0</b> |
| <b>How many hours a week do you spend gaming?</b>  |            |              |            |              |             |              |
| Less than one hour   | 27         | 6.7          | 7          | 4.7          | 6           | 5.0          |
| 1 - 3 hours  | 62         | 15.5         | 21         | 14.2         | 23          | 19.3         |
| 4 - 7 hours  | 121        | 30.2         | 49         | 33.1         | 35          | 29.4         |
| 8 - 12 hours   | 65         | 16.2         | 25         | 16.9         | 26          | 21.8         |
| More than 12 hours   | 126        | 31.4         | 46         | 31.1         | 29          | 24.4         |
| <b>TOTAL</b>   | <b>401</b> | <b>100.0</b> | <b>148</b> | <b>100.0</b> | <b>119</b>  | <b>100.0</b> |
| <b>In what other extracurricular activities do you currently participate? Select all that apply.</b> |            |              |            |              |             |              |
| Sports/Athletics   | 154        | 38.4         | 37         | 25.0         | 41          | 34.5         |
| Performing Arts (e.g., band, orchestra, choir, theater)  | 74         | 18.5         | 21         | 14.2         | 22          | 18.5         |
| School newspaper or yearbook club  | 18         | 4.5          | 11         | 7.4          | 4           | 3.4          |
| Student government   | 14         | 3.5          | 6          | 4.1          | 5           | 4.2          |
| Special-interests clubs, such as drama club  | 45         | 11.2         | 17         | 11.5         | 8           | 6.7          |
| Competitive academics, such as math league, debate team  | 22         | 5.5          | 7          | 4.7          | 5           | 4.2          |
| Community service and volunteer organizations  | 44         | 11.0         | 15         | 10.1         | 12          | 10.1         |
| Paid employment  | 48         | 12.0         | 18         | 12.2         | 15          | 12.6         |
| Other  | 59         | 14.7         | 15         | 10.1         | 20          | 16.8         |
| None of the above  | 110        | 27.4         | 56         | 37.8         | 32          | 26.9         |

Students were asked on an 11-point slider bar from no/low access (0) to high access (10) how they would rate their access to other extracurricular activities. Reported access was highest at baseline then declined half a point after baseline. Using a similar slider scale, students were asked how negatively or positively they would rate their parents or guardians' view of esports and gaming. The average scores were above the scale midpoint (i.e., more positive) and were higher on the end-of-year survey than the baseline. See Table 4 for more detail.

**Table 4. Access to Extracurricular Activities and Parent Perceptions of Esports Across Three Survey Administrations**

| Survey Questions  | Baseline |      |      | Mid-Year |      |      | End-of-Year |      |      |
|---|----------|------|------|----------|------|------|-------------|------|------|
|   | N        | M    | SD   | N        | M    | SD   | N           | M    | SD   |
| How would you rate your overall access to technology (e.g., computers, software, Internet)? [11-point slider bar from no/low access to high access] | 401      | 7.32 | 2.55 |          |      |      |             |      |      |
| How would you rate your access to other extracurricular activities (teams, clubs, etc)? [11-point slider bar from no/low access to high access]     | 395      | 6.62 | 2.66 | 147      | 6.71 | 2.48 | 117         | 6.83 | 2.55 |
| How would you rate your parents or guardians view of esports and gaming? [11-point slider bar from negative to positive]                            | 391      | 6.93 | 2.64 | 146      | 6.88 | 2.55 | 116         | 7.01 | 2.53 |

## Experience with NASEF

As shown in Table 5, students reported playing many different games as part of their NASEF esports club participation. The most commonly played games at baseline were Fortnite, Minecraft, Smash Ultimate, and Rocket League. Smash Ultimate maintained its popularity to the end-of-year survey. At the end-of-year survey, students were mostly likely to play Smash Ultimate, Mario Kart, or Rocket League in addition to Smash Ultimate.

**Table 5. NASEF Club Participation Across Three Survey Administrations**

| Survey Questions  | Baseline |      | Mid-Year |      | End-of-Year |      |
|---|----------|------|----------|------|-------------|------|
|   | N        | %    | N        | %    | N           | %    |
| <b>What game or games do you play as part of the NASEF esports club? Select all that apply.</b> |          |      |          |      |             |      |
| None  | 4        | 1.0  | 5        | 3.4  | 3           | 2.5  |
| FIFA  | 18       | 4.5  | 5        | 3.4  | 4           | 3.4  |
| Fortnite  | 211      | 52.6 | 19       | 12.8 | 14          | 11.8 |
| League of Legends   | 19       | 4.7  | 10       | 6.8  | 9           | 7.6  |
| Mario Kart  | 131      | 32.7 | 39       | 26.4 | 36          | 30.3 |
| Minecraft   | 194      | 48.4 | 16       | 10.8 | 10          | 8.4  |
| NBA 2K23  | 40       | 10.0 | 1        | 0.7  | 5           | 4.2  |
| NHL 2K23  | 6        | 1.6  | 2        | 1.4  | 1           | 0.8  |

| Survey Questions   | Baseline |      | Mid-Year |      | End-of-Year |      |
|--|----------|------|----------|------|-------------|------|
|  | N        | %    | N        | %    | N           | %    |
| Overwatch  | 69       | 17.2 | 25       | 16.9 | 18          | 15.1 |
| Rocket League  | 134      | 33.4 | 61       | 41.2 | 34          | 28.6 |
| Smash Ultimate   | 170      | 42.4 | 89       | 60.1 | 68          | 57.1 |
| Valorant   | 40       | 10.0 | 15       | 10.1 | 15          | 12.6 |
| Other (please describe)  | 200      | 49.9 | 22       | 14.9 | 19          | 16.0 |
| Apex Legends, Brawhalla, Brawl Stars, Call of Duty, Chess, Dragon Ball games, Fall Guys, Omega Strikers, FNAF, Madden 23, Modern Warfare 2.0, Multiversus, My Hero Ultra Rumble, Roblox, Omega Strikers, Trailmakers, Ultimate Marvel vs Capcom 3, Splatoon 3, Steep, Street Fighter games, WZ |          |      |          |      |             |      |

Students reported the types of activities in which they engaged in their esports club. The percentage of respondents who were competitive team players increased from 64.9% of mid-year respondents to 73.1% of end-of-year respondents. Serving as coach or streamer were the next most commonly selected activities (See Table 6).

**Table 6. Activities Performed in the NASEF Esports Club, as Reported at Mid- and End-of-Year**

| Survey Items  | Mid-Year |      | End-of-Year |      |
|---|----------|------|-------------|------|
|   | N        | %    | N           | %    |
| <b>What activities did you do in the NASEF esports club? Select all that apply.</b> |          |      |             |      |
| Analyst   | 8        | 5.4  | 5           | 4.2  |
| Coach   | 12       | 8.1  | 11          | 9.2  |
| Competitive Team Player   | 96       | 64.9 | 87          | 73.1 |
| Corporate Sponsorship   | 4        | 2.7  | 3           | 2.5  |
| Event Organizer   | 6        | 4.1  | 5           | 4.2  |
| Fandom Art & Media  | 6        | 4.1  | 4           | 3.4  |
| General Manager   | 6        | 4.1  | 3           | 2.5  |
| IT Support  | 9        | 6.1  | 13          | 10.9 |
| Journalist  | 2        | 1.4  | 1           | 0.8  |
| Marketing   | 3        | 2.0  | 2           | 1.7  |
| Shoutcaster   | 9        | 6.1  | 8           | 6.7  |
| Software Developer  | 1        | 0.7  | 1           | 0.8  |
| Streamer  | 13       | 8.8  | 10          | 8.4  |
| Theory Crafter  | 6        | 4.1  | 1           | 0.8  |

| Survey Items  | Mid-Year |      | End-of-Year |     |
|---|----------|------|-------------|-----|
|   | N        | %    | N           | %   |
| Web Developer   | 3        | 2.0  | 0           | 0.0 |
| Other (please describe)   | 25       | 16.9 | 11          | 9.2 |
| None of the above, cable manager, club secretary, casual player, callouts, "idea man", official snack-master, president, scorekeeper, substitute, tactician, team captain, Youtuber |          |      |             |     |

At each administration, students were asked in what ways they believed participating in the NASEF esports club would impact them. They could select as many of the responses as were relevant (see Table 7). At baseline, at least 47% of respondents believed participating would affect their interest and engagement in school, ability to relate to peers, inclusion in a group of people who think and feel like them, personal fulfillment and wellbeing, and life skills development. All these benefits were also reported by 40% or more of the students completing the end-of-year survey. In addition, at the end of the year, the percentage of respondents who reported ability to relate to adults almost doubled, from 12.2% at baseline to 25.7% at mid-year, and 23.5% at end-of-year.

**Table 7. Benefits of Participating in NASEF Esports Club, as Reported by Students at Each Survey Administration**

| Impact   | Baseline |      | Mid-Year |      | End-of-Year |      |
|--|----------|------|----------|------|-------------|------|
|  | N        | %    | N        | %    | N           | %    |
| Academic performance (e.g., better grades)   | 92       | 22.9 | 45       | 30.4 | 34          | 28.6 |
| Interest and engagement in school (e.g., attendance, participation in class activities, participation in afterschool activities and clubs) | 200      | 49.9 | 81       | 54.7 | 70          | 58.8 |
| College and career interest (e.g., education and employment plans after graduation, interest in attending college)                         | 121      | 30.2 | 48       | 32.4 | 40          | 33.6 |
| Life skills development (e.g., leadership, communication skills, critical thinking skills, teamwork, conflict resolution)                  | 204      | 50.9 | 66       | 44.6 | 59          | 49.6 |
| Personal fulfillment and well being (e.g., mental health support, stress reduction)  | 190      | 47.4 | 56       | 37.8 | 60          | 50.4 |
| Inclusion in a group of people who think and feel like me  | 192      | 47.9 | 67       | 45.3 | 57          | 47.9 |
| Ability to relate to adults  | 49       | 12.2 | 38       | 25.7 | 28          | 23.5 |
| Ability to relate to peers   | 192      | 47.9 | 82       | 55.4 | 53          | 44.5 |
| Other (please describe)  | 29       | 7.2  | 4        | 2.7  | 5           | 4.2  |
| Fun times, making friends, getting a scholarship, something I can put on my resume   |          |      |          |      |             |      |

In terms of which esports activities students reported had the greatest impact on them, approximately two thirds of responding students at both mid-year and end-of-year reported competition had the greatest impact on them (see Table 8). Approximately half reported community outreach and club expansion had a great impact. Peer-to-peer collaboration based on club needs/skills-based work groups was the least likely activity to have had the greatest impact on students.

**Table 8. Esports Activities Having the Greatest Impact on Students, as Reported at Mid-Year and End-of-Year**

| Survey Question   | Mid-Year |      | End-of-Year |      |
|---|----------|------|-------------|------|
|   | N        | %    | N           | %    |
| Competition   | 98       | 66.2 | 77          | 64.7 |
| Peer-to-peer collaboration based on club needs / skills-based work groups | 22       | 14.9 | 18          | 15.1 |
| Club formation and development / leadership opportunities                 | 45       | 30.4 | 35          | 29.4 |
| Community outreach and club expansion                                     | 67       | 45.3 | 60          | 50.4 |
| Beyond the Game Challenges* (non-gaming competitive activities)           | 31       | 20.9 | 25          | 21.0 |
| Other (please describe)   | 6        | 4.1  | 4           | 3.4  |
| Playing games, being there, having fun, nothing                           |          |      |             |      |

## Disruptive Gaming Behaviors

Students were asked two questions about their experience with disruptive gaming behaviors. For a list of eight behaviors, they marked whether someone had done the behavior to them and whether they had committed the behavior. Responses to the eight items with each wording (*someone has done this to me* and *I did this to another player*) were summed to create two scales.

Table 9 displays the disruptive gaming behaviors experienced by survey respondents. The most frequently reported disruptive behaviors that had been done by another player to the student respondents included *called players offensive names* and *trolled or grieved another player*. The frequencies of the behaviors were experienced by larger percentages of respondents at baseline (57.9% had other players call players offensive names and 51.9% had been trolled or grieved by another player). The frequencies of occurrence were similar across mid-year and end-of-year administrations, but at lower rates (e.g., 23.5% of end-of-year respondents had been trolled or grieved by another player).

**Table 9. Disruptive Gaming Behaviors That Have Been Experienced by Survey Respondents at Each Survey Administration**

| The statements below list common disruptive gaming behaviors. Select all behaviors that someone has done to you.                                | Baseline |      | Mid-Year |      | End-of-Year |      |
|---|----------|------|----------|------|-------------|------|
|   | N        | %    | N        | %    | N           | %    |
| Called players offensive names  | 232      | 57.9 | 47       | 31.8 | 34          | 28.6 |
| Intentionally embarrassed another player  | 147      | 36.7 | 31       | 20.9 | 20          | 16.8 |
| Discriminated against another player  | 149      | 37.2 | 22       | 14.9 | 18          | 15.1 |
| Harassed another player   | 163      | 40.6 | 30       | 20.3 | 23          | 19.3 |
| Trolled or grieved another player (intentionally disrupts the gaming experience of other players)   | 208      | 51.9 | 35       | 23.6 | 28          | 23.5 |
| Threatened another player   | 148      | 36.9 | 29       | 19.6 | 19          | 16.0 |
| Stalked another player online   | 66       | 16.5 | 17       | 11.5 | 14          | 11.8 |
| Doxed another player (searched for and published private or identifying information about another player in the chat and/or streaming comments) | 62       | 15.5 | 17       | 11.5 | 13          | 10.9 |

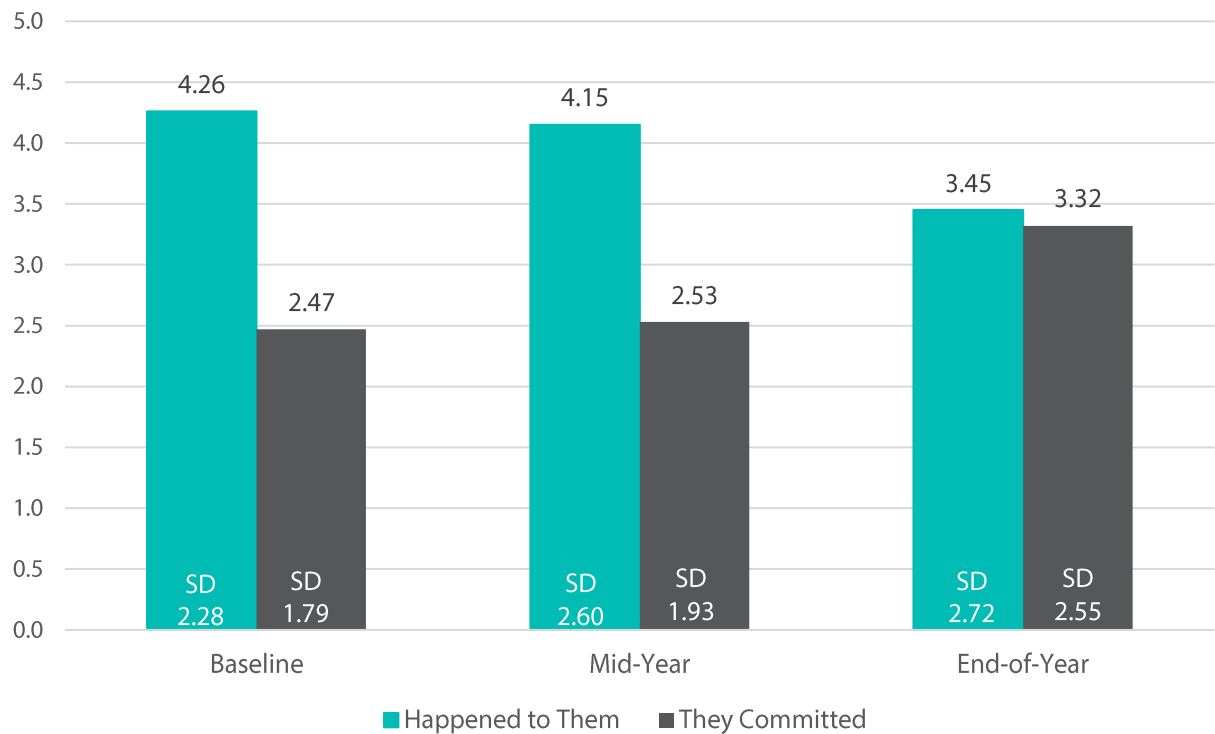
Table 10 presents how many of the eight disruptive behaviors they had done to another player. The most commonly reported behavior at baseline was trolling or grieving another player (31.7%). At least 10% of baseline respondents reported committing five of the eight listed behaviors. On the mid-year survey, students were most likely to report having trolled or grieved another player (18.2%). By the end-of-year survey, the most frequently reported behavior committed was intentionally embarrassing another player (13.4%).

**Table 10. Disruptive Gaming Behaviors That Student Respondents at Each Survey Administration Reported Committing to Another Player**

| The statements below list common disruptive gaming behaviors. Select all behaviors that you have done to another player.                        | Baseline |      | Mid-Year |      | End-of-Year |      |
|---|----------|------|----------|------|-------------|------|
|   | N        | %    | N        | %    | N           | %    |
| Called players offensive names  | 104      | 25.9 | 20       | 13.5 | 12          | 10.1 |
| Intentionally embarrassed another player  | 86       | 21.4 | 17       | 11.5 | 13          | 10.9 |
| Discriminated against another player  | 47       | 11.7 | 8        | 5.4  | 9           | 7.6  |
| Harassed another player   | 54       | 13.5 | 10       | 6.8  | 7           | 5.9  |
| Trolled or grieved another player (intentionally disrupts the gaming experience of other players)   | 127      | 31.7 | 27       | 18.2 | 16          | 13.4 |
| Threatened another player   | 33       | 8.2  | 4        | 2.7  | 9           | 7.6  |
| Stalked another player online   | 21       | 5.2  | 6        | 4.1  | 10          | 8.4  |
| Doxed another player (searched for and published private or identifying information about another player in the chat and/or streaming comments) | 14       | 3.5  | 4        | 2.7  | 7           | 5.9  |

As displayed in Figure 2, higher numbers of disruptive behaviors had been experienced by the students (happened to them) than they reported doing to other players (they committed). The average numbers of disruptive behaviors experienced by students were 4.26 at baseline, 4.15 at mid-year, and 3.76 at end-of-year. Student respondent groups reported committing an average of 2.47 disruptive behaviors at baseline, 2.53 at mid-year, and 3.32 at end-of-year.





**Figure 2. Average Number of Disruptive Gaming Behaviors That Happened to or Were Committed by Student Respondents at Each Survey Administration**

Table 11 provides information across survey administrations on students’ responses to disruptive gaming behaviors. Approximately 18–24% of students had never encountered disruptive behaviors while gaming. Almost one third of students who responded to the baseline survey reported they do nothing when they encounter disruptive gaming behaviors, whereas on the end-of-year survey, one fourth of responding students reported doing nothing. The most common actions taken by responding students included blocking the disruptive player or reporting the incident to the platform/ game company. Approximately one in five students at the end of the year reported disruptive gaming behaviors caused them to (a) feel uncomfortable or upset; (b) reconsider with whom they game; and/or (c) change the way they play.

**Table 11. Student Responses to Disruptive Gaming Behaviors as Reported at Each Survey Administration**

|  | Baseline |      | Mid-Year |      | End-of-Year |      |
|--|----------|------|----------|------|-------------|------|
| Survey Questions   | N        | %    | N        | %    | N           | %    |
| What do you do when you encounter disruptive gaming behaviors or hate content while gaming? Select all that apply. |          |      |          |      |             |      |
| I have never encountered disruptive gaming behaviors or hate content while gaming                                  | 73       | 18.2 | 32       | 21.6 | 28          | 23.5 |
| Nothing  | 137      | 34.2 | 42       | 28.4 | 30          | 25.2 |

## NASEF Summative Report

|   | Baseline |      | Mid-Year |      | End-of-Year |      |
|---|----------|------|----------|------|-------------|------|
| Survey Questions  | N        | %    | N        | %    | N           | %    |
| Learned more about the information that was being shared  | 22       | 5.5  | 4        | 2.7  | 9           | 7.6  |
| Challenged the gamer engaging in the behaviors  | 72       | 18.0 | 22       | 14.9 | 17          | 14.3 |
| Talked to friends, parents, and/or teachers about the experience  | 61       | 15.2 | 19       | 12.8 | 23          | 19.3 |
| Reported it to the platform/Contacted the game company  | 117      | 29.2 | 32       | 21.6 | 31          | 26.1 |
| Blocked the user (if applicable)  | 170      | 42.4 | 41       | 27.7 | 32          | 26.9 |
| Reported it to the police   | 10       | 2.5  | 1        | 0.7  | 2           | 1.7  |
| Other (please describe)   | 28       | 7.0  | 4        | 2.7  | 5           | 4.2  |
| Talk smack back, Just let them ramble on [because] it's pointless to argue, take the game seriously and whoop them so hard they leave 80% of the time, delete them, laugh it off (LOL)  |          |      |          |      |             |      |
| <b>How has encountering disruptive gaming behaviors or hate content while gaming influenced your gaming behaviors?</b>  |          |      |          |      |             |      |
| I have never encountered disruptive gaming behaviors or hate content while gaming.  | 84       | 20.9 | 43       | 29.1 | 32          | 26.9 |
| Felt uncomfortable/upset  | 105      | 26.2 | 26       | 17.6 | 27          | 22.7 |
| Felt isolated or alone  | 28       | 7.0  | 7        | 4.7  | 10          | 8.4  |
| Had depressive or suicidal thoughts   | 16       | 4.0  | 3        | 2.0  | 7           | 5.9  |
| Been less social while gaming   | 83       | 20.7 | 20       | 13.5 | 21          | 17.6 |
| Treated people worse than usual   | 31       | 7.7  | 4        | 2.7  | 11          | 9.2  |
| Had personal relationships disrupted  | 21       | 5.2  | 2        | 1.4  | 5           | 4.2  |
| Had school performance negatively impacted  | 6        | 1.5  | 3        | 2.0  | 4           | 3.4  |
| Reconsidered who I game with  | 82       | 20.4 | 21       | 14.2 | 23          | 19.3 |
| Quit playing certain games  | 61       | 15.2 | 11       | 7.4  | 12          | 10.1 |
| Changed how I play games  | 95       | 23.7 | 23       | 15.5 | 25          | 21.0 |
| Other (please describe)   | 71       | 17.7 | 23       | 15.5 | 13          | 10.9 |
| Don't care/no influence; take a break; I take joy in knowing that me doing well in a video game is able to make someone so upset they say/do stupid things; it makes winning easier; as many times as I encountered these events, none of them really phased me; dealt with the behavior and moved on; it makes me motivated to keep practicing to get better |          |      |          |      |             |      |

Students were asked on the mid-year and end-of-year surveys how participation in the NASEF esports club has affected their responses to confrontative issues while gaming. The most common response was that participation had not had an effect. More than 10% of respondents at both time points mentioned learning coping skills to become or remain calm and better coping in general as having been affected by their participation in the esports club.

**Table 12. Student Responses on Mid-Year and End-of-Year Surveys to How Participation in NASEF Esports Club Has Affected Responses to Confrontative Issues While Gaming**

|  | Mid-Year<br>(91 responses) |      | End-of-Year<br>(67 responses) |      |  |
|--|----------------------------|------|-------------------------------|------|--|
| Theme  | N                          | %    | N                             | %    | Illustrative Quotes  |
| Participation has not affected my response         | 21                         | 23.1 | 21                            | 31.3 | <ul style="list-style-type: none"> <li>No ways that affected my responses to confrontative issues while gaming.</li> <li>None</li> <li>This doesn't make any difference.</li> </ul>  |
| Learned coping skills to become/remain calm        | 20                         | 12.6 | 8                             | 11.9 | <ul style="list-style-type: none"> <li>It shed light on how different people react, but helped me understand where most of everyone's reactions come from.</li> <li>It has made me more calms as I now pay attention to the [consequences of my] actions. I never reply to insults.</li> <li>I kind of learn to shrug anything bad off, like water off a duck's back.</li> </ul>                           |
| Better coping (general response)                   | 17                         | 10.7 | 9                             | 13.4 | <ul style="list-style-type: none"> <li>It has helped me combat these issues.</li> <li>It made me happy.</li> <li>I've become a better gamer and person overall.</li> </ul>   |
| More balanced perspective on gaming's role in life | 6                          | 3.8  | 0                             | 0.0  | <ul style="list-style-type: none"> <li>NASEF esports club has allowed me to connect with people through gaming and made me realize the bigger picture besides competing. Even if I lose, I get to compete with people that I enjoy competing with.</li> <li>It has helped me realize that sometimes it truly is ok to not be the greatest at a game.</li> <li>I have learned to persevere more.</li> </ul> |
| Improved communication skills                      | 6                          | 3.8  | 3                             | 4.5  | <ul style="list-style-type: none"> <li>I believe it has helped me communicate better with people if they need help on gaming, or just to ignore hate.</li> <li>It's helped me to stand up to players who are being unpleasant online.</li> <li>I have just stayed the same where I just don't really care what they say, but do contact a parent.</li> </ul>   |
| Have not encountered confrontative issues          | 6                          | 3.8  | 2                             | 3.0  | <ul style="list-style-type: none"> <li>IDK because I don't really talk to people online unless it's my friends.</li> <li>It hasn't because I've never had to confront issues while gaming.</li> </ul>  |

|  | Mid-Year<br>(91 responses) |     | End-of-Year<br>(67 responses) |      |  |
|--|----------------------------|-----|-------------------------------|------|--|
| Theme                                      | N                          | %   | N                             | %    | Illustrative Quotes  |
| Improved problem-solving and gaming skills | 5                          | 3.1 | 2                             | 3.0  | <ul style="list-style-type: none"> <li>I know how to do much more thing[s] in games and to think quick.</li> </ul>   |
| Improved social skills and sportsmanship   | 4                          | 2.5 | 15                            | 22.4 | <ul style="list-style-type: none"> <li>It helps me show good sportsmanship.</li> <li>I like gaming now and I made new friends and learn many things and how to be with others.</li> <li>We only say GGs</li> </ul> |
| Don't know/Not coded                       | 6                          | 3.8 | 7                             | 10.5 | <ul style="list-style-type: none"> <li>It affected my health.</li> <li>Great</li> </ul>  |

## Social Dominance Attitudes

Students were asked a series of questions to measure their attitudes towards social dominance (i.e., the belief that certain groups should dominate or be subordinate to others); see Table 13. Social dominance mean scores neutral (i.e., approximately 3 on a 5-point scale) on both the baseline ( $M = 2.99$ ) and mid-year ( $M = 2.98$ ) surveys. The group of students who responded to the end-of-year survey had social dominance scores that were slightly higher ( $M = 3.21$ ) than at the prior two time points.

**Table 13. Social Dominance Item and Scale Scores Across Three Survey Administrations**

| Survey Items   | Baseline<br><i>M 2.99, SD 1.07</i> |      |      | Mid-Year<br><i>M 2.98, SD 1.14</i> |      |      | End-of-Year<br><i>M 3.21 SD 1.28</i> |      |      |
|--|------------------------------------|------|------|------------------------------------|------|------|--------------------------------------|------|------|
|  | N                                  | M    | SD   | N                                  | M    | SD   | N                                    | M    | SD   |
| An ideal society requires some groups to be on top and others to be on the bottom. | 370                                | 3.62 | 1.77 | 123                                | 3.68 | 1.85 | 104                                  | 4.11 | 1.87 |
| Some groups of people are simply inferior to other groups.                         | 367                                | 3.36 | 1.96 | 124                                | 3.02 | 1.83 | 102                                  | 3.49 | 1.96 |
| No one group should dominate in society.*  | 363                                | 3.04 | 1.89 | 121                                | 3.26 | 1.91 | 103                                  | 3.17 | 1.73 |
| Groups at the bottom are just as deserving as groups at the top.*                  | 364                                | 2.69 | 1.79 | 125                                | 2.78 | 1.80 | 100                                  | 2.97 | 1.84 |
| Group equality should not be our primary goal.                                     | 359                                | 3.38 | 1.94 | 121                                | 3.36 | 1.72 | 102                                  | 3.52 | 1.89 |
| It is unjust to try to make groups equal.  | 361                                | 3.17 | 1.80 | 124                                | 3.10 | 1.74 | 103                                  | 3.34 | 1.91 |
| We should do what we can to make conditions equal for different groups.*           | 362                                | 2.66 | 1.59 | 123                                | 2.50 | 1.54 | 101                                  | 2.57 | 1.56 |
| We should work to give all groups an   | 366                                | 1.99 | 1.35 | 123                                | 2.07 | 1.35 | 103                                  | 2.27 | 1.53 |

| Survey Items              | Baseline<br><i>M 2.99, SD 1.07</i> |          |           | Mid-Year<br><i>M 2.98, SD 1.14</i> |          |           | End-of-Year<br><i>M 3.21 SD 1.28</i> |          |           |
|---------------------------|------------------------------------|----------|-----------|------------------------------------|----------|-----------|--------------------------------------|----------|-----------|
|                           | <i>N</i>                           | <i>M</i> | <i>SD</i> | <i>N</i>                           | <i>M</i> | <i>SD</i> | <i>N</i>                             | <i>M</i> | <i>SD</i> |
| equal chance to succeed.* |                                    |          |           |                                    |          |           |                                      |          |           |

Notes. Items marked with an asterisk (\*) were reverse coded to create the scale score. *N* = Number of Respondents, *M* = Mean, *SD* = Standard Deviation.

There were **moderate** correlations (baseline  $r = 0.328$ , mid-year  $r = 0.439$ , end-of-year  $r = 0.326$ ) between social dominance scale ratings and the reported engagement in disruptive gaming behaviors against another player. This means club members who tend to support the idea of some groups being superior to others also report more instances of acting disruptively in gaming situations (e.g., calling players offensive names, intentionally embarrassing other players, and harassing, trolling, threatening, stalking, or doxing other players). More specifically, for every 1-point increase in social dominance scale ratings, the number of disruptive gaming behaviors in which the club member engaged against another player increased by 0.59 at baseline, 0.94 at mid-year, and 1.76 at end-of-year.

## Communication

Students indicated their level of agreement or disagreement with a set of items about their communication skills. The students who took the end-of-year survey reported the highest agreement levels with communication items ( $M = 4.04$ ). Among those students who took the baseline survey, the average communication scale score was 3.75, or between neutral and agree on the response scale. The mid-year survey communication scale mean score ( $M = 3.91$ ) was between the baseline and end-of-year surveys. See Table 14 for item-level means and standard deviations.

**Table 14. Communication Item and Scale Scores Across Three Survey Administrations**

| Survey Items   | Baseline<br><i>M 3.75 SD 0.68</i> |          |           | Mid-Year<br><i>M 3.91 SD 0.67</i> |          |           | End-of-Year<br><i>M 4.04 SD 0.69</i> |          |           |
|--|-----------------------------------|----------|-----------|-----------------------------------|----------|-----------|--------------------------------------|----------|-----------|
|  | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                             | <i>M</i> | <i>SD</i> |
| I am considerate when communicating with others.       | 358                               | 3.82     | 0.91      | 124                               | 3.97     | 0.84      | 102                                  | 4.14     | 0.78      |
| I show interest in what my peers say.                  | 358                               | 3.91     | 0.88      | 125                               | 4.01     | 0.81      | 100                                  | 4.19     | 0.71      |
| I listen carefully to my peers when needed.            | 350                               | 4.08     | 0.85      | 124                               | 4.10     | 0.77      | 100                                  | 4.26     | 0.72      |
| I feel confident about sharing my ideas with my peers. | 358                               | 3.46     | 1.11      | 124                               | 3.71     | 1.03      | 100                                  | 3.88     | 0.95      |
| I feel listened to when I share my ideas.              | 355                               | 3.34     | 1.12      | 124                               | 3.65     | 1.05      | 100                                  | 3.81     | 0.97      |

| Survey Items   | Baseline<br><i>M 3.75 SD 0.68</i> |          |           | Mid-Year<br><i>M 3.91 SD 0.67</i> |          |           | End-of-Year<br><i>M 4.04 SD 0.69</i> |          |           |
|--|-----------------------------------|----------|-----------|-----------------------------------|----------|-----------|--------------------------------------|----------|-----------|
|  | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                             | <i>M</i> | <i>SD</i> |
| I can recognize hurtful language from others in gaming forums. | 357                               | 3.99     | 1.05      | 123                               | 4.02     | 0.94      | 101                                  | 4.15     | 0.96      |
| I explain my reasoning adequately to others.                   | 351                               | 3.64     | 0.94      | 123                               | 3.79     | 0.91      | 100                                  | 3.95     | 0.82      |
| I give reasons for my opinions.                                | 359                               | 3.89     | 0.90      | 123                               | 3.99     | 0.95      | 102                                  | 4.06     | 0.87      |
| I consider alternatives to my opinions.                        | 359                               | 3.69     | 0.97      | 122                               | 3.94     | 0.91      | 102                                  | 4.09     | 0.76      |

Note. *N* = Number of Respondents, *M* = Mean, *SD* = Standard Deviation.

## Constructive Mindset

Students were asked to respond to a series of items related to having a constructive mindset. Among the students who responded at each survey administration, those who responded to the end-of-year survey had the highest scores. The largest difference among groups seemed to be between those at baseline versus those at the end-of-year who believed “Genius is 10% ability and 90% hard work”. In addition, those who answered the question at end-of-year had a lower mean score than did those who answered at baseline on the item, “Successful students understand things quickly.” See Table 15 for details.

**Table 15. Constructive Mindset Item and Scale Scores Across Three Survey Administrations**

| Survey Items  | Baseline<br><i>M 3.67 SD 0.54</i> |          |           | Mid-Year<br><i>M 3.74 SD 0.54</i> |          |           | End-of-Year<br><i>M 3.78 SD 0.53</i> |          |           |
|---|-----------------------------------|----------|-----------|-----------------------------------|----------|-----------|--------------------------------------|----------|-----------|
|   | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                             | <i>M</i> | <i>SD</i> |
| If I try to solve a problem but fail, I will try again until I figure it out.                               | 354                               | 3.95     | 0.90      | 123                               | 3.99     | 0.84      | 98                                   | 4.11     | 0.81      |
| If I’m learning a new skill, I will stick with it, even if it’s hard, before moving on to something easier. | 352                               | 3.65     | 0.97      | 124                               | 3.90     | 0.85      | 98                                   | 3.93     | 0.92      |
| Once I undertake a task, I keep trying until I complete it.   | 347                               | 3.78     | 0.94      | 123                               | 3.79     | 0.94      | 98                                   | 3.97     | 0.83      |
| Successful students understand things quickly.*   | 349                               | 2.75     | 1.10      | 124                               | 2.46     | 1.13      | 96                                   | 2.28     | 0.96      |
| Learning is a slow process of building up knowledge.  | 342                               | 4.04     | 0.87      | 123                               | 4.08     | 0.82      | 96                                   | 4.10     | 0.79      |
| Genius is 10% ability and 90% hard work.  | 346                               | 3.59     | 1.08      | 124                               | 3.77     | 0.97      | 98                                   | 3.88     | 0.97      |

| Survey Items  | Baseline<br><i>M 3.67 SD 0.54</i> |          |           | Mid-Year<br><i>M 3.74 SD 0.54</i> |          |           | End-of-Year<br><i>M 3.78 SD 0.53</i> |          |           |
|---|-----------------------------------|----------|-----------|-----------------------------------|----------|-----------|--------------------------------------|----------|-----------|
|   | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                             | <i>M</i> | <i>SD</i> |
| The most successful people have discovered how to improve their ability to learn.                           | 349                               | 3.92     | 0.98      | 124                               | 4.04     | 0.84      | 97                                   | 4.00     | 0.87      |
| Usually I can figure out difficult concepts if I eliminate all outside distractions and really concentrate. | 351                               | 3.72     | 1.06      | 123                               | 3.92     | 0.92      | 99                                   | 3.98     | 0.90      |

Notes. The item marked with an asterisk (\*) was reverse coded to create the scale score. *N* = Number of Respondents, *M* = Mean, *SD* = Standard Deviation.

## Self-Regulation

Self-regulation scores were similar across the three survey administrations, averaging between a “neutral” and “agree” response (see Table 16). The strongest “agree” scores were for the items, “I am able to remain in control even when I am frustrated during a game, and “The outcome of a game (good or bad) will impact the rest of my week.”

**Table 16. Self-Regulation Item and Scale Scores Across Three Survey Administrations**

| Survey Items  | Baseline<br><i>M 3.36 SD 0.64</i> |          |           | Mid-Year<br><i>M 3.40 SD 0.62</i> |          |           | End-of-Year<br><i>M 3.35 SD 0.53</i> |          |           |
|---|-----------------------------------|----------|-----------|-----------------------------------|----------|-----------|--------------------------------------|----------|-----------|
|   | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                             | <i>M</i> | <i>SD</i> |
| When things don't go as planned, I am able to stay calm.                | 344                               | 3.45     | 1.00      | 123                               | 3.63     | 0.99      | 93                                   | 3.59     | 1.01      |
| I can get irritated easily when things bother me.*                      | 341                               | 2.72     | 1.11      | 122                               | 2.84     | 1.04      | 92                                   | 2.61     | 1.05      |
| I am able to remain in control even when I am frustrated during a game. | 342                               | 3.63     | 1.02      | 119                               | 3.81     | 0.95      | 93                                   | 3.74     | 0.98      |
| I get tilted when I game.*  | 340                               | 3.13     | 1.09      | 122                               | 3.07     | 1.10      | 93                                   | 2.97     | 1.03      |
| I behave badly when I think others act unfairly online.*                | 341                               | 3.38     | 1.07      | 119                               | 3.43     | 1.11      | 93                                   | 3.35     | 0.94      |
| It takes me a while to recover from tilting.*                           | 343                               | 3.59     | 1.14      | 119                               | 3.48     | 1.15      | 92                                   | 3.46     | 1.02      |
| I have tools and skills that help me when I tilt.                       | 339                               | 3.21     | 1.11      | 119                               | 3.39     | 1.11      | 93                                   | 3.47     | 0.98      |
| The outcome of a game (good or bad)                                     | 346                               | 3.78     | 1.18      | 120                               | 3.65     | 1.18      | 93                                   | 3.62     | 1.18      |

| Survey Items                      | Baseline<br><i>M 3.36 SD 0.64</i> |          |           | Mid-Year<br><i>M 3.40 SD 0.62</i> |          |           | End-of-Year<br><i>M 3.35 SD 0.53</i> |          |           |
|-----------------------------------|-----------------------------------|----------|-----------|-----------------------------------|----------|-----------|--------------------------------------|----------|-----------|
|                                   | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                             | <i>M</i> | <i>SD</i> |
| will impact the rest of my week.* |                                   |          |           |                                   |          |           |                                      |          |           |

Notes. Items marked with an asterisk (\*) were reverse coded to create the scale score., *N* = Number of Respondents, *M* = Mean, *SD* = Standard Deviation.

## Self-Acceptance

Self-acceptance scale scores also remained relatively consistent (between a “neutral” and “agree” response) across the three survey administrations. The item with the highest levels of agreement across the administrations was, “I am able to stand up for myself and what I believe in.” “Overall, I like who I am” also had a high mean score across the administrations. See Table 17 for the scale and individual item mean and standard deviation scores.

**Table 17. Self-Acceptance Item and Scale Scores Across Three Survey Administrations**

| Survey Items   | Baseline<br><i>M 3.43 SD 0.59</i> |          |           | Mid-Year<br><i>M 3.48 SD 0.57</i> |          |           | End-of-Year<br><i>M 3.49 SD 0.56</i> |          |           |
|--|-----------------------------------|----------|-----------|-----------------------------------|----------|-----------|--------------------------------------|----------|-----------|
|  | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                             | <i>M</i> | <i>SD</i> |
| I am able to stand up for myself and what I believe in.      | 199                               | 3.89     | 0.97      | 122                               | 3.93     | 1.02      | 91                                   | 4.03     | 0.85      |
| How I feel about myself depends on what others think of me.* | 203                               | 2.97     | 1.17      | 122                               | 3.10     | 1.16      | 91                                   | 3.00     | 1.22      |
| I feel I can be myself around other people.                  | 198                               | 3.53     | 1.16      | 119                               | 3.86     | 0.99      | 90                                   | 3.90     | 0.87      |
| Overall, I like who I am.                                    | 203                               | 3.74     | 1.16      | 120                               | 3.93     | 1.13      | 90                                   | 3.91     | 0.99      |
| I am a good person who has a lot to offer.                   | 200                               | 3.74     | 0.98      | 120                               | 3.93     | 1.03      | 89                                   | 3.90     | 0.95      |
| I need constant approval and recognition.*                   | 202                               | 2.90     | 1.15      | 121                               | 3.05     | 1.18      | 90                                   | 2.98     | 1.25      |
| I openly voice my opinions.                                  | 200                               | 3.44     | 1.20      | 120                               | 3.73     | 0.93      | 91                                   | 3.59     | 0.88      |
| Even if I don’t want to, I often go along with the crowd.*   | 203                               | 3.23     | 1.09      | 123                               | 3.20     | 1.17      | 91                                   | 2.80     | 1.08      |
| I am able to evaluate what is good about me.                 | 203                               | 3.63     | 0.97      | 120                               | 3.77     | 1.01      | 90                                   | 3.69     | 0.96      |
| I have a high opinion of myself.                             | 199                               | 3.20     | 1.15      | 121                               | 3.41     | 1.17      | 91                                   | 3.43     | 1.15      |



| Survey Items  | Baseline<br><i>M 3.43 SD 0.59</i> |      |      | Mid-Year<br><i>M 3.48 SD 0.57</i> |      |      | End-of-Year<br><i>M 3.49 SD 0.56</i> |      |      |
|---|-----------------------------------|------|------|-----------------------------------|------|------|--------------------------------------|------|------|
|   | N                                 | M    | SD   | N                                 | M    | SD   | N                                    | M    | SD   |
| I can figure out what I need to improve about myself.   | 204                               | 3.84 | 0.98 | 122                               | 3.88 | 1.03 | 91                                   | 3.81 | 0.82 |
| I don't often speak my mind, even if I know I'm right.* | 203                               | 3.29 | 1.22 | 121                               | 3.23 | 1.16 | 89                                   | 2.75 | 1.14 |
| I am proud of myself.                                   | 204                               | 3.66 | 1.09 | 120                               | 3.77 | 1.08 | 91                                   | 3.80 | 1.02 |
| I would not change much about myself.                   | 205                               | 3.14 | 1.27 | 122                               | 3.38 | 1.28 | 91                                   | 3.44 | 1.18 |

Notes. Items marked with an asterisk (\*) were reverse coded to create the scale score. N = Number of Respondents, M = Mean, SD = Standard Deviation.

## School Effort and Engagement

The survey contained 8 items assessing student agreement with items relating to school effort and engagement. The mean scores for the 8-item scale leaned toward “agree” at all survey administrations, with slightly higher averages (3.82) at mid-year and end-of-year compared to baseline (3.69). Students most strongly agreed at end-of-year with the items, “My education is important to me,” and “I pay attention in class.” The item, “I feel a sense of belonging at school,” had one of the lowest mean scores of the eight items. However, the average scores were above a “neutral” response, toward “agree.” See Table 18.

**Table 18. School Effort and Engagement Item and Scale Scores Across Three Survey Administrations**

| Survey Items   | Baseline<br><i>M 3.69 SD 0.75</i> |      |      | Mid-Year<br><i>M 3.82 SD 0.82</i> |      |      | End-of-Year<br><i>M 3.82 SD 0.80</i> |      |      |
|--|-----------------------------------|------|------|-----------------------------------|------|------|--------------------------------------|------|------|
|  | N                                 | M    | SD   | N                                 | M    | SD   | N                                    | M    | SD   |
| My education is important to me.                       | 338                               | 4.13 | 0.94 | 116                               | 4.21 | 0.98 | 91                                   | 4.22 | 0.93 |
| I try to use ideas from school in my daily life.       | 336                               | 3.64 | 1.07 | 116                               | 3.84 | 1.06 | 89                                   | 3.72 | 1.06 |
| I pay attention in class.                              | 333                               | 3.94 | 0.89 | 115                               | 3.87 | 0.98 | 89                                   | 4.08 | 0.88 |
| I put effort into my school work.                      | 338                               | 4.00 | 0.92 | 115                               | 4.04 | 0.99 | 91                                   | 3.99 | 0.88 |
| My teachers understand me as a person.                 | 337                               | 3.58 | 1.06 | 116                               | 3.81 | 1.11 | 90                                   | 3.64 | 1.14 |
| I feel connected to teachers and mentors at my school. | 335                               | 3.51 | 1.08 | 116                               | 3.78 | 1.13 | 90                                   | 3.73 | 1.09 |

| Survey Items                            | Baseline<br><i>M 3.69 SD 0.75</i> |          |           | Mid-Year<br><i>M 3.82 SD 0.82</i> |          |           | End-of-Year<br><i>M 3.82 SD 0.80</i> |          |           |
|---|-----------------------------------|----------|-----------|-----------------------------------|----------|-----------|--------------------------------------|----------|-----------|
|   | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                             | <i>M</i> | <i>SD</i> |
| I feel respected by my peers at school. | 338                               | 3.36     | 1.18      | 116                               | 3.59     | 1.12      | 88                                   | 3.59     | 1.05      |
| I feel a sense of belonging at school.  | 337                               | 3.40     | 1.15      | 114                               | 3.42     | 1.19      | 91                                   | 3.57     | 1.16      |

Note. *N* = Number of Respondents, *M* = Mean, *SD* = Standard Deviation.

## Club Belonging and Connection

Next, students were queried on their sense of belonging and connection within their esports club. Their sense of belonging in their club (mid-year  $M = 4.03$ , end-of-year  $M = 4.10$ ) was significantly higher than their sense of belonging at school, which averaged 3.82 at both administrations (mid-year  $t[115] = 2.61, p = .005, d = 0.24$ ; end-of-year  $t[90] = 3.62, p < .001, d = 0.38$ ). The two items with the highest levels of agreement included “There is at least one adult I can talk to at my NASEF esports club if I have a problem,” (mid-year  $M = 4.31$ , end-of-year  $M = 4.32$ ) and “Adults at my NASEF esports club respect me” (mid-year  $M = 4.34$ , end-of-year  $M = 4.30$ ). The lowest scoring item on both survey administrations was “I feel connected to the NASEF competitive league” (mid-year  $M = 3.74$ , end-of-year  $M = 3.89$ ).

**Table 19. Club Belonging and Connection Item and Scale Scores on the Mid-Year and End-of-Year Surveys**

| Survey Items  | Mid-Year<br><i>M 4.03 SD 0.71</i> |          |           | End-of-Year<br><i>M 4.10 SD 0.80</i> |          |           |
|---|-----------------------------------|----------|-----------|--------------------------------------|----------|-----------|
|   | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                             | <i>M</i> | <i>SD</i> |
| I feel connected to my peers in NASEF at school.  | 141                               | 3.91     | 0.91      | 114                                  | 4.06     | 0.91      |
| I feel connected to the esports team that my NASEF club supports.                       | 139                               | 3.94     | 0.95      | 111                                  | 4.15     | 0.92      |
| I feel connected to the NASEF club at my school.  | 139                               | 4.04     | 0.95      | 113                                  | 4.12     | 0.94      |
| I feel connected to the NASEF competitive league.                                       | 140                               | 3.74     | 1.04      | 111                                  | 3.89     | 1.06      |
| People at my NASEF esports club notice when I am good at something.                     | 139                               | 3.91     | 0.90      | 114                                  | 3.97     | 0.90      |
| There is at least one adult I can talk to at my NASEF esports club if I have a problem. | 140                               | 4.31     | 0.83      | 114                                  | 4.32     | 0.84      |
| I am treated with as much respect as other students at my NASEF esports club.           | 140                               | 4.06     | 0.96      | 112                                  | 4.10     | 1.05      |

| Survey Items   | Mid-Year<br><i>M 4.03 SD 0.71</i> |          |           | End-of-Year<br><i>M 4.10 SD 0.80</i> |          |           |
|--|-----------------------------------|----------|-----------|--------------------------------------|----------|-----------|
|  | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                             | <i>M</i> | <i>SD</i> |
| I can really be myself at my NASEF esports club.                                     | 138                               | 4.16     | 0.96      | 112                                  | 4.18     | 1.02      |
| Adults at my NASEF esports club respect me.  | 140                               | 4.34     | 0.82      | 112                                  | 4.30     | 0.89      |
| Other students at my NASEF esports club like me the way I am.                        | 139                               | 3.98     | 0.91      | 113                                  | 4.05     | 0.99      |
| I have close/sincere relationships with adults and friends at my NASEF esports club. | 140                               | 4.06     | 0.92      | 114                                  | 4.00     | 0.94      |
| I think that people care about me at my NASEF esports club.                          | 138                               | 3.92     | 0.94      | 114                                  | 4.04     | 0.94      |
| I feel that I can rely on others at my NASEF esports club.                           | 138                               | 3.86     | 0.99      | 113                                  | 4.12     | 0.94      |
| I like our NASEF esports club culture and the way we do things.                      | 140                               | 4.14     | 0.86      | 113                                  | 4.13     | 0.94      |
| I feel like I am part of the NASEF esports club community.                           | 140                               | 4.13     | 0.96      | 113                                  | 4.11     | 0.98      |

Note. *N* = Number of Respondents, *M* = Mean, *SD* = Standard Deviation.

## STEM Interest

Students were asked to indicate their level of agreement or disagreement with eight statements related to their interest in science, technology, engineering, and math (STEM) subjects and activities. The STEM Interest scale, composed of the average across the eight items, had mean scores ranging from 3.72 (between “neutral” and “agree”) at baseline, to 3.80 at mid-year, and 3.84 at the end-of-year survey administration. Students agreed they like to “figure out how things work” (baseline *M* = 4.00, mid-year *M* = 3.93, end-of-year *M* = 4.14) and “see how things are made” (baseline *M* = 3.97, mid-year *M* = 4.12, end-of-year *M* = 4.17). Fewer students agreed with the item, “I am interested in coding” (baseline *M* = 3.43, mid-year *M* = 3.66, end-of-year *M* = 3.51). Table 20 presents results on the STEM Interest scale items.

**Table 20. STEM Interest Item and Scale Scores Across Three Survey Administrations**

| Items                                   | Baseline<br><i>M 3.72 SD 0.85</i> |          |           | Mid-Year<br><i>M 3.80 SD 0.75</i> |          |           | End-of-Year<br><i>M 3.84 SD 0.78</i> |          |           |
|---|-----------------------------------|----------|-----------|-----------------------------------|----------|-----------|--------------------------------------|----------|-----------|
|   | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                             | <i>M</i> | <i>SD</i> |
| I am interested in learning about STEM. | 335                               | 3.60     | 1.10      | 117                               | 3.65     | 1.12      | 88                                   | 3.77     | 1.19      |
| I like to participate in STEM projects. | 334                               | 3.55     | 1.13      | 118                               | 3.60     | 1.06      | 88                                   | 3.67     | 1.17      |

| Items  | Baseline<br><i>M 3.72 SD 0.85</i> |          |           | Mid-Year<br><i>M 3.80 SD 0.75</i> |          |           | End-of-Year<br><i>M 3.84 SD 0.78</i> |          |           |
|--|-----------------------------------|----------|-----------|-----------------------------------|----------|-----------|--------------------------------------|----------|-----------|
|  | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                             | <i>M</i> | <i>SD</i> |
| I like to figure out how things work.                | 333                               | 4.00     | 0.98      | 116                               | 3.93     | 0.97      | 88                                   | 4.14     | 0.80      |
| I like to see how things are made.                   | 337                               | 3.97     | 1.00      | 117                               | 4.12     | 0.83      | 89                                   | 4.17     | 0.76      |
| I get excited to learn about new discoveries.        | 333                               | 3.91     | 0.99      | 118                               | 3.91     | 1.00      | 87                                   | 3.86     | 0.97      |
| I am interested in coding.                           | 334                               | 3.43     | 1.25      | 116                               | 3.66     | 1.17      | 87                                   | 3.51     | 1.18      |
| I am interested in analyzing data from my game play. | 336                               | 3.73     | 1.16      | 117                               | 3.84     | 1.00      | 88                                   | 3.88     | 1.00      |
| Learning STEM will help me in my future.             | 337                               | 3.66     | 1.15      | 118                               | 3.69     | 1.13      | 89                                   | 3.78     | 1.06      |

Note. *N* = Number of Respondents, *M* = Mean, *SD* = Standard Deviation.

## Beliefs about Future Plans

Table 21 presents information about student responses to eight statements relating to students' perspectives about their future. Overall, students generally "agreed" they are motivated and knowledgeable about their future plans and expect they can be successful. The strongest mean agreement scores were for the items, "I am motivated to achieve my career goals" (baseline *M* = 4.15, mid-year *M* = 4.11, end-of-year *M* = 4.21) and "Graduating from high school is important to helping me reach my career goals" (baseline *M* = 4.20, mid-year *M* = 4.17, end-of-year *M* = 4.21). There was lower agreement at each survey administration with the item, "I know the specific resources or steps that I need to take to reach my career goals" (baseline *M* = 3.76, mid-year *M* = 3.88, end-of-year *M* = 3.93).

**Table 21. Beliefs about Future Plans Item and Scale Scores on Mid-Year and End-of-Year Surveys**

| Statements  | Baseline<br><i>M 3.99 SD 0.73</i> |          |           | Mid-Year<br><i>M 4.04 SD 0.71</i> |          |           | End-of-Year<br><i>M 4.05 SD 0.75</i> |          |           |
|---|-----------------------------------|----------|-----------|-----------------------------------|----------|-----------|--------------------------------------|----------|-----------|
|   | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                             | <i>M</i> | <i>SD</i> |
| I am motivated to achieve my career goals.  | 331                               | 4.15     | 0.83      | 118                               | 4.11     | 0.82      | 84                                   | 4.21     | 0.79      |
| I understand how my interests, skills, and talents relate to my future career pathways. | 332                               | 4.06     | 0.89      | 118                               | 4.07     | 0.80      | 85                                   | 4.00     | 0.93      |
| I am confident I can accomplish my career goals.  | 330                               | 3.95     | 0.98      | 117                               | 3.99     | 0.86      | 84                                   | 3.99     | 0.88      |
| I have connected my interests to a career I might want to do someday.                   | 332                               | 4.05     | 0.92      | 117                               | 4.06     | 0.89      | 84                                   | 4.12     | 0.83      |

| Statements   | Baseline<br><i>M 3.99 SD 0.73</i> |      |      | Mid-Year<br><i>M 4.04 SD 0.71</i> |      |      | End-of-Year<br><i>M 4.05 SD 0.75</i> |      |      |
|--|-----------------------------------|------|------|-----------------------------------|------|------|--------------------------------------|------|------|
|  | N                                 | M    | SD   | N                                 | M    | SD   | N                                    | M    | SD   |
| I am aware of the career pathway opportunities that are available to me.             | 330                               | 3.88 | 0.96 | 118                               | 4.02 | 0.90 | 85                                   | 4.01 | 0.84 |
| I know the specific resources or steps that I need to take to reach my career goals. | 333                               | 3.76 | 1.01 | 118                               | 3.88 | 0.95 | 84                                   | 3.93 | 0.93 |
| Graduating from high school is important to helping me reach my career goals.        | 331                               | 4.20 | 0.95 | 118                               | 4.17 | 0.97 | 85                                   | 4.21 | 0.93 |
| Even if I experience setbacks, I know I will achieve my career goals.                | 330                               | 3.92 | 0.89 | 118                               | 4.01 | 0.85 | 84                                   | 3.98 | 0.92 |

Note. *N* = Number of Respondents, *M* = Mean, *SD* = Standard Deviation.

On average, students responded with neutral or agree when queried at mid-year ( $M = 3.70$ ) and end-of-year ( $M = 3.64$ ) about the effects of NASEF esports participation (see Table 22). At both survey administrations, the students tended toward “agree” on the item, “My NASEF esports club contributed to a positive change in my engagement in my future.” The lowest levels of agreement were with the item relating to the club allowing them to see people like them in STEM career pathways.

**Table 22. NASEF Effects on Members as Reported by Student Respondents on the Mid-Year and End-of-Year Surveys**

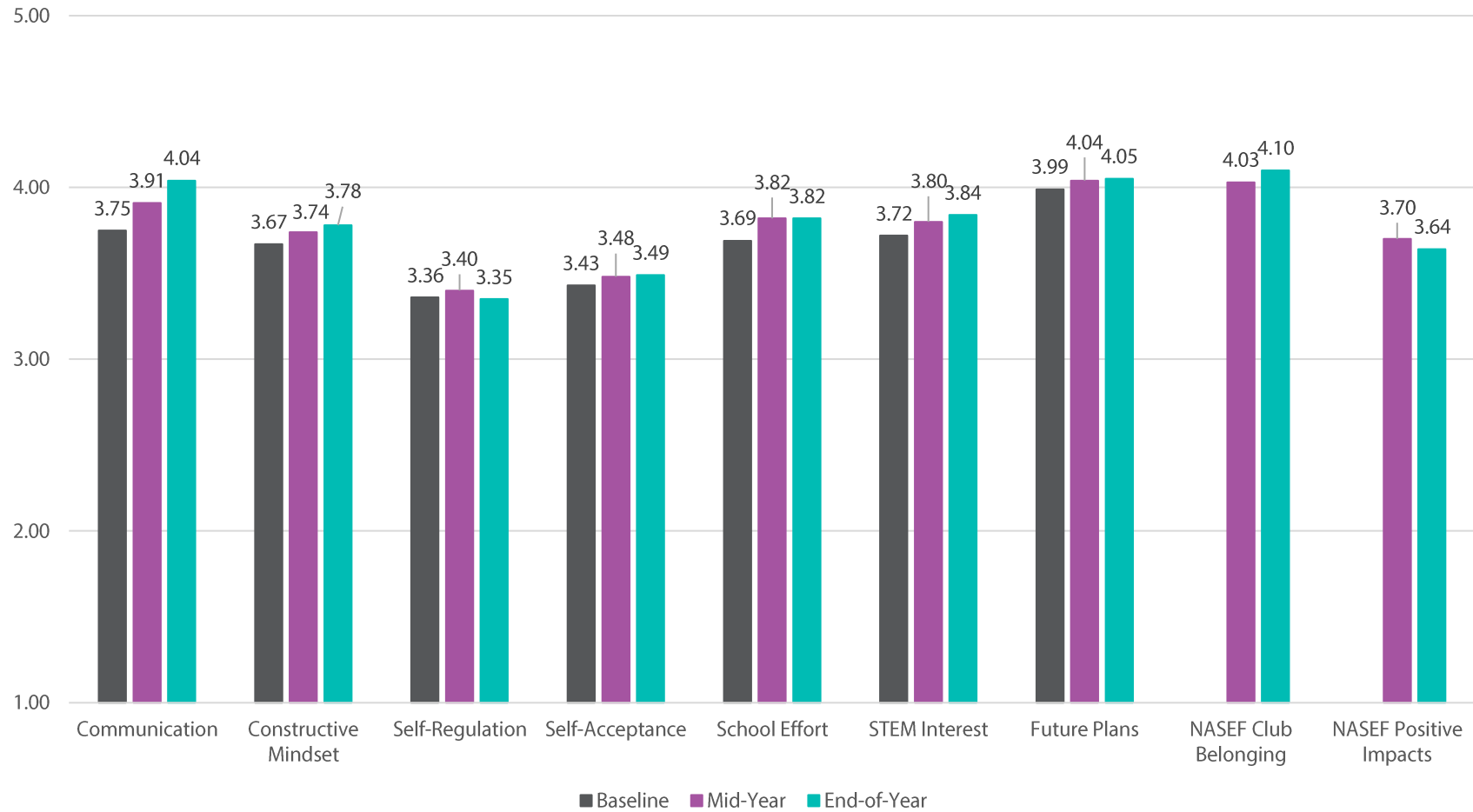
| Statements  | Mid-Year<br><i>M 3.70 SD 0.87</i> |          |           | End-of-Year<br><i>M 3.64 SD 0.84</i> |          |           |
|---|-----------------------------------|----------|-----------|--------------------------------------|----------|-----------|
|   | <i>N</i>                          | <i>M</i> | <i>SD</i> | <i>N</i>                             | <i>M</i> | <i>SD</i> |
| My NASEF esports club helped me learn something new about careers in which I am interested.                           | 118                               | 3.69     | 1.08      | 84                                   | 3.64     | 0.95      |
| My NASEF esports club contributed to a positive change in my engagement in my future.                                 | 117                               | 3.88     | 0.98      | 84                                   | 3.90     | 0.82      |
| My NASEF contributed to a positive change in my attitudes about a future in STEM.                                     | 118                               | 3.66     | 1.03      | 81                                   | 3.60     | 1.01      |
| My NASEF esports club helped me learn something new about the possibilities of career paths (including STEM careers). | 118                               | 3.68     | 1.03      | 84                                   | 3.57     | 0.94      |
| My NASEF esports club allowed me to see people like myself in STEM career pathways.                                   | 118                               | 3.60     | 1.06      | 84                                   | 3.55     | 1.07      |

Note. *SD* = Strongly Disagree (1), *D* = Disagree (2), *N* = Neutral (3), *A* = Agree (4), *SA* = Strongly Agree (5), *N* = Number of Respondents, *M* = Mean, *SD* = Standard Deviation.

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The mean scale scores across survey administrations are presented in Figure 3. The highest mean scores (i.e., more students marking “agree” or “strongly agree” for the positively worded scale items and “disagree” or “strongly disagree” for the negatively worded scale items) were on the Communication, Future Plans, and NASEF Club Belonging scales, which averaged near an “agree” response. The lowest scores across survey administrations were on the Self-Regulation and Self-Acceptance scales.

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**Figure 3. Average scores on each scale across survey administrations**

## Future Plans

Students were asked about their future plans. More than half of students who responded to the mid-year and end-of-year surveys planned to continue esports club participation in the next session. More than a fourth of respondents on the end-of-year survey did not provide an answer regarding their work plans after high school; 26.9% planned to work full time. A higher percentage (31.9%) of students who took the baseline survey responded they planned to work full time. Regarding education plans, the most common response across administrations was attending a four-year college (baseline 41.1%, mid-year 40.5%, end-of-year 31.9%). Getting an education beyond high school was “very important” to about 1 in 5 students. However, further education was “not important” to only a small percentage of students at each administration (baseline 2.2%, mid-year 4.1%, end-of-year 2.5%). The cost of further education and needing or wanting to work were the main reasons students said they did plan to continue their education after high school. Table 23 provides information on the range of responses to these items across the survey administrations.

**Table 23. Future Plans**

| Survey Questions  | Baseline |      | Mid-Year |      | End-of-Year |      |
|---|----------|------|----------|------|-------------|------|
|   | N        | %    | N        | %    | N           | %    |
| <b>Do you plan to continue participating in your NASEF esports club next session?</b> |          |      |          |      |             |      |
| No  |          |      | 24       | 16.2 | 9           | 7.6  |
| Yes   |          |      | 94       | 63.5 | 69          | 58.0 |
| No response   |          |      | 30       | 20.3 | 41          | 34.4 |
| <b>What are your work plans after graduating high school?</b>                         |          |      |          |      |             |      |
| I plan to work full-time  | 128      | 31.9 | 32       | 21.6 | 32          | 26.9 |
| I plan to work part-time  | 74       | 18.5 | 36       | 24.3 | 26          | 21.8 |
| I do not know   | 95       | 23.7 | 35       | 23.6 | 22          | 18.5 |
| Other (please describe)   | 38       | 9.5  | 15       | 10.1 | 5           | 4.2  |
| No response   | 66       | 16.5 | 30       | 20.3 | 34          | 28.6 |
| <b>What are your education plans after graduating high school?</b>                    |          |      |          |      |             |      |
| No more education   | 14       | 3.5  | 9        | 6.1  | 2           | 1.7  |
| Attend a technical school or specialty training program                               | 24       | 6.0  | 4        | 2.7  | 6           | 5.0  |
| Attend a 2-year college or university program   | 45       | 11.2 | 15       | 10.1 | 9           | 7.6  |



| Survey Questions   | Baseline |      | Mid-Year |      | End-of-Year |      |
|--|----------|------|----------|------|-------------|------|
|  | N        | %    | N        | %    | N           | %    |
| Attend a 4-year college or university program  | 165      | 41.1 | 60       | 40.5 | 38          | 31.9 |
| I do not know  | 68       | 17.0 | 22       | 14.9 | 26          | 21.8 |
| Other (please describe)<br>Film school, graduate school, state police academy              | 19       | 4.7  | 8        | 5.4  | 4           | 3.4  |
| No response  | 66       | 16.5 | 30       | 20.3 | 34          | 28.6 |
| <b>How important is getting an education beyond high school?</b>                           |          |      |          |      |             |      |
| Not important  | 9        | 2.2  | 6        | 4.1  | 3           | 2.5  |
| Somewhat important   | 73       | 18.2 | 29       | 19.6 | 15          | 12.6 |
| Very important   | 192      | 47.9 | 70       | 47.3 | 53          | 44.5 |
| Don't know   | 44       | 11.0 | 10       | 6.8  | 12          | 10.1 |
| Choose not to respond  | 16       | 4.0  | 2        | 1.4  | 2           | 1.7  |
| No response  | 67       | 16.7 | 31       | 20.9 | 34          | 28.6 |
| <b>Why might you discontinue your education after high school (select all that apply)?</b> |          |      |          |      |             |      |
| No reason, I will definitely go  | 127      | 31.7 | 50       | 33.8 | 30          | 25.2 |
| It costs too much/I can't afford it  | 104      | 25.9 | 38       | 25.7 | 24          | 20.2 |
| I don't need college for my planned job  | 40       | 10.0 | 11       | 7.4  | 14          | 11.8 |
| I'm just not interested  | 44       | 11.0 | 14       | 9.5  | 11          | 9.2  |
| I need or want to work   | 46       | 11.5 | 16       | 10.8 | 19          | 16.0 |
| I want to join the military  | 22       | 5.5  | 7        | 4.7  | 4           | 3.4  |
| I don't want to be away from home  | 25       | 6.2  | 7        | 4.7  | 8           | 6.7  |
| I just don't like school   | 54       | 13.5 | 18       | 12.2 | 12          | 10.1 |
| Some other reason (please describe)  | 21       | 5.2  | 2        | 1.4  | 3           | 2.5  |
| Choose not to respond  | 39       | 9.7  | 14       | 9.5  | 10          | 8.4  |

## Feedback for NASEF

Students were asked how the NASEF Esports clubs could be improved. Most students did not provide a response, had no specific suggestions, or indicated no changes were needed. Some students suggested adding more games. See Table 24 for more illustrative quotes from the students.

**Table 24. Feedback for Improving NASEF Esports Clubs**

| Theme  | Frequency | Percentage of Responses | Illustrative Quotes  |
|--|-----------|-------------------------|--|
| No specific suggestions                            | 30        | 20.3%                   | <ul style="list-style-type: none"> <li>Nothing to say.</li> <li>Anything that makes it stronger and help[s].</li> </ul>  |
| No changes - it is great as it is.                 | 15        | 10.1%                   | <ul style="list-style-type: none"> <li>It's good as is.</li> <li>Just keep doing what you're doing.</li> </ul>   |
| Add more games                                     | 12        | 8.1%                    | <ul style="list-style-type: none"> <li>Add more games for them to play.</li> <li>Bioscience has just start[ed] NASEF Esports this year. I believe that there is lots more to come so that more people don't feel restricted to few games.</li> </ul>   |
| Connecting more easily/frequently with other teams | 4         | 2.7%                    | <ul style="list-style-type: none"> <li>Improve communication between teams.</li> <li>I wish the program had more opportunities of in-person competition for competitors from different schools to connect with each other.</li> </ul>  |
| More/better equipment                              | 3         | 2.0%                    | <ul style="list-style-type: none"> <li>Get more consoles</li> <li>More funding to get more PCs</li> </ul>  |
| More time  | 2         | 1.4%                    | <ul style="list-style-type: none"> <li>Maybe a little more time dedicated to training in order to ensure great performance.</li> <li>Add more times a week.</li> </ul>   |
| Other responses                                    | 5         | 3.4%                    | <ul style="list-style-type: none"> <li>Gamer etiquette is definitely something that should be addressed I feel, and also the language that is used.</li> <li>Try harder to listen to my peers and ideas</li> <li>Give more money to school[s] that need it and so everyone is fair.</li> <li>The school needs to show more love to the program. Like others we are a sport, for we possess good and bad players that have the will to compete. Both of them can improve and get better. Competing gaming is like any other sport so I'd suggest more love needs to be shown for it.</li> </ul> |
| No response  | 90        | 60.8%                   |  |

Finally, students were asked if they had any other comments about their experience with the esports club. Again, the majority of respondents did not provide a response. However, for the students who provided a response, they noted they enjoyed the experience and that the club helped them. As can be seen in Table 25, responses were mainly positive.

**Table 25. Student Comments About Their Experience with NASEF Esports Clubs**

| Theme                    | Frequency | Percentage of Responses | Illustrative Quotes   |
|--------------------------|-----------|-------------------------|---|
| Nothing to add           | 41        | 27.7%                   | <ul style="list-style-type: none"> <li>No thank you.</li> <li>Nothing can come to mind.</li> </ul>  |
| Enjoyed the experience   | 21        | 14.2%                   | <ul style="list-style-type: none"> <li>It is an amazing experience.</li> <li>If the others are still going then I'll go too. Never thought I would say this but I did have a lot of fun in this club, even the first club I've ever been to ...</li> <li>I love my teachers and peers.</li> </ul>   |
| Club helped me           | 5         | 3.4%                    | <ul style="list-style-type: none"> <li>Helped me get better at my character and utilize more of his moves and overall just how to play him better. Made me make new friends and realize people like me are out there.</li> <li>Very good club, allows me to be...me.</li> <li>My coach opened up so many opportunities for me and my friends that I met because of esports so my life has almost completely shifted for the better due to esports giving me friends and new interests.</li> </ul> |
| Pressure/Competitiveness | 2         | 1.4%                    | <ul style="list-style-type: none"> <li>I had fun during my experiences, but sometimes felt pressure on me.</li> <li>Other than people can get VERY competitive, and be kind of outward about that, nope! Thank you!</li> </ul>  |
| No response              | 90        | 60.8%                   |   |

## Longitudinal Survey Analyses

The longitudinal analyses examine change in students' scores across time. Twenty-two (22) students completed both the baseline survey and end-of-year survey; these students comprise the longitudinal sample.

## Respondent Demographics

Table 26 presents demographic information about the students in the longitudinal sample. More than two thirds of these students identified as male (68.2%). The racial/ethnic composition of the

longitudinal sample was similar to the overall group of students who took the baseline survey. Grades represented by the 22 students in the longitudinal sample ranged from Grade 7 through Grade 11. English was the primary language for all but one student.

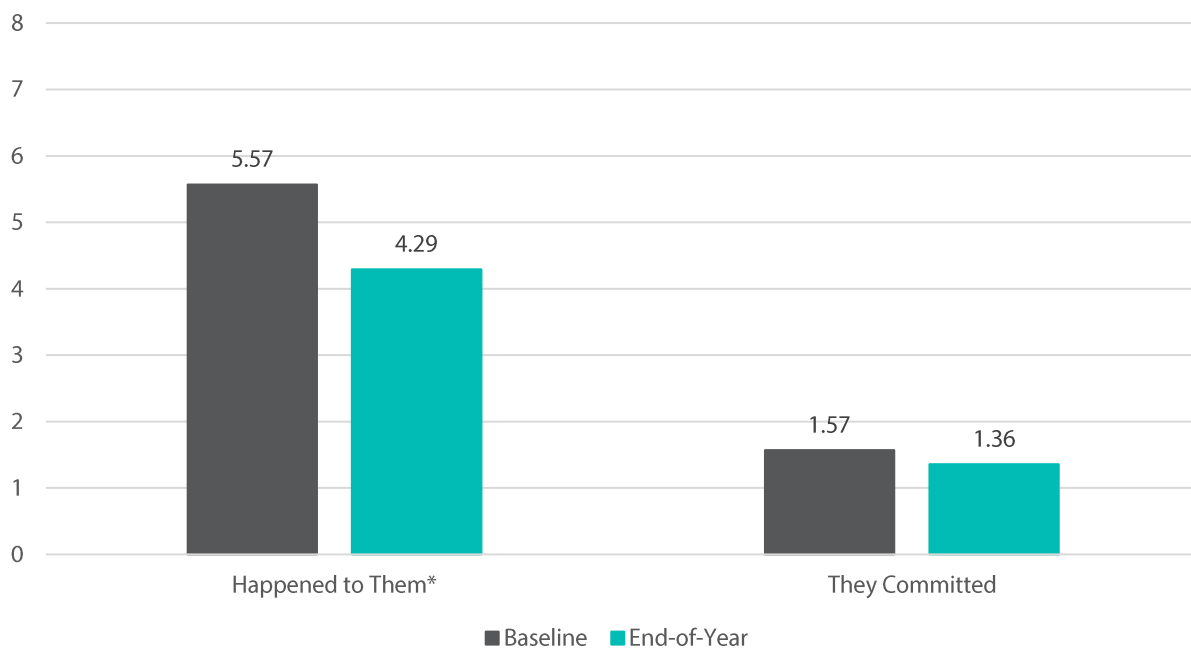
**Table 26. Club Member Demographics Collected at Baseline Among the Longitudinal Sample**

| Survey Item  | N         | %            |
|--|-----------|--------------|
| <b>Which of the following best represents your gender?</b>           |           |              |
| Female   | 3         | 13.6         |
| Male   | 15        | 68.2         |
| Nonbinary  | 1         | 4.5          |
| No response  | 3         | 13.6         |
| <b>TOTAL</b>   | <b>22</b> | <b>100.0</b> |
| <b>Select your race(s)/ethnicity (please select all that apply):</b> |           |              |
| American Indian or Alaska Native                                     | 0         | 0.0          |
| Asian or Asian American  | 2         | 9.1          |
| Black or African American  | 3         | 13.6         |
| Hispanic or Latinx   | 5         | 22.7         |
| White  | 10        | 45.5         |
| I choose not to respond  | 2         | 4.2          |
| <b>What grade are you in this school year?</b>                       |           |              |
| 7th  | 5         | 22.7         |
| 8th  | 1         | 4.5          |
| 9th  | 3         | 13.6         |
| 10th   | 5         | 22.7         |
| 11th   | 5         | 22.7         |
| 12th   | 0         | 0.0          |
| No response  | 3         | 13.6         |
| <b>TOTAL</b>   | <b>22</b> | <b>100.0</b> |
| <b>Is English your primary language spoken?</b>                      |           |              |
| Yes  | 18        | 81.8         |

| Survey Item                   | N         | %            |
|-------------------------------|-----------|--------------|
| No (please specify) (Spanish) | 1         | 4.5          |
| No response                   | 3         | 13.6         |
| <b>TOTAL</b>                  | <b>22</b> | <b>100.0</b> |

## Disruptive Gaming Behaviors

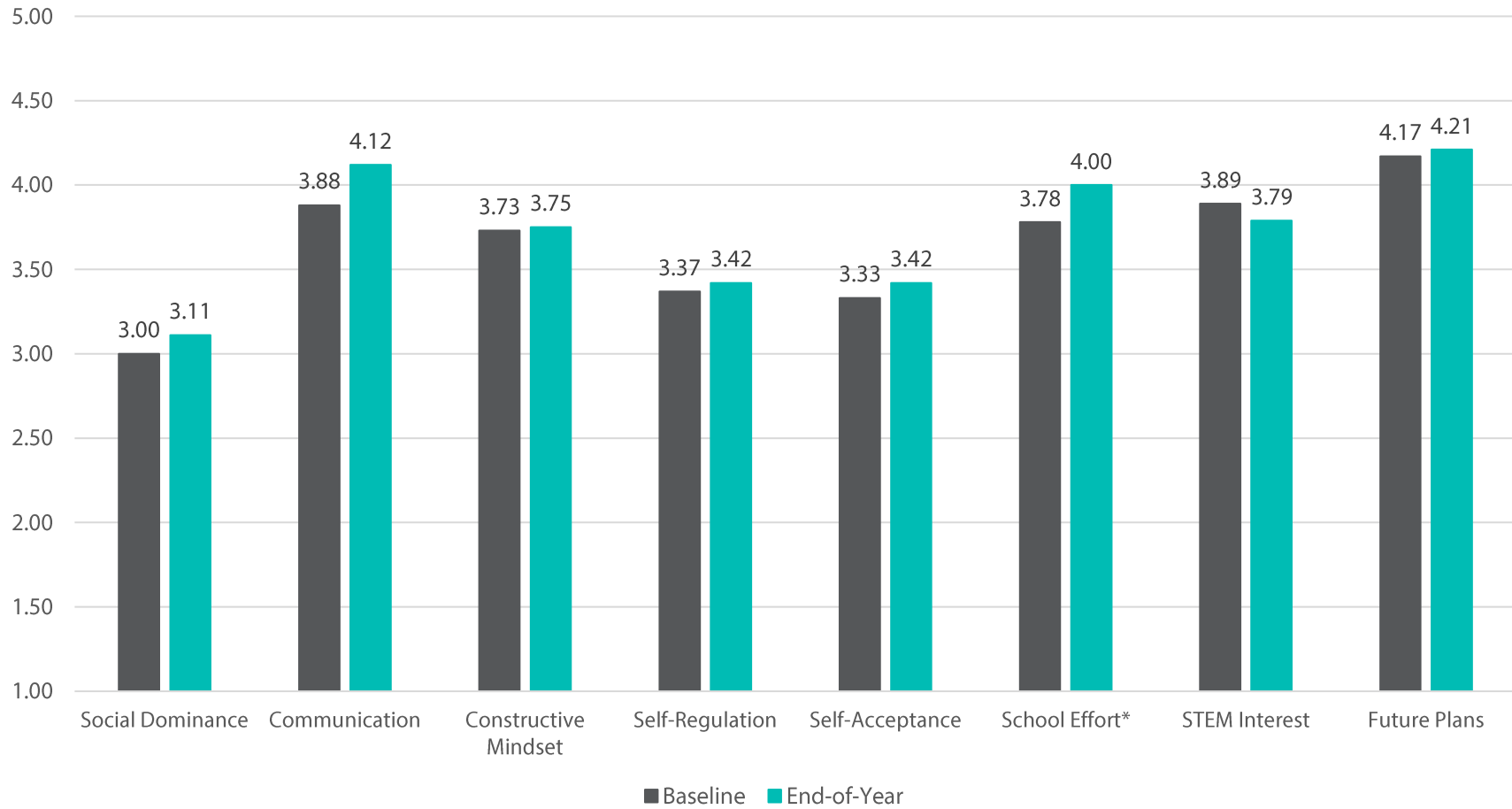
As displayed in Figure 4, the students in the longitudinal sample reported having more disruptive behaviors directed toward them than they perpetrated on other players. Notably, student reports of the number of disruptive behaviors that happened to them decreased significantly from baseline to end-of-year ( $t(13) = 1.91, p = .04, d = 0.51$ ). These students who took both the baseline and end-of-year surveys reported doing very few disruptive behaviors toward other players (i.e., fewer than two behaviors at both time points). Interestingly, the students in the longitudinal sample reported higher numbers of disruptive behaviors happening to them (5.57 at baseline, 4.29 at end-of-year) than the overall averages on the baseline ( $M = 4.26$ ) and end-of-year ( $M = 3.76$ ) surveys. The longitudinal sample also reported performing fewer disruptive behaviors at baseline ( $M = 1.57$ ) and end-of-year ( $M = 1.36$ ) than the average scores on those surveys ( $M = 2.47$  at baseline,  $M = 3.32$  at end-of-year).



**Figure 4. Average Number of Disruptive Gaming Behaviors That Happened to or Were Committed by the Students in the Longitudinal Sample**

## Impacts of NASEF on Key Attitudes and Skills

Baseline scale scores were compared to end-of-year scale scores among the longitudinal sample. There was a significant increase in School Effort scale scores from baseline to end-of-year,  $t(19) = -1.78$ ,  $p < .05$ ,  $d = -0.40$ . These students responded with higher levels of agreement to the School Effort items at the end of the year than they had at baseline. No other change from baseline to end-of-year was statistically significant. In general, the students in the longitudinal sample scored above an “agree” level on the Communication and Future Plans scales. The lowest average scale scores were found for the Social Dominance, Self-Regulation, and Self-Acceptance scales. See Figure 5 for a graphic display of scores.



**Figure 5. Baseline and End-of-Year Scale Mean Scores for the Longitudinal Subset of Students with Data at Both Time Points.**

## Club Case Study: Flashes eSports Team (Indiana)

The Flashes Esports Team was established three years ago to create a structured, inclusive environment for students interested in gaming. Initially combining a casual video game club with a competitive esports program, the team quickly grew, offering a dual-purpose space where students could socialize and compete. The club currently is composed of around 40 to 50 students participating casually, with 30 to 35 students competing across a variety of games, including Super Smash Brothers, Overwatch, Fortnite, Mario Kart, Splatoon, and Apex. Students from multiple grade levels are involved, and many reported the club became a significant part of their school experience. As one student remarked, “Having something like this to look forward to during the week makes school a lot better.”

### Implementation of the NASEF Model

The NASEF model has been integral to the team’s development, providing resources that helped formalize the club’s structure and support student engagement. The club established a code of conduct and used NASEF’s resources to create informational packets for parents, which were especially helpful in addressing initial skepticism. As the club general manager explained, “Some parents didn’t believe it was a real thing—they thought their kids were just making up an excuse to stay after school. NASEF’s resources helped bridge that gap.”

Team practices are held multiple times per week, focusing not only on improving gaming skills but also on building leadership and communication. Team captains are responsible for organizing practice sessions, ensuring participation, and fostering a positive atmosphere. “We’re not just looking for the best players—we want leaders who help everyone feel included,” shared the general manager. Communication is further supported through a moderated Discord server where students coordinate matches, discuss strategies, and even help each other with schoolwork. This environment has helped foster a strong sense of belonging among members.

### Competitions and Activities

The Flashes Esports Team competes in three leagues: one state-specific league and two national leagues. Weekly matches allow students to gain experience competing against a wide range of opponents, and the team frequently attends local tournaments, especially for Super Smash Brothers. Students described the excitement of tournaments, with one saying, “Tournaments are the highlight of the year. It’s nerve-wracking, but also the most fun part.”

The tournaments also provide an opportunity for personal growth. Another student reflected, “You have to push yourself to meet new people and get out of your comfort zone. That’s how you learn and get better—not just at the game, but at handling pressure.” Despite the individual nature of many esports games, students emphasized how they support each other during competitions. “Even though we’re technically competing against each other, we still cheer each other on because we all want to do our best.”



## Disruptive Gaming Behaviors

Members of the Flashes eSports team also spoke about their experiences with disruptive gaming behaviors, and highlighted specific ways that NASEF helped them handle the behaviors within their club and during competitions. While students noted occasional disruptive incidents, such as a teammate's outbursts during games, they emphasized that NASEF's focus on respect and positive competition helped set clear expectations for behavior. One student shared that being in the club helped them learn how to stay calm and avoid escalating conflicts during tournaments, particularly when opponents engaged in distracting or disruptive actions. Additionally, students pointed out that NASEF's structured environment, including team roles and responsibilities, contributed to better conflict management. "We all know what's expected of us because the rules are clear, and if someone's having a bad day, we help them instead of making it worse," one participant said. Overall, students credited the club's culture, influenced by NASEF's guidelines, with helping them stay composed and focused during difficult situations.

## Challenges and Solutions

One of the key challenges faced by the club has been addressing parental concerns. Many parents were unfamiliar with esports and questioned its value as an extracurricular activity. To address this, the club used NASEF's informational resources to demonstrate the benefits of esports, including the potential for scholarships and career pathways. Over time, most parents became supportive once they saw how the program positively impacted their children. Another challenge involved ensuring consistent participation and team organization. While some students were naturally more committed, others needed encouragement to follow through on their commitments. The club's leadership structure, with captains assigned to each game title, helped address this by promoting accountability and teamwork. The general manager noted that while some teams still struggle with consistency, overall engagement has improved significantly.

## Perceived Benefits of Club Participation

Students and the general manager identified numerous personal and academic benefits stemming from esports participation. Students reported improved social skills, teamwork, leadership, and problem-solving abilities. "It's not just about playing games—it's about learning how to work with others, communicate, and figure things out together," one student explained. The club has also provided a sense of belonging for students who were not involved in other extracurricular activities. "Before joining, I didn't really have anything after school. Now, I have something to look forward to every week."

Academic benefits were also noted, particularly for players who wanted to compete in tournaments, as the club required students to maintain passing grades to compete. The general manager shared, "Some students went from failing a couple of classes to consistently passing because they knew they needed to keep their grades up to stay on the team."

The social aspect of the club has also been crucial. One student remarked, "It's nice to have something where we can hang out, play games, and just take a break from everything else." Another added, "Being part of the team makes me feel like I'm contributing to something bigger than myself."

## Recommendations for Improving the Esports Experience

Members of the Flashes eSports team provided several recommendations for improving their scholastic esports experience. A key suggestion was related to **tournament organization**. Students expressed a desire for better coordination and communication during events, particularly when dealing with technical issues and scheduling delays. One participant commented, "It would help if there were clearer timelines and better troubleshooting support during tournaments."

Another recommendation focused on **expanding game options**. Students noted that while they enjoyed the current game titles, adding more variety could help attract a broader group of participants. As one student shared, "Not everyone plays the same games, so having more choices would get more people involved."

Additionally, students emphasized the importance of **continued support for club infrastructure**, including access to updated gaming equipment and reliable internet connections. They appreciated NASEF's resources but suggested that increased funding or partnerships with local organizations could further enhance club operations.

## Future Plans and Sustainability

Looking ahead, the club plans to continue expanding its presence in the school community. Upcoming initiatives include hosting additional local tournaments and increasing visibility during school events, such as open houses. The goal is to engage more students and educate parents about the benefits of esports. "We want younger students to see that this is something real, something they can look forward to when they get to high school," said the general manager.

The club also hopes to enhance its community engagement by involving parents more directly and exploring new ways to support students' development both inside and outside of esports. As one participant summed up, "This isn't just about gaming. It's about learning, growing, and being part of something meaningful."

## Club Case Study: Isbell Condors Esports Teams (California)

The Isbell Condors Esports Team was launched to engage students who were not traditionally involved in school activities. The club was born from an observation that many students, especially those receiving additional support services, gravitated toward gaming during their free time. "They were always outside playing games on their Switches or Chromebooks, but they weren't involved in anything else," shared the general manager, who saw the opportunity to create a meaningful space where these students could connect and thrive. The team serves seventh and eighth graders, operating with an open-door policy where any student interested can join. "I don't believe in tryouts. If

you want to be part of the team, we'll find a place for you," explained the general manager. This inclusive approach has made the club a safe space for students of all skill levels and abilities, including students with special needs. The club quickly grew in popularity, with 24 students participating and 18 students competing in Rocket League and Brawlhalla competitions; 10 current team members have Individualized Education Programs (IEPs).

### Implementation of the NASEF Model

The Isbell Condors Esports Team has actively incorporated elements of the NASEF model to help the program gain legitimacy and administrative support. Using NASEF's curriculum and resources, the team developed a registration packet highlighting the connection between esports and career pathways. "The NASEF curriculum really helped us show the school board and parents that this isn't just about playing games—it's about learning real skills," said the general manager. The materials were also instrumental in fundraising efforts, with some school board members donating generously to support equipment purchases.

Given the varying skill levels and needs of the students, the team adopted a peer-led structure, with team leads assigned to each group. This model not only reduces the general manager's workload but also fosters leadership skills among students. The general manager emphasized the importance of student independence, sharing, "When they run into a problem, I tell them to figure it out—press another button, try another wire. And they do. They problem-solve and get it done."

Initially, practices were held at a high school esports room a mile away, requiring both students and the general manager to walk back and forth. Despite this logistical challenge, participation remained high. Recently, the school invested in nine PCs, gaming chairs, and six Nintendo Switches, enabling the team to practice on campus. "We've come a long way, and now we're finally setting up our own dedicated esports room," the general manager noted.

### Disruptive Gaming Behaviors

Students and the general manager of the Isbell Condors Esports team shared how NASEF's influence helped them address disruptive behaviors within the club. Instances of emotional outbursts, such as "rage-quitting" and inappropriate language, were initially common, but over time, the club developed a more positive culture with guidance from NASEF. The general manager explained that NASEF's resources on **teamwork and sportsmanship** were instrumental in shaping their approach to managing these behaviors. "NASEF helped us understand that it's not just about winning but about learning how to play together respectfully," the general manager said. The club has established clear consequences for disruptive behavior to maintain a positive environment. According to the general manager, players who exhibit rage or disruptive behavior are "benched for a week or two," reinforcing the club's no-tolerance policy for such conduct. This rule appeared effective in curbing negative behaviors and promoting sportsmanship among members.

In tournaments, students noted that disruptive behavior from opposing teams could evoke frustration, particularly when the opponents were "not following the rules." Despite these challenges,

the team worked to maintain focus and composure. As one student put it, "We get excited or angry, but we try to keep it under control."

Students also described how NASEF's focus on **collaboration and mutual support** encouraged them to deal with disruptive behaviors in a constructive manner. "If someone gets mad or frustrated, we try to talk to them and help them cool down," one student noted. They emphasized the program taught them to see disruptive moments as opportunities to build better communication and support among teammates, leading to fewer issues over time.

### Competitions and Activities

The Isbell Condors Esports Team competes in the Western Regional Middle School Esports Conference, where they have achieved impressive results. Teams from the club have reached the finals in Rocket League and Super Smash Brothers during multiple seasons. Students described the excitement of playing against teams from other states, with one remarking, "It's cool to play teams from places like Arizona and New Mexico—it makes the whole experience more fun and competitive." Another student shared, "It's not just about winning; it's about getting better and learning from each match."

In addition to formal competitions, practices are held twice a week, focusing on skill development and teamwork. Each session involves setting up gaming equipment, coordinating matches, and strategizing gameplay. The club also plans to introduce new activities, including chess and additional game titles, based on student interest. "We want to keep it fresh and fun, so we're always looking for new games and ways to improve," said the general manager.

### Challenges and Solutions

The club has seen significant success and has faced several challenges, particularly around space, equipment, and administrative support. Securing a dedicated room on campus was a major hurdle, but the principal's strong backing helped overcome it. "Our principal saw how esports engaged students who weren't involved in anything else and made it a priority to support us," the general manager explained. The school's investment in equipment marked a turning point, allowing the club to expand its activities and operate more efficiently.

Another challenge has been changing perceptions about esports among staff and parents. The general manager recounted how some initially dismissed esports as not being a "real" activity, but education and outreach helped shift opinions. "Once they saw how much it meant to the kids and how it improved their engagement, they started to get it," the general manager noted. Fundraising efforts, including selling team shirts, also helped build community support.

### Perceived Benefits of Club Participation

Students and the general manager highlighted numerous personal and academic benefits of participating in the Isbell Condors Esports Team. Many students reported improved social skills and

confidence. One student shared, "It helped me get to know people better and be nicer to others." Another added, "It's taught me how to communicate and work as a team, which I didn't do much before."

The club has also had a positive impact on academic performance. Students are required to maintain a minimum GPA of 2.0, with no grades below a C, in order to remain eligible. "We monitor their grades closely, and if they're slipping, we give them time to get back on track," the general manager explained. Several students shared that this policy motivated them to improve their grades. "I had a D in history, but I worked with my teacher and went to tutoring. Now it's up to a C," one student proudly reported.

Beyond academics, the club provides a sense of belonging and purpose for students who may not have found it elsewhere. One student expressed, "I wasn't really involved in anything before this. Now, I feel like I'm part of something cool." The general manager emphasized how important this has been for many students, saying, "It's not just a club—it's a community where they can be themselves and feel valued."

## Recommendations for Improving the Esports Experience

The team shared several recommendations aimed at improving the esports experience. A primary suggestion was to offer **more leadership training for general managers and team captains**. The general manager appreciated NASEF's resources and believed additional workshops or online modules could better prepare club leaders to manage conflicts, encourage teamwork, and foster a positive gaming culture.

Students also recommended **more structured inter-club events** beyond regular competitions. They suggested that events focused on collaboration, such as joint practice sessions or casual tournaments, could help build community and reduce some of the competitive pressure. "It would be cool to meet and play with other clubs without it always being about winning," one student noted.

Finally, both students and the general manager expressed interest in **expanded career pathway resources**, including mentorship opportunities and exposure to professionals working in the gaming and esports industries. They highlighted that while gaming was a key attraction, learning about potential future careers made the experience even more valuable.

## Future Plans and Sustainability

Looking ahead, the Isbell Condors Esports Team aims to continue expanding and improving its program. One key goal is to establish esports as an elective course, allowing for more structured integration of the NASEF curriculum during the school day. "If we can make it an elective, we'll have more time to focus on career pathways and really give students a comprehensive experience," the general manager shared.

The club also plans to introduce additional game titles and explore more competitive opportunities. With a dedicated esports room, new equipment, and growing interest, the team is well-positioned for

future success. Reflecting on the journey so far, one student summed it up: "This isn't just about playing games—it's about learning, making friends, and being part of something awesome." The general manager echoed this sentiment, adding, "I've had a blast watching these kids grow and succeed. This program has been one of the most rewarding things I've done, and I can't wait to see what's next."

## Puerto Rico Survey by Administration

The Puerto Rico results section highlights the implementation of NASEF's scholastic esports program as part of an expansion effort in a new region. Unlike other participating sites, clubs in Puerto Rico operate under the oversight of the Department of Education, which played a key role in regulating club activities and approving all aspects of the evaluation, including survey content. Due to these regulatory differences, the survey questions in Puerto Rico varied slightly from those used elsewhere, providing a unique yet complementary perspective on the program's impact. This section offers insights into how NASEF's model was adopted and implemented in Puerto Rico, contributing to a broader understanding of the program's scalability and adaptability across diverse educational settings.

Students at seven esports clubs in Puerto Rico completed student surveys during at least one survey administration (i.e., baseline or end-of-year). The Puerto Rico Club Member Survey is presented in Appendix G. A total of 156 surveys were completed across the two administrations. Table 27 provides cross-sectional information about the numbers of surveys completed at each time point, along with the percentages of total club members who completed surveys. These percentages represent the response rates for each club at each survey administration. A summary of results is presented in this section; additional results for the baseline and end-of-year survey are presented in Appendix H and Appendix I, respectively. Longitudinal analyses of students within these clubs who have complete data will be discussed in the Puerto Rico longitudinal data analysis section below.

**Table 27. The Number and Percentage of Respondents by Club in Puerto Rico**

| Club Name                             | Total Club Members | Baseline  |              | End-Of-Year |             |
|---------------------------------------|--------------------|-----------|--------------|-------------|-------------|
|                                       |                    | N         | %            | N           | %           |
| B-You Academy                         | 10                 | 10        | 100.0        | 9           | 90.0        |
| C.N.S.P.S E-Sports                    | 10                 | 9         | 90.0         | 12          | 120.0       |
| CLF Gamers                            | 20                 | 23        | 115.0        | 12          | 60.0        |
| e-Sports Club Esc. Jesús Silva Alemán | 10                 | 10        | 100.0        | 8           | 80.0        |
| León Esmeralda E-Sport Club           | 10                 | 11        | 110.0        | 8           | 80.0        |
| THE LEGENDS                           | 10                 | 11        | 110.0        | 11          | 110.0       |
| Tinglares E-Sports Club               | 10                 | 9         | 90.0         | 13          | 130.0       |
| <b>Total</b>                          | <b>80</b>          | <b>83</b> | <b>103.8</b> | <b>73</b>   | <b>91.3</b> |



## Background and Experience with Esports

At each survey administration, Puerto Rico students were queried on their backgrounds and experience with esports. Approximately three in ten (30.1%) of responding students at baseline had participated in esports for fewer than six months. On the end-of-year survey, 24.6% of respondents had been playing for six or fewer months. Across survey administrations, approximately three out of four responding students engaged in gaming for eight or more hours per week. Sports were a common extracurricular activity in addition to gaming among the Puerto Rico sample. Almost one in three students were not involved in extracurricular activities other than gaming. For more detail, see Table 28.

**Table 28. Background and Experience of Club Members in Puerto Rico**

|  | Baseline  |              | End-of-Year |              |
|--|-----------|--------------|-------------|--------------|
|  | N         | %            | N           | %            |
| <b>How long have you participated in esports?</b>  |           |              |             |              |
| Less than 3 months   | 15        | 18.1         | 13          | 17.8         |
| 3 - 6 months   | 10        | 12.0         | 5           | 6.8          |
| 7 - 12 months  | 17        | 20.5         | 7           | 9.6          |
| 1 - 2 years  | 10        | 12.0         | 20          | 27.4         |
| 3 - 4 years  | 8         | 9.6          | 13          | 17.8         |
| 5 - 6 years  | 5         | 6.0          | 3           | 4.1          |
| More than 6 years  | 18        | 21.7         | 12          | 16.4         |
| <b>TOTAL</b>   | <b>83</b> | <b>100.0</b> | <b>73</b>   | <b>100.0</b> |
| <b>How many hours a week do you spend gaming?</b>  |           |              |             |              |
| Less than one hour   | 2         | 2.4          | 3           | 4.1          |
| 1 - 3 hours  | 21        | 25.3         | 15          | 20.5         |
| 4 - 7 hours  | 32        | 38.6         | 17          | 23.3         |
| 8 - 12 hours   | 13        | 15.7         | 20          | 27.4         |
| More than 12 hours   | 15        | 18.1         | 18          | 24.7         |
| <b>TOTAL</b>   | <b>83</b> | <b>100.0</b> | <b>73</b>   | <b>100.0</b> |
| <b>In what other extracurricular activities do you currently participate? Select all that apply.</b> |           |              |             |              |
| Sports/Athletics   | 26        | 31.3         | 30          | 41.1         |
| Performing Arts (e.g., band, orchestra, choir, theater)  | 5         | 6.0          | 5           | 6.8          |
| School newspaper or yearbook club  | 0         | 0.0          | 1           | 1.4          |

|   | Baseline |      | End-of-Year |      |
|---|----------|------|-------------|------|
|   | N        | %    | N           | %    |
| Student government                                      | 1        | 1.2  | 0           | 0.0  |
| Special-interests clubs, such as drama club             | 12       | 14.5 | 8           | 11.0 |
| Competitive academics, such as math league, debate team | 4        | 4.8  | 1           | 1.4  |
| Community service and volunteer organizations           | 5        | 6.0  | 8           | 11.0 |
| Paid employment   | 1        | 1.2  | 2           | 2.7  |
| Other (please describe below)                           | 21       | 25.3 | 7           | 9.6  |
| None of the above                                       | 26       | 31.3 | 24          | 32.9 |

Students were asked on an 11-point slider bar from no/low access (0) to high access (10) how they would rate their access to other extracurricular activities. Reported access to technology was relatively high ( $M = 7.26$ ). They reported slightly less access (baseline  $M = 6.88$ , end-of-year  $M = 6.50$ ) to other extracurricular activities. Using a similar slider scale, students were asked how negatively or positively they would rate their parents or guardians' view of esports and gaming. The average score was 7.75 at baseline and 7.54 on the end-of-year survey, suggesting that parents had positive perceptions of esports participation. See Table 29 for more detail.

**Table 29. Access to Extracurricular Activities and Parent Perceptions of Esports in Puerto Rico**

| Survey Questions  | Baseline |      |      | End-of-Year |      |      |
|---|----------|------|------|-------------|------|------|
|   | N        | M    | SD   | N           | M    | SD   |
| How would you rate your overall access to technology (e.g., computers, software, Internet)? [11-point slider bar from no/low access to high access] | 82       | 7.26 | 2.56 |             |      |      |
| How would you rate your access to other extracurricular activities (teams, clubs, etc)? [11-point slider bar from no/low access to high access]     | 74       | 6.88 | 2.68 | 68          | 6.50 | 2.51 |
| How would you rate your parents or guardians view of esports and gaming? [11-point slider bar from negative to positive]                            | 83       | 7.75 | 2.32 | 70          | 7.54 | 2.28 |

## Experience with NASEF

As shown in Table 30, students reported playing many different games as part of their NASEF esports club participation. The most commonly played games at baseline were Fortnite, Minecraft, Smash Ultimate, and Rocket League. Smash Ultimate maintained its popularity to the end-of-year survey. At



the end-of-year survey, students were mostly likely to play Smash Ultimate, Mario Kart, NBA 2K23, or Rocket League.

**Table 30. Games Played in Puerto Rico's NASEF Clubs**

|   | Baseline |      | End-of-Year |      |
|---|----------|------|-------------|------|
|   | N        | %    | N           | %    |
| <b>What game or games do you play regularly? Select all that apply.</b> |          |      |             |      |
| None  | 1        | 1.2  | 0           | 0.0  |
| FIFA  | 15       | 18.1 | 8           | 11.0 |
| Fortnite  | 53       | 63.9 | 22          | 30.1 |
| League of Legends   | 0        | 0.0  | 2           | 2.7  |
| Mario Kart  | 44       | 53.0 | 50          | 68.5 |
| Minecraft   | 41       | 49.4 | 15          | 20.5 |
| NBA 2K23  | 21       | 25.3 | 24          | 32.9 |
| NHL 2K23  | 0        | 0.0  | 1           | 1.4  |
| Overwatch   | 18       | 21.7 | 8           | 11.0 |
| Rocket League   | 24       | 28.9 | 24          | 32.9 |
| Smash Ultimate  | 48       | 57.8 | 50          | 68.5 |
| Valorant  | 8        | 9.6  | 6           | 8.2  |
| Other (please describe below)   | 35       | 42.2 | 5           | 6.8  |

Students reported the types of activities in which they engaged in their esports club. Most (82.2%) students in the Puerto Rican clubs were competitive team players. The next most common activity performed was the role of analyst (9.6%) (See Table 31).

**Table 31. Activities Performed in the NASEF Esports Club in Puerto Rico, as Reported at End-of-Year**

| Activity/Role           | End-of-Year |      |
|-------------------------|-------------|------|
|                         | N           | %    |
| Analyst                 | 7           | 9.6  |
| Business Developer      | 1           | 1.4  |
| Coach                   | 5           | 6.8  |
| Competitive Team Player | 60          | 82.2 |
| Corporate Sponsorship   | 0           | 0.0  |

| Activity/Role      | End-of-Year |     |
|--------------------|-------------|-----|
|                    | N           | %   |
| Event Organizer    | 0           | 0.0 |
| Fandom Art & Media | 0           | 0.0 |
| General Manager    | 1           | 1.4 |
| IT Support         | 2           | 2.7 |
| Journalist         | 0           | 0.0 |
| Marketing          | 1           | 1.4 |
| Shoutcaster        | 2           | 2.7 |
| Software Developer | 0           | 0.0 |
| Streamer           | 3           | 4.1 |
| Theory Crafter     | 1           | 1.4 |
| Web Developer      | 1           | 1.4 |

Next, students were queried on their sense of belonging and connection within their esports club. Their sense of belonging and connection in their club ( $M = 4.27$ ) was high on the 5-point scale. The two items with the highest levels of agreement included “Adults at my NASEF esports club respect me” ( $M = 4.58$ ) and “I am treated with as much respect as other students at my NASEF esports club” ( $M = 4.41$ ). The lowest scoring item was “I feel connected to the NASEF competitive league” ( $M = 4.01$ ).

**Table 32. Club Belonging and Connection Item and Scale Scores for the Puerto Rico Students**

| Survey Items  | End-Of-Year<br>$M = 4.27, SD = 0.72$ |      |      |
|---|--------------------------------------|------|------|
|   | N                                    | M    | SD   |
| I feel connected to my peers in NASEF at school.  | 71                                   | 4.20 | 0.89 |
| I feel connected to the esports team that my NASEF club supports.                       | 71                                   | 4.20 | 0.92 |
| I feel connected to the NASEF club at my school.  | 71                                   | 4.18 | 0.93 |
| I feel connected to the NASEF competitive league.                                       | 71                                   | 4.01 | 0.93 |
| People at my NASEF esports club notice when I am good at something.                     | 70                                   | 4.33 | 0.81 |
| There is at least one adult I can talk to at my NASEF esports club if I have a problem. | 70                                   | 4.39 | 0.91 |
| I am treated with as much respect as other students at my NASEF esports club.           | 71                                   | 4.41 | 0.79 |
| I can really be myself at my NASEF esports club.  | 71                                   | 4.27 | 0.86 |

|  | End-Of-Year<br>M = 4.27, SD = 0.72 |      |      |
|--|------------------------------------|------|------|
| Survey Items   | N                                  | M    | SD   |
| Adults at my NASEF esports club respect me.  | 71                                 | 4.58 | 0.79 |
| Other students at my NASEF esports club like me the way I am.                        | 71                                 | 4.34 | 0.83 |
| I have close/sincere relationships with adults and friends at my NASEF esports club. | 71                                 | 4.27 | 0.83 |
| I think that people care about me at my NASEF esports club.                          | 71                                 | 4.03 | 0.89 |
| I feel that I can rely on others at my NASEF esports club.                           | 70                                 | 4.17 | 0.88 |
| I like our NASEF esports club culture and the way we do things.                      | 71                                 | 4.38 | 0.80 |
| I feel like I am part of the NASEF esports club community.                           | 71                                 | 4.31 | 0.80 |

Note. N = Number of Respondents, M = Mean, SD = Standard Deviation.

On average, students responded with agree ( $M = 4.05$ ) when queried at end-of-year about the effects of NASEF esports participation (see Table 33). The average scores for all the items were very close to 4.00, which would indicate an “agree” response.

**Table 33. NASEF Effects on Puerto Rico Club Members as Reported at End-of-Year**

|   | End-Of-Year<br>M = 4.05, SD = 0.75 |      |      |
|---|------------------------------------|------|------|
| Statements  | N                                  | M    | SD   |
| My NASEF esports club helped me learn something new about careers in which I am interested.                           | 70                                 | 4.07 | 0.84 |
| My NASEF esports club contributed to a positive change in my engagement in my future.                                 | 70                                 | 4.04 | 0.86 |
| My NASEF contributed to a positive change in my attitudes about a future in STEM.                                     | 70                                 | 4.07 | 0.80 |
| My NASEF esports club helped me learn something new about the possibilities of career paths (including STEM careers). | 70                                 | 4.06 | 0.81 |
| My NASEF esports club allowed me to see people like myself in STEM career pathways.                                   | 67                                 | 3.97 | 0.82 |

Note. N = Number of Respondents, M = Mean, SD = Standard Deviation.

At each administration, students were asked in what ways they believed participating in the NASEF esports club would impact them. They could select as many of the responses as were relevant. At baseline, more than half of respondents from the Puerto Rico clubs believed participation would help them develop life skills (56.6%) and improve their ability to relate to peers (53.0%). On the end-of-year

survey, life skills development was a benefit reported by more than half (52.1%) of respondents. The next most frequently reported benefit from participation was the ability to relate to peers (46.6%).

In terms of which esports activities students reported had the greatest impact on them, 72.6% of responding students reported competition had the greatest impact. Approximately half reported community outreach and club expansion had a great impact. Peer-to-peer collaboration based on club needs/skills-based work groups was the second most frequently noted activity (46.6%) to have the greatest impact on them. Most (79.5%) students planned to continue esports club participation in the next session. See Table 34 for additional information about students' perceptions of the benefits of participants in NASEF.

**Table 34. Benefits of Participating in NASEF Esports Club, as Reported by Students at Each Survey Administration**

|  | Baseline |      | End-of-Year |      |
|--|----------|------|-------------|------|
|  | N        | %    | N           | %    |
| <b>In what ways do you believe participating in the NASEF esports club will impact you? Select all that apply.</b>                         |          |      |             |      |
| Academic performance (e.g., better grades)   | 30       | 36.1 | 24          | 32.9 |
| Interest and engagement in school (e.g., attendance, participation in class activities, participation in afterschool activities and clubs) | 38       | 45.8 | 31          | 42.5 |
| College and career interest (e.g., education and employment plans after graduation, interest in attending college)                         | 29       | 34.9 | 20          | 27.4 |
| Life skills development (e.g., leadership, communication skills, critical thinking skills, teamwork, conflict resolution)                  | 47       | 56.6 | 38          | 52.1 |
| Personal fulfillment and well being (e.g., mental health support, stress reduction)  | 41       | 49.4 | 32          | 43.8 |
| Inclusion in a group of people who think and feel like me  | 34       | 41.0 | 30          | 41.1 |
| Ability to relate to adults  | 26       | 31.3 | 24          | 32.9 |
| Ability to relate to peers   | 44       | 53.0 | 34          | 46.6 |
| Other (please specify)   | 4        | 4.8  | 3           | 4.1  |
| <b>Which of the following esports activities have had the greatest impact on you?</b>  |          |      |             |      |
| Competition  |          |      | 53          | 72.6 |
| Beyond the Game Challenges® (non-gaming competitive activities)  |          |      | 20          | 27.4 |
| Club formation and development / leadership opportunities  |          |      | 15          | 20.5 |

|   | Baseline |   | End-of-Year |      |
|---|----------|---|-------------|------|
|   | N        | % | N           | %    |
| Peer-to-peer collaboration based on club needs / skills-based work groups             |          |   | 34          | 46.6 |
| Community outreach and club expansion   |          |   | 11          | 15.1 |
| Other (please describe)   |          |   | 3           | 4.1  |
| <b>Do you plan to continue participating in your NASEF esports club next session?</b> |          |   |             |      |
| No  |          |   | 9           | 12.3 |
| Yes   |          |   | 58          | 79.5 |
| No response   |          |   | 6           | 8.2  |

## Disruptive Gaming Behaviors

Students were asked two questions about their experience with disruptive gaming behaviors. For a list of eight behaviors, they marked whether someone had done the behavior to them and whether they had committed the behavior. Responses to the eight items with each wording (*someone has done this to me* and *I did this to another player*) were summed to create two scales.

Table 35 displays the disruptive gaming behaviors experienced by survey respondents. The most frequently reported disruptive behaviors that had been done by another player to the student respondents included *called players offensive names* and *trolled or grieved another player*. The behaviors were experienced by larger percentages of respondents at end-of-year (47.9% had experienced other players calling players offensive names and 20.5% had experienced or witnessed discrimination against another player) than at baseline, when 38.6% had experienced offensive names and 19.3% had experienced or witnessed discrimination.

**Table 35. Disruptive Gaming Behaviors That Have Been Experienced by Survey Respondents at Each Survey Administration in Puerto Rico**

| The statements below list common disruptive gaming behaviors. Select all behaviors that someone has done to you. | Baseline |      | End-of-Year |      |
|--|----------|------|-------------|------|
|  | N        | %    | N           | %    |
| Called players offensive names   | 32       | 38.6 | 35          | 47.9 |
| Intentionally embarrassed another player   | 21       | 25.3 | 14          | 19.2 |
| Discriminated against another player   | 16       | 19.3 | 15          | 20.5 |
| Harassed another player  | 16       | 19.3 | 12          | 16.4 |
| Trolled or grieved another player (intentionally disrupts the gaming experience of other players)                | 26       | 31.3 | 14          | 19.2 |

| The statements below list common disruptive gaming behaviors. Select all behaviors that someone has done to you.                                | Baseline |      | End-of-Year |      |
|---|----------|------|-------------|------|
|   | N        | %    | N           | %    |
| Threatened another player   | 15       | 18.1 | 11          | 15.1 |
| Stalked another player online   | 11       | 13.3 | 13          | 17.8 |
| Doxed another player (searched for and published private or identifying information about another player in the chat and/or streaming comments) | 7        | 8.4  | 11          | 15.1 |

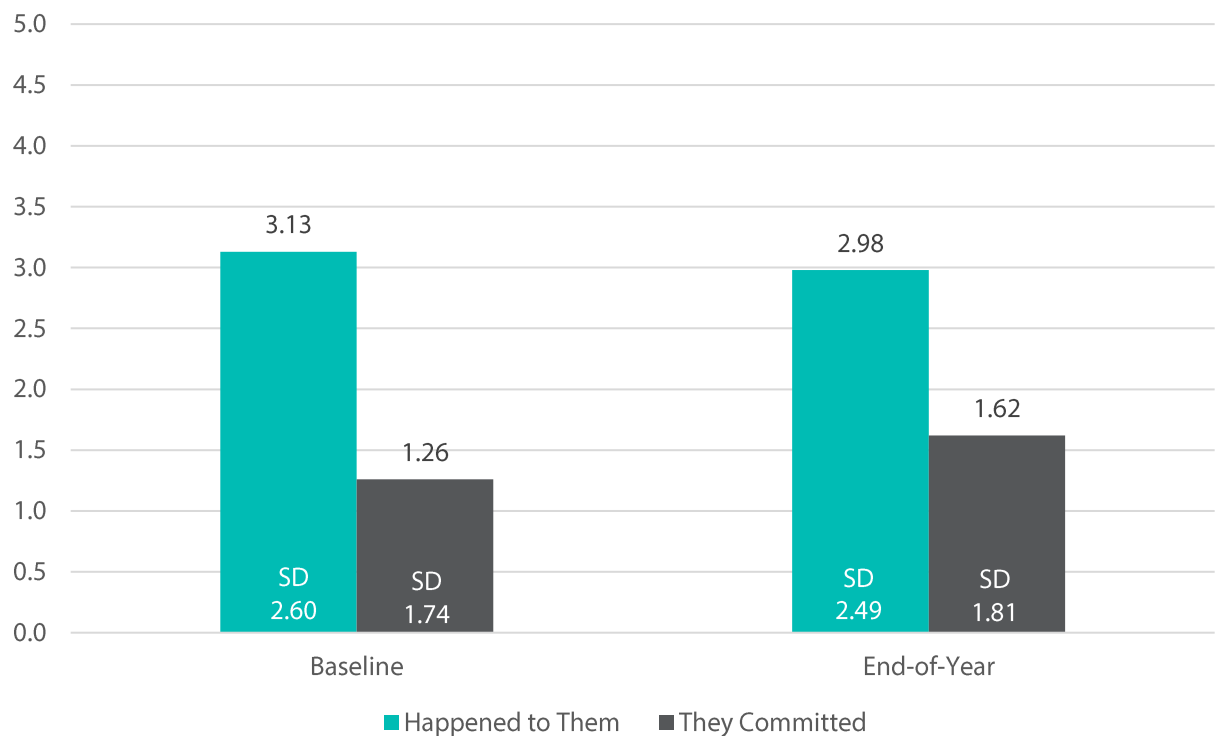
Table 36 presents how many of the eight disruptive behaviors they had done to another player. The most commonly reported behaviors at baseline were trolling or griefing another player and calling players offensive names (18.1% each). At least 10 baseline respondents reported committing five of the eight listed behaviors. On the end-of-year survey, the most frequently reported behaviors committed were calling players offensive names (24.7%), intentionally embarrassing another player (15.1%), and trolling or griefing another player (15.1%).

**Table 36. Disruptive Gaming Behaviors That Puerto Rico Student Respondents Reported Doing to Other Players**

| The statements below list common disruptive gaming behaviors. Select all behaviors that you have done to another player.                        | Baseline |      | End-of-Year |      |
|---|----------|------|-------------|------|
|   | N        | %    | N           | %    |
| Called players offensive names  | 15       | 18.1 | 18          | 24.7 |
| Intentionally embarrassed another player  | 7        | 8.4  | 11          | 15.1 |
| Discriminated against another player  | 5        | 6.0  | 4           | 5.5  |
| Harassed another player   | 6        | 7.2  | 7           | 9.6  |
| Trolled or grieved another player (intentionally disrupts the gaming experience of other players)   | 15       | 18.1 | 11          | 15.1 |
| Threatened another player   | 2        | 2.4  | 6           | 8.2  |
| Stalked another player online   | 4        | 4.8  | 7           | 9.6  |
| Doxed another player (searched for and published private or identifying information about another player in the chat and/or streaming comments) | 4        | 4.8  | 4           | 5.5  |

As displayed in Figure 6, higher numbers of disruptive behaviors had been experienced by the students (happened to them) than they reported doing to other players (they committed). The average numbers of disruptive behaviors experienced by students were 3.13 at baseline and 2.98 at

end-of-year. Student respondent groups reported committing an average of 1.26 disruptive behaviors at baseline and 1.62 at end-of-year.



**Figure 6. Average Number of Disruptive Gaming Behaviors That Happened to or Were Committed by Student Respondents in Puerto Rico at Each Survey Administration**

Table 37 provides information across survey administrations on Puerto Rico club members’ responses to disruptive gaming behaviors. Many students had never encountered disruptive behaviors while gaming (31.3% at baseline and 50.7% at end-of-year). Almost three in ten students (28.9%) who responded to the baseline survey reported they do nothing when they encounter disruptive gaming behaviors, whereas on the end-of-year survey, only 15.1% of responding students reported doing nothing. The most common actions taken by responding students included blocking the disruptive player. Students reported disruptive gaming behaviors caused them to (a) feel uncomfortable or upset (25.3% at baseline, 16.4% at end-of-year); (b) reconsider with whom they game (16.9% at baseline, 19.2% at end-of-year); and/or (c) change the way they play (15.7% at baseline, 11.0% at end-of-year).

**Table 37. Student Responses to Disruptive Gaming Behaviors as Reported at Each Survey Administration in Puerto Rico**

| Survey Items and Response Options   | Baseline |      | End-of-Year |      |
|---|----------|------|-------------|------|
|   | N        | %    | N           | %    |
| <b>What do you do when you encounter disruptive gaming behaviors or hate content while gaming?<br/>Select all that apply.</b> |          |      |             |      |
| I have never encountered disruptive gaming behaviors or hate content while gaming   | 26       | 31.3 | 37          | 50.7 |
| Nothing   | 24       | 28.9 | 11          | 15.1 |
| Learned more about the information that was being shared  | 6        | 7.2  | 9           | 12.3 |
| Challenged the gamer engaging in the behaviors  | 11       | 13.3 | 8           | 11.0 |
| Talked to friends, parents, and/or teachers about the experience  | 13       | 15.7 | 11          | 15.1 |
| Reported it to the platform/Contacted the game company  | 10       | 12.0 | 11          | 15.1 |
| Blocked the user (if applicable)  | 23       | 27.7 | 18          | 24.7 |
| Reported it to the police   | 2        | 2.4  | 2           | 2.7  |
| Other (please specify)  | 8        | 9.6  | 5           | 6.8  |
| <b>How has encountering disruptive gaming behaviors or hate content while gaming influenced your gaming behaviors?</b>        |          |      |             |      |
| I have never encountered disruptive gaming behaviors or hate content while gaming.  | 29       | 34.9 | 40          | 54.8 |
| Felt uncomfortable/upset  | 21       | 25.3 | 12          | 16.4 |
| Felt isolated or alone  | 4        | 4.8  | 1           | 1.4  |
| Been less social while gaming   | 5        | 6.0  | 6           | 8.2  |
| Treated people worse than usual   | 1        | 1.2  | 1           | 1.4  |
| Had personal relationships disrupted  | 3        | 3.6  | 3           | 4.1  |
| Had school performance negatively impacted  | 2        | 2.4  | 3           | 4.1  |
| Reconsidered who I game with  | 14       | 16.9 | 14          | 19.2 |
| Quit playing certain games  | 5        | 6.0  | 5           | 6.8  |
| Changed how I play games  | 13       | 15.7 | 8           | 11.0 |
| Other (please specify)  | 6        | 7.2  | 4           | 5.5  |

## Social Dominance Attitudes

Social dominance mean scores were between “slightly disagree” and “neutral” (i.e., between 3 and 4 on a 7-point scale) on both the baseline ( $M = 2.89$ ) and end-of-year ( $M = 3.16$ ) surveys. The highest



levels of agreement at both survey administrations were with the items, “Group equality should not be our primary goal” (baseline  $M = 3.45$ , end-of-year  $M = 3.95$ ) and “It is unjust to try to make groups equal” (baseline  $M = 3.39$ , end-of-year  $M = 3.98$ ). Table 38 provides the means and standard deviations for the items on the social dominance scale.

**Table 38. Social Dominance Item and Scale Scores for Puerto Rico Students**

| Survey Items   | Baseline<br>$M = 2.89, SD = 1.12$ |      |      | End-of-Year<br>$M = 3.16, SD = 1.01$ |      |      |
|--|-----------------------------------|------|------|--------------------------------------|------|------|
|  | N                                 | M    | SD   | N                                    | M    | SD   |
| An ideal society requires some groups to be on top and others to be on the bottom. | 71                                | 2.97 | 1.73 | 62                                   | 3.45 | 1.80 |
| Some groups of people are simply inferior to other groups.                         | 69                                | 2.80 | 1.66 | 62                                   | 3.48 | 2.04 |
| <i>No one group should dominate in society.*</i>                                   | 69                                | 3.33 | 2.07 | 62                                   | 3.15 | 1.93 |
| <i>Groups at the bottom are just as deserving as groups at the top.*</i>           | 69                                | 2.58 | 1.90 | 62                                   | 2.26 | 1.30 |
| Group equality should not be our primary goal.                                     | 69                                | 3.45 | 1.91 | 62                                   | 3.95 | 1.93 |
| It is unjust to try to make groups equal.  | 69                                | 3.39 | 1.96 | 62                                   | 3.98 | 1.89 |
| <i>We should do what we can to make conditions equal for different groups.*</i>    | 69                                | 2.62 | 1.84 | 62                                   | 2.63 | 1.37 |
| <i>We should work to give all groups an equal chance to succeed.*</i>              | 69                                | 2.28 | 1.76 | 62                                   | 2.34 | 1.49 |

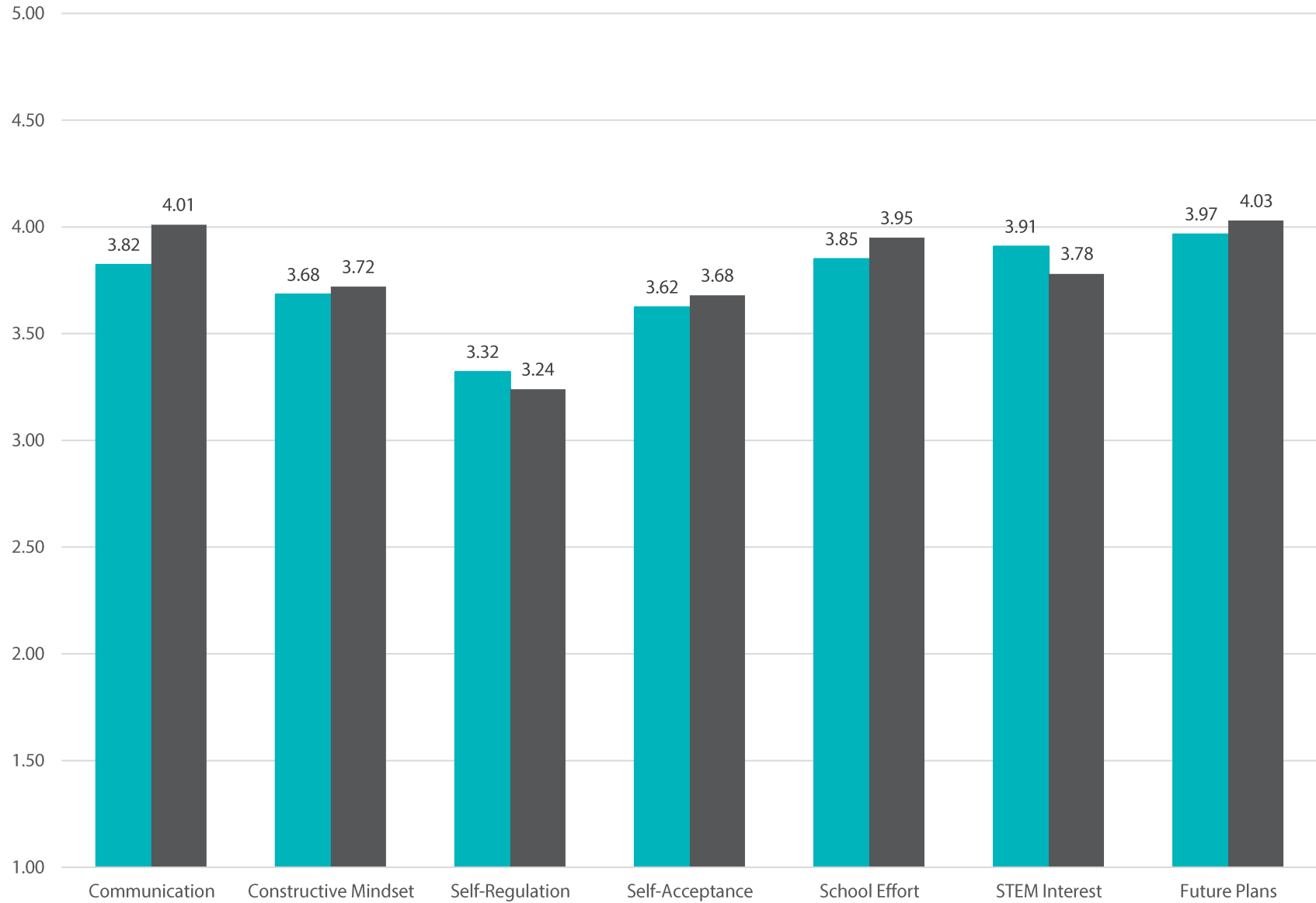
Notes. Items marked with an asterisk (\*) are reverse coded. N = Number of Respondents, M = Mean, SD = Standard Deviation.

There were **moderate** correlations (baseline  $r = 0.295$  and end-of-year  $r = 0.254$ ) between social dominance scale ratings and the reported engagement in disruptive gaming behaviors against another player. This means that club members who tend to support the idea of some groups being superior to others also report more instances of acting disruptively in gaming situations (e.g., calling players offensive names, intentionally embarrassing other players, and harassing, trolling, threatening, stalking, or doxing other players). More specifically, for every 1-point increase in social dominance scale ratings, the number of disruptive gaming behaviors in which the club member engaged against another player increases by 0.48 at baseline and 0.36 at end-of-year.

## Impacts of NASEF on Key Attitudes and Skills

The mean scale scores across survey administrations are presented in Figure 7. The highest mean scores (i.e., more students marking “agree” or “strongly agree” for the positively worded scale items and “disagree” or “strongly disagree” for the negatively worded scale items) were on the Communication, Future Plans, and School Effort scales, which averaged near an “agree” response. The lowest scores across survey administrations were on the Self-Regulation scale.

## NASEF Summative Report



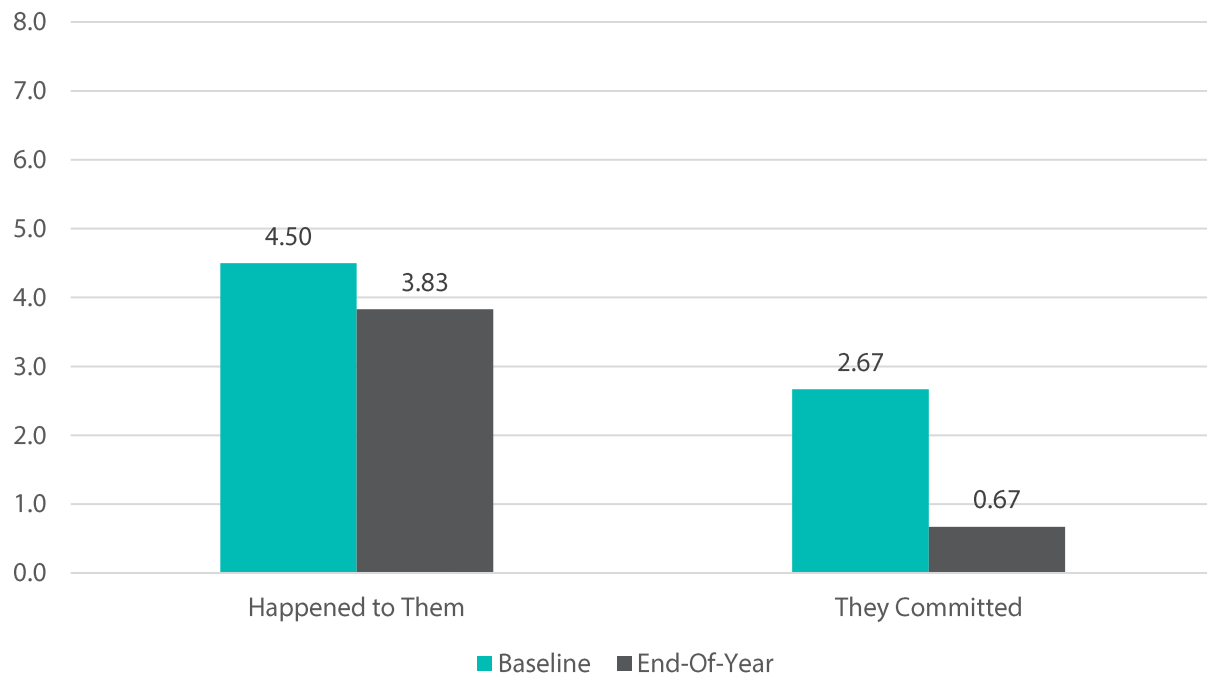
**Figure 7. Average scores on each scale across survey administrations for club members in Puerto Rico**

## Puerto Rico Longitudinal Survey Analyses

The longitudinal analyses examined change in students' scores across time. Thirty-nine (39) students completed both the baseline survey and end-of-year survey; these students comprise the longitudinal sample.

### Disruptive Gaming Behaviors

As displayed in Figure 8, the students in the longitudinal sample for Puerto Rico reported having more disruptive behaviors directed toward them than they perpetrated on other players. Notably, student reports of the number of disruptive behaviors that happened to them decreased from baseline to end-of-year. The students who took both the baseline and end-of-year surveys reported committing very few disruptive behaviors against other players (i.e., fewer than two behaviors at both time points).

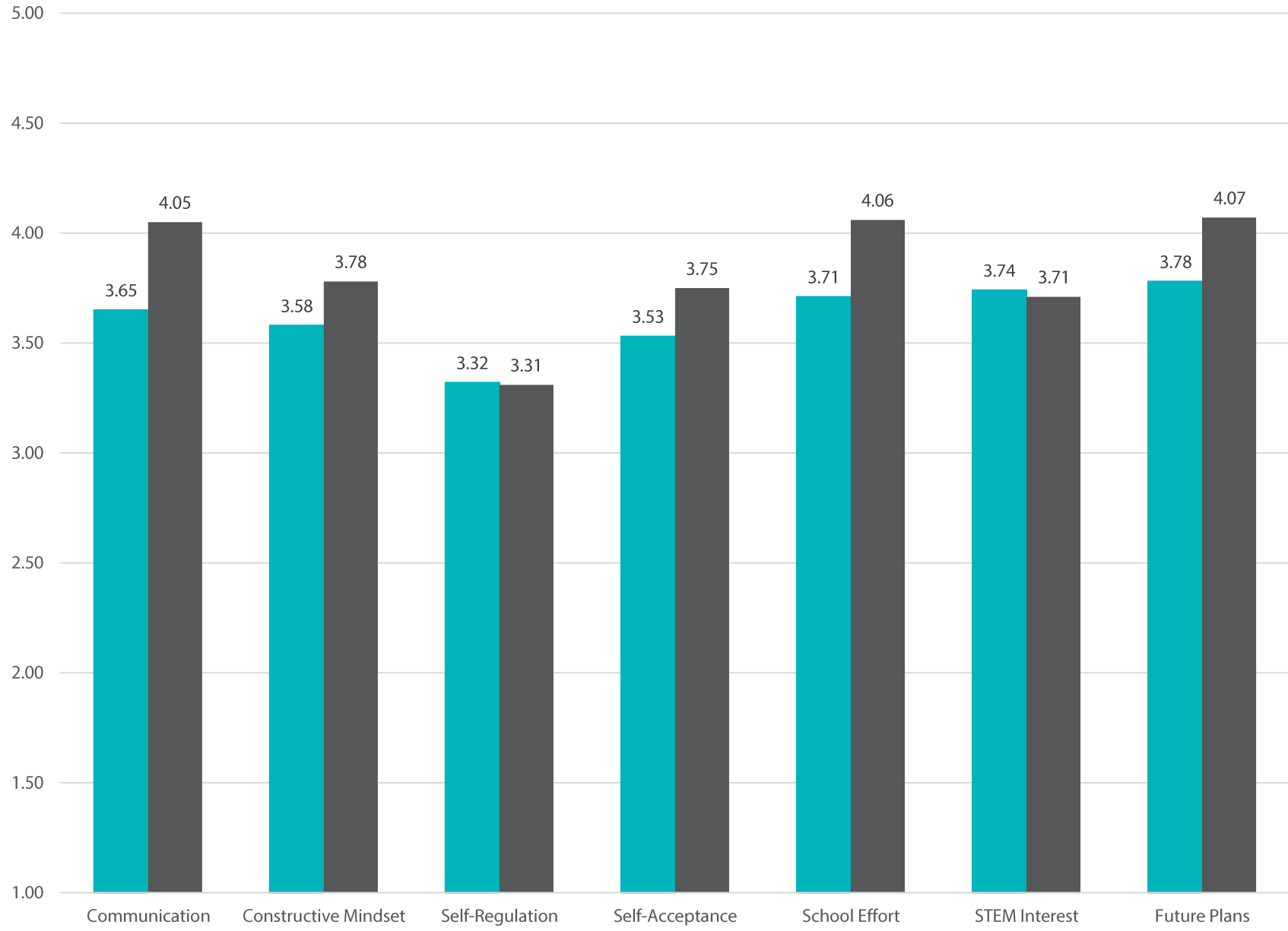


**Figure 8. Average Number of Disruptive Gaming Behaviors That Happened to or Were Committed by the Students in the Longitudinal Sample**

### Impacts of NASEF on Key Attitudes and Skills

As shown in Figure 9, baseline scale scores were compared to end-of-year scale scores among the longitudinal sample. There was a significant increase in Self-Acceptance scale scores from baseline to end-of-year,  $t(36) = -2.33, p < .05, d = -0.61$ . These students responded with higher levels of agreement to the Self-Acceptance items at the end of the year than they had at baseline. No other change from baseline to end-of-year was statistically significant. In general, the students in the longitudinal sample scored above an "agree" level on the Communication, School Effort, and Future Plans scales. The lowest average scale scores were found for the Self-Regulation scales.

## NASEF Summative Report



*Inflexion*

## Conclusions and Recommendations

This section presents the conclusions and recommendations from the evaluation of NASEF's scholastic esports program. Conclusions are organized by research questions. The conclusions, organized by research question, summarize key findings related to program implementation, student outcomes, and the scalability of the NASEF model. The recommendations offer suggestions for how NASEF can enhance its support to clubs, provides actionable steps for club implementation, and suggests areas for future research to further advance the program. These insights aim to strengthen the NASEF model's impact and support its continued growth and adaptation across diverse educational contexts.

### Reaching Underserved Populations and Engaging Students in Geographic Areas of Concern

The findings from the evaluation indicate that NASEF's scholastic esports clubs effectively reach underserved populations and engage students in geographic areas of concern for radicalization and extremism. Its targeted approach to building resilience through structured, inclusive activities provides a foundation for future expansions, ensuring the program continues to serve as a vital resource in preventing violence and fostering positive outcomes in high-risk communities.

**Targeted Implementation in High-Priority Areas:** All clubs included in this study were strategically established in regions identified by DHS as being at heightened risk for extremist influence. This deliberate focus ensured the program addressed youth populations most in need of engagement and protective interventions.

**Promoting Positive Alternatives:** Through its focus on collaboration, inclusivity, and skill-building, the program offered students meaningful alternatives to unstructured or potentially harmful activities. These clubs served as safe spaces where students developed critical skills such as teamwork, communication, and digital citizenship, which directly align with the goals of reducing susceptibility to extremist messaging.

**Building Community and Resilience:** By fostering a sense of belonging and promoting peer connections, the program helped mitigate feelings of isolation, a known risk factor for radicalization. Students consistently reported their participation in the clubs made them feel more connected to their peers and their schools, reinforcing protective factors that support long-term resilience.

### Contextual Factors Influencing the Successful Implementation of NASEF's Scholastic Esports Clubs

The successful implementation of NASEF's scholastic esports program depended on a range of contextual factors, including leadership support, resource availability, and school environment. These factors collectively determined how well the program was integrated into school settings and its

ability to achieve its intended outcomes. Identifying and addressing these factors will facilitate adaptability and sustainability of the NASEF model across diverse educational contexts.

**Strong Leadership as a Foundation:** Effective leadership from general managers and other organizational leaders (e.g., school administrators) was essential for successful implementation. Supportive leaders who championed the program were instrumental in securing resources, resolving logistical challenges, and fostering a positive club culture. Leadership buy-in also facilitated alignment between the program's goals and broader priorities of the hosting organization, whether a school or a community-based entity, ensuring seamless integration into the local context.

**Resource Availability Shapes Implementation Success:** Access to adequate equipment, reliable internet, and dedicated space emerged as critical factors. Schools with sufficient resources were able to implement the program more smoothly and provide a robust experience for participants. Conversely, resource constraints posed significant challenges, particularly in underserved areas, underscoring the need for targeted support to bridge gaps.

**School Environment Matters:** Schools with a culture that values innovation and inclusivity were more likely to embrace esports as a legitimate and valuable extracurricular activity. In contrast, schools with traditional perspectives on student activities required additional advocacy and education to recognize the benefits of the program. This highlights the importance of engaging stakeholders early and demonstrating the educational and developmental value of esports.

## Insights from the Implementation Experiences of Selected Clubs: Best Practices and Challenges

The case study findings from the selected clubs highlight valuable insights into best practices and challenges encountered during the implementation of NASEF's scholastic esports program. These insights provided guidance for refining the program and improving implementation across contexts.

**Leveraging NASEF Resources:** Clubs that fully utilized NASEF-provided resources, such as toolkits, curricular materials, and codes of conduct, were better equipped to address operational and behavioral challenges. These resources helped set clear expectations for student behavior and promoted a culture of sportsmanship and inclusion. NASEF materials were also instrumental in gaining parental and administrative support.

**Establishing Clear Structures and Roles:** Both clubs emphasized the importance of structure and defined roles in fostering a positive and functional environment. The use of leadership roles, such as team captains, empowered students to take responsibility for organizing practices and supporting peers. It also helped maintain order and encouraged students to develop leadership skills.

**Creating Inclusive Environments:** Inclusivity was a hallmark of successful clubs, with an emphasis on providing opportunities for students of all skill levels and backgrounds. Both clubs highlighted their open-door policies and efforts to create safe spaces where students felt valued and respected.

**Fostering Resilience and Sportsmanship:** Clubs that actively taught students how to manage frustration and handle losses contributed to stronger student engagement and better team dynamics. This was particularly important during competitive events, where emotions could run high.

Notable themes also emerged in the challenges that clubs experienced in their implementation. Addressing resource disparities and logistical hurdles, while continuing to promote the value of esports to stakeholders, can further enhance program outcomes.

**Changing Perceptions of Esports:** Overcoming skepticism from parents, teachers, and administrators about the legitimacy of esports as an extracurricular activity was a common hurdle. Clubs had to invest time in educating stakeholders about the educational and developmental benefits of esports.

**Resource Limitations:** Access to equipment and reliable internet connections varied across clubs, with some struggling to secure sufficient resources. Challenges in acquiring gaming PCs and chairs limit the number of participants who can fully engage in practices and competitions. While NASEF's guidance mitigated some issues, resource disparities remained a significant challenge.

**Managing Behavioral Issues:** Instances of disruptive behaviors, such as rage-quitting or poor sportsmanship, occasionally disrupted club dynamics. Clubs that established clear consequences and reinforced positive behavior through NASEF's code of conduct were better able to address these challenges. However, maintaining consistency in enforcing rules required ongoing effort.

**Logistical Challenges:** Clubs faced logistical issues related to scheduling, space availability, and tournament coordination. Addressing these logistical issues often required strong administrative support and creative problem-solving.

## Key Benefits of Participating in Scholastic Esports Clubs

Participation in NASEF's scholastic esports clubs has yielded a range of significant benefits for students, as identified by both club leaders and participants. These benefits span social-emotional, academic, and personal development, underscoring the program's multifaceted value and its alignment with broader educational goals. As NASEF continues to expand, maintaining a focus on these core benefits will be critical to sustaining its impact and ensuring it meets the evolving needs of students and communities.

**Fostering Social-Emotional Growth:** NASEF's clubs provide a structured environment where students develop essential social-emotional skills such as communication, teamwork, and conflict resolution. These skills, cultivated through collaboration in gaming and club activities, equip students to navigate interpersonal relationships and challenges in and beyond the school setting.

**Creating a Sense of Belonging:** For many students, the clubs serve as a welcoming and inclusive community where they feel valued and supported. This sense of belonging is particularly impactful for students who may struggle to find connection in traditional extracurricular activities, offering them a space where they can form meaningful relationships and build confidence.



**Enhancing Academic Engagement:** Participation in esports clubs positively influences students' academic motivation and engagement. By connecting eligibility requirements to academic performance and reinforcing skills like time management and organization, the clubs encourage students to balance their schoolwork with their passion for gaming. This alignment highlights the potential of esports to serve as a tool for academic support and success.

**Building Career Awareness and Skills:** The program introduces students to potential career pathways in gaming, technology, and related industries. Through exposure to roles such as event planning, game design, and broadcasting, students gain insights into how their interests can translate into future professional opportunities. This career awareness broadens students' aspirations and helps them make connections between their current activities and long-term goals.

**Supporting Mental Well-Being:** Beyond the tangible skills and achievements, the clubs provide a space where students can decompress, express themselves, and build self-esteem. This positive impact on mental health reinforces the broader value of creating environments where students can thrive socially and emotionally.

## Influence of NASEF's Scholastic Esports Clubs on Social Dominance Attitudes and Engagement with Disruptive Gaming Behaviors

Participation in NASEF's scholastic esports clubs has a significant impact on fostering positive social interactions and reducing disruptive gaming behaviors. By setting clear behavioral expectations and integrating SEL principles, the program not only enhances individual student outcomes but also contributes to the development of safer, more cohesive communities. These findings underscore the importance of continuing to prioritize inclusivity, positive behavior reinforcement, and SEL as central elements of the NASEF model.

**Fostering a Positive Gaming Culture:** NASEF's model establishes a counter-narrative to the toxic behaviors often associated with gaming, emphasizing sportsmanship, collaboration, and respect. By promoting these values, the program supports the creation of safer, more inclusive spaces that align with DHS's broader goal of reducing factors that contribute to targeted violence.

**Mitigating Disruptive Behaviors:** The clubs' structured approach to behavior management, supported by clear codes of conduct, effectively reduces disruptive gaming behaviors such as poor sportsmanship and verbal outbursts. This approach helps students develop emotional regulation and conflict resolution skills.

**Shifting Social Norms Toward Inclusivity:** NASEF's emphasis on collaboration and shared success helps students move away from hierarchical and exclusionary social dynamics often prevalent in gaming culture. By creating environments where teamwork and mutual respect are prioritized, the program reduces social dominance attitudes that could contribute to conflict or division.

## Influence of Participation in NASEF's Scholastic Esports Clubs on Key Student Outcomes Over Time

Participation in NASEF's scholastic esports clubs positively affected students across a range of key outcomes, including their sense of belonging, communication skills, academic performance, and future aspirations. By addressing key developmental needs, NASEF not only enhances students' immediate experiences but also equips them with skills and aspirations that contribute to their long-term success.

**Enhanced Sense of Belonging:** Participation in NASEF's clubs fostered a strong sense of community, particularly for students who did not find belonging in traditional extracurricular activities. Over time, students reported feeling more connected to their peers and their school environment. This sustained sense of belonging underscores the clubs' role as inclusive spaces where students feel valued and supported.

**Improved Communication Skills:** The structured and team-oriented nature of the clubs promoted ongoing development of communication skills. Through collaboration in practices and competitions, students learned to articulate ideas, provide feedback, and work through challenges together. These skills became increasingly evident as students progressed through the program, contributing to both their academic and personal growth.

**Academic Motivation and Performance:** The evaluation found that NASEF's clubs positively influenced academic engagement by integrating GPA requirements and encouraging time management. Students who might otherwise struggle academically were motivated to improve their performance to maintain eligibility for club participation. This demonstrates the program's capacity to reinforce the connection between extracurricular involvement and academic responsibility. Further, students who participated in the program reported feeling more motivated to stay engaged in their schoolwork, particularly when academic eligibility was tied to club participation. The structure of the program incentivized students to maintain or improve their academic performance to continue participating. Students also reported improvements in skills like critical thinking and collaboration, which often align with outcomes often associated with academic success.

**Expanded Future Aspirations:** Over time, participation in the clubs inspired students to explore career pathways related to esports, technology, and STEM fields. Exposure to roles such as team management, event planning, and content creation broadened students' understanding of potential professional opportunities, aligning their passions with practical aspirations. Additionally, students reported an increase in levels of curiosity about STEM-related topics and a stronger interest in pursuing activities related to technology and digital innovation. Further, results suggested a positive shift in students' perceptions of their future opportunities. Survey responses and focus group data highlighted that students were inspired to think about their futures more concretely, with several participants expressing interest in pursuing further education or careers in technology, esports, or related industries. For many, this was the first time they connected their hobbies to professional opportunities.

## Adaptability and Scalability of the NASEF Model in Puerto Rico

The implementation of NASEF's scholastic esports program in Puerto Rico highlights the adaptability of the model to new contexts and provides insights into its scalability across diverse educational environments. While the program successfully established clubs and engaged students, the unique regulatory, cultural, and logistical conditions in Puerto Rico presented both opportunities and challenges that underscore important considerations for future expansions.

**Adaptability to Regulatory Contexts:** The NASEF model was effectively adapted to meet the requirements of Puerto Rico's Department of Education, which mandated approval for all aspects of club operations, including survey content. This demonstrated the program's ability to align with strict regulatory environments while maintaining its core principles and goals.

**Alignment with Local Needs:** The program's focus on inclusivity and community-building resonated with students in Puerto Rico, many of whom lacked access to structured extracurricular activities. The clubs provided a much-needed space for personal and social development, addressing gaps in local opportunities. This suggests the NASEF model is well-suited to environments where extracurricular offerings are limited, but cultural and contextual tailoring remains essential.

**Positive Student Outcomes:** Despite the challenges, the program achieved positive outcomes for students in Puerto Rico, consistent with findings from other sites. Students reported improved communication skills, teamwork, and a sense of belonging through club participation. These outcomes affirm the scalability of the NASEF model's core benefits, even in contexts with distinct educational and regulatory frameworks.

**Key Considerations for Scalability:** The Puerto Rico implementation underscores the need for localized support and strategic planning when scaling the NASEF model. Collaborating with local education authorities and aligning the program with regional priorities are critical to navigating regulatory landscapes and ensuring program success.

## Recommendations

The following recommendations are based on the findings and conclusions from the evaluation of NASEF's scholastic esports program. They are organized into three categories: recommendations for NASEF to strengthen its framework and support for clubs, recommendations for individual clubs to enhance implementation and student engagement, and recommendations for future research to expand the evidence base and inform program refinement. Together, these recommendations aim to enhance the program's impact, scalability, and sustainability.

### Enhancing the NASEF Framework and Support for Scholastic Esports Clubs

**Enhance Club-Level Training and Support:** NASEF has already demonstrated a commitment to equipping general managers with the tools and resources they need through its existing guides and workshops. Building on this foundation, NASEF can expand training opportunities to address specific

challenges, such as fostering inclusivity and managing disruptive behaviors. Additionally, formalizing a structured onboarding process for new clubs will ensure consistency and clarity from the outset, reinforcing the program's standards.

**Strengthen Resource Accessibility:** NASEF's existing efforts to provide clubs with toolkits and guidance have been instrumental in ensuring access to core resources. To further enhance this support, NASEF could consider developing tailored implementation guides and toolkits for regions with unique logistical, cultural, or regulatory conditions so that clubs can be established smoothly in diverse contexts.

**Promote Collaboration and Community Building:** NASEF has taken significant steps to foster collaboration through tournaments, shared events, and its broader community-focused initiatives. Expanding these efforts by providing opportunities for clubs to connect and share best practices can strengthen the sense of community within the program. This could include hosting regional or virtual meetups, creating online forums for club leaders and members to exchange ideas, and encouraging inter-club competitions or joint projects. These initiatives will help clubs learn from one another, build relationships, and collectively enhance the overall program experience.

### Enhancing the Implementation of Individual NASEF Clubs

**Leverage NASEF-Provided Resources:** NASEF has equipped clubs with comprehensive toolkits, curricular materials, and codes of conduct to support implementation. Clubs should fully utilize these resources to streamline operations and align with the program's goals. Regularly revisiting these materials and seeking updates from NASEF can help clubs stay informed about new tools and best practices.

**Promote Inclusivity and a Positive Club Culture:** Clubs are already making strides in creating welcoming environments for students of all backgrounds and skill levels. To strengthen these efforts, clubs should actively encourage participation from underrepresented groups, such as girls and students with disabilities, and ensure all students have opportunities to contribute and benefit. Clubs could also implement additional practices such as peer mentoring and activities that celebrate the unique contributions of each member. Reinforcing inclusivity as a core value will ensure all students feel a sense of belonging.

**Integrate Academic and Career Pathways:** Many clubs already encourage academic engagement through GPA requirements and time management practices. Building on this, clubs can more intentionally integrate career exploration activities, such as inviting guest speakers from the gaming or STEM industries and organizing workshops on related skills like coding or event management. These activities can inspire students to connect their passions with future aspirations.

**Engage Parents and the School Community:** Clubs are already working to shift perceptions of esports within their schools, showcasing its educational value. To expand these efforts, clubs should involve parents and school staff in club activities, such as hosting open houses or sharing success

stories. Building broader community support will reinforce the program's legitimacy and encourage sustained investment.

## Future Research on NASEF's Scholastic Esports Program

**Collect Information from Clubs on Implementation Experiences and Success Factors:** NASEF could undertake a dedicated research study to explore the experiences of clubs in implementing esports programs and identify the key factors contributing to their success. The findings would provide a deeper understanding of the challenges clubs face, the strategies they use to overcome them, and the elements that most significantly impact successful implementation. By synthesizing these insights, the study would offer actionable recommendations to enhance NASEF's framework and support systems, while also informing best practices for scaling the program to new and diverse contexts.

**Investigate Barriers to Participation:** NASEF could conduct a focused study to identify and understand barriers to participation in its scholastic esports program. The research should examine factors such as resource limitations, school buy-in, and student recruitment challenges to pinpoint obstacles that may prevent full engagement. The study's findings would inform the development of targeted strategies to address these barriers, facilitating widespread accessibility and equity across diverse educational settings.

**Examine Long-Term Impacts on Student Development:** While this study explored the long-term effects of participation in NASEF clubs on academic achievement, career pathways, social-emotional development, and life skills, there was a misalignment between the data collection schedule and the club seasons. As a result, the number of students who had data across administration was low. Future studies should continue this line of exploration by aligning data collection with the beginning and end of the season for each club. If data are collected each season for the same students, researchers could explore how the program influences postsecondary education choices and workforce readiness.

**Explore the Program's Impact on Underserved Populations:** Further research is needed to evaluate how NASEF's clubs support students in underserved communities. A dedicated research study could evaluate how NASEF's clubs support students from underserved and traditionally underrepresented populations, such as girls, students of color, and those from low-income backgrounds. The study would examine whether the program effectively addresses educational inequities and fosters engagement in esports and STEM fields. Findings could guide the refinement of NASEF's strategies to enhance inclusivity and ensure the program meets the needs of all interested students, regardless of their background.

**Assess Scalability and Adaptability in Diverse Contexts:** Building on the success of implementations in Puerto Rico and other regions, future research should investigate how the NASEF model can be adapted to additionally cultural, educational, and regulatory contexts. Insights from this research would identify scalable best practices and provide a roadmap for expanding the program while maintaining its core principles and impact.

## Conclusion

The NASEF scholastic esports program represents an innovative approach to addressing critical educational and social challenges by leveraging students' interests in esports to foster engagement, skill development, and community building. Supported by the DHS's Targeted Violence and Terrorism Prevention (TVTP) Grant Program, this project successfully demonstrated how structured, inclusive programs can positively influence student outcomes and provide meaningful opportunities for underserved communities.

This evaluation has highlighted the program's ability to adapt to diverse contexts, promote positive social and emotional development, and create pathways for academic and career success. The insights gained through this work provide a strong foundation for continued improvement and expansion of the NASEF model, ensuring it remains a relevant and impactful tool in fostering resilience and reducing vulnerabilities in young people. By building on these findings, the program has the potential to not only transform the lives of individual students but also serve as a model for educational programs that seek to empower youth, strengthen communities, and address the challenges of an evolving world.



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## Appendices



## Appendix A: Club Member Survey

### NASEF Esports Club Student Survey

#### Introduction

The North American Scholastic Esports Federation (NASEF) is doing a research study to learn about experiences of students who are in esports programs. You are being asked to be in this study because you are or will be participating in an esports program and competing in a tournament. Being in this study will involve completing surveys three different times: before, during and at the end of a tournament.

Answering the survey questions will take about 20-25 minutes each time. The questions ask about your current esports and educational experiences and future education and career goals.

The answers you give will be combined with the answers of other students. This information will help NASEF understand esports programs and what students like and don't like about them. You can choose not to be in the study or choose to stop your participation at any point. It will not affect your relationship with your esports program. You can also choose to not answer questions that you do not want to.

By completing the survey and clicking on Next, you are agreeing to participate in this study.

### NASEF Esports Club Student Survey

#### ID

Although your responses to the items on this survey will remain confidential, it is very helpful to us to be able to look at how your responses change over time. We'd like you to create a unique six-digit ID that will be used to allow us to connect your responses each time you complete the survey without knowing your name. If you have completed this survey before, please enter the same ID number you used at that point. If you have NOT completed this survey before, please use the method below to create an ID now. Do not put your name on this survey.

To create the ID number, use the following method:

- Your middle initial (if you don't have a middle name, use the letter X; if you have multiple middle names, use the first letter of your first middle name)
- The first letter of your female guardian's/mother's first name (if you do not have a female guardian, use the letter X)
- The first letter of your male guardian's/father's first name (if you do not have a male guardian, use the letter X)
- Your two-digit birth month (for example, if you were born in February, the two digit birth month would be 02)
- The number of older siblings you have (if not applicable, use 0)

## NASEF Summative Report

EXAMPLE:

Sally Marie Perez was born in March. Her mother's name is Linda and her father's name is James. She has no older brothers or sisters. Her ID number would be **MLJ030**.

\*

1. Please enter your six-digit ID number here.

## NASEF Esports Club Student Survey

### Background and Experience

2. How long have you participated in esports?

- ☐ Less than 3 months
- ☐ 3 - 6 months
- ☐ 7 - 12 months
- ☐ 1 - 2 years
- ☐ 3 - 4 years
- ☐ 5 - 6 years
- ☐ More than 6 years

3. How many hours a week do you spend gaming?

- ☐ Less than one hour
- ☐ 1 - 3 hours
- ☐ 4 - 7 hours
- ☐ 8 - 12 hours
- ☐ More than 12 hours

4. How would you rate your overall access to technology (e.g., computers, software, Internet)?

**No/Low access**

**High Access**

## NASEF Summative Report

5. How would you rate your access to other extracurricular activities (teams, clubs, etc)?

**No/Low Access** **High Access**




6. In what other extracurricular activities do you currently participate? Select all that apply.

- ☐ Sports/Athletics
- ☐ Performing Arts (e.g., band, orchestra, choir, theater)
- ☐ School newspaper or yearbook club
- ☐ Student government
- ☐ Special-interest clubs, such as drama club
- ☐ Competitive academics, such as math league, debate team
- ☐ Community service and volunteer organizations
- ☐ Paid employment
- ☐ Other (please describe)

- ☐ None of the above

7. How would you rate your parents or guardians view of esports and gaming?

**Negative** **Positive**



## NASEF Esports Club Student Survey

### NASEF Club Participation

## NASEF Summative Report

8. What game or games do you play regularly? Select all that apply.

- ☐ FIFA
- ☐ Fortnite
- ☐ League of Legends
- ☐ Mario Kart
- ☐ Minecraft
- ☐ NBA 2K23
- ☐ NHL 2K23
- ☐ Overwatch
- ☐ Rocket League
- ☐ Smash Ultimate
- ☐ Valorant
- ☐ Other (please specify)

- ☐ None of the above

## NASEF Esports Club Student Survey

### Benefits of Participating in NASEF Esports Club

9. In what ways do you believe participating in the NASEF esports club will impact you?

Select all that apply.

- ☐ Academic performance (e.g., better grades)
- ☐ Interest and engagement in school (e.g., attendance, participation in class activities, participation in afterschool activities and clubs)
- ☐ College and career interest (e.g., education and employment plans after graduation, interest in attending college)
- ☐ Life skills development (e.g., leadership, communication skills, critical thinking skills, teamwork, conflict resolution)
- ☐ Personal fulfillment and well being (e.g., mental health support, stress reduction)
- ☐ Inclusion in a group of people who think and feel like me.
- ☐ Ability to relate to adults
- ☐ Ability to relate to peers
- ☐ Other (please specify)

## NASEF Esports Club Student Survey

### Disruptive Gaming Behaviors

10. The statements below list common disruptive gaming behaviors. Which behaviors have you engaged in against other players? What behaviors have you experienced yourself? Select all that apply.

|   | Someone has done this to me | I have done this to another player |
|---|-----------------------------|------------------------------------|
| Called players offensive names  | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Intentionally embarrassed another player  | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Discriminated against another player  | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Harassed another player   | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Trolled or grieved another player (intentionally disrupted the gaming experience of other players)  | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Threatened another player   | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Stalked another player online   | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Doxed another player (searched for and published private or identifying information about another player in the chat and/or streaming comments) | <input type="checkbox"/>    | <input type="checkbox"/>           |

11. What do you do when you encounter disruptive gaming behaviors or hate content while gaming? Select all that apply.

- ☐ I have never encountered disruptive gaming behaviors or hate content while gaming
- ☐ Nothing
- ☐ Learned more about the information that was being shared
- ☐ Challenged the gamer engaging in the behaviors
- ☐ Talked to friends, parents, and/or teachers about the experience
- ☐ Reported it to the platform/Contacted the game company
- ☐ Blocked the user (if applicable)
- ☐ Reported it to the police
- ☐ Other (please specify)



12. How has encountering disruptive gaming behaviors or hate content while gaming influenced your gaming behaviors? Select all that apply.

- ☐ I have never encountered disruptive gaming behaviors or hate content while gaming.
- ☐ Felt uncomfortable/upset
- ☐ Felt isolated or alone
- ☐ Had depressive or suicidal thoughts
- ☐ Been less social while gaming
- ☐ Treated people worse than usual
- ☐ Had personal relationships disrupted
- ☐ Had school performance negatively impacted
- ☐ Reconsidered who I game with
- ☐ Quit playing certain games
- ☐ Changed how I play games
- ☐ Other (please specify)

## NASEF Esports Club Student Survey

### Disruptive Gaming Behavior

## NASEF Summative Report

13. How strongly do you agree or disagree with the following statements?

|  | Strongly<br>Disagree             | Somewhat<br>Disagree  | Slightly<br>Disagree  | Neutral               | Slightly<br>Agree     | Somewhat<br>Agree     | Strongly<br>Agree     |
|--|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| An ideal society requires some groups to be on top and others to be on the bottom. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Some groups of people are simply inferior to other groups.                         | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| No one group should dominate in society.   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Groups at the bottom are just as deserving as groups at the top.                   | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Group equality should not be our primary goal.                                     | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is unjust to try to make groups equal.  | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We should do what we can to make conditions equal for different groups.            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We should work to give all groups an equal chance to succeed.                      | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club Student Survey

### Communication

## NASEF Summative Report

14. How strongly do you agree or disagree with the following statements? "Peers" means friends, classmates, and other people your age.

|  | Strongly<br>Disagree  | Disagree              | Neutral               | Agree                 | Strongly<br>Agree     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am considerate when communicating with others.               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I show interest in what my peers say.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I listen carefully to my peers when needed.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel confident about sharing my ideas with my peers.         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel listened to when I share my ideas.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can recognize hurtful language from others in gaming forums. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I explain my reasoning adequately to others.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I give reasons for my opinions.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I consider alternatives to my opinions.                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club Student Survey

### Constructive Mindset



15. How strongly do you agree or disagree with the following statements?

|   | Strongly<br>Disagree             | Disagree              | Neutral               | Agree                 | Strongly<br>Agree     |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| If I try to solve a problem but fail, I will try again until I figure it out.                               | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If I'm learning a new skill, I will stick with it, even if it's hard, before moving on to something easier. | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Once I undertake a task, I keep trying until I complete it.   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Successful students understand things quickly.  | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning is a slow process of building up knowledge.  | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Genius is 10% ability and 90% hard work.  | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The most successful people have discovered how to improve their ability to learn.                           | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usually I can figure out difficult concepts if I eliminate all outside distractions and really concentrate. | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club Student Survey

### Self-Regulation

## NASEF Summative Report

16. How strongly do you agree or disagree with the following statements? Here, "tilt" refers to making poor decisions or losing control when you feel irritated, angry, or upset.

|   | Strongly<br>Disagree             | Disagree              | Neutral               | Agree                 | Strongly<br>Agree     |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| When things don't go as planned, I am able to stay calm.                | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can get irritated easily when things bother me.                       | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am able to remain in control even when I am frustrated during a game. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I get tilted when I game.   | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I behave badly when I think others act unfairly online.                 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It takes me a while to recover from tilting.                            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have tools and skills that help me when I tilt.                       | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The outcome of a game (good or bad) will impact the rest of my week.    | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club Student Survey

### Self-Acceptance

## NASEF Summative Report

17. How strongly do you agree or disagree with the following statements?

|   | Strongly<br>Disagree  | Disagree              | Neutral               | Agree                 | Strongly<br>Agree     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am able to stand up for myself and what I believe in.     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How I feel about myself depends on what others think of me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel I can be myself around other people.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I like who I am.                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am a good person who has a lot to offer.                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I need constant approval and recognition.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I openly voice my opinions.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Even if I don't want to, I often go along with the crowd.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am able to evaluate what is good about me.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have a high opinion of myself.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can figure out what I need to improve about myself.       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I don't often speak my mind, even if I know I'm right.      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am proud of myself.                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would not change much about myself.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club Student Survey

### School Effort and Engagement

## NASEF Summative Report

18. How strongly do you agree or disagree with the following statements about your school?

|  | Strongly Disagree     | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My education is important to me.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I try to use ideas from school in my daily life.       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I pay attention in class.                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I put effort into my school work.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My teachers understand me as a person.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel connected to teachers and mentors at my school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel respected by my peers at school.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel a sense of belonging at school.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club Student Survey

### STEM Interest

19. How strongly do you agree or disagree with the following statements about your interest in STEM? "STEM" means science, technology, engineering, and/or math-related subjects.

|  | Strongly Disagree     | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am interested in learning about STEM.              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like to participate in STEM projects.              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like to figure out how things work.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like to see how things are made.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I get excited to learn about new discoveries.        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am interested in coding.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am interested in analyzing data from my game play. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning STEM will help me in my future.             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



## NASEF Esports Club Student Survey

### Future Plans

20. How strongly do you agree or disagree with the following statements about your future career pathway?

|   | Strongly Disagree     | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am motivated to achieve my career goals.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I understand how my interests, skills, and talents relate to my future career pathways. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am confident I can accomplish my career goals.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have connected my interests to a career I might want to do someday.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am aware of the career pathway opportunities that are available to me.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know the specific resources or steps that I need to take to reach my career goals.    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Graduating from high school is important to helping me reach my career goals.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Even if I experience setbacks, I know I will achieve my career goals.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. What are your work plans after graduating high school?

- ☐ I plan to work full-time
- ☐ I plan to work part-time
- ☐ I do not know
- ☐ Other (please specify)

## NASEF Summative Report

22. What are your education plans after graduating high school?

- ☐ No more education
- ☐ Attend a technical school or specialty training program
- ☐ Attend a 2-year college or university program
- ☐ Attend a 4-year college or university program
- ☐ I do not know
- ☐ Other (please specify)

23. How important is getting an education beyond high school?

- ☐ Not important
- ☐ Somewhat important
- ☐ Very important
- ☐ Don't know
- ☐ Choose not to respond

24. Why might you discontinue your education after high school (select all that apply)?

- ☐ No reason, I will definitely go
- ☐ It costs too much/I can't afford it
- ☐ I don't need college for my planned job
- ☐ I'm just not interested
- ☐ I need or want to work
- ☐ I want to join the military
- ☐ I don't want to be away from home
- ☐ I just don't like school
- ☐ I choose not to respond
- ☐ Other (please specify)

## NASEF Esports Club Student Survey

### Wrap Up

25. Is there anything else you would like to share about your experiences with your NASEF esports club?

## NASEF Esports Club Student Survey

Tell Us A Little About You!

26. Which of the following best represents your gender?

- ☐ Female
- ☐ Male
- ☐ Nonbinary
- ☐ I choose not to respond
- ☐ Other (please specify)

27. Select your race(s)/ethnicity (please select all that apply):

- ☐ American Indian or Alaska Native
- ☐ Asian or Asian American
- ☐ Black or African American
- ☐ Hispanic or Latinx
- ☐ Middle Eastern or Northern African
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White
- ☐ I choose not to respond
- ☐ Other (please specify)

28. What grade are you in this school year?

- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

29. Is English your primary language spoken?

- ☐ Yes
- ☐ No (please specify)

- ☐ I choose not to respond

**Thank you for your participation.**



## NASEF Esports Club Mid-Year Student Survey

### Introduction

The North American Scholastic Esports Federation (NASEF) is doing a research study to learn about experiences of students who are in esports programs. You are being asked to be in this study because you are or will be participating in an esports program and competing in a tournament.

Answering the survey questions will take about 20-25 minutes each time. The questions ask about your current esports and educational experiences and future education and career goals.

The answers you give will be combined with the answers of other students. This information will help NASEF understand esports programs and what students like and don't like about them. You can choose not to be in the study or choose to stop your participation at any point. It will not affect your relationship with your esports program. You can also choose to not answer questions that you do not want to.

By completing the survey and clicking on Next, you are agreeing to participate in this study.

## NASEF Esports Club Mid-Year Student Survey

### ID

Although your responses to the items on this survey will remain confidential, it is very helpful to us to be able to look at how your responses change over time. We'd like you to create a unique six-digit ID that will be used to allow us to connect your responses each time you complete the survey without knowing your name. If you have completed this survey before, please enter the same ID number you used at that point. If you have NOT completed this survey before, please use the method below to create an ID now. Do not put your name on this survey.

To create the ID number, use the following method:

- Your middle initial (if you don't have a middle name, use the letter X; if you have multiple middle names, use the first letter of your first middle name)
- The first letter of your female guardian's/mother's first name (if you do not have a female guardian, use the letter X)
- The first letter of your male guardian's/father's first name (if you do not have a male guardian, use the letter X)
- Your two-digit birth month (for example, if you were born in February, the two digit birth month would be 02)
- The number of older siblings you have (if not applicable, use 0)

EXAMPLE:

## NASEF Summative Report

Sally Marie Perez was born in March. Her mother's name is Linda and her father's name is James. She has no older brothers or sisters. Her ID number would be **MLJ030**.

\* 1. Please enter your six-digit ID number here.

## NASEF Esports Club Mid-Year Student Survey

### Background and Experience

2. How long have you participated in esports?

- ☐ Less than 3 months
- ☐ 3 - 6 months
- ☐ 7 - 12 months
- ☐ 1 - 2 years
- ☐ 3 - 4 years
- ☐ 5 - 6 years
- ☐ More than 6 years

3. How many hours a week do you spend gaming?

- ☐ Less than one hour
- ☐ 1 - 3 hours
- ☐ 4 - 7 hours
- ☐ 8 - 12 hours
- ☐ More than 12 hours

4. How would you rate your access to other extracurricular activities (teams, clubs, etc)?

**No/Low Access**

**High Access**

## NASEF Summative Report

5. In what other extracurricular activities do you currently participate? Select all that apply.

- ☐ Sports/Athletics
- ☐ Performing Arts (e.g., band, orchestra, choir, theater)
- ☐ School newspaper or yearbook club
- ☐ Student government
- ☐ Special-interest clubs, such as drama club
- ☐ Competitive academics, such as math league, debate team
- ☐ Community service and volunteer organizations
- ☐ Paid employment
- ☐ Other (please describe)

- ☐ None of the above

6. How would you rate your parents or guardians view of esports and gaming?

**Negative**  **Positive**

## NASEF Esports Club Mid-Year Student Survey

### NASEF Club Participation

## NASEF Summative Report

7. What game or games did you play as part of the NASEF esports club? Select all that apply.

- ☐ FIFA
- ☐ Fortnite
- ☐ League of Legends
- ☐ Mario Kart
- ☐ Minecraft
- ☐ NBA 2K23
- ☐ NHL 2K23
- ☐ Overwatch
- ☐ Rocket League
- ☐ Smash Ultimate
- ☐ Valorant
- ☐ Other (please specify)

- ☐ None of the above

8. On average, about how many hours per week did you spend on NASEF esports club activities?

## NASEF Summative Report

9. What activities did you do in the NASEF esports club? Select all that apply.

- ☐ Analyst
- ☐ Business Developer
- ☐ Coach
- ☐ Competitive team player
- ☐ Corporate Sponsorship
- ☐ Event Organizer
- ☐ Fandom Art & Media
- ☐ General Manager
- ☐ IT support
- ☐ Journalist
- ☐ Marketing
- ☐ Shoutcaster
- ☐ Software Developer
- ☐ Streamer
- ☐ Theory crafter
- ☐ Web Developer
- ☐ Other (please specify)

### NASEF Esports Club Mid-Year Student Survey

#### Club Belonging and Connection

## NASEF Summative Report

10. How much do you agree or disagree with the following statements about different parts of the NASEF program?

|   | Strongly Disagree                | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I feel connected to my peers in NASEF at school.                  | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel connected to the esports team that my NASEF club supports. | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel connected to the NASEF club at my school.                  | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel connected to the NASEF competitive league.                 | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. How strongly do you agree or disagree with the following statements about your NASEF esports club?

|   | Strongly Disagree                | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| People at my NASEF esports club notice when I am good at something                      | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There is at least one adult I can talk to at my NASEF esports club if I have a problem. | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am treated with as much respect as other students at my NASEF esports club.           | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can really be myself at my NASEF esports club.  | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Adults at my NASEF esports club respect me.   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other students at   |                                  |                       |                       |                       |                       |



## NASEF Summative Report

my NASEF  
esports club like  
me the way I am.

☐☐☐☐☐

I have  
close/sincere  
relationships with  
adults and friends  
at my NASEF  
esports club.

☒☒☒☒☒

I think that  
people care about  
me at my NASEF  
esports club.

☐☐☐☐☐

I feel that I can  
rely on others at  
my NASEF  
esports club

☒☒☒☒☒

I like our NASEF  
esports club  
culture and the  
way we do things.

☐☐☐☐☐

I feel like I am  
part of the NASEF  
esports club  
community.

☒☒☒☒☒

## NASEF Esports Club Mid-Year Student Survey

### Satisfaction with Your NASEF Esports Club

## NASEF Summative Report

12. How satisfied are you with each of the following elements of your NASEF esports club?

|                       | Extremely Dissatisfied | Somewhat Dissatisfied | Neutral               | Somewhat Satisfied    | Extremely Satisfied   | N/A                   |
|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Overall               | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| General Manager       | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coach                 | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Club activities       | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fellow Club Members   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| League Communications | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| League Events         | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Award Programs        | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Championship Events   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club Mid-Year Student Survey

### Benefits of Participating in NASEF Esports Club

13. In what ways do you believe participating in the NASEF esports club will impact you?

Select all that apply.

- ☐ Academic performance (e.g., better grades)
- ☐ Interest and engagement in school (e.g., attendance, participation in class activities, participation in afterschool activities and clubs)
- ☐ College and career interest (e.g., education and employment plans after graduation, interest in attending college)
- ☐ Life skills development (e.g., leadership, communication skills, critical thinking skills, teamwork, conflict resolution)
- ☐ Personal fulfillment and well being (e.g., mental health support, stress reduction)
- ☐ Inclusion in a group of people who think and feel like me.
- ☐ Ability to relate to adults
- ☐ Ability to relate to peers
- ☐ Other (please specify)



14. Which of the following esports activities have had the greatest positive impact on you?

- ☐ Competition
- ☐ Beyond the Game Challenges® (non-gaming competitive activities)
- ☐ Club formation and development / Leadership opportunities
- ☐ Peer-to-peer collaboration based on club needs / skills-based work groups
- ☐ Community outreach and club expansion
- ☐ Other (please specify)

## NASEF Esports Club Mid-Year Student Survey

### Disruptive Gaming Behaviors

15. The statements below list common disruptive gaming behaviors. Since joining your club, which behaviors have you engaged in against other players? What behaviors have you experienced yourself? Select all that apply.

|   | Someone has done this to me | I have done this to another player |
|---|-----------------------------|------------------------------------|
| Called players offensive names  | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Intentionally embarrassed another player  | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Discriminated against another player  | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Harassed another player   | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Trolled or grieved another player (intentionally disrupted the gaming experience of other players)  | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Threatened another player   | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Stalked another player online   | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Doxed another player (searched for and published private or identifying information about another player in the chat and/or streaming comments) | <input type="checkbox"/>    | <input type="checkbox"/>           |

16. What do you do when you encounter disruptive gaming behaviors or hate content while gaming? Select all that apply.

- ☐ I have never encountered disruptive gaming behaviors or hate content while gaming
- ☐ Nothing
- ☐ Learned more about the information that was being shared
- ☐ Challenged the gamer engaging in the behaviors
- ☐ Talked to friends, parents, and/or teachers about the experience
- ☐ Reported it to the platform/Contacted the game company
- ☐ Blocked the user (if applicable)
- ☐ Reported it to the police
- ☐ Other (please specify)

17. How has encountering disruptive gaming behaviors or hate content while gaming influenced your gaming behaviors? Select all that apply.

- ☐ I have never encountered disruptive gaming behaviors or hate content while gaming.
- ☐ Felt uncomfortable/upset
- ☐ Felt isolated or alone
- ☐ Had depressive or suicidal thoughts
- ☐ Been less social while gaming
- ☐ Treated people worse than usual
- ☐ Had personal relationships disrupted
- ☐ Had school performance negatively impacted
- ☐ Reconsidered who I game with
- ☐ Quit playing certain games
- ☐ Changed how I play games
- ☐ Other (please specify)

## NASEF Esports Club Mid-Year Student Survey

### Disruptive Gaming Behavior

18. How strongly do you agree or disagree with the following statements?

|  | Strongly<br>Disagree             | Somewhat<br>Disagree  | Slightly<br>Disagree  | Neutral               | Slightly<br>Agree     | Somewhat<br>Agree     | Strongly<br>Agree     |
|--|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| An ideal society requires some groups to be on top and others to be on the bottom. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Some groups of people are simply inferior to other groups.                         | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| No one group should dominate in society.   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Groups at the bottom are just as deserving as groups at the top.                   | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Group equality should not be our primary goal.                                     | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is unjust to try to make groups equal.  | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We should do what we can to make conditions equal for different groups.            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We should work to give all groups an equal chance to succeed.                      | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club Mid-Year Student Survey

### Communication

## NASEF Summative Report

19. How strongly do you agree or disagree with the following statements? "Peers" means friends, classmates, and other people your age.

|  | Strongly<br>Disagree  | Disagree              | Neutral               | Agree                 | Strongly<br>Agree     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am considerate when communicating with others.               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I show interest in what my peers say.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I listen carefully to my peers when needed.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel confident about sharing my ideas with my peers.         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel listened to when I share my ideas.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can recognize hurtful language from others in gaming forums. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I explain my reasoning adequately to others.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I give reasons for my opinions.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I consider alternatives to my opinions.                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club Mid-Year Student Survey

### Constructive Mindset

20. How strongly do you agree or disagree with the following statements?

|   | Strongly<br>Disagree  | Disagree              | Neutral               | Agree                 | Strongly<br>Agree     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| If I try to solve a problem but fail, I will try again until I figure it out.                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If I'm learning a new skill, I will stick with it, even if it's hard, before moving on to something easier. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Once I undertake a task, I keep trying until I complete it.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Successful students understand things quickly.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning is a slow process of building up knowledge.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Genius is 10% ability and 90% hard work.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The most successful people have discovered how to improve their ability to learn.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usually I can figure out difficult concepts if I eliminate all outside distractions and really concentrate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club Mid-Year Student Survey

### Self-Regulation



## NASEF Summative Report

21. How strongly do you agree or disagree with the following statements? Here, "tilt" refers to making poor decisions or losing control when you feel irritated, angry, or upset.

|   | Strongly<br>Disagree  | Disagree              | Neutral               | Agree                 | Strongly<br>Agree     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| When things don't go as planned, I am able to stay calm.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can get irritated easily when things bother me.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am able to remain in control even when I am frustrated during a game. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I get tilted when I game.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I behave badly when I think others act unfairly online.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It takes me a while to recover from tilting.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have tools and skills that help me when I tilt.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The outcome of a game (good or bad) will impact the rest of my week.    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. In what ways has participation in your NASEF esports club affected your responses to confrontative issues while gaming?

## NASEF Esports Club Mid-Year Student Survey

### Self-Acceptance

23. How strongly do you agree or disagree with the following statements?

|   | Strongly<br>Disagree  | Disagree              | Neutral               | Agree                 | Strongly<br>Agree     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am able to stand up for myself and what I believe in.     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How I feel about myself depends on what others think of me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel I can be myself around other people.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I like who I am.                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am a good person who has a lot to offer.                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I need constant approval and recognition.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I openly voice my opinions.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Even if I don't want to, I often go along with the crowd.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am able to evaluate what is good about me.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have a high opinion of myself.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can figure out what I need to improve about myself.       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I don't often speak my mind, even if I know I'm right.      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am proud of myself.                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would not change much about myself.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club Mid-Year Student Survey

### School Effort and Engagement

## NASEF Summative Report

24. How strongly do you agree or disagree with the following statements about your school?

|  | Strongly Disagree     | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My education is important to me.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I try to use ideas from school in my daily life.       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I pay attention in class.                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I put effort into my school work.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My teachers understand me as a person.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel connected to teachers and mentors at my school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel respected by my peers at school.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel a sense of belonging at school.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club Mid-Year Student Survey

### STEM Interest

25. How strongly do you agree or disagree with the following statements about your interest in STEM? "STEM" means science, technology, engineering, and/or math-related subjects.

|  | Strongly Disagree     | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am interested in learning about STEM.              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like to participate in STEM projects.              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like to figure out how things work.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like to see how things are made.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I get excited to learn about new discoveries.        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am interested in coding.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am interested in analyzing data from my game play. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning STEM will help me in my future.             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



## NASEF Esports Club Mid-Year Student Survey

### Future Plans

26. How strongly do you agree or disagree with the following statements about your future career pathway?

|   | Strongly<br>Disagree  | Disagree              | Neutral               | Agree                 | Strongly<br>Agree     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am motivated to achieve my career goals.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I understand how my interests, skills, and talents relate to my future career pathways.                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am confident I can accomplish my career goals.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have connected my interests to a career I might want to do someday.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am aware of the career pathway opportunities that are available to me.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know the specific resources or steps that I need to take to reach my career goals.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Graduating from high school is important to helping me reach my career goals.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Even if I experience setbacks, I know I will achieve my career goals.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My NASEF esports club helped me learn something new about careers in which I am interested.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My NASEF esports club contributed to a positive change in my engagement in my future.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My NASEF esports club contributed to a positive change in my attitudes about a future in STEM.                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My NASEF esports club helped me learn something new about the possibilities of career paths (including STEM careers). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My NASEF esports club allowed me to see people like myself in STEM career pathways.                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Summative Report

27. What are your work plans after graduating high school?

- ☐ I plan to work full-time
- ☐ I plan to work part-time
- ☐ I do not know
- ☐ Other (please specify)

28. What are your education plans after graduating high school?

- ☐ No more education
- ☐ Attend a technical school or specialty training program
- ☐ Attend a 2-year college or university program
- ☐ Attend a 4-year college or university program
- ☐ I do not know
- ☐ Other (please specify)

29. How important is getting an education beyond high school?

- ☐ Not important
- ☐ Somewhat important
- ☐ Very important
- ☐ Don't know
- ☐ Choose not to respond

30. Why might you discontinue your education after high school (select all that apply)?

- ☐ No reason, I will definitely go
- ☐ It costs too much/I can't afford it
- ☐ I don't need college for my planned job
- ☐ I'm just not interested
- ☐ I need or want to work
- ☐ I want to join the military
- ☐ I don't want to be away from home
- ☐ I just don't like school
- ☐ I choose not to respond
- ☐ Other (please specify)

## NASEF Esports Club Mid-Year Student Survey

### Wrap Up

31. Do you plan to continue participating in your NASEF esports club next session?

☐ Yes

☐ No (if no, why not)

☐ I choose not to respond

32. Please share any feedback or suggestions you have for improving the NASEF esports program.

33. Is there anything else you would like to share about your experiences with your NASEF esports club?

**Thank you for your participation.**

## NASEF Esports Club End-of-Year Student Survey

### Introduction

The North American Scholastic Esports Federation (NASEF) is doing a research study to learn about experiences of students who are in esports programs. You are being asked to be in this study because you are or will be participating in an esports program and competing in a tournament.

Answering the survey questions will take about 20-25 minutes each time. The questions ask about your current esports and educational experiences and future education and career goals.

The answers you give will be combined with the answers of other students. This information will help NASEF understand esports programs and what students like and don't like about them. You can choose not to be in the study or choose to stop your participation at any point. It will not affect your relationship with your esports program. You can also choose to not answer questions that you do not want to.

By completing the survey and clicking on Next, you are agreeing to participate in this study.

## NASEF Esports Club End-of-Year Student Survey

### ID

Although your responses to the items on this survey will remain confidential, it is very helpful to us to be able to look at how your responses change over time. We'd like you to create a unique six-digit ID that will be used to allow us to connect your responses each time you complete the survey without knowing your name. If you have completed this survey before, please enter the same ID number you used at that point. If you have NOT completed this survey before, please use the method below to create an ID now. Do not put your name on this survey.

To create the ID number, use the following method:

- Your middle initial (if you don't have a middle name, use the letter X; if you have multiple middle names, use the first letter of your first middle name)
- The first letter of your female guardian's/mother's first name (if you do not have a female guardian, use the letter X)
- The first letter of your male guardian's/father's first name (if you do not have a male guardian, use the letter X)
- Your two-digit birth month (for example, if you were born in February, the two digit birth month would be 02)
- The number of older siblings you have (if not applicable, use 0)

EXAMPLE:

## NASEF Summative Report

Sally Marie Perez was born in March. Her mother's name is Linda and her father's name is James. She has no older brothers or sisters. Her ID number would be **MLJ030**.

- \* 1. Please enter your six-digit ID number here.

### NASEF Esports Club End-of-Year Student Survey

#### Background and Experience

2. How long have you participated in esports?

- ☐ Less than 3 months
- ☐ 3 - 6 months
- ☐ 7 - 12 months
- ☐ 1 - 2 years
- ☐ 3 - 4 years
- ☐ 5 - 6 years
- ☐ More than 6 years

3. How many hours a week do you spend gaming?

- ☐ Less than one hour
- ☐ 1 - 3 hours
- ☐ 4 - 7 hours
- ☐ 8 - 12 hours
- ☐ More than 12 hours

4. How would you rate your access to other extracurricular activities (teams, clubs, etc)?

**No/Low Access**

**High Access**



## NASEF Summative Report

5. In what other extracurricular activities do you currently participate? Select all that apply.

- ☐ Sports/Athletics
- ☐ Performing Arts (e.g., band, orchestra, choir, theater)
- ☐ School newspaper or yearbook club
- ☐ Student government
- ☐ Special-interest clubs, such as drama club
- ☐ Competitive academics, such as math league, debate team
- ☐ Community service and volunteer organizations
- ☐ Paid employment
- ☐ Other (please describe)

- ☐ None of the above

6. How would you rate your parents or guardians view of esports and gaming?

**Negative** **Positive**

## NASEF Esports Club End-of-Year Student Survey

### NASEF Club Participation

## NASEF Summative Report

7. What game or games did you play as part of the NASEF esports club? Select all that apply.

- ☐ FIFA
- ☐ Fortnite
- ☐ League of Legends
- ☐ Mario Kart
- ☐ Minecraft
- ☐ NBA 2K23
- ☐ NHL 2K23
- ☐ Overwatch
- ☐ Rocket League
- ☐ Smash Ultimate
- ☐ Valorant
- ☐ Other (please specify)

- ☐ None of the above

8. On average, about how many hours per week did you spend on NASEF esports club activities?

## NASEF Summative Report

9. What activities did you do in the NASEF esports club? Select all that apply.

- ☐ Analyst
- ☐ Business Developer
- ☐ Coach
- ☐ Competitive team player
- ☐ Corporate Sponsorship
- ☐ Event Organizer
- ☐ Fandom Art & Media
- ☐ General Manager
- ☐ IT support
- ☐ Journalist
- ☐ Marketing
- ☐ Shoutcaster
- ☐ Software Developer
- ☐ Streamer
- ☐ Theory crafter
- ☐ Web Developer
- ☐ Other (please specify)

### NASEF Esports Club End-of-Year Student Survey

#### Club Belonging and Connection



## NASEF Summative Report

10. How much do you agree or disagree with the following statements about different parts of the NASEF program?

|   | Strongly Disagree                | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I feel connected to my peers in NASEF at school.                  | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel connected to the esports team that my NASEF club supports. | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel connected to the NASEF club at my school.                  | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel connected to the NASEF competitive league.                 | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. How strongly do you agree or disagree with the following statements about your NASEF esports club?

|   | Strongly Disagree                | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| People at my NASEF esports club notice when I am good at something.                     | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There is at least one adult I can talk to at my NASEF esports club if I have a problem. | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am treated with as much respect as other students at my NASEF esports club.           | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can really be myself at my NASEF esports club.  | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Adults at my NASEF esports club respect me.   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other students at   |                                  |                       |                       |                       |                       |

NASEF Summative Report

|  |                                  |                                  |                                  |                                  |                                  |
|--|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| my NASEF esports club like me the way I am.  | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| I have close/sincere relationships with adults and friends at my NASEF esports club. | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| I think that people care about me at my NASEF esports club.                          | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| I feel that I can rely on others at my NASEF esports club                            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| I like our NASEF esports club culture and the way we do things.                      | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| I feel like I am part of the NASEF esports club community.                           | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |

NASEF Esports Club End-of-Year Student Survey

Satisfaction with Your NASEF Esports Club

## NASEF Summative Report

12. How satisfied are you with each of the following elements of your NASEF esports club?

|                          | Extremely<br>Dissatisfied | Somewhat<br>Dissatisfied | Neutral               | Somewhat<br>Satisfied | Extremely<br>Satisfied | N/A                   |
|--------------------------|---------------------------|--------------------------|-----------------------|-----------------------|------------------------|-----------------------|
| Overall                  | <input type="radio"/>     | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| General Manager          | <input type="radio"/>     | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Coach                    | <input type="radio"/>     | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Club activities          | <input type="radio"/>     | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Fellow Club<br>Members   | <input type="radio"/>     | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| League<br>Communications | <input type="radio"/>     | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| League Events            | <input type="radio"/>     | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Award Programs           | <input type="radio"/>     | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Championship<br>Events   | <input type="radio"/>     | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

### NASEF Esports Club End-of-Year Student Survey

#### Benefits of Participating in NASEF Esports Club

13. In what ways do you believe participating in the NASEF esports club will impact you?

Select all that apply.

- ☐ Academic performance (e.g., better grades)
- ☐ Interest and engagement in school (e.g., attendance, participation in class activities, participation in afterschool activities and clubs)
- ☐ College and career interest (e.g., education and employment plans after graduation, interest in attending college)
- ☐ Life skills development (e.g., leadership, communication skills, critical thinking skills, teamwork, conflict resolution)
- ☐ Personal fulfillment and well being (e.g., mental health support, stress reduction)
- ☐ Inclusion in a group of people who think and feel like me.
- ☐ Ability to relate to adults
- ☐ Ability to relate to peers
- ☐ Other (please specify)

14. Which of the following esports activities have had the greatest positive impact on you?

- ☐ Competition
- ☐ Beyond the Game Challenges® (non-gaming competitive activities)
- ☐ Club formation and development / Leadership opportunities
- ☐ Peer-to-peer collaboration based on club needs / skills-based work groups
- ☐ Community outreach and club expansion
- ☐ Other (please specify)

## NASEF Esports Club End-of-Year Student Survey

### Disruptive Gaming Behaviors

15. The statements below list common disruptive gaming behaviors. Since joining your club, which behaviors have you engaged in against other players? What behaviors have you experienced yourself? Select all that apply.

|   | Someone has done this to me | I have done this to another player |
|---|-----------------------------|------------------------------------|
| Called players offensive names  | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Intentionally embarrassed another player  | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Discriminated against another player  | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Harassed another player   | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Trolled or grieved another player (intentionally disrupted the gaming experience of other players)  | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Threatened another player   | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Stalked another player online   | <input type="checkbox"/>    | <input type="checkbox"/>           |
| Doxed another player (searched for and published private or identifying information about another player in the chat and/or streaming comments) | <input type="checkbox"/>    | <input type="checkbox"/>           |



16. What do you do when you encounter disruptive gaming behaviors or hate content while gaming? Select all that apply.

- ☐ I have never encountered disruptive gaming behaviors or hate content while gaming
- ☐ Nothing
- ☐ Learned more about the information that was being shared
- ☐ Challenged the gamer engaging in the behaviors
- ☐ Talked to friends, parents, and/or teachers about the experience
- ☐ Reported it to the platform/Contacted the game company
- ☐ Blocked the user (if applicable)
- ☐ Reported it to the police
- ☐ Other (please specify)

17. How has encountering disruptive gaming behaviors or hate content while gaming influenced your gaming behaviors? Select all that apply.

- ☐ I have never encountered disruptive gaming behaviors or hate content while gaming.
- ☐ Felt uncomfortable/upset
- ☐ Felt isolated or alone
- ☐ Had depressive or suicidal thoughts
- ☐ Been less social while gaming
- ☐ Treated people worse than usual
- ☐ Had personal relationships disrupted
- ☐ Had school performance negatively impacted
- ☐ Reconsidered who I game with
- ☐ Quit playing certain games
- ☐ Changed how I play games
- ☐ Other (please specify)

## NASEF Esports Club End-of-Year Student Survey

### Disruptive Gaming Behavior

## NASEF Summative Report

18. How strongly do you agree or disagree with the following statements?

|  | Strongly<br>Disagree             | Somewhat<br>Disagree  | Slightly<br>Disagree  | Neutral               | Slightly<br>Agree     | Somewhat<br>Agree     | Strongly<br>Agree     |
|--|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| An ideal society requires some groups to be on top and others to be on the bottom. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Some groups of people are simply inferior to other groups.                         | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| No one group should dominate in society.   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Groups at the bottom are just as deserving as groups at the top.                   | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Group equality should not be our primary goal.                                     | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is unjust to try to make groups equal.  | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We should do what we can to make conditions equal for different groups.            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We should work to give all groups an equal chance to succeed.                      | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club End-of-Year Student Survey

### Communication

## NASEF Summative Report

19. How strongly do you agree or disagree with the following statements? "Peers" means friends, classmates, and other people your age.

|  | Strongly<br>Disagree             | Disagree              | Neutral               | Agree                 | Strongly<br>Agree     |
|--|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am considerate when communicating with others.               | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I show interest in what my peers say.                          | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I listen carefully to my peers when needed.                    | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel confident about sharing my ideas with my peers.         | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel listened to when I share my ideas.                      | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can recognize hurtful language from others in gaming forums. | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I explain my reasoning adequately to others.                   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I give reasons for my opinions.                                | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I consider alternatives to my opinions.                        | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club End-of-Year Student Survey

### Constructive Mindset

## NASEF Summative Report

20. How strongly do you agree or disagree with the following statements?

|   | Strongly<br>Disagree             | Disagree              | Neutral               | Agree                 | Strongly<br>Agree     |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| If I try to solve a problem but fail, I will try again until I figure it out.                               | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If I'm learning a new skill, I will stick with it, even if it's hard, before moving on to something easier. | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Once I undertake a task, I keep trying until I complete it.   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Successful students understand things quickly.  | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning is a slow process of building up knowledge.  | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Genius is 10% ability and 90% hard work.  | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The most successful people have discovered how to improve their ability to learn.                           | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usually I can figure out difficult concepts if I eliminate all outside distractions and really concentrate. | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club End-of-Year Student Survey

### Self-Regulation



## NASEF Summative Report

21. How strongly do you agree or disagree with the following statements? Here, "tilt" refers to making poor decisions or losing control when you feel irritated, angry, or upset.

|   | Strongly<br>Disagree  | Disagree              | Neutral               | Agree                 | Strongly<br>Agree     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| When things don't go as planned, I am able to stay calm.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can get irritated easily when things bother me.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am able to remain in control even when I am frustrated during a game. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I get tilted when I game.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I behave badly when I think others act unfairly online.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It takes me a while to recover from tilting.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have tools and skills that help me when I tilt.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The outcome of a game (good or bad) will impact the rest of my week.    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. In what ways has participation in your NASEF esports club affected your responses to confrontative issues while gaming?

## NASEF Esports Club End-of-Year Student Survey

### Self-Acceptance

## NASEF Summative Report

23. How strongly do you agree or disagree with the following statements?

|   | Strongly<br>Disagree  | Disagree              | Neutral               | Agree                 | Strongly<br>Agree     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am able to stand up for myself and what I believe in.     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How I feel about myself depends on what others think of me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel I can be myself around other people.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I like who I am.                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am a good person who has a lot to offer.                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I need constant approval and recognition.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I openly voice my opinions.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Even if I don't want to, I often go along with the crowd.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am able to evaluate what is good about me.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have a high opinion of myself.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can figure out what I need to improve about myself.       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I don't often speak my mind, even if I know I'm right.      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am proud of myself.                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would not change much about myself.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club End-of-Year Student Survey

### School Effort and Engagement

## NASEF Summative Report

24. How strongly do you agree or disagree with the following statements about your school?

|  | Strongly Disagree     | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My education is important to me.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I try to use ideas from school in my daily life.       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I pay attention in class.                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I put effort into my school work.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My teachers understand me as a person.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel connected to teachers and mentors at my school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel respected by my peers at school.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel a sense of belonging at school.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club End-of-Year Student Survey

### STEM Interest

25. How strongly do you agree or disagree with the following statements about your interest in STEM? "STEM" means science, technology, engineering, and/or math-related subjects.

|  | Strongly Disagree     | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am interested in learning about STEM.              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like to participate in STEM projects.              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like to figure out how things work.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like to see how things are made.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I get excited to learn about new discoveries.        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am interested in coding.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am interested in analyzing data from my game play. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning STEM will help me in my future.             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## NASEF Esports Club End-of-Year Student Survey

### Future Plans

26. How strongly do you agree or disagree with the following statements about your future career pathway?

|   | Strongly Disagree     | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am motivated to achieve my career goals.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I understand how my interests, skills, and talents relate to my future career pathways.                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am confident I can accomplish my career goals.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have connected my interests to a career I might want to do someday.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am aware of the career pathway opportunities that are available to me.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know the specific resources or steps that I need to take to reach my career goals.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Graduating from high school is important to helping me reach my career goals.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Even if I experience setbacks, I know I will achieve my career goals.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My NASEF esports club helped me learn something new about careers in which I am interested.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My NASEF esports club contributed to a positive change in my engagement in my future.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My NASEF esports club contributed to a positive change in my attitudes about a future in STEM.                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My NASEF esports club helped me learn something new about the possibilities of career paths (including STEM careers). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My NASEF esports club allowed me to see people like myself in STEM career pathways.                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



## NASEF Summative Report

27. What are your work plans after graduating high school?

- ☐ I plan to work full-time
- ☐ I plan to work part-time
- ☐ I do not know
- ☐ Other (please specify)

28. What are your education plans after graduating high school?

- ☐ No more education
- ☐ Attend a technical school or specialty training program
- ☐ Attend a 2-year college or university program
- ☐ Attend a 4-year college or university program
- ☐ I do not know
- ☐ Other (please specify)

29. How important is getting an education beyond high school?

- ☐ Not important
- ☐ Somewhat important
- ☐ Very important
- ☐ Don't know
- ☐ Choose not to respond

30. Why might you discontinue your education after high school (select all that apply)?

- ☐ No reason, I will definitely go
- ☐ It costs too much/I can't afford it
- ☐ I don't need college for my planned job
- ☐ I'm just not interested
- ☐ I need or want to work
- ☐ I want to join the military
- ☐ I don't want to be away from home
- ☐ I just don't like school
- ☐ I choose not to respond
- ☐ Other (please specify)

## NASEF Esports Club End-of-Year Student Survey

### Wrap Up

31. Do you plan to continue participating in your NASEF esports club next session?

☐ Yes

☐ No (if no, why not)

☐ I choose not to respond

32. Please share any feedback or suggestions you have for improving the NASEF esports program.

33. Is there anything else you would like to share about your experiences with your NASEF esports club?

**Thank you for your participation.**

## Appendix B: General Manager Interview Protocol

### Background

1. How long have you been involved as a moderator in the esports club?
2. Could you share a bit about your experience and background in esports or related fields?

### Implementation of the NASEF Model

3. How did you first learn about NASEF? What motivated you to become involved with the program?
4. Describe the structure and size of your esports club (e.g., number of members, grade levels).
5. How has the NASEF model influenced the structure and activities of your esports club?
6. In what ways have you integrated NASEF's curriculum into your club's activities?
7. Can you describe the dynamics within the club? How do you encourage participation and inclusivity among members?
8. How has your club been involved in esports competitions, and what impact have these experiences had on the club?
9. What challenges have you faced in setting up and operating your esports club? What challenges have you encountered while implementing the NASEF model, and how have you addressed them?
10. What skills or knowledge have you found most useful in leading club activities under the NASEF model?

### NASEF Resources and Support

11. How have you utilized NASEF's resources and support to benefit the club and its members?
12. Can you share any particular successes or support mechanisms that have helped enhance the club's activities?
13. How responsive and helpful have you found NASEF's support team in addressing your inquiries or concerns?
14. How would you rate the accessibility and usefulness of NASEF's online resources for GMs?

### Benefits of NASEF Participation

15. In your view, what are the perceived benefits of esports engagement for students within the club?
16. Have you noticed any changes or growth in student participants since the club's inception?
  - a. How has participation in the esports club impacted the sense of community and collaboration among students?
  - b. Have you noticed any positive effects on students' skills, such as teamwork, communication, or problem-solving, through their participation in esports?
  - c. Have you observed any positive changes in students' academic performance or engagement since joining the club?



## NASEF Summative Report

### **Overall Satisfaction and Suggestions**

17. How satisfied are you with the current state of the club and its alignment with the NASEF model?
18. What suggestions do you have for improving the club's effectiveness or experiences for its members?
19. What are your future plans for the club, and how do you envision its sustainability over time?

### **Wrap-Up**

20. Is there anything else you would like to share about your experiences with your NASEF esports club?

## Appendix C: Club Member Focus Group Protocol

### Background

- First, let's just go around and you can introduce yourselves. Tell me your name, grade, and favorite game.
- Right now, what are your interests outside of gaming and career plans after high school?

### NASEF Club Participation

- Why did you decide to join an esports club? How did you hear about it? What motivated you to join?
- What game or games did you play as part of the NASEF esports club?
- What activities did you do in the NASEF esports club?
- Did you participate in any tournaments? What was that experience like?
- What aspects of your club activities do you enjoy the most? What did you find most rewarding about participating on an esports team?
- Are there any areas or activities you feel less enthusiastic about?

### Disruptive Gaming Behaviors

- Have you encountered any disruptive behaviors during club activities? Disruptive gaming behaviors refer to actions or conduct during gaming sessions or competitions that negatively impact the overall experience for oneself or others. These behaviors can disrupt the flow of gameplay, create tension or conflict within the gaming community, and detract from the enjoyment and sportsmanship of the activity
- What do you do when you encounter disruptive gaming behaviors or hate content while gaming?
- How has encountering disruptive gaming behaviors or hate content while gaming influenced your gaming behaviors?
- Gaming can sometimes be intense. Can you share a time when you felt pressured during game play? How did you manage your feelings of frustration or stress during that situation?
  - What strategies do you personally use to stay focused and composed under pressure?
- Can you describe a time when you witnessed someone else experiencing frustration or tilt during game play? How did they handle it? What could have been done differently to manage the situation?
- Can you describe a time when a teammate's behavior was affecting team morale during a competition? How did you approach it?
- In what ways has participation in your NASEF esports club affected your responses to confrontative issues while gaming?

### Benefits of Participating in a NASEF Esports Club

- In what ways has participating in the NASEF esports club impacted you personally?
- Have you noticed any specific skills or qualities you've developed through your involvement (e.g., teamwork, collaboration, communication, self-regulation)?

## NASEF Summative Report

### **Wrap-Up**

- Do you plan to continue participating in your NASEF esports club next session? Why or why not?
- What feedback or suggestions do you have for improving the NASEF esports program?
- Is there anything else you would like to share about your experiences with your NASEF esports club?

## Appendix D: Baseline Student Survey Summary

### Club Responses

| Club Name   | Survey Responses | Total Club Members | Response Rate |
|---|------------------|--------------------|---------------|
| 3V Magma Esports Club                             | 33               | 30                 | 110.0%        |
| Arlington Career Center Esports Club              | 9                | 10                 | 90.0%         |
| Bioscience Esports Club                           | 14               | 15                 | 93.3%         |
| Boys & Girls Clubs of Greater Dallas Esports Club | 7                | 6                  | 116.7%        |
| Buckley Community Schools Esports Club            | 7                | 10                 | 70.0%         |
| Charger Nation                                    | 9                | 15                 | 60.0%         |
| Corry Area Middle-High School Esports Club        | 21               | 40                 | 52.5%         |
| EHHS Vigilante Esports Club                       | 23               | 25                 | 92.0%         |
| Franklin Central High School Flashes Esports      | 19               | 14                 | 135.7%        |
| Go Cards Gaming                                   | 6                | 14                 | 42.9%         |
| Henry Hudson Regional Esports Club                | 10               | 9                  | 111.1%        |
| Ingleside Middle School Gaming Club               | 12               | 15                 | 80.0%         |
| Isbell Condors Esports Club                       | 24               | 20                 | 120.0%        |
| John Will Anderson Gary Boys and Girls Club       | 28               | 20                 | 140.0%        |
| Lil' Vikings                                      | 6                | 5                  | 120.0%        |
| Magnolia Science Academy Esports Club             | 11               | 15                 | 73.3%         |
| North East School District Esports Club           | 36               | 30                 | 120.0%        |
| OB Knights Esports Club                           | 13               | 10                 | 130.0%        |
| PCTVS Bulldogs Esports Club                       | 21               | 25                 | 84.0%         |
| Portland High School Esports Club                 | 8                | 5                  | 160.0%        |
| PPHS Red Wolves Esports Club                      | 9                | 12                 | 75.0%         |
| Retro Ramz Esports Club                           | 6                | 7                  | 85.7%         |
| Snyder High School Esports Club                   | 7                | 12                 | 58.3%         |
| Thomasville Rec Center Esports                    | 10               | 50                 | 20.0%         |
| Thornapple-Kellogg Esports Team                   | 12               | 15                 | 80.0%         |

## NASEF Summative Report

| Club Name                                | Survey Responses | Total Club Members | Response Rate |
|--|------------------|--------------------|---------------|
| Tornillo High School Esports Club        | 13               | 10                 | 130.0%        |
| Union Esports Club                       | 14               | 22                 | 63.6%         |
| Verona Area School District Esports Club | 8                | 20                 | 40.0%         |
| Wildcats Esports Club                    | 5                | 7                  | 71.4%         |
| <b>Total</b>                             | <b>401</b>       | <b>488</b>         | <b>82.2%</b>  |

*Note. Total Club Members were provided by the General Managers of each club.*

### Club Member Demographics

|  | N          | %             |
|--|------------|---------------|
| <b>Which of the following best represents your gender?</b>           |            |               |
| Female   | 44         | 11.0%         |
| Male   | 267        | 66.6%         |
| Nonbinary  | 10         | 2.5%          |
| Other (please specify)   | 6          | 1.5%          |
| I choose not to respond  | 9          | 2.2%          |
| No response  | 65         | 16.2%         |
| <b>TOTAL</b>   | <b>401</b> | <b>100.0%</b> |
| <b>Select your race(s)/ethnicity (please select all that apply):</b> |            |               |
| American Indian or Alaska Native                                     | 12         | 3.0%          |
| Asian or Asian American  | 22         | 5.5%          |
| Black or African American  | 57         | 14.2%         |
| Hispanic or Latinx   | 81         | 20.2%         |
| Middle Eastern or Northern African                                   | 2          | 0.5%          |
| Native Hawaiian or Other Pacific Islander                            | 2          | 0.5%          |
| White  | 182        | 45.4%         |
| Other (please specify)   | 21         | 5.2%          |
| I choose not to respond  | 17         | 4.2%          |
| <b>What grade are you in this school year?</b>                       |            |               |

## NASEF Summative Report

|   | N          | %             |
|---|------------|---------------|
| 6th   | 31         | 7.7%          |
| 7th   | 55         | 13.7%         |
| 8th   | 40         | 10.0%         |
| 9th   | 64         | 16.0%         |
| 10th  | 50         | 12.5%         |
| 11th  | 49         | 12.2%         |
| 12th  | 43         | 10.7%         |
| No response                                     | 69         | 17.2%         |
| <b>TOTAL</b>                                    | <b>401</b> | <b>100.0%</b> |
| <b>Is English your primary language spoken?</b> |            |               |
| Yes   | 313        | 78.1%         |
| No (please specify)                             | 18         | 4.5%          |
| I choose not to respond                         | 4          | 1.0%          |
| No response                                     | 66         | 16.5%         |
| <b>TOTAL</b>                                    | <b>401</b> | <b>100.0%</b> |

## Background and Experience

|   | N          | %             |
|---|------------|---------------|
| <b>How long have you participated in esports?</b> |            |               |
| Less than 3 months                                | 212        | 52.9%         |
| 3 - 6 months                                      | 83         | 20.7%         |
| 7 - 12 months                                     | 13         | 3.2%          |
| 1 - 2 years                                       | 64         | 16.0%         |
| 3 - 4 years                                       | 11         | 2.7%          |
| 5 - 6 years                                       | 4          | 1.0%          |
| More than 6 years                                 | 11         | 2.7%          |
| No response                                       | 3          | 0.7%          |
| <b>TOTAL</b>                                      | <b>401</b> | <b>100.0%</b> |
| <b>How many hours a week do you spend gaming?</b> |            |               |

## NASEF Summative Report

|  | N          | %             |
|--|------------|---------------|
| Less than one hour   | 27         | 6.7%          |
| 1 - 3 hours  | 62         | 15.5%         |
| 4 - 7 hours  | 121        | 30.2%         |
| 8 - 12 hours   | 65         | 16.2%         |
| More than 12 hours   | 126        | 31.4%         |
| <b>TOTAL</b>   | <b>401</b> | <b>100.0%</b> |
| <b>In what other extracurricular activities do you currently participate? Select all that apply.</b> |            |               |
| Sports/Athletics   | 154        | 38.4%         |
| Performing Arts (e.g., band, orchestra, choir, theater)  | 74         | 18.5%         |
| School newspaper or yearbook club  | 18         | 4.5%          |
| Student government   | 14         | 3.5%          |
| Special-interests clubs, such as drama club  | 45         | 11.2%         |
| Competitive academics, such as math league, debate team  | 22         | 5.5%          |
| Community service and volunteer organizations  | 44         | 11.0%         |
| Paid employment  | 48         | 12.0%         |
| Other (please describe below)  | 59         | 14.7%         |
| None of the above  | 110        | 27.4%         |

## Access to Technology and Extracurricular Activities and Parent Perceptions of Esports

|   | N   | M    | SD   |
|---|-----|------|------|
| How would you rate your overall access to technology (e.g., computers, software, Internet)? [10-point slider bar from no/low access to high access] | 401 | 7.32 | 2.55 |
| How would you rate your access to other extracurricular activities (teams, clubs, etc)? [10-point slider bar from no/low access to high access]     | 395 | 6.62 | 2.66 |
| How would you rate your parents or guardians view of esports and gaming? [10-point slider bar from negative to positive]                            | 391 | 6.93 | 2.64 |



## NASEF Summative Report

### NASEF Club Participation

|   | N   | %     |
|---|-----|-------|
| <b>What game or games do you play regularly? Select all that apply.</b> |     |       |
| None  | 4   | 1.0%  |
| FIFA  | 18  | 4.5%  |
| Fortnite  | 211 | 52.6% |
| League of Legends   | 19  | 4.7%  |
| Mario Kart  | 131 | 32.7% |
| Minecraft   | 194 | 48.4% |
| NBA 2K23  | 40  | 10.0% |
| NHL 2K23  | 6   | 1.6%  |
| Overwatch   | 69  | 17.2% |
| Rocket League   | 134 | 33.4% |
| Smash Ultimate  | 170 | 42.4% |
| Valorant  | 40  | 10.0% |
| Other (please describe below)   | 200 | 49.9% |

### Benefits of Participating in NASEF Esports Club

|  | N   | %     |
|--|-----|-------|
| <b>In what ways do you believe participating in the NASEF esports club will impact you? Select all that apply.</b>                         |     |       |
| Academic performance (e.g., better grades)   | 92  | 22.9% |
| Interest and engagement in school (e.g., attendance, participation in class activities, participation in afterschool activities and clubs) | 200 | 49.9% |
| College and career interest (e.g., education and employment plans after graduation, interest in attending college)                         | 121 | 30.2% |
| Life skills development (e.g., leadership, communication skills, critical thinking skills, teamwork, conflict resolution)                  | 204 | 50.9% |
| Personal fulfillment and well being (e.g., mental health support, stress reduction)  | 190 | 47.4% |
| Inclusion in a group of people who think and feel like me  | 192 | 47.9% |

## NASEF Summative Report

|                             | N   | %     |
|-----------------------------|-----|-------|
| Ability to relate to adults | 49  | 12.2% |
| Ability to relate to peers  | 192 | 47.9% |
| Other (please specify)      | 29  | 7.2%  |

## Disruptive Gaming Behaviors

| The statements below list common disruptive gaming behaviors. (select all that apply)   | Someone has done this to me<br>(M = 4.01, SD = 2.43) |       | I have done this to another player<br>(M = 1.66, SD = 1.87) |       |
|---|--|-------|---|-------|
|   | N  | %     | N   | %     |
| Called players offensive names  | 232  | 57.9% | 104   | 25.9% |
| Intentionally embarrassed another player  | 147  | 36.7% | 86  | 21.4% |
| Discriminated against another player  | 149  | 37.2% | 47  | 11.7% |
| Harassed another player   | 163  | 40.6% | 54  | 13.5% |
| Trolled or grieved another player (intentionally disrupts the gaming experience of other players)   | 208  | 51.9% | 127   | 31.7% |
| Threatened another player   | 148  | 36.9% | 33  | 8.2%  |
| Stalked another player online   | 66   | 16.5% | 21  | 5.2%  |
| Doxed another player (searched for and published private or identifying information about another player in the chat and/or streaming comments) | 62   | 15.5% | 14  | 3.5%  |

## Responses to Disruptive Gaming Behaviors

|   | N   | %     |
|---|-----|-------|
| <b>What do you do when you encounter disruptive gaming behaviors or hate content while gaming?<br/>Select all that apply.</b> |     |       |
| I have never encountered disruptive gaming behaviors or hate content while gaming   | 73  | 18.2% |
| Nothing   | 137 | 34.2% |
| Learned more about the information that was being shared  | 22  | 5.5%  |
| Challenged the gamer engaging in the behaviors  | 72  | 18.0% |
| Talked to friends, parents, and/or teachers about the experience  | 61  | 15.2% |
| Reported it to the platform/Contacted the game company  | 117 | 29.2% |
| Blocked the user (if applicable)  | 170 | 42.4% |
| Reported it to the police   | 10  | 2.5%  |
| Other (please specify)  | 28  | 7.0%  |
| <b>How has encountering disruptive gaming behaviors or hate content while gaming influenced your gaming behaviors?</b>        |     |       |
| I have never encountered disruptive gaming behaviors or hate content while gaming.  | 84  | 20.9% |
| Felt uncomfortable/upset  | 105 | 26.2% |
| Felt isolated or alone  | 28  | 7.0%  |
| Had depressive or suicidal thoughts   | 16  | 4.0%  |
| Been less social while gaming   | 83  | 20.7% |
| Treated people worse than usual   | 31  | 7.7%  |
| Had personal relationships disrupted  | 21  | 5.2%  |
| Had school performance negatively impacted  | 6   | 1.5%  |
| Reconsidered who I game with  | 82  | 20.4% |
| Quit playing certain games  | 61  | 15.2% |
| Changed how I play games  | 95  | 23.7% |
| Other (please specify)  | 71  | 17.7% |

## NASEF Summative Report

### Social Dominance Scale ( $M = 2.99, SD = 1.07$ )

|  | 1     | 2     | 3     | 4     | 5     | 6    | 7    | N   | M    | SD   |
|--|-------|-------|-------|-------|-------|------|------|-----|------|------|
| An ideal society requires some groups to be on top and others to be on the bottom. | 20.0% | 8.9%  | 7.3%  | 38.9% | 9.7%  | 8.4% | 6.8% | 370 | 3.62 | 1.77 |
| Some groups of people are simply inferior to other groups.                         | 30.0% | 8.7%  | 7.4%  | 25.9% | 13.1% | 7.4% | 7.6% | 367 | 3.36 | 1.96 |
| <i>No one group should dominate in society.*</i>                                   | 32.5% | 12.4% | 13.2% | 22.9% | 6.3%  | 5.2% | 7.4% | 363 | 3.04 | 1.89 |
| <i>Groups at the bottom are just as deserving as groups at the top.*</i>           | 38.5% | 17.0% | 9.6%  | 20.6% | 5.5%  | 3.6% | 5.2% | 364 | 2.69 | 1.79 |
| Group equality should not be our primary goal.                                     | 24.5% | 15.3% | 9.5%  | 25.1% | 8.9%  | 7.5% | 9.2% | 359 | 3.38 | 1.94 |
| It is unjust to try to make groups equal.  | 27.1% | 13.9% | 9.7%  | 30.7% | 8.3%  | 3.3% | 6.9% | 361 | 3.17 | 1.80 |
| <i>We should do what we can to make conditions equal for different groups.*</i>    | 34.3% | 18.2% | 12.4% | 24.0% | 6.6%  | 1.9% | 2.5% | 362 | 2.66 | 1.59 |
| <i>We should work to give all groups an equal chance to succeed.*</i>              | 55.2% | 15.6% | 10.1% | 15.6% | 1.9%  | 0.5% | 1.1% | 366 | 1.99 | 1.35 |

Notes. Items marked with an asterisk (\*) are reverse coded. 1 = Strongly Disagree, 2 = Somewhat Disagree, 3 = Slightly Disagree, 4 = Neutral, 5 = Slightly Agree, 6 = Agree, 7 = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

There is a **moderate** correlation ( $r = 0.328$ ) between social dominance scale ratings and the reported engagement in disruptive gaming behaviors against another player. This means that club members who tend to support the idea of some groups being superior to others also report more instances of acting disruptively in gaming situations (e.g., calling players offensive names, intentionally embarrassing other players, and harassing, trolling, threatening, stalking, or doxing other players). More specifically, for every 1-point increase in social dominance scale ratings, the number of disruptive gaming behaviors in which the club member engaged in against another player increases by 0.59.

## NASEF Summative Report

### Communication ( $M = 3.75, SD = 0.68$ )

|  | SD   | D     | N     | A     | SA    | N   | M    | St. Dev. |
|--|------|-------|-------|-------|-------|-----|------|----------|
| I am considerate when communicating with others.               | 2.2% | 4.2%  | 26.0% | 44.1% | 23.5% | 358 | 3.82 | 0.91     |
| I show interest in what my peers say.                          | 2.2% | 2.5%  | 22.6% | 47.2% | 25.4% | 358 | 3.91 | 0.88     |
| I listen carefully to my peers when needed.                    | 1.1% | 2.3%  | 18.3% | 43.7% | 34.6% | 350 | 4.08 | 0.85     |
| I feel confident about sharing my ideas with my peers.         | 5.0% | 14.2% | 30.2% | 30.4% | 20.1% | 358 | 3.46 | 1.11     |
| I feel listened to when I share my ideas.                      | 7.3% | 13.0% | 34.9% | 28.2% | 16.6% | 355 | 3.34 | 1.12     |
| I can recognize hurtful language from others in gaming forums. | 3.4% | 4.8%  | 20.7% | 31.7% | 39.5% | 357 | 3.99 | 1.05     |
| I explain my reasoning adequately to others.                   | 1.1% | 7.7%  | 38.7% | 31.3% | 21.1% | 351 | 3.64 | 0.94     |
| I give reasons for my opinions.                                | 1.9% | 3.6%  | 24.2% | 44.0% | 26.2% | 359 | 3.89 | 0.90     |
| I consider alternatives to my opinions.                        | 3.3% | 5.6%  | 30.4% | 39.8% | 20.9% | 359 | 3.69 | 0.97     |

Note. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Constructive Mindset ( $M = 3.67$ , $SD = 0.54$ )

|   | SD    | D     | N     | A     | SA    | N   | M    | St. Dev. |
|---|-------|-------|-------|-------|-------|-----|------|----------|
| If I try to solve a problem but fail, I will try again until I figure it out.                               | 1.7%  | 2.3%  | 26.6% | 38.7% | 30.8% | 354 | 3.95 | 0.90     |
| If I'm learning a new skill, I will stick with it, even if it's hard, before moving on to something easier. | 2.0%  | 8.2%  | 34.1% | 34.4% | 21.3% | 352 | 3.65 | 0.97     |
| Once I undertake a task, I keep trying until I complete it.   | 1.7%  | 5.8%  | 29.7% | 38.3% | 24.5% | 347 | 3.78 | 0.94     |
| <i>Successful students understand things quickly.*</i>  | 16.0% | 22.6% | 37.0% | 18.9% | 5.4%  | 349 | 2.75 | 1.10     |
| Learning is a slow process of building up knowledge.  | 1.5%  | 2.3%  | 20.5% | 42.4% | 33.3% | 342 | 4.04 | 0.87     |
| Genius is 10% ability and 90% hard work.  | 4.6%  | 9.8%  | 30.6% | 32.1% | 22.8% | 346 | 3.59 | 1.08     |
| The most successful people have discovered how to improve their ability to learn.                           | 2.3%  | 4.0%  | 25.8% | 35.0% | 33.0% | 349 | 3.92 | 0.98     |
| Usually I can figure out difficult concepts if I eliminate all outside distractions and really concentrate. | 3.4%  | 7.7%  | 30.5% | 30.2% | 28.2% | 351 | 3.72 | 1.06     |

Note. Items marked with an asterisk (\*) are reverse coded. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Self-Regulation ( $M = 3.36$ , $SD = 0.64$ )

|  | SD    | D     | N     | A     | SA    | N   | M    | St. Dev. |
|--|-------|-------|-------|-------|-------|-----|------|----------|
| When things don't go as planned, I am able to stay calm.                     | 3.8%  | 11.0% | 36.3% | 33.7% | 15.1% | 344 | 3.45 | 1.00     |
| <i>I can get irritated easily when things bother me.*</i>                    | 13.5% | 33.1% | 27.3% | 20.5% | 5.6%  | 341 | 2.72 | 1.11     |
| I am able to remain in control even when I am frustrated during a game.      | 3.5%  | 9.9%  | 26.3% | 40.9% | 19.3% | 342 | 3.63 | 1.02     |
| <i>I get tilted when I game.*</i>  | 10.0% | 12.4% | 44.1% | 22.1% | 11.5% | 340 | 3.13 | 1.09     |
| <i>I behave badly when I think others act unfairly online.*</i>              | 5.0%  | 15.0% | 33.1% | 31.4% | 15.5% | 341 | 3.38 | 1.07     |
| <i>It takes me a while to recover from tilting.*</i>                         | 5.5%  | 9.9%  | 30.0% | 28.9% | 25.7% | 343 | 3.59 | 1.14     |
| I have tools and skills that help me when I tilt.                            | 9.7%  | 11.8% | 38.3% | 28.3% | 11.8% | 339 | 3.21 | 1.11     |
| <i>The outcome of a game (good or bad) will impact the rest of my week.*</i> | 4.9%  | 8.4%  | 27.7% | 21.4% | 37.6% | 346 | 3.78 | 1.18     |

Note. Items marked with an asterisk (\*) are reverse coded. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.



## NASEF Summative Report

### Self-Acceptance ( $M = 3.43, SD = 0.59$ )

|   | SD    | D     | N     | A     | SA    | N   | M    | St. Dev. |
|---|-------|-------|-------|-------|-------|-----|------|----------|
| I am able to stand up for myself and what I believe in.             | 1.2%  | 5.7%  | 24.9% | 36.5% | 31.7% | 334 | 3.92 | 0.95     |
| <i>How I feel about myself depends on what others think of me.*</i> | 9.2%  | 19.9% | 32.3% | 24.3% | 14.2% | 337 | 3.15 | 1.17     |
| I feel I can be myself around other people.                         | 6.1%  | 7.3%  | 31.5% | 33.6% | 21.5% | 330 | 3.57 | 1.09     |
| Overall, I like who I am.   | 4.1%  | 10.1% | 22.5% | 28.4% | 34.9% | 338 | 3.80 | 1.15     |
| I am a good person who has a lot to offer.                          | 3.9%  | 3.3%  | 30.3% | 36.6% | 25.8% | 333 | 3.77 | 1.00     |
| <i>I need constant approval and recognition.*</i>                   | 10.4% | 16.0% | 33.2% | 28.5% | 11.9% | 337 | 3.15 | 1.15     |
| I openly voice my opinions.   | 6.9%  | 12.9% | 34.4% | 25.1% | 20.7% | 334 | 3.40 | 1.15     |
| <i>Even if I don't want to, I often go along with the crowd.*</i>   | 11.9% | 27.9% | 35.6% | 16.9% | 7.7%  | 337 | 2.81 | 1.09     |
| I am able to evaluate what is good about me.                        | 3.0%  | 8.0%  | 31.3% | 38.1% | 19.6% | 336 | 3.63 | 0.98     |
| I have a high opinion of myself.                                    | 7.5%  | 18.0% | 35.3% | 22.8% | 16.5% | 334 | 3.23 | 1.15     |
| I can figure out what I need to improve about myself.               | 3.6%  | 5.4%  | 23.2% | 43.5% | 24.4% | 336 | 3.80 | 0.99     |
| <i>I don't often speak my mind, even if I know I'm right.*</i>      | 18.9% | 21.3% | 33.1% | 17.2% | 9.5%  | 338 | 2.77 | 1.21     |
| I am proud of myself.   | 4.7%  | 8.0%  | 31.2% | 28.2% | 27.9% | 337 | 3.66 | 1.11     |
| I would not change much about myself.                               | 12.0% | 16.7% | 29.9% | 20.2% | 21.1% | 341 | 3.22 | 1.29     |

Note. Items marked with an asterisk (\*) are reverse coded. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### School Effort and Engagement ( $M = 3.69$ , $SD = 0.75$ )

|  | SD   | D     | N     | A     | SA    | N   | M    | St. Dev. |
|--|------|-------|-------|-------|-------|-----|------|----------|
| My education is important to me.                       | 2.4% | 2.7%  | 16.3% | 37.0% | 41.7% | 338 | 4.13 | 0.94     |
| I try to use ideas from school in my daily life.       | 4.2% | 8.3%  | 31.3% | 31.5% | 24.7% | 336 | 3.64 | 1.07     |
| I pay attention in class.                              | 1.2% | 2.7%  | 27.0% | 39.0% | 30.0% | 333 | 3.94 | 0.89     |
| I put effort into my school work.                      | 2.1% | 2.4%  | 22.8% | 38.8% | 34.0% | 338 | 4.00 | 0.92     |
| My teachers understand me as a person.                 | 4.2% | 8.6%  | 35.3% | 29.1% | 22.8% | 337 | 3.58 | 1.06     |
| I feel connected to teachers and mentors at my school. | 5.4% | 7.8%  | 39.1% | 26.0% | 21.8% | 335 | 3.51 | 1.08     |
| I feel respected by my peers at school.                | 8.9% | 12.7% | 29.9% | 30.2% | 18.3% | 338 | 3.36 | 1.18     |
| I feel a sense of belonging at school.                 | 8.0% | 10.1% | 35.3% | 26.7% | 19.9% | 337 | 3.40 | 1.15     |

Note. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

# NASEF Summative Report

## STEM Interest ( $M = 3.72, SD = 0.85$ )

|  | SD   | D     | N     | A     | SA    | N   | M    | St. Dev. |
|--|------|-------|-------|-------|-------|-----|------|----------|
| I am interested in learning about STEM.              | 6.0% | 7.2%  | 31.3% | 31.9% | 23.6% | 335 | 3.60 | 1.10     |
| I like to participate in STEM projects.              | 6.3% | 9.0%  | 32.0% | 29.0% | 23.7% | 334 | 3.55 | 1.13     |
| I like to figure out how things work.                | 3.6% | 2.4%  | 19.5% | 39.3% | 35.1% | 333 | 4.00 | 0.98     |
| I like to see how things are made.                   | 3.6% | 3.0%  | 20.8% | 38.3% | 34.4% | 337 | 3.97 | 1.00     |
| I get excited to learn about new discoveries.        | 3.0% | 3.3%  | 26.1% | 35.1% | 32.4% | 333 | 3.91 | 0.99     |
| I am interested in coding.                           | 8.7% | 13.8% | 29.3% | 21.9% | 26.3% | 334 | 3.43 | 1.25     |
| I am interested in analyzing data from my game play. | 6.8% | 6.0%  | 25.6% | 30.7% | 31.0% | 336 | 3.73 | 1.16     |
| Learning STEM will help me in my future.             | 7.7% | 3.3%  | 32.0% | 28.8% | 28.2% | 337 | 3.66 | 1.15     |

Note. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

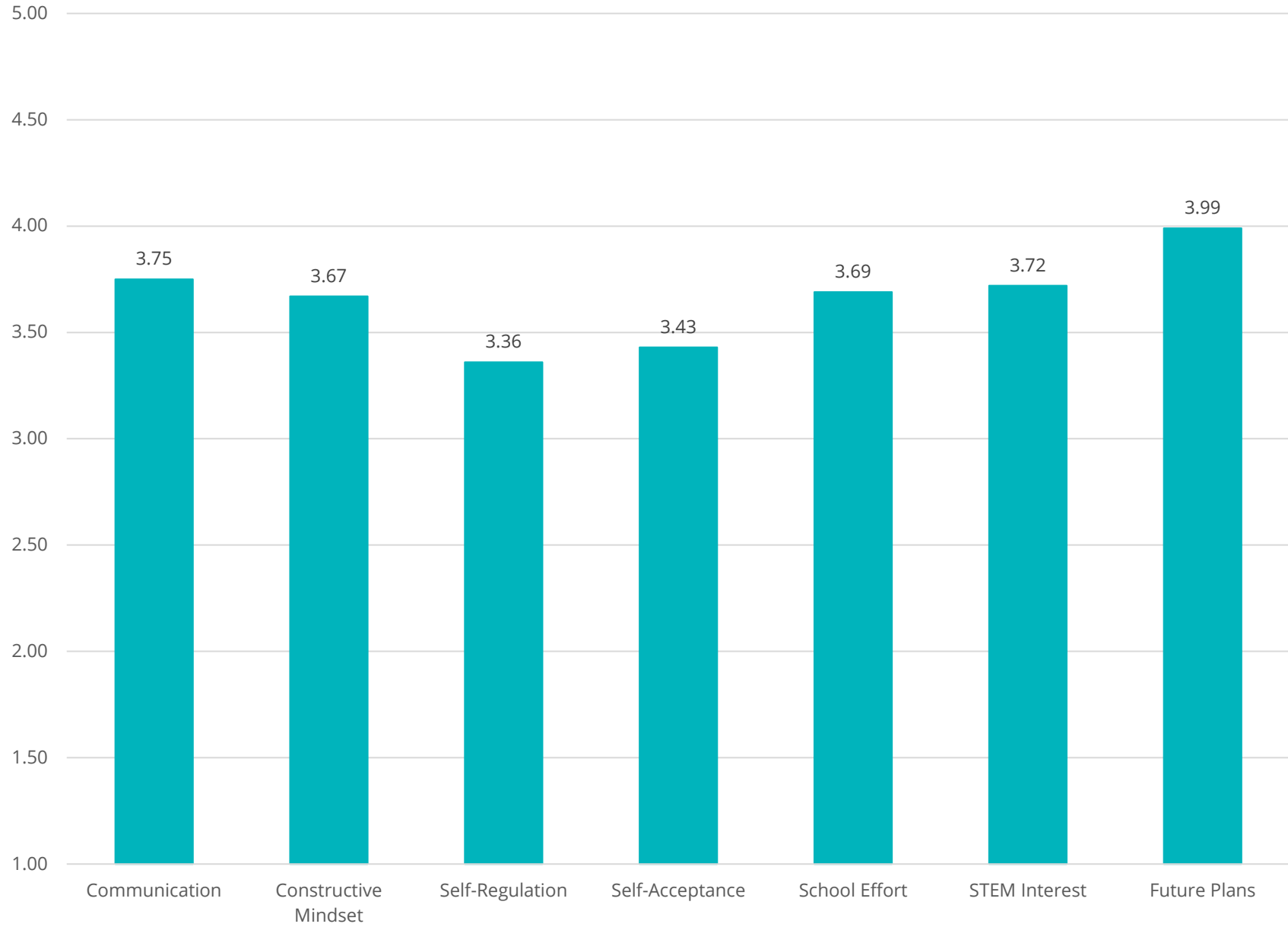
## NASEF Summative Report

### Future Plans ( $M = 3.99, SD = 0.73$ )

| Statements  | SD   | D    | N     | A     | SA    | N   | M    | St. Dev. |
|---|------|------|-------|-------|-------|-----|------|----------|
| I am motivated to achieve my career goals.  | 0.6% | 2.1% | 17.8% | 40.5% | 39.0% | 331 | 4.15 | 0.83     |
| I understand how my interests, skills, and talents relate to my future career pathways. | 0.9% | 3.6% | 20.2% | 39.2% | 36.1% | 332 | 4.06 | 0.89     |
| I am confident I can accomplish my career goals.  | 2.1% | 4.5% | 23.9% | 34.5% | 34.8% | 330 | 3.95 | 0.98     |
| I have connected my interests to a career I might want to do someday.                   | 1.8% | 3.3% | 19.3% | 39.8% | 35.8% | 332 | 4.05 | 0.92     |
| I am aware of the career pathway opportunities that are available to me.                | 2.1% | 4.8% | 25.2% | 38.2% | 29.7% | 330 | 3.88 | 0.96     |
| I know the specific resources or steps that I need to take to reach my career goals.    | 2.1% | 7.5% | 30.3% | 32.4% | 27.6% | 333 | 3.76 | 1.01     |
| Graduating from high school is important to helping me reach my career goals.           | 1.5% | 3.0% | 18.7% | 27.8% | 48.9% | 331 | 4.20 | 0.95     |
| Even if I experience setbacks, I know I will achieve my career goals.                   | 0.9% | 3.9% | 27.0% | 38.8% | 29.4% | 330 | 3.92 | 0.89     |

Note. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report



## Post-Graduation Plans

|  | N   | %     |
|--|-----|-------|
| <b>What are your work plans after graduating high school?</b>                              |     |       |
| I plan to work full-time   | 128 | 31.9% |
| I plan to work part-time   | 74  | 18.5% |
| I do not know  | 95  | 23.7% |
| Other (please describe below)  | 38  | 9.5%  |
| No response  | 66  | 16.5% |
| <b>What are your education plans after graduating high school?</b>                         |     |       |
| No more education  | 14  | 3.5%  |
| Attend a technical school or specialty training program                                    | 24  | 6.0%  |
| Attend a 2-year college or university program  | 45  | 11.2% |
| Attend a 4-year college or university program  | 165 | 41.1% |
| I do not know  | 68  | 17.0% |
| Other (please describe below)  | 19  | 4.7%  |
| No response  | 66  | 16.5% |
| <b>How important is getting an education beyond high school?</b>                           |     |       |
| Not important  | 9   | 2.2%  |
| Somewhat important   | 73  | 18.2% |
| Very important   | 192 | 47.9% |
| Don't know   | 44  | 11.0% |
| Choose not to respond  | 16  | 4.0%  |
| No response  | 67  | 16.7% |
| <b>Why might you discontinue your education after high school (select all that apply)?</b> |     |       |
| No reason, I will definitely go  | 127 | 31.7% |
| It costs too much/I can't afford it  | 104 | 25.9% |
| I don't need college for my planned job  | 40  | 10.0% |
| I'm just not interested  | 44  | 11.0% |
| I need or want to work   | 46  | 11.5% |
| I want to join the military  | 22  | 5.5%  |

## NASEF Summative Report

|                                    | N  | %     |
|------------------------------------|----|-------|
| I don't want to be away from home  | 25 | 6.2%  |
| I just don't like school           | 54 | 13.5% |
| Some other reason (please specify) | 21 | 5.2%  |
| Choose not to respond              | 39 | 9.7%  |



## Appendix E: Mid-Year Student Survey

### Club Responses

| Club Name                                    | Survey Responses | Total Club Members | Response Rate |
|--|------------------|--------------------|---------------|
| 3V Magma Esports Club                        | 23               | 30                 | 76.7%         |
| Bioscience Esports Club                      | 8                | 15                 | 53.3%         |
| Buckley Community Schools Esports Club       | 5                | 10                 | 50.0%         |
| Corry Area Middle-High School Esports Club   | 18               | 40                 | 45.0%         |
| EHHS Vigilante Esports Club                  | 10               | 25                 | 40.0%         |
| Franklin Central High School Flashes Esports | 9                | 14                 | 64.3%         |
| Henry Hudson Regional Esports Club           | 10               | 9                  | 111.1%        |
| Isbell Condors Esports Club                  | 19               | 20                 | 95.0%         |
| Magnolia Science Academy Esports Club        | 8                | 15                 | 53.3%         |
| OB Knights Esports Club                      | 4                | 10                 | 40.0%         |
| PCTVS Bulldogs Esports Club                  | 27               | 25                 | 108.0%        |
| Snyder High School Esports Club              | 2                | 12                 | 16.7%         |
| Union Esports Club                           | 5                | 22                 | 22.7%         |
| <b>Total</b>                                 | <b>148</b>       | <b>247</b>         | <b>59.9%</b>  |

### Background and Experience

|   | N          | %             |
|---|------------|---------------|
| <b>How long have you participated in esports?</b> |            |               |
| Less than 3 months                                | 17         | 11.5%         |
| 3 - 6 months                                      | 49         | 33.1%         |
| 7 - 12 months                                     | 40         | 27.0%         |
| 1 - 2 years                                       | 31         | 20.9%         |
| 3 - 4 years                                       | 9          | 6.1%          |
| 5 - 6 years                                       | 1          | 0.7%          |
| More than 6 years                                 | 1          | 0.7%          |
| <b>TOTAL</b>                                      | <b>148</b> | <b>100.0%</b> |
| <b>How many hours a week do you spend gaming?</b> |            |               |
| Less than one hour                                | 7          | 4.7%          |

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|  | N          | %             |
|--|------------|---------------|
| 1 - 3 hours  | 21         | 14.2%         |
| 4 - 7 hours  | 49         | 33.1%         |
| 8 - 12 hours   | 25         | 16.9%         |
| More than 12 hours   | 46         | 31.1%         |
| <b>TOTAL</b>   | <b>148</b> | <b>100.0%</b> |
| <b>In what other extracurricular activities do you currently participate? Select all that apply.</b> |            |               |
| Sports/Athletics   | 37         | 25.0%         |
| Performing Arts (e.g., band, orchestra, choir, theater)  | 21         | 14.2%         |
| School newspaper or yearbook club  | 11         | 7.4%          |
| Student government   | 6          | 4.1%          |
| Special-interests clubs, such as drama club  | 17         | 11.5%         |
| Competitive academics, such as math league, debate team  | 7          | 4.7%          |
| Community service and volunteer organizations  | 15         | 10.1%         |
| Paid employment  | 18         | 12.2%         |
| Other (please describe below)  | 15         | 10.1%         |
| None of the above  | 56         | 37.8%         |

## Access to Technology and Extracurricular Activities and Parent Perceptions of Esports

| Survey Questions  | N   | M    | SD   |
|---|-----|------|------|
| How would you rate your access to other extracurricular activities (teams, clubs, etc)? [10-point slider bar from no/low access to high access] | 147 | 6.71 | 2.48 |
| How would you rate your parents or guardians view of esports and gaming? [10-point slider bar from negative to positive]                        | 146 | 6.88 | 2.55 |

## NASEF Club Participation

| Survey Questions  | N  | %     |
|---|----|-------|
| <b>What game or games do you play regularly? Select all that apply.</b> |    |       |
| None  | 5  | 3.4%  |
| FIFA  | 5  | 3.4%  |
| Fortnite  | 19 | 12.8% |
| League of Legends   | 10 | 6.8%  |
| Mario Kart  | 39 | 26.4% |
| Minecraft   | 16 | 10.8% |

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| Survey Questions  | N  | %     |
|---|----|-------|
| NBA 2K23  | 1  | 0.7%  |
| NHL 2K23  | 2  | 1.4%  |
| Overwatch   | 25 | 16.9% |
| Rocket League   | 61 | 41.2% |
| Smash Ultimate  | 89 | 60.1% |
| Valorant  | 15 | 10.1% |
| Other (please describe)   | 22 | 14.9% |
| <b>What activities did you do in the NASEF esports club? Select all that apply.</b> |    |       |
| Analyst   | 8  | 5.4%  |
| Coach   | 12 | 8.1%  |
| Competitive Team Player   | 96 | 64.9% |
| Corporate Sponsorship   | 4  | 2.7%  |
| Event Organizer   | 6  | 4.1%  |
| Fandom Art & Media  | 6  | 4.1%  |
| General Manager   | 6  | 4.1%  |
| IT Support  | 9  | 6.1%  |
| Journalist  | 2  | 1.4%  |
| Marketing   | 3  | 2.0%  |
| Shoutcaster   | 9  | 6.1%  |
| Software Developer  | 1  | 0.7%  |
| Streamer  | 13 | 8.8%  |
| Theory Crafter  | 6  | 4.1%  |
| Web Developer   | 3  | 2.0%  |
| Other (please describe)   | 25 | 16.9% |

## Benefits of Participating in NASEF Esports Club

| Survey Question  | N  | %     |
|--|----|-------|
| <b>In what ways do you believe participating in the NASEF esports club will impact you? Select all that apply.</b>                         |    |       |
| Academic performance (e.g., better grades)   | 45 | 30.4% |
| Interest and engagement in school (e.g., attendance, participation in class activities, participation in afterschool activities and clubs) | 81 | 54.7% |
| College and career interest (e.g., education and employment plans after graduation, interest in attending college)                         | 48 | 32.4% |

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| Survey Question   | N  | %     |
|---|----|-------|
| Life skills development (e.g., leadership, communication skills, critical thinking skills, teamwork, conflict resolution) | 66 | 44.6% |
| Personal fulfillment and well being (e.g., mental health support, stress reduction)                                       | 56 | 37.8% |
| Inclusion in a group of people who think and feel like me   | 67 | 45.3% |
| Ability to relate to adults   | 38 | 25.7% |
| Ability to relate to peers  | 82 | 55.4% |
| Other (please describe)   | 4  | 2.7%  |
| <b>Which of the following esports activities have had the greatest impact on you?</b>                                     |    |       |
| Competition   | 98 | 66.2% |
| Beyond the Game Challenges® (non-gaming competitive activities)   | 22 | 14.9% |
| Club formation and development / leadership opportunities   | 45 | 30.4% |
| Peer-to-peer collaboration based on club needs / skills-based work groups   | 67 | 45.3% |
| Community outreach and club expansion   | 31 | 20.9% |
| Other (please describe)   | 6  | 4.1%  |

## Disruptive Gaming Behaviors

| The statements below list common disruptive gaming behaviors. (select all that apply)             | Someone has done this to me<br>(M = 3.30, SD = 2.74) |       | I have done this to another player<br>(M = 1.60, SD = 1.96) |       |
|---|--|-------|---|-------|
|   | N  | %     | N   | %     |
| Called players offensive names  | 47   | 31.8% | 20  | 13.5% |
| Intentionally embarrassed another player  | 31   | 20.9% | 17  | 11.5% |
| Discriminated against another player  | 22   | 14.9% | 8   | 5.4%  |
| Harassed another player   | 30   | 20.3% | 10  | 6.8%  |
| Trolled or grieved another player (intentionally disrupts the gaming experience of other players) | 35   | 23.6% | 27  | 18.2% |
| Threatened another player   | 29   | 19.6% | 4   | 2.7%  |

| The statements below list common disruptive gaming behaviors. (select all that apply)   | Someone has done this to me<br>(M = 3.30,<br>SD = 2.74) |       | I have done this to another player<br>(M = 1.60,<br>SD = 1.96) |      |
|---|---|-------|--|------|
|   | N   | %     | N  | %    |
| Stalked another player online   | 17  | 11.5% | 6  | 4.1% |
| Doxed another player (searched for and published private or identifying information about another player in the chat and/or streaming comments) | 17  | 11.5% | 4  | 2.7% |

### Responses to Disruptive Gaming Behaviors

| Survey Questions  | N  | %     |
|---|----|-------|
| <b>What do you do when you encounter disruptive gaming behaviors or hate content while gaming? Select all that apply.</b> |    |       |
| I have never encountered disruptive gaming behaviors or hate content while gaming   | 32 | 21.6% |
| Nothing   | 42 | 28.4% |
| Learned more about the information that was being shared  | 4  | 2.7%  |
| Challenged the gamer engaging in the behaviors  | 22 | 14.9% |
| Talked to friends, parents, and/or teachers about the experience  | 19 | 12.8% |
| Reported it to the platform/Contacted the game company  | 32 | 21.6% |
| Blocked the user (if applicable)  | 41 | 27.7% |
| Reported it to the police   | 1  | 0.7%  |
| Other (please describe)   | 4  | 2.7%  |
| <b>How has encountering disruptive gaming behaviors or hate content while gaming influenced your gaming behaviors?</b>    |    |       |
| I have never encountered disruptive gaming behaviors or hate content while gaming.  | 43 | 29.1% |
| Felt uncomfortable/upset  | 26 | 17.6% |
| Felt isolated or alone  | 7  | 4.7%  |
| Had depressive or suicidal thoughts   | 3  | 2.0%  |
| Been less social while gaming   | 20 | 13.5% |
| Treated people worse than usual   | 4  | 2.7%  |
| Had personal relationships disrupted  | 2  | 1.4%  |

## NASEF Summative Report

| Survey Questions                           | N  | %     |
|--|----|-------|
| Had school performance negatively impacted | 3  | 2.0%  |
| Reconsidered who I game with               | 21 | 14.2% |
| Quit playing certain games                 | 11 | 7.4%  |
| Changed how I play games                   | 23 | 15.5% |
| Other (please describe)                    | 23 | 15.5% |

### In what ways has participation in your NASEF esports club affected your responses to confrontative issues while gaming?

| Theme  | Frequency | Percentage of Responses | Illustrative Quote   |
|--|-----------|-------------------------|--|
| Participation has not affected my response         | 21        | 14.2%                   | <ul style="list-style-type: none"> <li>No ways that affected my responses to confrontative issues while gaming.</li> <li>None</li> <li>This doesn't make any difference.</li> </ul>  |
| Learned coping skills to become/remain calm        | 20        | 13.5%                   | <ul style="list-style-type: none"> <li>It shed light on how different people react, but helped me understand where most of everyone's reactions come from.</li> <li>It has made me more calms as I now pay attention to the [consequences of my] actions. I never reply to insults.</li> <li>I kind of learn to shrug anything bad off, like water off a duck's back.</li> </ul>                           |
| Better coping (general response)                   | 17        | 11.5%                   | <ul style="list-style-type: none"> <li>It has helped me combat these issues.</li> <li>It made me happy.</li> <li>I've become a better gamer and person overall.</li> </ul>   |
| More balanced perspective on gaming's role in life | 6         | 4.1%                    | <ul style="list-style-type: none"> <li>NASEF esports club has allowed me to connect with people through gaming and made me realize the bigger picture besides competing. Even if I lose, I get to compete with people that I enjoy competing with.</li> <li>It has helped me realize that sometimes it truly is ok to not be the greatest at a game.</li> <li>I have learned to persevere more.</li> </ul> |
| Improved communication skills                      | 6         | 4.1%                    | <ul style="list-style-type: none"> <li>I believe it has helped me communicate better with people if they need help on gaming, or just to ignore hate.</li> <li>It's helped me to stand up to players who are being unpleasant online.</li> <li>I have just stayed the same where I just don't really care what they say, but do contact a parent.</li> </ul>   |

## NASEF Summative Report

| Theme                                      | Frequency | Percentage of Responses | Illustrative Quote  |
|--|-----------|-------------------------|---|
| Have not encountered confrontative issues  | 6         | 4.1%                    | <ul style="list-style-type: none"> <li>• IDK because I don't really talk to people online unless it's my friends.</li> <li>• It hasn't because I've never had to confront issues while gaming.</li> </ul> |
| Improved problem-solving and gaming skills | 5         | 3.4%                    | <ul style="list-style-type: none"> <li>• I know how to do much more thing[s] in games and to think quick.</li> </ul>  |
| Improved social skills and sportsmanship   | 4         | 2.7%                    | <ul style="list-style-type: none"> <li>• It helps me show good sportsmanship.</li> <li>• I like gaming now and I made new friends and learn many things and how to be with others.</li> </ul>             |
| Don't know                                 | 4         | 2.7%                    | <ul style="list-style-type: none"> <li>• IDK</li> </ul>   |
| Not coded                                  | 2         | 1.4%                    | <ul style="list-style-type: none"> <li>• It affected my health.</li> <li>• Overwatch</li> </ul>   |
| No response                                | 69        | 46.6%                   |   |



**Social Dominance Scale ( $M = 2.98, SD = 1.14$ )**

| Survey Items   | 1     | 2     | 3     | 4     | 5     | 6    | 7     | N   | M    | SD   |
|--|-------|-------|-------|-------|-------|------|-------|-----|------|------|
| An ideal society requires some groups to be on top and others to be on the bottom. | 19.5% | 10.6% | 8.9%  | 28.5% | 16.3% | 8.1% | 8.1%  | 123 | 3.68 | 1.85 |
| Some groups of people are simply inferior to other groups.                         | 35.5% | 8.1%  | 6.5%  | 31.5% | 11.3% | 1.6% | 5.6%  | 124 | 3.02 | 1.83 |
| <i>No one group should dominate in society.*</i>                                   | 28.1% | 9.1%  | 15.7% | 26.4% | 8.3%  | 1.7% | 10.7% | 121 | 3.26 | 1.91 |
| <i>Groups at the bottom are just as deserving as groups at the top.*</i>           | 38.4% | 12.0% | 12.8% | 20.8% | 7.2%  | 4.0% | 4.8%  | 125 | 2.78 | 1.80 |
| Group equality should not be our primary goal.                                     | 16.5% | 19.8% | 12.4% | 34.7% | 4.1%  | 4.1% | 8.3%  | 121 | 3.36 | 1.72 |
| It is unjust to try to make groups equal.  | 26.6% | 12.1% | 16.9% | 28.2% | 7.3%  | 2.4% | 6.5%  | 124 | 3.10 | 1.74 |
| <i>We should do what we can to make conditions equal for different groups.*</i>    | 39.8% | 13.8% | 15.4% | 24.4% | 2.4%  | 1.6% | 2.4%  | 123 | 2.50 | 1.54 |
| <i>We should work to give all groups an equal chance to succeed.*</i>              | 52.8% | 15.4% | 8.9%  | 19.5% | 2.4%  | 0.0% | 0.8%  | 123 | 2.07 | 1.35 |

Notes. Items marked with an asterisk (\*) were reverse coded to create the scale score. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

There is a **moderate** correlation ( $r = 0.439$ ) between social dominance scale ratings and the reported engagement in disruptive gaming behaviors against another player. This means that club members who tend to support the idea of some groups being superior to others also report more instances of acting disruptively in gaming situations (e.g., calling players offensive names, intentionally embarrassing other players, and harassing, trolling, threatening, stalking, or doxing other players). More specifically, for every 1-point increase in social dominance scale ratings, the number of disruptive gaming behaviors in which the club member engaged in against another player increases by 0.94.

## NASEF Summative Report

### Communication ( $M = 3.91, SD = 0.67$ )

|  | SD   | D    | N     | A     | SA    | N   | M    | St. Dev. |
|--|------|------|-------|-------|-------|-----|------|----------|
| I am considerate when communicating with others.               | 0.8% | 2.4% | 24.2% | 44.4% | 28.2% | 124 | 3.97 | 0.84     |
| I show interest in what my peers say.                          | 0.8% | 2.4% | 20.0% | 48.8% | 28.0% | 125 | 4.01 | 0.81     |
| I listen carefully to my peers when needed.                    | 0.8% | 0.0% | 20.2% | 46.0% | 33.1% | 124 | 4.10 | 0.77     |
| I feel confident about sharing my ideas with my peers.         | 4.0% | 6.5% | 28.2% | 37.1% | 24.2% | 124 | 3.71 | 1.03     |
| I feel listened to when I share my ideas.                      | 5.6% | 5.6% | 28.2% | 39.5% | 21.0% | 124 | 3.65 | 1.05     |
| I can recognize hurtful language from others in gaming forums. | 2.4% | 2.4% | 20.3% | 39.8% | 35.0% | 123 | 4.02 | 0.94     |
| I explain my reasoning adequately to others.                   | 0.8% | 4.9% | 34.1% | 35.0% | 25.2% | 123 | 3.79 | 0.91     |
| I give reasons for my opinions.                                | 2.4% | 2.4% | 23.6% | 36.6% | 35.0% | 123 | 3.99 | 0.95     |
| I consider alternatives to my opinions.                        | 2.5% | 2.5% | 22.1% | 44.3% | 28.7% | 122 | 3.94 | 0.91     |

Note. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Constructive Mindset ( $M = 3.74$ , $SD = 0.54$ )

|   | SD    | D     | N     | A     | SA    | N   | M    | St. Dev. |
|---|-------|-------|-------|-------|-------|-----|------|----------|
| If I try to solve a problem but fail, I will try again until I figure it out.                               | 0.8%  | 2.4%  | 23.6% | 43.1% | 30.1% | 123 | 3.99 | 0.84     |
| If I'm learning a new skill, I will stick with it, even if it's hard, before moving on to something easier. | 0.8%  | 3.2%  | 27.4% | 42.7% | 25.8% | 124 | 3.90 | 0.85     |
| Once I undertake a task, I keep trying until I complete it.   | 1.6%  | 5.7%  | 30.1% | 37.4% | 25.2% | 123 | 3.79 | 0.94     |
| <i>Successful students understand things quickly.*</i>  | 25.0% | 26.6% | 29.0% | 16.1% | 3.2%  | 124 | 2.46 | 1.13     |
| Learning is a slow process of building up knowledge.  | 0.0%  | 2.4%  | 22.0% | 40.7% | 35.0% | 123 | 4.08 | 0.82     |
| Genius is 10% ability and 90% hard work.  | 1.6%  | 7.3%  | 29.8% | 35.5% | 25.8% | 124 | 3.77 | 0.97     |
| The most successful people have discovered how to improve their ability to learn.                           | 0.8%  | 3.2%  | 18.5% | 46.0% | 31.5% | 124 | 4.04 | 0.84     |
| Usually I can figure out difficult concepts if I eliminate all outside distractions and really concentrate. | 0.8%  | 3.3%  | 31.7% | 31.7% | 32.5% | 123 | 3.92 | 0.92     |

Notes. Items marked with an asterisk (\*) were reverse coded to create the scale score. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Self-Regulation ( $M = 3.40$ , $SD = 0.62$ )

| Survey Items   | SD   | D     | N     | A     | SA    | N   | M    | St. Dev. |
|--|------|-------|-------|-------|-------|-----|------|----------|
| When things don't go as planned, I am able to stay calm.                     | 3.3% | 8.9%  | 27.6% | 42.3% | 17.9% | 123 | 3.63 | 0.99     |
| <i>I can get irritated easily when things bother me.*</i>                    | 9.8% | 28.7% | 33.6% | 23.0% | 4.9%  | 122 | 2.84 | 1.04     |
| I am able to remain in control even when I am frustrated during a game.      | 1.7% | 5.9%  | 28.6% | 37.8% | 26.1% | 119 | 3.81 | 0.95     |
| <i>I get tilted when I game.*</i>  | 9.0% | 18.0% | 41.8% | 19.7% | 11.5% | 122 | 3.07 | 1.10     |
| <i>I behave badly when I think others act unfairly online.*</i>              | 5.9% | 13.4% | 30.3% | 32.8% | 17.6% | 119 | 3.43 | 1.11     |
| <i>It takes me a while to recover from tilting.*</i>                         | 6.7% | 10.1% | 34.5% | 26.1% | 22.7% | 119 | 3.48 | 1.15     |
| I have tools and skills that help me when I tilt.                            | 8.4% | 7.6%  | 36.1% | 31.9% | 16.0% | 119 | 3.39 | 1.11     |
| <i>The outcome of a game (good or bad) will impact the rest of my week.*</i> | 5.8% | 10.0% | 27.5% | 26.7% | 30.0% | 120 | 3.65 | 1.18     |

Notes. Items marked with an asterisk (\*) were reverse coded to create the scale score. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Self-Acceptance ( $M = 3.48, SD = 0.57$ )

| Survey Items  | SD    | D     | N     | A     | SA    | N   | M    | St. Dev. |
|---|-------|-------|-------|-------|-------|-----|------|----------|
| I am able to stand up for myself and what I believe in.             | 3.4%  | 5.9%  | 19.5% | 39.8% | 31.4% | 118 | 3.90 | 1.02     |
| <i>How I feel about myself depends on what others think of me.*</i> | 11.9% | 24.6% | 34.7% | 18.6% | 10.2% | 118 | 2.91 | 1.15     |
| I feel I can be myself around other people.                         | 1.7%  | 8.7%  | 22.6% | 39.1% | 27.8% | 115 | 3.83 | 0.99     |
| Overall, I like who I am.   | 5.1%  | 5.1%  | 22.2% | 28.2% | 39.3% | 117 | 3.91 | 1.13     |
| I am a good person who has a lot to offer.                          | 3.4%  | 4.3%  | 24.1% | 33.6% | 34.5% | 116 | 3.91 | 1.03     |
| <i>I need constant approval and recognition.*</i>                   | 11.1% | 23.1% | 32.5% | 22.2% | 11.1% | 117 | 2.99 | 1.16     |
| I openly voice my opinions.   | 0.9%  | 8.6%  | 31.0% | 37.9% | 21.6% | 116 | 3.71 | 0.93     |
| <i>Even if I don't want to, I often go along with the crowd.*</i>   | 14.3% | 22.7% | 35.3% | 19.3% | 8.4%  | 119 | 2.85 | 1.15     |
| I am able to evaluate what is good about me.                        | 4.3%  | 4.3%  | 28.4% | 38.8% | 24.1% | 116 | 3.74 | 1.01     |
| I have a high opinion of myself.                                    | 6.8%  | 13.7% | 33.3% | 25.6% | 20.5% | 117 | 3.39 | 1.16     |
| I can figure out what I need to improve about myself.               | 5.1%  | 2.5%  | 22.9% | 41.5% | 28.0% | 118 | 3.85 | 1.03     |
| <i>I don't often speak my mind, even if I know I'm right.*</i>      | 17.1% | 21.4% | 34.2% | 20.5% | 6.8%  | 117 | 2.79 | 1.16     |
| I am proud of myself.   | 4.3%  | 6.0%  | 31.0% | 29.3% | 29.3% | 116 | 3.73 | 1.08     |
| I would not change much about myself.                               | 11.0% | 12.7% | 27.1% | 27.1% | 22.0% | 118 | 3.36 | 1.27     |

Notes. Items marked with an asterisk (\*) were reverse coded to create the scale score. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### School Effort and Engagement ( $M = 3.82$ , $SD = 0.82$ )

| Survey Items   | SD   | D    | N     | A     | SA    | N   | M    | St. Dev. |
|--|------|------|-------|-------|-------|-----|------|----------|
| My education is important to me.                       | 2.6% | 2.6% | 16.4% | 28.4% | 50.0% | 116 | 4.21 | 0.98     |
| I try to use ideas from school in my daily life.       | 4.3% | 4.3% | 26.7% | 32.8% | 31.9% | 116 | 3.84 | 1.06     |
| I pay attention in class.                              | 2.6% | 4.3% | 26.1% | 37.4% | 29.6% | 115 | 3.87 | 0.98     |
| I put effort into my school work.                      | 2.6% | 3.5% | 20.0% | 34.8% | 39.1% | 115 | 4.04 | 0.99     |
| My teachers understand me as a person.                 | 5.2% | 5.2% | 25.9% | 31.0% | 32.8% | 116 | 3.81 | 1.11     |
| I feel connected to teachers and mentors at my school. | 6.0% | 4.3% | 26.7% | 31.0% | 31.9% | 116 | 3.78 | 1.13     |
| I feel respected by my peers at school.                | 6.9% | 8.6% | 23.3% | 40.5% | 20.7% | 116 | 3.59 | 1.12     |
| I feel a sense of belonging at school.                 | 9.6% | 9.6% | 28.9% | 32.5% | 19.3% | 114 | 3.42 | 1.19     |

Note. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Club Belonging and Connection ( $M = 4.03$ , $SD = 0.71$ )

| Survey Items  | SD   | D    | N     | A     | SA    | N   | M    | St. Dev. |
|---|------|------|-------|-------|-------|-----|------|----------|
| I feel connected to my peers in NASEF at school.  | 2.1% | 2.8% | 24.8% | 42.6% | 27.7% | 141 | 3.91 | 0.91     |
| I feel connected to the esports team that my NASEF club supports.                       | 2.2% | 3.6% | 24.5% | 37.4% | 32.4% | 139 | 3.94 | 0.95     |
| I feel connected to the NASEF club at my school.  | 2.2% | 2.9% | 21.6% | 35.3% | 38.1% | 139 | 4.04 | 0.95     |
| I feel connected to the NASEF competitive league.                                       | 4.3% | 4.3% | 32.1% | 32.1% | 27.1% | 140 | 3.74 | 1.04     |
| People at my NASEF esports club notice when I am good at something.                     | 2.2% | 3.6% | 21.6% | 46.8% | 25.9% | 139 | 3.91 | 0.90     |
| There is at least one adult I can talk to at my NASEF esports club if I have a problem. | 0.7% | 2.1% | 12.9% | 33.6% | 50.7% | 140 | 4.31 | 0.83     |
| I am treated with as much respect as other students at my NASEF esports club.           | 1.4% | 6.4% | 15.0% | 38.6% | 38.6% | 140 | 4.06 | 0.96     |
| I can really be myself at my NASEF esports club.  | 1.4% | 5.1% | 15.2% | 32.6% | 45.7% | 138 | 4.16 | 0.96     |
| Adults at my NASEF esports club respect me.   | 0.7% | 1.4% | 13.6% | 32.1% | 52.1% | 140 | 4.34 | 0.82     |
| Other students at my NASEF esports club like me the way I am.                           | 1.4% | 2.2% | 27.3% | 35.3% | 33.8% | 139 | 3.98 | 0.91     |
| I have close/sincere relationships with adults and friends at my NASEF esports club.    | 1.4% | 3.6% | 20.0% | 37.9% | 37.1% | 140 | 4.06 | 0.92     |
| I think that people care about me at my NASEF esports club.                             | 1.4% | 4.3% | 26.1% | 37.0% | 31.2% | 138 | 3.92 | 0.94     |
| I feel that I can rely on others at my NASEF esports club.                              | 2.2% | 5.8% | 26.1% | 35.5% | 30.4% | 138 | 3.86 | 0.99     |
| I like our NASEF esports club culture and the way we do things.                         | 1.4% | 1.4% | 17.9% | 40.0% | 39.3% | 140 | 4.14 | 0.86     |
| I feel like I am part of the NASEF esports club community.                              | 2.1% | 3.6% | 16.4% | 35.0% | 42.9% | 140 | 4.13 | 0.96     |

Note. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.



## NASEF Summative Report

### STEM Interest ( $M = 3.80, SD = 0.75$ )

|  | SD   | D     | N     | A     | SA    | N   | M    | St. Dev. |
|--|------|-------|-------|-------|-------|-----|------|----------|
| I am interested in learning about STEM.              | 5.1% | 9.4%  | 27.4% | 31.6% | 26.5% | 117 | 3.65 | 1.12     |
| I like to participate in STEM projects.              | 5.1% | 6.8%  | 32.2% | 34.7% | 21.2% | 118 | 3.60 | 1.06     |
| I like to figure out how things work.                | 0.9% | 7.8%  | 21.6% | 37.1% | 32.8% | 116 | 3.93 | 0.97     |
| I like to see how things are made.                   | 0.0% | 4.3%  | 16.2% | 42.7% | 36.8% | 117 | 4.12 | 0.83     |
| I get excited to learn about new discoveries.        | 1.7% | 7.6%  | 22.0% | 35.6% | 33.1% | 118 | 3.91 | 1.00     |
| I am interested in coding.                           | 5.2% | 11.2% | 25.9% | 28.4% | 29.3% | 116 | 3.66 | 1.17     |
| I am interested in analyzing data from my game play. | 2.6% | 6.0%  | 25.6% | 36.8% | 29.1% | 117 | 3.84 | 1.00     |
| Learning STEM will help me in my future.             | 5.1% | 7.6%  | 30.5% | 27.1% | 29.7% | 118 | 3.69 | 1.13     |

Note. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Future Plans ( $M = 4.04$ , $SD = 0.71$ )

| Statements  | SD   | D    | N     | A     | SA    | N   | M    | St. Dev. |
|---|------|------|-------|-------|-------|-----|------|----------|
| I am motivated to achieve my career goals.  | 0.0% | 3.4% | 18.6% | 41.5% | 36.4% | 118 | 4.11 | 0.82     |
| I understand how my interests, skills, and talents relate to my future career pathways. | 0.0% | 1.7% | 23.7% | 40.7% | 33.9% | 118 | 4.07 | 0.80     |
| I am confident I can accomplish my career goals.  | 0.0% | 3.4% | 26.5% | 37.6% | 32.5% | 117 | 3.99 | 0.86     |
| I have connected my interests to a career I might want to do someday.                   | 0.9% | 3.4% | 21.4% | 37.6% | 36.8% | 117 | 4.06 | 0.89     |
| I am aware of the career pathway opportunities that are available to me.                | 0.8% | 5.1% | 18.6% | 42.4% | 33.1% | 118 | 4.02 | 0.90     |
| I know the specific resources or steps that I need to take to reach my career goals.    | 1.7% | 5.1% | 26.3% | 37.3% | 29.7% | 118 | 3.88 | 0.95     |
| Graduating from high school is important to helping me reach my career goals.           | 1.7% | 4.2% | 16.9% | 29.7% | 47.5% | 118 | 4.17 | 0.97     |
| Even if I experience setbacks, I know I will achieve my career goals.                   | 0.0% | 4.2% | 22.9% | 40.7% | 32.2% | 118 | 4.01 | 0.85     |

Note. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

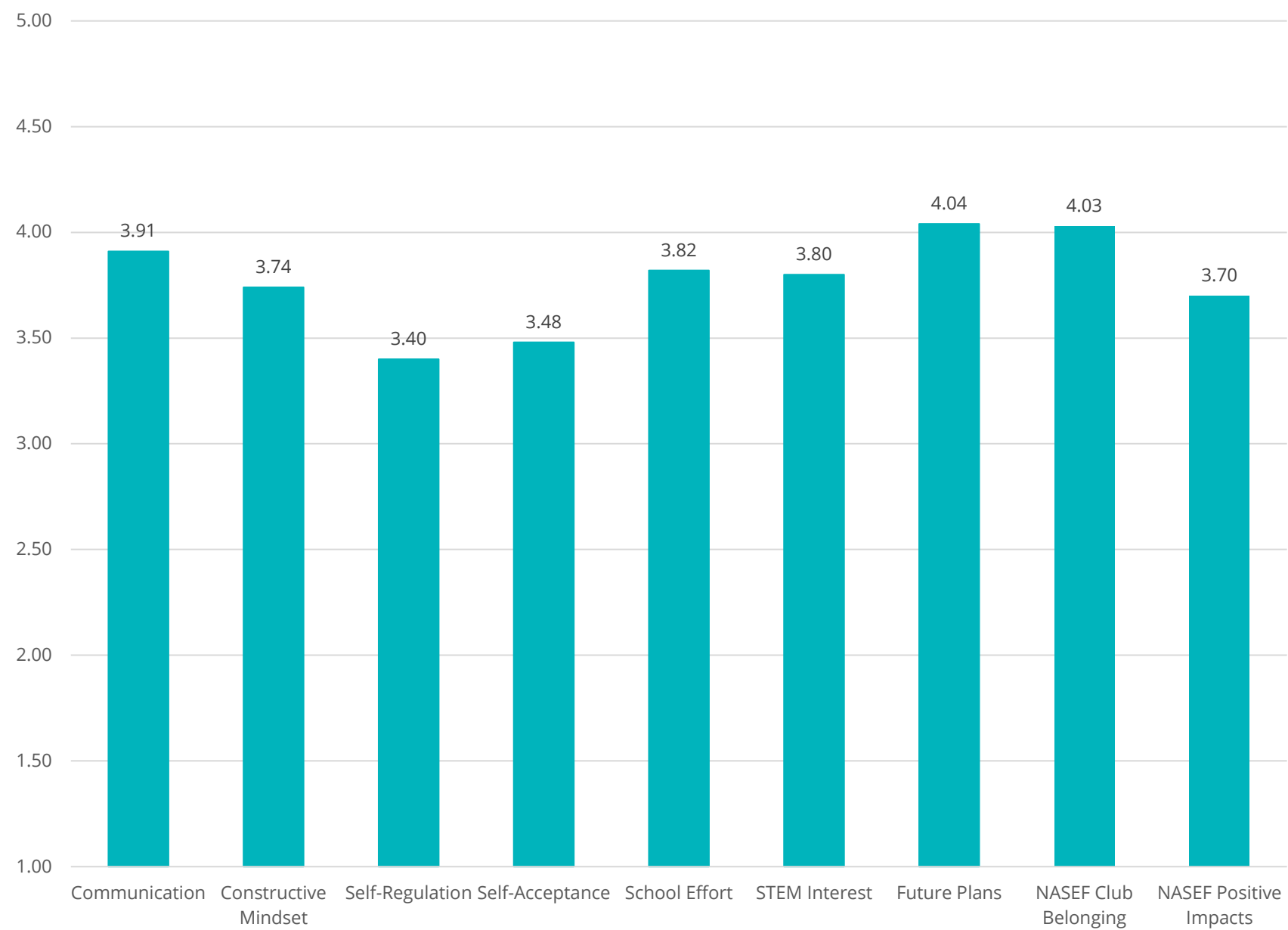
## NASEF Summative Report

### NASEF Effects on Members ( $M = 3.70$ , $SD = 0.87$ )

| Statements  | SD   | D    | N     | A     | SA    | N   | M    | St. Dev. |
|---|------|------|-------|-------|-------|-----|------|----------|
| My NASEF esports club helped me learn something new about careers in which I am interested.                           | 4.2% | 6.8% | 32.2% | 28.8% | 28.0% | 118 | 3.69 | 1.08     |
| My NASEF esports club contributed to a positive change in my engagement in my future.                                 | 2.6% | 4.3% | 26.5% | 35.9% | 30.8% | 117 | 3.88 | 0.98     |
| My NASEF contributed to a positive change in my attitudes about a future in STEM.                                     | 3.4% | 5.9% | 37.3% | 28.0% | 25.4% | 118 | 3.66 | 1.03     |
| My NASEF esports club helped me learn something new about the possibilities of career paths (including STEM careers). | 3.4% | 5.9% | 35.6% | 29.7% | 25.4% | 118 | 3.68 | 1.03     |
| My NASEF esports club allowed me to see people like myself in STEM career pathways.                                   | 4.2% | 6.8% | 38.1% | 26.3% | 24.6% | 118 | 3.60 | 1.06     |

Note. SD = Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

NASEF Summative Report



## Future Plans

| Survey Questions   | N  | %     |
|--|----|-------|
| <b>Do you plan to continue participating in your NASEF esports club next session?</b>      |    |       |
| No   | 24 | 16.2% |
| Yes  | 94 | 63.5% |
| No response  | 30 | 20.3% |
| <b>What are your work plans after graduating high school?</b>                              |    |       |
| I plan to work full-time   | 32 | 21.6% |
| I plan to work part-time   | 36 | 24.3% |
| I do not know  | 35 | 23.6% |
| Other (please describe)  | 15 | 10.1% |
| No response  | 30 | 20.3% |
| <b>What are your education plans after graduating high school?</b>                         |    |       |
| No more education  | 9  | 6.1%  |
| Attend a technical school or specialty training program                                    | 4  | 2.7%  |
| Attend a 2-year college or university program  | 15 | 10.1% |
| Attend a 4-year college or university program  | 60 | 40.5% |
| I do not know  | 22 | 14.9% |
| Other (please describe)<br>Film school, graduate school, state police academy              | 8  | 5.4%  |
| No response  | 30 | 20.3% |
| <b>How important is getting an education beyond high school?</b>                           |    |       |
| Not important  | 6  | 4.1%  |
| Somewhat important   | 29 | 19.6% |
| Very important   | 70 | 47.3% |
| Don't know   | 10 | 6.8%  |
| Choose not to respond  | 2  | 1.4%  |
| No response  | 31 | 20.9% |
| <b>Why might you discontinue your education after high school (select all that apply)?</b> |    |       |
| No reason, I will definitely go  | 50 | 33.8% |
| It costs too much/I can't afford it  | 38 | 25.7% |
| I don't need college for my planned job  | 11 | 7.4%  |
| I'm just not interested  | 14 | 9.5%  |
| I need or want to work   | 16 | 10.8% |

## NASEF Summative Report

| Survey Questions                    | N  | %     |
|-------------------------------------|----|-------|
| I want to join the military         | 7  | 4.7%  |
| I don't want to be away from home   | 7  | 4.7%  |
| I just don't like school            | 18 | 12.2% |
| Some other reason (please describe) | 2  | 1.4%  |
| Choose not to respond               | 14 | 9.5%  |

## In Their Words

### Feedback for Improving NASEF Esports Clubs

| Theme  | Frequency | Percentage of Responses | Illustrative Quotes  |
|--|-----------|-------------------------|--|
| No specific suggestions                            | 30        | 20.3%                   | <ul style="list-style-type: none"> <li>Nothing to say.</li> <li>Anything that makes it stronger and help[s].</li> </ul>  |
| Don't change the program. It is great as it is.    | 15        | 10.1%                   | <ul style="list-style-type: none"> <li>It's good as is.</li> <li>Just keep doing what you're doing.</li> </ul>   |
| Add more games                                     | 12        | 8.1%                    | <ul style="list-style-type: none"> <li>Add more games for them to play.</li> <li>Bioscience has just start[ed] NASEF Esports this year. I believe that there is lots more to come so that more people don't feel restricted to few games.</li> </ul>   |
| Connecting more easily/frequently with other teams | 4         | 2.7%                    | <ul style="list-style-type: none"> <li>Improve communication between teams.</li> <li>I wish the program had more opportunities of in-person competition for competitors from different schools to connect with each other.</li> </ul>  |
| More/better equipment                              | 3         | 2.0%                    | <ul style="list-style-type: none"> <li>Get more consoles</li> <li>More funding to get more PCs</li> </ul>  |
| More time  | 2         | 1.4%                    | <ul style="list-style-type: none"> <li>Maybe a little more time dedicated to training in order to ensure great performance.</li> <li>Add more times a week.</li> </ul>   |
| Other responses                                    | 5         | 3.4%                    | <ul style="list-style-type: none"> <li>Gamer etiquette is definitely something that should be addressed I feel, and also the language that is used.</li> <li>Try harder to listen to my peers and ideas</li> <li>Less questions</li> <li>Give more money to school[s] that need it and so everyone is fair.</li> </ul> |

## NASEF Summative Report

| Theme       | Frequency | Percentage of Responses | Illustrative Quotes  |
|-------------|-----------|-------------------------|--|
|             |           |                         | <ul style="list-style-type: none"> <li>The school needs to show more love to the program. Like others we are a sport, for we possess good and bad players that have the will to compete. Both of them can improve and get better. Competing gaming is like any other sport so I'd suggest more love needs to be shown for it.</li> </ul> |
| No response | 90        | 60.8%                   |  |

## Anything Else About Their Experience with NASEF Esports Clubs

| Theme                    | Frequency | Percentage of Responses | Illustrative Quotes   |
|--------------------------|-----------|-------------------------|---|
| Nothing to add           | 41        | 27.7%                   | <ul style="list-style-type: none"> <li>No thank you.</li> <li>Nothing can come to mind.</li> </ul>  |
| Enjoyed the experience   | 21        | 14.2%                   | <ul style="list-style-type: none"> <li>It is an amazing experience.</li> <li>If the others are still going then I'll go too. Never thought I would say this but I did have a lot of fun in this club, even the first club I've ever been to ...</li> <li>I love my teachers and peers.</li> </ul>   |
| Club helped me           | 5         | 3.4%                    | <ul style="list-style-type: none"> <li>Helped me get better at my character and utilize more of his moves and overall just how to play him better. Made me make new friends and realize people like me are out there.</li> <li>Very good club, allows me to be...me.</li> <li>My coach opened up so many opportunities for me and my friends that I met because of esports so my life has almost completely shifted for the better due to esports giving me friends and new interests.</li> </ul> |
| Pressure/Competitiveness | 2         | 1.4%                    | <ul style="list-style-type: none"> <li>I had fun during my experiences, but sometimes felt pressure on me.</li> <li>Other than people can get VERY competitive, and be kind of outward about that, nope! Thank you!</li> </ul>  |
| No response              | 90        | 60.8%                   |   |



## Appendix F: End-of-Year Student Survey

### Club Responses

| Club Name                                    | Survey Responses | Total Club Members | Response Rate |
|--|------------------|--------------------|---------------|
| Arlington Career Center Esports Club         | 5                | 10                 | 50.0%         |
| Bioscience Esports Club                      | 12               | 15                 | 80.0%         |
| EHHS Vigilante Esports Club                  | 9                | 25                 | 36.0%         |
| Franklin Central High School Flashes Esports | 17               | 14                 | 121.4%        |
| Henry Hudson Regional Esports Club           | 4                | 9                  | 44.4%         |
| Isbell Condors Esports Club                  | 17               | 20                 | 85.0%         |
| North East School District Esports Club      | 12               | 30                 | 40.0%         |
| OB Knights Esports Club                      | 5                | 10                 | 50.0%         |
| PCTVS Bulldogs Esports Club                  | 14               | 25                 | 56.0%         |
| Retro Ramz Esports Club                      | 1                | 7                  | 14.3%         |
| Snyder High School Esports Club              | 7                | 12                 | 58.3%         |
| Thomasville Rec Center Esports               | 4                | 50                 | 8.0%          |
| Tornillo High School Esports                 | 8                | 10                 | 80.0%         |
| Union Esports Club                           | 1                | 22                 | 4.5%          |
| Verona Area School District Esports Club     | 3                | 20                 | 15.0%         |
| Total  | 119              | 279                | 42.7%         |

### Background and Experience

|  | N   | %      |
|--|-----|--------|
| How long have you participated in esports? |     |        |
| Less than 3 months                         | 26  | 21.8%  |
| 3 - 6 months                               | 20  | 16.8%  |
| 7 - 12 months                              | 14  | 11.8%  |
| 1 - 2 years                                | 42  | 35.3%  |
| 3 - 4 years                                | 13  | 10.9%  |
| 5 - 6 years                                | 0   | 0.0%   |
| More than 6 years                          | 2   | 1.7%   |
| No response                                | 2   | 1.7%   |
| TOTAL                                      | 119 | 100.0% |

## NASEF Summative Report

|  | N          | %             |
|--|------------|---------------|
| <b>How many hours a week do you spend gaming?</b>  |            |               |
| Less than one hour   | 6          | 5.0%          |
| 1 - 3 hours  | 23         | 19.3%         |
| 4 - 7 hours  | 35         | 29.4%         |
| 8 - 12 hours   | 26         | 21.8%         |
| More than 12 hours   | 29         | 24.4%         |
| <b>TOTAL</b>   | <b>119</b> | <b>100.0%</b> |
| <b>In what other extracurricular activities do you currently participate? Select all that apply.</b> |            |               |
| Sports/Athletics   | 41         | 34.5%         |
| Performing Arts (e.g., band, orchestra, choir, theater)  | 22         | 18.5%         |
| School newspaper or yearbook club  | 4          | 3.4%          |
| Student government   | 5          | 4.2%          |
| Special-interests clubs, such as drama club  | 8          | 6.7%          |
| Competitive academics, such as math league, debate team  | 5          | 4.2%          |
| Community service and volunteer organizations  | 12         | 10.1%         |
| Paid employment  | 15         | 12.6%         |
| Other (please describe below)  | 20         | 16.8%         |
| None of the above  | 32         | 26.9%         |

## Access to Technology and Extracurricular Activities and Parent Perceptions of Esports

| Survey Questions  | N   | M    | SD   |
|---|-----|------|------|
| How would you rate your access to other extracurricular activities (teams, clubs, etc)? [10-point slider bar from no/low access to high access] | 117 | 6.83 | 2.55 |
| How would you rate your parents or guardians view of esports and gaming? [10-point slider bar from negative to positive]                        | 116 | 7.01 | 2.53 |

## NASEF Club Participation

| Survey Questions  | N  | %     |
|---|----|-------|
| <b>What game or games do you play regularly? Select all that apply.</b> |    |       |
| None  | 3  | 2.5%  |
| FIFA  | 4  | 3.4%  |
| Fortnite  | 14 | 11.8% |

## NASEF Summative Report

| Survey Questions  | N  | %     |
|---|----|-------|
| League of Legends   | 9  | 7.6%  |
| Mario Kart  | 36 | 30.3% |
| Minecraft   | 10 | 8.4%  |
| NBA 2K23  | 5  | 4.2%  |
| NHL 2K23  | 1  | 0.8%  |
| Overwatch   | 18 | 15.1% |
| Rocket League   | 34 | 28.6% |
| Smash Ultimate  | 68 | 57.1% |
| Valorant  | 15 | 12.6% |
| Other (please describe)   | 19 | 16.0% |
| <b>What activities did you do in the NASEF esports club? Select all that apply.</b> |    |       |
| Analyst   | 5  | 4.2%  |
| Coach   | 11 | 9.2%  |
| Competitive Team Player   | 87 | 73.1% |
| Corporate Sponsorship   | 3  | 2.5%  |
| Event Organizer   | 5  | 4.2%  |
| Fandom Art & Media  | 4  | 3.4%  |
| General Manager   | 3  | 2.5%  |
| IT Support  | 13 | 10.9% |
| Journalist  | 1  | 0.8%  |
| Marketing   | 2  | 1.7%  |
| Shoutcaster   | 8  | 6.7%  |
| Software Developer  | 1  | 0.8%  |
| Streamer  | 10 | 8.4%  |
| Theory Crafter  | 1  | 0.8%  |
| Web Developer   | 0  | 0.0%  |
| Other (please describe)   | 11 | 9.2%  |

### Benefits of Participating in NASEF Esports Club

| Survey Question  | N  | %     |
|--|----|-------|
| <b>In what ways do you believe participating in the NASEF esports club will impact you? Select all that apply.</b>                         |    |       |
| Academic performance (e.g., better grades)   | 34 | 28.6% |
| Interest and engagement in school (e.g., attendance, participation in class activities, participation in afterschool activities and clubs) | 70 | 58.8% |
| College and career interest (e.g., education and employment plans after graduation, interest in attending college)                         | 40 | 33.6% |
| Life skills development (e.g., leadership, communication skills, critical thinking skills, teamwork, conflict resolution)                  | 59 | 49.6% |
| Personal fulfillment and well being (e.g., mental health support, stress reduction)  | 60 | 50.4% |
| Inclusion in a group of people who think and feel like me  | 57 | 47.9% |
| Ability to relate to adults  | 28 | 23.5% |
| Ability to relate to peers   | 53 | 44.5% |
| Other (please describe)  | 5  | 4.2%  |
| <b>Which of the following esports activities have had the greatest impact on you?</b>  |    |       |
| Competition  | 77 | 64.7% |
| Beyond the Game Challenges® (non-gaming competitive activities)  | 18 | 15.1% |
| Club formation and development / leadership opportunities  | 35 | 29.4% |
| Peer-to-peer collaboration based on club needs / skills-based work groups  | 60 | 50.4% |
| Community outreach and club expansion  | 25 | 21.0% |
| Other (please describe)  | 4  | 3.4%  |

### Disruptive Gaming Behaviors

| The statements below list common disruptive gaming behaviors. (select all that apply) | Someone has done this to me<br>(M = 3.45, SD = 2.72) |       | I have done this to another player<br>(M = 1.69, SD = 2.55) |       |
|---|--|-------|---|-------|
|   | N  | %     | N   | %     |
| Called players offensive names  | 34   | 28.6% | 12  | 10.1% |
| Intentionally embarrassed another player  | 20   | 16.8% | 13  | 10.9% |

| The statements below list common disruptive gaming behaviors. (select all that apply)   | Someone has done this to me<br>(M = 3.45,<br>SD = 2.72) |       | I have done this to another player<br>(M = 1.69,<br>SD = 2.55) |       |
|---|---|-------|--|-------|
|   | N   | %     | N  | %     |
| Discriminated against another player  | 18  | 15.1% | 9  | 7.6%  |
| Harassed another player   | 23  | 19.3% | 7  | 5.9%  |
| Trolled or grieved another player (intentionally disrupts the gaming experience of other players)   | 28  | 23.5% | 16   | 13.4% |
| Threatened another player   | 19  | 16.0% | 9  | 7.6%  |
| Stalked another player online   | 14  | 11.8% | 10   | 8.4%  |
| Doxed another player (searched for and published private or identifying information about another player in the chat and/or streaming comments) | 13  | 10.9% | 7  | 5.9%  |

### Responses to Disruptive Gaming Behaviors

| Survey Questions  | N  | %     |
|---|----|-------|
| <b>What do you do when you encounter disruptive gaming behaviors or hate content while gaming? Select all that apply.</b> |    |       |
| I have never encountered disruptive gaming behaviors or hate content while gaming   | 28 | 23.5% |
| Nothing   | 30 | 25.2% |
| Learned more about the information that was being shared  | 9  | 7.6%  |
| Challenged the gamer engaging in the behaviors  | 17 | 14.3% |
| Talked to friends, parents, and/or teachers about the experience  | 23 | 19.3% |
| Reported it to the platform/Contacted the game company  | 31 | 26.1% |
| Blocked the user (if applicable)  | 32 | 26.9% |
| Reported it to the police   | 2  | 1.7%  |
| Other (please describe)   | 5  | 4.2%  |
| <b>How has encountering disruptive gaming behaviors or hate content while gaming influenced your gaming behaviors?</b>    |    |       |

## NASEF Summative Report

| Survey Questions   | N  | %     |
|--|----|-------|
| I have never encountered disruptive gaming behaviors or hate content while gaming. | 32 | 26.9% |
| Felt uncomfortable/upset   | 27 | 22.7% |
| Felt isolated or alone   | 10 | 8.4%  |
| Had depressive or suicidal thoughts  | 7  | 5.9%  |
| Been less social while gaming  | 21 | 17.6% |
| Treated people worse than usual  | 11 | 9.2%  |
| Had personal relationships disrupted   | 5  | 4.2%  |
| Had school performance negatively impacted   | 4  | 3.4%  |
| Reconsidered who I game with   | 23 | 19.3% |
| Quit playing certain games   | 12 | 10.1% |
| Changed how I play games   | 25 | 21.0% |
| Other (please describe)  | 13 | 10.9% |

**Social Dominance Scale ( $M = 3.19, SD = 0.98$ )**

| Survey Items   | 1     | 2     | 3     | 4     | 5     | 6     | 7     | N   | M    | SD   |
|--|-------|-------|-------|-------|-------|-------|-------|-----|------|------|
| An ideal society requires some groups to be on top and others to be on the bottom. | 10.6% | 15.4% | 6.7%  | 27.9% | 11.5% | 15.4% | 12.5% | 104 | 4.11 | 1.87 |
| Some groups of people are simply inferior to other groups.                         | 22.5% | 13.7% | 11.8% | 24.5% | 10.8% | 4.9%  | 11.8% | 102 | 3.49 | 1.96 |
| <i>No one group should dominate in society.*</i>                                   | 21.4% | 20.4% | 13.6% | 24.3% | 10.7% | 3.9%  | 5.8%  | 103 | 3.17 | 1.73 |
| <i>Groups at the bottom are just as deserving as groups at the top.*</i>           | 31.0% | 16.0% | 12.0% | 25.0% | 6.0%  | 2.0%  | 8.0%  | 100 | 2.97 | 1.84 |
| Group equality should not be our primary goal.                                     | 21.6% | 9.8%  | 15.7% | 28.4% | 7.8%  | 5.9%  | 10.8% | 102 | 3.52 | 1.89 |
| It is unjust to try to make groups equal.  | 25.2% | 12.6% | 11.7% | 28.2% | 8.7%  | 2.9%  | 10.7% | 103 | 3.34 | 1.91 |
| <i>We should do what we can to make conditions equal for different groups.*</i>    | 35.6% | 17.8% | 15.8% | 22.8% | 3.0%  | 2.0%  | 3.0%  | 101 | 2.57 | 1.56 |
| <i>We should work to give all groups an equal chance to succeed.*</i>              | 46.6% | 17.5% | 9.7%  | 21.4% | 1.0%  | 1.0%  | 2.9%  | 103 | 2.27 | 1.53 |

Notes. Items marked with an asterisk (\*) were reverse coded to create the scale score. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

There is a **moderate** correlation ( $r = 0.326$ ) between social dominance scale ratings and the reported engagement in disruptive gaming behaviors against another player. This means that club members who tend to support the idea of some groups being superior to others also report more instances of acting disruptively in gaming situations (e.g., calling players offensive names, intentionally embarrassing other players, and harassing, trolling, threatening, stalking, or doxing other players). More specifically, for every 1-point increase in social dominance scale ratings, the number of disruptive gaming behaviors in which the club member engaged in against another player increases by 1.76.

## NASEF Summative Report

### Communication ( $M = 4.04, SD = 0.69$ )

|  | SD   | D    | N     | A     | SA    | N   | M    | St. Dev. |
|--|------|------|-------|-------|-------|-----|------|----------|
| I am considerate when communicating with others.               | 1.0% | 1.0% | 15.7% | 48.0% | 34.3% | 102 | 4.14 | 0.78     |
| I show interest in what my peers say.                          | 0.0% | 0.0% | 17.0% | 47.0% | 36.0% | 100 | 4.19 | 0.71     |
| I listen carefully to my peers when needed.                    | 0.0% | 0.0% | 16.0% | 42.0% | 42.0% | 100 | 4.26 | 0.72     |
| I feel confident about sharing my ideas with my peers.         | 2.0% | 5.0% | 24.0% | 41.0% | 28.0% | 100 | 3.88 | 0.95     |
| I feel listened to when I share my ideas.                      | 3.0% | 2.0% | 34.0% | 33.0% | 28.0% | 100 | 3.81 | 0.97     |
| I can recognize hurtful language from others in gaming forums. | 2.0% | 3.0% | 18.8% | 30.7% | 45.5% | 101 | 4.15 | 0.96     |
| I explain my reasoning adequately to others.                   | 0.0% | 3.0% | 27.0% | 42.0% | 28.0% | 100 | 3.95 | 0.82     |
| I give reasons for my opinions.                                | 1.0% | 2.9% | 19.6% | 42.2% | 34.3% | 102 | 4.06 | 0.87     |
| I consider alternatives to my opinions.                        | 0.0% | 1.0% | 21.6% | 45.1% | 32.4% | 102 | 4.09 | 0.76     |

Note. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.



## NASEF Summative Report

### Constructive Mindset ( $M = 3.78$ , $SD = 0.53$ )

|   | SD    | D     | N     | A     | SA    | N  | M    | St. Dev. |
|---|-------|-------|-------|-------|-------|----|------|----------|
| If I try to solve a problem but fail, I will try again until I figure it out.                               | 0.0%  | 1.0%  | 24.5% | 36.7% | 37.8% | 98 | 4.11 | 0.81     |
| If I'm learning a new skill, I will stick with it, even if it's hard, before moving on to something easier. | 0.0%  | 6.1%  | 27.6% | 33.7% | 32.7% | 98 | 3.93 | 0.92     |
| Once I undertake a task, I keep trying until I complete it.   | 0.0%  | 4.1%  | 23.5% | 43.9% | 28.6% | 98 | 3.97 | 0.83     |
| <i>Successful students understand things quickly.*</i>  | 24.0% | 34.4% | 32.3% | 8.3%  | 1.0%  | 96 | 2.28 | 0.96     |
| Learning is a slow process of building up knowledge.  | 0.0%  | 3.1%  | 16.7% | 46.9% | 33.3% | 96 | 4.10 | 0.79     |
| Genius is 10% ability and 90% hard work.  | 1.0%  | 5.1%  | 31.6% | 29.6% | 32.7% | 98 | 3.88 | 0.97     |
| The most successful people have discovered how to improve their ability to learn.                           | 1.0%  | 4.1%  | 18.6% | 46.4% | 29.9% | 97 | 4.00 | 0.87     |
| Usually I can figure out difficult concepts if I eliminate all outside distractions and really concentrate. | 1.0%  | 4.0%  | 23.2% | 39.4% | 32.3% | 99 | 3.98 | 0.90     |

Notes. Items marked with an asterisk (\*) were reverse coded to create the scale score. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Self-Regulation ( $M = 3.35$ , $SD = 0.53$ )

| Survey Items   | SD    | D     | N     | A     | SA    | N  | M    | St. Dev. |
|--|-------|-------|-------|-------|-------|----|------|----------|
| When things don't go as planned, I am able to stay calm.                     | 3.2%  | 8.6%  | 34.4% | 33.3% | 20.4% | 93 | 3.59 | 1.01     |
| <i>I can get irritated easily when things bother me.*</i>                    | 17.4% | 27.2% | 34.8% | 18.5% | 2.2%  | 92 | 2.61 | 1.05     |
| I am able to remain in control even when I am frustrated during a game.      | 2.2%  | 8.6%  | 24.7% | 41.9% | 22.6% | 93 | 3.74 | 0.98     |
| <i>I get tilted when I game.*</i>  | 8.6%  | 19.4% | 47.3% | 16.1% | 8.6%  | 93 | 2.97 | 1.03     |
| <i>I behave badly when I think others act unfairly online.*</i>              | 3.2%  | 11.8% | 41.9% | 32.3% | 10.8% | 93 | 3.35 | 0.94     |
| <i>It takes me a while to recover from tilting.*</i>                         | 3.3%  | 12.0% | 38.0% | 29.3% | 17.4% | 92 | 3.46 | 1.02     |
| I have tools and skills that help me when I tilt.                            | 2.2%  | 10.8% | 43.0% | 25.8% | 18.3% | 93 | 3.47 | 0.98     |
| <i>The outcome of a game (good or bad) will impact the rest of my week.*</i> | 5.4%  | 9.7%  | 33.3% | 20.4% | 31.2% | 93 | 3.62 | 1.18     |

Notes. Items marked with an asterisk (\*) were reverse coded to create the scale score. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Self-Acceptance ( $M = 3.49, SD = 0.56$ )

| Survey Items  | SD    | D     | N     | A     | SA    | N  | M    | St. Dev. |
|---|-------|-------|-------|-------|-------|----|------|----------|
| I am able to stand up for myself and what I believe in.             | 0.0%  | 3.3%  | 24.2% | 38.5% | 34.1% | 91 | 4.03 | 0.85     |
| <i>How I feel about myself depends on what others think of me.*</i> | 12.1% | 24.2% | 28.6% | 22.0% | 13.2% | 91 | 3.00 | 1.22     |
| I feel I can be myself around other people.                         | 0.0%  | 4.4%  | 30.0% | 36.7% | 28.9% | 90 | 3.90 | 0.87     |
| Overall, I like who I am.   | 2.2%  | 3.3%  | 30.0% | 30.0% | 34.4% | 90 | 3.91 | 0.99     |
| I am a good person who has a lot to offer.                          | 1.1%  | 5.6%  | 27.0% | 34.8% | 31.5% | 89 | 3.90 | 0.95     |
| <i>I need constant approval and recognition.*</i>                   | 15.6% | 18.9% | 30.0% | 23.3% | 12.2% | 90 | 2.98 | 1.25     |
| I openly voice my opinions.   | 1.1%  | 6.6%  | 40.7% | 35.2% | 16.5% | 91 | 3.59 | 0.88     |
| <i>Even if I don't want to, I often go along with the crowd.*</i>   | 14.3% | 23.1% | 34.1% | 25.3% | 3.3%  | 91 | 2.80 | 1.08     |
| I am able to evaluate what is good about me.                        | 2.2%  | 6.7%  | 32.2% | 37.8% | 21.1% | 90 | 3.69 | 0.96     |
| I have a high opinion of myself.                                    | 9.9%  | 4.4%  | 37.4% | 29.7% | 18.7% | 91 | 3.43 | 1.15     |
| I can figure out what I need to improve about myself.               | 0.0%  | 5.5%  | 27.5% | 47.3% | 19.8% | 91 | 3.81 | 0.82     |
| <i>I don't often speak my mind, even if I know I'm right.*</i>      | 19.1% | 18.0% | 36.0% | 22.5% | 4.5%  | 89 | 2.75 | 1.14     |
| I am proud of myself.   | 4.4%  | 3.3%  | 27.5% | 37.4% | 27.5% | 91 | 3.80 | 1.02     |
| I would not change much about myself.                               | 7.7%  | 11.0% | 33.0% | 26.4% | 22.0% | 91 | 3.44 | 1.18     |

Notes. Items marked with an asterisk (\*) were reverse coded to create the scale score. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### School Effort and Engagement ( $M = 3.82$ , $SD = 0.80$ )

| Survey Items   | SD   | D    | N     | A     | SA    | N  | M    | St. Dev. |
|--|------|------|-------|-------|-------|----|------|----------|
| My education is important to me.                       | 1.1% | 2.2% | 20.9% | 25.3% | 50.5% | 91 | 4.22 | 0.93     |
| I try to use ideas from school in my daily life.       | 3.4% | 6.7% | 32.6% | 29.2% | 28.1% | 89 | 3.72 | 1.06     |
| I pay attention in class.                              | 1.1% | 3.4% | 18.0% | 41.6% | 36.0% | 89 | 4.08 | 0.88     |
| I put effort into my school work.                      | 1.1% | 3.3% | 22.0% | 42.9% | 30.8% | 91 | 3.99 | 0.88     |
| My teachers understand me as a person.                 | 5.6% | 6.7% | 35.6% | 22.2% | 30.0% | 90 | 3.64 | 1.14     |
| I feel connected to teachers and mentors at my school. | 3.3% | 7.8% | 32.2% | 25.6% | 31.1% | 90 | 3.73 | 1.09     |
| I feel respected by my peers at school.                | 4.5% | 5.7% | 38.6% | 28.4% | 22.7% | 88 | 3.59 | 1.05     |
| I feel a sense of belonging at school.                 | 9.9% | 2.2% | 30.8% | 35.2% | 22.0% | 91 | 3.57 | 1.16     |

Note. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Club Belonging and Connection ( $M = 4.10$ , $SD = 0.80$ )

| Survey Items  | SD   | D    | N     | A     | SA    | N   | M    | St. Dev. |
|---|------|------|-------|-------|-------|-----|------|----------|
| I feel connected to my peers in NASEF at school.  | 2.6% | 1.8% | 17.5% | 43.0% | 35.1% | 114 | 4.06 | 0.91     |
| I feel connected to the esports team that my NASEF club supports.                       | 1.8% | 2.7% | 16.2% | 36.9% | 42.3% | 111 | 4.15 | 0.92     |
| I feel connected to the NASEF club at my school.  | 1.8% | 2.7% | 19.5% | 33.6% | 42.5% | 113 | 4.12 | 0.94     |
| I feel connected to the NASEF competitive league.                                       | 3.6% | 6.3% | 21.6% | 34.2% | 34.2% | 111 | 3.89 | 1.06     |
| People at my NASEF esports club notice when I am good at something.                     | 1.8% | 3.5% | 20.2% | 44.7% | 29.8% | 114 | 3.97 | 0.90     |
| There is at least one adult I can talk to at my NASEF esports club if I have a problem. | 1.8% | 0.9% | 10.5% | 36.8% | 50.0% | 114 | 4.32 | 0.84     |
| I am treated with as much respect as other students at my NASEF esports club.           | 2.7% | 7.1% | 12.5% | 33.0% | 44.6% | 112 | 4.10 | 1.05     |
| I can really be myself at my NASEF esports club.  | 3.6% | 1.8% | 17.0% | 28.6% | 49.1% | 112 | 4.18 | 1.02     |
| Adults at my NASEF esports club respect me.   | 1.8% | 1.8% | 12.5% | 32.1% | 51.8% | 112 | 4.30 | 0.89     |
| Other students at my NASEF esports club like me the way I am.                           | 2.7% | 4.4% | 16.8% | 37.2% | 38.9% | 113 | 4.05 | 0.99     |
| I have close/sincere relationships with adults and friends at my NASEF esports club.    | 2.6% | 0.9% | 25.4% | 36.0% | 35.1% | 114 | 4.00 | 0.94     |
| I think that people care about me at my NASEF esports club.                             | 1.8% | 3.5% | 21.1% | 36.0% | 37.7% | 114 | 4.04 | 0.94     |
| I feel that I can rely on others at my NASEF esports club.                              | 3.5% | 1.8% | 12.4% | 44.2% | 38.1% | 113 | 4.12 | 0.94     |
| I like our NASEF esports club culture and the way we do things.                         | 3.5% | 0.9% | 14.2% | 41.6% | 39.8% | 113 | 4.13 | 0.94     |
| I feel like I am part of the NASEF esports club community.                              | 3.5% | 2.7% | 13.3% | 40.7% | 39.8% | 113 | 4.11 | 0.98     |

Note. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### STEM Interest ( $M = 3.84, SD = 0.78$ )

|  | SD   | D     | N     | A     | SA    | N  | M    | St. Dev. |
|--|------|-------|-------|-------|-------|----|------|----------|
| I am interested in learning about STEM.              | 6.8% | 5.7%  | 26.1% | 26.1% | 35.2% | 88 | 3.77 | 1.19     |
| I like to participate in STEM projects.              | 5.7% | 9.1%  | 28.4% | 26.1% | 30.7% | 88 | 3.67 | 1.17     |
| I like to figure out how things work.                | 1.1% | 0.0%  | 19.3% | 43.2% | 36.4% | 88 | 4.14 | 0.80     |
| I like to see how things are made.                   | 0.0% | 0.0%  | 21.3% | 40.4% | 38.2% | 89 | 4.17 | 0.76     |
| I get excited to learn about new discoveries.        | 2.3% | 3.4%  | 29.9% | 34.5% | 29.9% | 87 | 3.86 | 0.97     |
| I am interested in coding.                           | 4.6% | 18.4% | 23.0% | 29.9% | 24.1% | 87 | 3.51 | 1.18     |
| I am interested in analyzing data from my game play. | 2.3% | 5.7%  | 26.1% | 34.1% | 31.8% | 88 | 3.88 | 1.00     |
| Learning STEM will help me in my future.             | 3.4% | 4.5%  | 36.0% | 23.6% | 32.6% | 89 | 3.78 | 1.06     |

Note. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Future Plans ( $M = 4.05$ , $SD = 0.75$ )

| Statements  | SD   | D    | N     | A     | SA    | N  | M    | St. Dev. |
|---|------|------|-------|-------|-------|----|------|----------|
| I am motivated to achieve my career goals.  | 0.0% | 0.0% | 22.6% | 33.3% | 44.0% | 84 | 4.21 | 0.79     |
| I understand how my interests, skills, and talents relate to my future career pathways. | 1.2% | 3.5% | 24.7% | 35.3% | 35.3% | 85 | 4.00 | 0.93     |
| I am confident I can accomplish my career goals.  | 0.0% | 3.6% | 28.6% | 33.3% | 34.5% | 84 | 3.99 | 0.88     |
| I have connected my interests to a career I might want to do someday.                   | 0.0% | 2.4% | 21.4% | 38.1% | 38.1% | 84 | 4.12 | 0.83     |
| I am aware of the career pathway opportunities that are available to me.                | 0.0% | 3.5% | 23.5% | 41.2% | 31.8% | 85 | 4.01 | 0.84     |
| I know the specific resources or steps that I need to take to reach my career goals.    | 1.2% | 3.6% | 28.6% | 34.5% | 32.1% | 84 | 3.93 | 0.93     |
| Graduating from high school is important to helping me reach my career goals.           | 2.4% | 0.0% | 20.0% | 29.4% | 48.2% | 85 | 4.21 | 0.93     |
| Even if I experience setbacks, I know I will achieve my career goals.                   | 0.0% | 3.6% | 32.1% | 27.4% | 36.9% | 84 | 3.98 | 0.92     |

Note. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

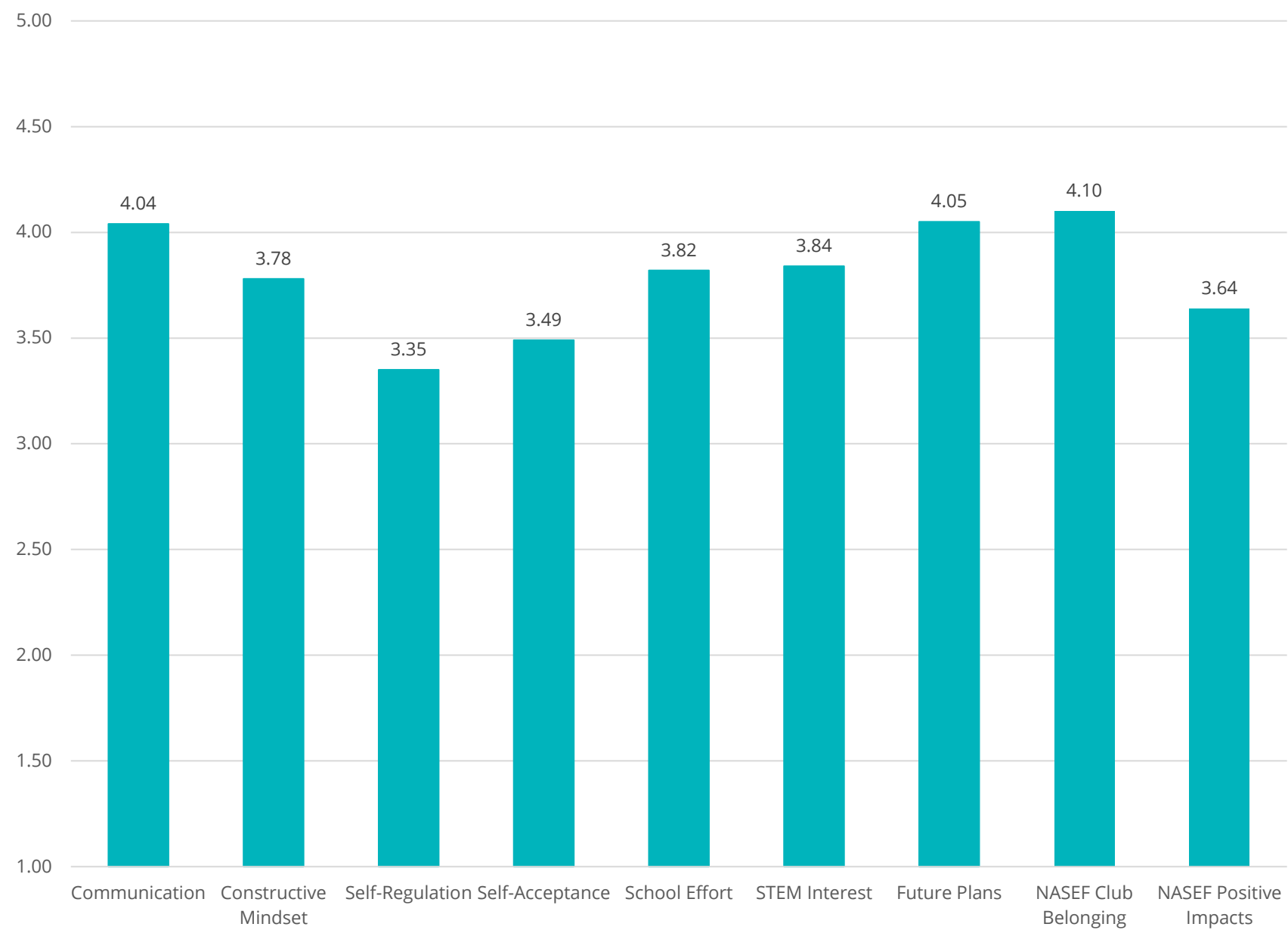
### NASEF Effects on Members ( $M = 3.64$ , $SD = 0.84$ )

| Statements  | SD   | D     | N     | A     | SA    | N  | M    | St. Dev. |
|---|------|-------|-------|-------|-------|----|------|----------|
| My NASEF esports club helped me learn something new about careers in which I am interested.                           | 0.0% | 10.7% | 36.9% | 29.8% | 22.6% | 84 | 3.64 | 0.95     |
| My NASEF esports club contributed to a positive change in my engagement in my future.                                 | 0.0% | 2.4%  | 31.0% | 40.5% | 26.2% | 84 | 3.90 | 0.82     |
| My NASEF contributed to a positive change in my attitudes about a future in STEM.                                     | 2.5% | 7.4%  | 40.7% | 25.9% | 23.5% | 81 | 3.60 | 1.01     |
| My NASEF esports club helped me learn something new about the possibilities of career paths (including STEM careers). | 1.2% | 8.3%  | 41.7% | 29.8% | 19.0% | 84 | 3.57 | 0.94     |
| My NASEF esports club allowed me to see people like myself in STEM career pathways.                                   | 4.8% | 8.3%  | 35.7% | 29.8% | 21.4% | 84 | 3.55 | 1.07     |

Note. SD = Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.



NASEF Summative Report



## Future Plans

| Survey Questions   | N  | %     |
|--|----|-------|
| <b>Do you plan to continue participating in your NASEF esports club next session?</b>      |    |       |
| No   | 9  | 7.6%  |
| Yes  | 69 | 58.0% |
| No response  | 41 | 34.4% |
| <b>What are your work plans after graduating high school?</b>                              |    |       |
| I plan to work full-time   | 32 | 26.9% |
| I plan to work part-time   | 26 | 21.8% |
| I do not know  | 22 | 18.5% |
| Other (please describe)  | 5  | 4.2%  |
| No response  | 34 | 28.6% |
| <b>What are your education plans after graduating high school?</b>                         |    |       |
| No more education  | 2  | 1.7%  |
| Attend a technical school or specialty training program                                    | 6  | 5.0%  |
| Attend a 2-year college or university program  | 9  | 7.6%  |
| Attend a 4-year college or university program  | 38 | 31.9% |
| I do not know  | 26 | 21.8% |
| Other (please describe)  | 4  | 3.4%  |
| No response  | 34 | 28.6% |
| <b>How important is getting an education beyond high school?</b>                           |    |       |
| Not important  | 3  | 2.5%  |
| Somewhat important   | 15 | 12.6% |
| Very important   | 53 | 44.5% |
| Don't know   | 12 | 10.1% |
| Choose not to respond  | 2  | 1.7%  |
| No response  | 34 | 28.6% |
| <b>Why might you discontinue your education after high school (select all that apply)?</b> |    |       |
| No reason, I will definitely go  | 30 | 25.2% |
| It costs too much/I can't afford it  | 24 | 20.2% |
| I don't need college for my planned job  | 14 | 11.8% |
| I'm just not interested  | 11 | 9.2%  |
| I need or want to work   | 19 | 16.0% |

## NASEF Summative Report

| Survey Questions                    | N  | %     |
|-------------------------------------|----|-------|
| I want to join the military         | 4  | 3.4%  |
| I don't want to be away from home   | 8  | 6.7%  |
| I just don't like school            | 12 | 10.1% |
| Some other reason (please describe) | 3  | 2.5%  |
| Choose not to respond               | 10 | 8.4%  |

## Appendix G: Puerto Rico Club Member Survey

### NASEF-PR Esports Club Encuesta de Estudiantes

#### Introducción

La North American Scholastic Esports Federation (NASEF) está llevando a cabo un estudio de investigación para conocer las experiencias de los estudiantes que participan en programas de esports. Se te está pidiendo que participes en este estudio porque estás o estarás participando en un programa de esports y compitiendo en un torneo. Participar en este estudio implicará completar encuestas en tres momentos diferentes: antes, durante y al final de un torneo.

Responder a las preguntas de la encuesta tomará alrededor de 20 a 25 minutos cada vez. Las preguntas preguntan sobre tus experiencias actuales en esports y educación, y tus metas educativas y profesionales futuras.

Las respuestas que proporciones se combinarán con las respuestas de otros estudiantes. Esta información ayudará a NASEF a entender los programas de esports y lo que a los estudiantes les gusta y no les gusta de ellos. Puedes optar por no participar en el estudio o elegir detener tu participación en cualquier momento. No afectará tu relación con el programa de esports. También puedes elegir no responder preguntas que no desees responder.

Al completar la encuesta y hacer clic en Siguiente, acepta participar en este estudio.

### NASEF-PR Esports Club Encuesta de Estudiantes

#### ID

Aunque sus respuestas a los ítems de esta encuesta serán confidenciales, es muy útil para nosotros poder ver cómo cambian sus respuestas con el tiempo. Le hemos asignado un identificador único de seis dígitos que se utilizará para vincular sus respuestas cada vez que complete la encuesta sin conocer su nombre. Si ha completado esta encuesta antes, por favor, ingrese el mismo número de ID que usó en ese momento. No ponga su nombre en esta encuesta.

\* 1. Ingrese aquí su número de identificación de seis dígitos.

### NASEF-PR Esports Club Encuesta de Estudiantes

#### Historial y Experiencia

2. ¿Desde cuándo participa en deportes electrónicos?

- ☐ Menos de 3 meses
- ☐ 3 - 6 meses
- ☐ 7 - 12 meses
- ☐ 1 - 2 años
- ☐ 3 - 4 años
- ☐ 5 - 6 años
- ☐ Más de 6 años

3. ¿Cuántas horas a la semana dedicas a jugar?

- ☐ Menos de una hora
- ☐ 1 - 3 horas
- ☐ 4 - 7 horas
- ☐ 8 - 12 horas
- ☐ Más de 12 horas

4. ¿Cómo calificaría su acceso general a la tecnología (por ejemplo, computadoras, software, Internet)?



5. ¿Cómo calificaría su acceso a otras actividades extraescolares (equipos, clubes, etc.)?



## NASEF Summative Report

6. ¿En qué otras actividades extraescolares participas actualmente? Selecciona todas las que procedan.

- ☐ Deporte atletismo
- ☐ Artes escénicas (por ejemplo, banda, orquesta, coro, teatro)
- ☐ Periódico escolar o club del anuario
- ☐ Gobierno estudiantil
- ☐ Clubes de intereses especiales, como el club de teatro
- ☐ Competiciones académicas, como la liga de matemáticas o el equipo de debate
- ☐ Servicio comunitario y organizaciones de voluntariado
- ☐ Empleo remunerado
- ☐ Otro (especifique)

- ☐ None of the above

7. ¿Cómo calificarías la opinión de tus padres o tutores sobre los deportes electrónicos y los video juegos?



## NASEF-PR Esports Club Encuesta de Estudiantes

### Participación en el Club NASEF

## NASEF Summative Report

8. ¿Qué juego o juegos juegas regularmente? Selecciona todas las opciones que correspondan.

- ☐ FIFA
- ☐ Fortnite
- ☐ Liga de Leyendas
- ☐ Mario Kart
- ☐ Minecraft
- ☐ NBA 2K23
- ☐ NHL 2K23
- ☐ Overwatch
- ☐ Rocket League
- ☐ Smash Ultimate
- ☐ Valorant
- ☐ Otro (por favor describa)
- ☐ Ninguna de las anteriores

### NASEF-PR Esports Club Encuesta de Estudiantes

Ventajas de participar en el Club de Esports NASEF

9. ¿De qué manera crees que te afectará participar en el club de deportes electrónicos de la NASEF? Selecciona todo lo que corresponda.

- ☐ Rendimiento académico (por ejemplo, mejores notas)
- ☐ Interés y compromiso en la escuela (por ejemplo, asistencia, participación en actividades de clase, participación en actividades extraescolares y clubes).
- ☐ Interés por la universidad y la carrera profesional (por ejemplo, planes de educación y empleo después de la graduación, interés en asistir a la universidad)
- ☐ Desarrollo de habilidades para la vida (por ejemplo, liderazgo, habilidades de comunicación, habilidades de pensamiento crítico, trabajo en equipo, resolución de conflictos).
- ☐ Realización personal y bienestar (por ejemplo, apoyo a la salud mental, reducción del estrés)
- ☐ Inclusión en un grupo de personas que piensan y sienten como yo
- ☐ Capacidad para relacionarme con adultos
- ☐ Capacidad para relacionarme con compañeros
- ☐ Otros (especifique)

## NASEF-PR Esports Club Encuesta de Estudiantes

### Comportamientos de juego disruptivos



10. Las siguientes afirmaciones enumeran comportamientos comunes disruptivos en los videojuegos. ¿En cuáles has participado contra otros jugadores? ¿Cuáles has experimentado tú mismo/a? Selecciona todas las que correspondan.

|  | Alguien ha hecho esto conmigo | He hecho esto con otro jugador |
|--|-------------------------------|--------------------------------|
| Ha insultado a jugadores   | <input type="checkbox"/>      | <input type="checkbox"/>       |
| Avergonzado intencionadamente a otro jugador   | <input type="checkbox"/>      | <input type="checkbox"/>       |
| Discriminado a otro jugador  | <input type="checkbox"/>      | <input type="checkbox"/>       |
| Acosar a otro jugador  | <input type="checkbox"/>      | <input type="checkbox"/>       |
| Trollear o molestar a otro jugador (perturbar intencionadamente la experiencia de juego de otros jugadores)                                  | <input type="checkbox"/>      | <input type="checkbox"/>       |
| Amenazar a otro jugador  | <input type="checkbox"/>      | <input type="checkbox"/>       |
| Acosar a otro jugador en línea   | <input type="checkbox"/>      | <input type="checkbox"/>       |
| Doxed a otro jugador (buscar y publicar información privada o identificativa de otro jugador en el chat y/o en los comentarios de streaming) | <input type="checkbox"/>      | <input type="checkbox"/>       |

11. ¿Qué haces cuando te encuentras con comportamientos disruptivos en el juego o con contenidos de odio mientras juegas? Selecciona todo lo que corresponda.

- ☐ Nunca me he encontrado con comportamientos disruptivos o contenidos que inciten al odio mientras juego.
- ☐ Nada
- ☐ Aprendí más sobre la información que se estaba compartiendo
- ☐ He desafiado al jugador que tenía ese comportamiento.
- ☐ Hablé con amigos, padres y/o profesores sobre la experiencia.
- ☐ Lo denuncié a la plataforma/se puso en contacto con la empresa de juegos
- ☐ Bloquear al usuario (si procede)
- ☐ Lo denuncié a la policía
- ☐ Otros (especifique)

12. ¿Cómo ha influido en tus comportamientos de juego el encontrarte con comportamientos disruptivos en los juegos o contenido de odio mientras juegas?

- ☐ Nunca me he encontrado con comportamientos disruptivos en el juego o contenidos de odio mientras jugaba.
- ☐ Me he sentido incómodo o molesto
- ☐ Me he sentido aislado o solo
- ☐ He sido menos sociable mientras jugaba
- ☐ He tratado a la gente peor de lo habitual
- ☐ Sus relaciones personales se han visto alteradas
- ☐ Su rendimiento escolar se ha visto afectado negativamente
- ☐ He reconsiderado con quién juego
- ☐ He dejado de jugar a ciertos juegos
- ☐ He cambiado mi forma de jugar
- ☐ Otros (especifique)

## NASEF-PR Esports Club Encuesta de Estudiantes

### Comportamientos de juego disruptivos

13. ¿En qué medida está de acuerdo o en desacuerdo con las siguientes afirmaciones?

|   | Totalmente<br>en<br>desacuerdo   | Algo en<br>desacuerdo            | Ligeramente<br>en<br>desacuerdo  | Neutral                          | Ligeramente<br>de acuerdo        | Algo de<br>acuerdo               | Totalmente<br>de acuerdo         |
|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Una sociedad ideal requiere que unos grupos estén arriba y otros abajo.                 | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Algunos grupos de personas son simplemente inferiores a otros grupos.                   | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Ningún grupo debe dominar en la sociedad.   | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Los grupos de abajo son tan merecedores como los de arriba.                             | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| La igualdad entre grupos no debe ser nuestro objetivo principal.                        | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Es injusto intentar que los grupos sean iguales.  | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Debemos hacer lo posible por igualar las condiciones de los distintos grupos.           | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Debemos trabajar para que todos los grupos tengan las mismas oportunidades de triunfar. | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |

## NASEF Summative Report

14. ¿Cuánto estás de acuerdo o en desacuerdo con las siguientes afirmaciones?

"Compañeros" significa amigos, compañeros de clase y otras personas de tu edad.

|   | Totalmente<br>en<br>desacuerdo | En<br>desacuerdo      | Neutral               | De<br>acuerdo         | Totalmente<br>de acuerdo |
|---|--------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| Soy considerado cuando me comunico con los demás.                 | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Muestro interés por lo que dicen mis compañeros.                  | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Escucho atentamente a mis compañeros cuando es necesario.         | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me siento seguro de compartir mis ideas con mis compañeros.       | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me siento escuchado cuando comparto mis ideas.                    | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Puedo reconocer el lenguaje hiriente de otros en foros de juegos. | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Explico mi razonamiento adecuadamente a los demás.                | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Doy razones para mis opiniones.                                   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Considero alternativas a mis opiniones.                           | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

## NASEF-PR Esports Club Encuesta de Estudiantes

### Mentalidad Constructiva

## NASEF Summative Report

15. ¿En qué medida está de acuerdo o en desacuerdo con las siguientes afirmaciones?

|  | Totalmente<br>en<br>desacuerdo   | En<br>desacuerdo                 | Neutral                          | De<br>acuerdo                    | Totalmente<br>de acuerdo         |
|--|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Si intento resolver un problema pero no lo consigo, volveré a intentarlo hasta que lo resuelva.                      | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Si estoy aprendiendo una nueva habilidad, seguiré con ella, aunque sea difícil, antes de pasar a algo más fácil.     | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Una vez que emprendo una tarea, sigo intentándolo hasta completarla.   | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Los alumnos con éxito comprenden las cosas rápidamente.  | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| El aprendizaje es un proceso lento de acumulación de conocimientos.  | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| El genio es un 10% de habilidad y un 90% de trabajo duro.  | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Las personas con más éxito han descubierto cómo mejorar su capacidad de aprendizaje.                                 | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Normalmente puedo entender conceptos difíciles si elimino todas las distracciones externas y me concentro de verdad. | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |

## NASEF-PR Esports Club Encuesta de Estudiantes

### Autorregulación



## NASEF Summative Report

16. ¿Hasta qué punto estás de acuerdo o en desacuerdo con las siguientes afirmaciones?

|  | Totalmente<br>en<br>desacuerdo   | En<br>desacuerdo      | Neutral               | De<br>acuerdo         | Totalmente<br>de acuerdo |
|--|----------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| Cuando las cosas no salen planificadas, soy capaz de la calma.                       | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Puedo irritarme fácilmente cuando las cosas me molestan.                             | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Soy capaz de mantener el control incluso cuando estoy frustrado durante una partida. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me pongo nervioso cuando juego.  | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me comporto mal cuando creo que los demás actúan injustamente en línea.              | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Tardo un tiempo en recuperarme de la inclinación.                                    | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Tengo herramientas y habilidades que me ayudan cuando me pongo nervioso.             | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| El resultado de una partida (bueno o malo) repercute en el resto de mi semana.       | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

## NASEF-PR Esports Club Encuesta de Estudiantes

### Auto-aceptación

17. ¿En qué medida está de acuerdo o en desacuerdo con las siguientes afirmaciones?

|   | Totalmente<br>en<br>desacuerdo | En<br>desacuerdo      | Neutral               | De<br>acuerdo         | Totalmente<br>de acuerdo |
|---|--------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| Soy capaz de defenderme a mí mismo y en lo que creo.                  | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Lo que siento por mí mismo depende de lo que los demás piensen de mí. | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Siento que puedo ser yo mismo con otras personas.                     | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| En general, me gusta quién soy.                                       | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Soy una buena persona que tiene mucho que ofrecer.                    | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Necesito aprobación y reconocimiento constante.                       | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Expreso abiertamente mis opiniones.                                   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Incluso si no quiero, a menudo voy con la multitud.                   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Soy capaz de evaluar lo que es bueno acerca de mí.                    | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Tengo una alta opinión de mí mismo.                                   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Puedo darme cuenta de lo que necesito mejorar de mí mismo.            | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| No suelo decir lo que pienso, incluso si sé que tengo razón.          | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Estoy orgulloso de mí mismo.  | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| No cambiaría mucho de mí.   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

## NASEF-PR Esports Club Encuesta de Estudiantes

Esfuerzo y compromiso escolar

## NASEF Summative Report

18. ¿En qué medida está de acuerdo o en desacuerdo con las siguientes afirmaciones sobre su centro de enseñanza?

|   | Totalmente<br>en<br>desacuerdo   | En<br>desacuerdo      | Neutral               | De<br>acuerdo         | Totalmente<br>de acuerdo |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| Mi educación es importante para mí.                         | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Intento utilizar las ideas de la escuela en mi vida diaria. | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Presto atención en clase.                                   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me esfuerzo en mi trabajo escolar.                          | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Mis profesores me entienden como persona.                   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me siento unido a los profesores y mentores de mi centro.   | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me siento respetado por mis compañeros.                     | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Tengo un sentimiento de pertenencia a la escuela.           | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

## NASEF-PR Esports Club Encuesta de Estudiantes

### Interés STEM



## NASEF Summative Report

19. ¿Hasta qué punto estás de acuerdo o en desacuerdo con las siguientes afirmaciones sobre tu interés en STEM? "STEM" significa materias relacionadas con la ciencia, la tecnología, la ingeniería y/o las matemáticas.

|   | Totalmente<br>en<br>desacuerdo | En<br>desacuerdo      | Neutral               | De<br>acuerdo         | Totalmente<br>de acuerdo |
|---|--------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| Me interesa aprender sobre STEM.              | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me gusta participar en proyectos STEM.        | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me gusta averiguar cómo funcionan las cosas.  | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me gusta ver cómo se fabrican las cosas.      | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me entusiasma conocer nuevos descubrimientos. | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me interesa la codificación.                  | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me interesa analizar los datos de mi juego.   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Aprender STEM me ayudará en mi futuro.        | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

## NASEF-PR Esports Club Encuesta de Estudiantes

### Planes de Futuro

20. ¿En qué medida está de acuerdo o en desacuerdo con las siguientes afirmaciones sobre su futura trayectoria profesional?

|   | Totalmente<br>en<br>desacuerdo | En<br>desacuerdo      | Neutral               | De<br>acuerdo         | Totalmente<br>de acuerdo |
|---|--------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| Estoy motivado para alcanzar mis objetivos profesionales.   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Entiendo cómo mis intereses, habilidades y talentos se relacionan con mis futuras trayectorias profesionales. | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Confío en que puedo alcanzar mis objetivos profesionales.   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| He relacionado mis intereses con una carrera que podría querer hacer algún día.                               | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Conozco las salidas profesionales que tengo a mi disposición.   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Conozco los recursos o pasos específicos que debo dar para alcanzar mis objetivos profesionales.              | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Terminar el bachillerato es importante para ayudarme a alcanzar mis objetivos profesionales.                  | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Aunque sufra contratiempos, sé que alcanzaré mis objetivos profesionales.                                     | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

21. ¿Cuáles son tus planes laborales después de terminar el instituto?

- ☐ Tengo previsto trabajar a tiempo completo
- ☐ Tengo previsto trabajar a tiempo parcial
- ☐ No lo sé
- ☐ Otros (especifique)

## NASEF Summative Report

22. ¿Cuáles son tus planes de educación después de terminar el instituto?

- ☐ No seguir estudiando
- ☐ Asistir a una escuela técnica o a un programa de formación especializada
- ☐ Asistir a un programa universitario de 2 años
- ☐ Asistir a un programa universitario de 4 años
- ☐ No lo sé
- ☐ Otros (especifique)

23. ¿Qué importancia tiene la educación después del bachillerato?

- ☐ Poco importante
- ☐ Algo importante
- ☐ Muy importante
- ☐ No lo sé
- ☐ Decide no responder

24. ¿Por qué podrías interrumpir tus estudios después del bachillerato (selecciona todo lo que corresponda)?

- ☐ Por ninguna razón, definitivamente iré
- ☐ Cuesta demasiado/no puedo permitírmelo
- ☐ No necesito la universidad para mi trabajo previsto
- ☐ No me interesa
- ☐ Necesito o quiero trabajar
- ☐ Quiero alistarme en el ejército
- ☐ No quiero estar lejos de casa
- ☐ Simplemente no me gustan los estudios
- ☐ Elige no responder
- ☐ alguna otra razón (específica)

NASEF-PR Esports Club Encuesta de Estudiantes

Conclusión

25. ¿Hay algo más que quieras compartir sobre tus experiencias con tu club de esports de la NASEF?

## NASEF-PR Esports Club Encuesta de Estudiantes

¡Cuéntanos un poco sobre ti!

26. ¿Cuál es tu grado de estudio?

- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

27. ¿Es el español su lengua materna?

- ☐ Sí
- ☐ No (especifique)

- ☐ Decido no responder

**Gracias por su participación.**

## NASEF-PR Esports Club Encuesta de Estudiantes de Fin de Año

### Introducción

La North American Scholastic Esports Federation (NASEF) está llevando a cabo un estudio de investigación para conocer las experiencias de los estudiantes que participan en programas de esports. Se te está pidiendo que participes en este estudio porque estás o estarás participando en un programa de esports y compitiendo en un torneo.

Responder a las preguntas de la encuesta tomará alrededor de 20 a 25 minutos cada vez. Las preguntas preguntan sobre tus experiencias actuales en esports y educación, y tus metas educativas y profesionales futuras.

Las respuestas que proporciones se combinarán con las respuestas de otros estudiantes. Esta información ayudará a NASEF a entender los programas de esports y lo que a los estudiantes les gusta y no les gusta de ellos. Puedes optar por no participar en el estudio o elegir detener tu participación en cualquier momento. No afectará tu relación con el programa de esports. También puedes elegir no responder preguntas que no desees responder.

Al completar la encuesta y hacer clic en Siguiente, acepta participar en este estudio.

## NASEF-PR Esports Club Encuesta de Estudiantes de Fin de Año

### ID

Aunque sus respuestas a los ítems de esta encuesta serán confidenciales, es muy útil para nosotros poder ver cómo cambian sus respuestas con el tiempo. Le hemos asignado un identificador único de seis dígitos que se utilizará para vincular sus respuestas cada vez que complete la encuesta sin conocer su nombre. Si ha completado esta encuesta antes, por favor, ingrese el mismo número de ID que usó en ese momento. No ponga su nombre en esta encuesta.

\* 1. Ingrese aquí su número de identificación de seis dígitos.

## NASEF-PR Esports Club Encuesta de Estudiantes de Fin de Año

### Historial y Experiencia



## NASEF Summative Report

2. ¿Desde cuándo participa en deportes electrónicos?

- ☐ Menos de 3 meses
- ☐ 3 - 6 meses
- ☐ 7 - 12 meses
- ☐ 1 - 2 años
- ☐ 3 - 4 años
- ☐ 5 - 6 años
- ☐ Más de 6 años

3. ¿Cuántas horas a la semana dedicas a jugar?

- ☐ Menos de una hora
- ☐ 1 - 3 horas
- ☐ 4 - 7 horas
- ☐ 8 - 12 horas
- ☐ Más de 12 horas

4. ¿Cómo calificaría su acceso a otras actividades extraescolares (equipos, clubes, etc.)?



5. ¿En qué otras actividades extraescolares participas actualmente? Selecciona todas las que procedan.

- ☐ Deporte atletismo
- ☐ Artes escénicas (por ejemplo, banda, orquesta, coro, teatro)
- ☐ Periódico escolar o club del anuario
- ☐ Gobierno estudiantil
- ☐ Clubes de intereses especiales, como el club de teatro
- ☐ Competiciones académicas, como la liga de matemáticas o el equipo de debate
- ☐ Servicio comunitario y organizaciones de voluntariado
- ☐ Empleo remunerado
- ☐ Otro (especifique)

- ☐ Ninguna de las anteriores

## NASEF Summative Report

6. ¿Cómo calificarías la opinión de tus padres o tutores sobre los deportes electrónicos y los video juegos?



## NASEF-PR Esports Club Encuesta de Estudiantes de Fin de Año

### Participación en el Club NASEF

7. ¿Qué juego o juegos jugaste como parte del club de deportes electrónicos de NASEF?

Selecciona todas las opciones que correspondan.

- ☐ FIFA
- ☐ Fortnite
- ☐ Liga de Leyendas
- ☐ Mario Kart
- ☐ Minecraft
- ☐ NBA 2K23
- ☐ NHL 2K23
- ☐ Overwatch
- ☐ Rocket League
- ☐ Smash Ultimate
- ☐ Valorant
- ☐ Otro (por favor describa)

- ☐ Ninguno

8. De media, ¿cuántas horas a la semana dedicó a las actividades del club de esports NASEF?

## NASEF Summative Report

9. ¿Qué actividades realizaste en el club de esports NASEF? Selecciona todas las que corresponda.

- ☐ Analista
- ☐ Desarrollador empresarial
- ☐ Entrenador
- ☐ Jugador de equipo competitivo
- ☐ Patrocinador corporativo
- ☐ Organizador de eventos
- ☐ Arte y medios de comunicación
- ☐ Director general
- ☐ Soporte informático
- ☐ Periodista
- ☐ Marketing
- ☐ Locutor
- ☐ Desarrollador de software
- ☐ Streamer
- ☐ Creador de teoría
- ☐ Desarrollador web
- ☐ Otros (describalos a continuación)

NASEF-PR Esports Club Encuesta de Estudiantes de Fin de Año

Pertenencia y conexión del club



## NASEF Summative Report

10. ¿Cuánto estás de acuerdo o en desacuerdo con las siguientes afirmaciones sobre diferentes partes del programa de NASEF?

|  | Totalmente en<br>desacuerdo | En desacuerdo         | Neutral               | De acuerdo            | Totalmente de<br>acuerdo |
|--|-----------------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| Me siento conectado con mis compañeros de NASEF en la escuela.                         | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me siento conectado con el equipo de deportes electrónicos que apoya mi club de NASEF. | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me siento conectado con el club de NASEF en mi escuela.                                | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me siento conectado con la liga competitiva de NASEF.                                  | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

11. ¿Cuánto estás de acuerdo o en desacuerdo con las siguientes afirmaciones sobre tu club de deportes electrónicos de NASEF?

|   | Totalmente en<br>desacuerdo | En desacuerdo         | Neutral               | De acuerdo            | Totalmente de<br>acuerdo |
|---|-----------------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| La personas de mi club de esports NASEF se dan cuenta cuando soy bueno en algo.       | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| En mi club NASEF hay al menos un adulto con el que puedo hablar si tengo un problema. | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| En mi club NASEF me tratan con el mismo respeto que a los demás estudiantes.          | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

## NASEF Summative Report

Puedo ser yo mismo en mi club NASEF.

☐☐☐☐☐

Los adultos de mi club NASEF me respetan.

☒☐☐☐☐

Los demás estudiantes de mi club NASEF me quieren tal y como soy.

☐☐☐☐☐

En mi club de esports NASEF mantengo relaciones estrechas y sinceras con adultos y amigos.

☒☐☐☐☐

Creo que la gente de mi club NASEF se preocupa por mí.

☐☐☐☐☐

Creo que en mi club NASEF puedo confiar en los demás.

☒☐☐☐☐

Me gustan las tradiciones de nuestro club NASEF y la forma en que hacemos las cosas.

☐☐☐☐☐

Siento que formo parte de la comunidad del club NASEF.

☒☐☐☐☐

NASEF-PR Esports Club Encuesta de Estudiantes de Fin de Año

Satisfacción con su club de deportes NASEF

## NASEF Summative Report

12. ¿Qué tan satisfecho estás con cada uno de los siguientes elementos de tu club de deportes electrónicos de NASEF?

|                           | Extremadamente insatisfecho | Algo insatisfecho     | Neutral               | Algo satisfecho       | Extremadamente satisfecho | N/C                   |
|---------------------------|-----------------------------|-----------------------|-----------------------|-----------------------|---------------------------|-----------------------|
| En general                | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Director General          | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Entrenador                | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Actividades del club      | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Miembros del club         | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Comunicaciones de la Liga | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Eventos de la Liga        | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Programas de premios      | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| Campeonatos               | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |

## NASEF-PR Esports Club Encuesta de Estudiantes de Fin de Año

Ventajas de participar en el Club de Esports NASEF

## NASEF Summative Report

13. ¿De qué manera te ha influido participar en el club de deportes electrónicos de la NASEF? Selecciona

todas las que corresponda.

- ☐ Rendimiento académico (por ejemplo, mejores notas)
- ☐ Interés y compromiso en la escuela (por ejemplo, asistencia, participación en actividades de clase, participación en actividades extraescolares y clubes).
- ☐ Interés por la universidad y la carrera profesional (por ejemplo, planes de educación y empleo después de la graduación, interés en asistir a la universidad)
- ☐ Desarrollo de habilidades para la vida (por ejemplo, liderazgo, habilidades de comunicación, habilidades de pensamiento crítico, trabajo en equipo, resolución de conflictos).
- ☐ Realización personal y bienestar (por ejemplo, apoyo a la salud mental, reducción del estrés)
- ☐ Inclusión en un grupo de personas que piensan y sienten como yo
- ☐ Capacidad para relacionarme con adultos
- ☐ Capacidad para relacionarme con compañeros
- ☐ Otros (especifique)

14. ¿Cuál de las siguientes actividades de esports ha tenido un mayor impacto positivo en ti?

- ☐ Competición
- ☐ Desafíos más allá del juego ® (actividades competitivas no relacionadas con el juego)
- ☐ Formación y desarrollo de clubes / Oportunidades de liderazgo
- ☐ Colaboración entre iguales basada en las necesidades del club / grupos de trabajo basados en habilidades
- ☐ Extensión a la comunidad y ampliación del club
- ☐ Otro (especifique)

NASEF-PR Esports Club Encuesta de Estudiantes de Fin de Año

Comportamientos de juego disruptivos



## NASEF Summative Report

15. Las siguientes afirmaciones enumeran comportamientos comunes disruptivos en los videojuegos. Desde que te uniste a tu club, ¿En cuáles has participado contra otros jugadores? ¿Cuáles has experimentado tú mismo/a? Selecciona todas las que correspondan.

|  | Alguien ha hecho esto conmigo | He hecho esto con otro jugador |
|--|-------------------------------|--------------------------------|
| Ha insultado a jugadores   | <input type="checkbox"/>      | <input type="checkbox"/>       |
| Avergonzado intencionadamente a otro jugador   | <input type="checkbox"/>      | <input type="checkbox"/>       |
| Discriminado a otro jugador  | <input type="checkbox"/>      | <input type="checkbox"/>       |
| Acosar a otro jugador  | <input type="checkbox"/>      | <input type="checkbox"/>       |
| Trollear o molestar a otro jugador (perturbar intencionadamente la experiencia de juego de otros jugadores)                                  | <input type="checkbox"/>      | <input type="checkbox"/>       |
| Amenazar a otro jugador  | <input type="checkbox"/>      | <input type="checkbox"/>       |
| Acosar a otro jugador en línea   | <input type="checkbox"/>      | <input type="checkbox"/>       |
| Doxed a otro jugador (buscar y publicar información privada o identificativa de otro jugador en el chat y/o en los comentarios de streaming) | <input type="checkbox"/>      | <input type="checkbox"/>       |

16. ¿Qué haces cuando te encuentras con comportamientos disruptivos en el juego o con contenidos de odio mientras juegas? Selecciona todo lo que corresponda.

- ☐ Nunca me he encontrado con comportamientos disruptivos o contenidos que inciten al odio mientras juego.
- ☐ Nada
- ☐ Aprendí más sobre la información que se estaba compartiendo
- ☐ He desafiado al jugador que tenía ese comportamiento.
- ☐ Hablé con amigos, padres y/o profesores sobre la experiencia.
- ☐ Lo denuncié a la plataforma/se puso en contacto con la empresa de juegos
- ☐ Bloquear al usuario (si procede)
- ☐ Lo denuncié a la policía
- ☐ Otros (especifique)

17. ¿Cómo ha influido en tus comportamientos de juego el encontrarte con comportamientos disruptivos en los juegos o contenido de odio mientras juegas?

- ☐ Nunca me he encontrado con comportamientos disruptivos en el juego o contenidos de odio mientras jugaba.
- ☐ Me he sentido incómodo o molesto
- ☐ Me he sentido aislado o solo
- ☐ He sido menos sociable mientras jugaba
- ☐ He tratado a la gente peor de lo habitual
- ☐ Sus relaciones personales se han visto alteradas
- ☐ Su rendimiento escolar se ha visto afectado negativamente
- ☐ He reconsiderado con quién juego
- ☐ He dejado de jugar a ciertos juegos
- ☐ He cambiado mi forma de jugar
- ☐ Otros (especifique)

NASEF-PR Esports Club Encuesta de Estudiantes de Fin de Año

Comportamientos de juego disruptivos

18. ¿En qué medida está de acuerdo o en desacuerdo con las siguientes afirmaciones?

|   | Totalmente<br>en<br>desacuerdo   | Algo en<br>desacuerdo | Ligeramente<br>en<br>desacuerdo | Neutral               | Ligeramente<br>de acuerdo | Algo de<br>acuerdo    | Totalmente<br>de acuerdo |
|---|----------------------------------|-----------------------|---------------------------------|-----------------------|---------------------------|-----------------------|--------------------------|
| Una sociedad ideal requiere que unos grupos estén arriba y otros abajo.                 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    |
| Algunos grupos de personas son simplemente inferiores a otros grupos.                   | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    |
| Ningún grupo debe dominar en la sociedad.   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    |
| Los grupos de abajo son tan merecedores como los de arriba.                             | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    |
| La igualdad entre grupos no debe ser nuestro objetivo principal.                        | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    |
| Es injusto intentar que los grupos sean iguales.  | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    |
| Debemos hacer lo posible por igualar las condiciones de los distintos grupos.           | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    |
| Debemos trabajar para que todos los grupos tengan las mismas oportunidades de triunfar. | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>           | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>    |

19. ¿Cuánto estás de acuerdo o en desacuerdo con las siguientes afirmaciones?

"Compañeros" significa amigos, compañeros de clase y otras personas de tu edad.

|   | Totalmente<br>en<br>desacuerdo | En<br>desacuerdo      | Neutral               | De<br>acuerdo         | Totalmente<br>de acuerdo |
|---|--------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| Soy considerado cuando me comunico con los demás.                 | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Muestro interés por lo que dicen mis compañeros.                  | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Escucho atentamente a mis compañeros cuando es necesario.         | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me siento seguro de compartir mis ideas con mis compañeros.       | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me siento escuchado cuando comparto mis ideas.                    | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Puedo reconocer el lenguaje hiriente de otros en foros de juegos. | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Explico mi razonamiento adecuadamente a los demás.                | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Doy razones para mis opiniones.                                   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Considero alternativas a mis opiniones.                           | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

NASEF-PR Esports Club Encuesta de Estudiantes de Fin de Año

Mentalidad Constructiva



20. ¿En qué medida está de acuerdo o en desacuerdo con las siguientes afirmaciones?

|  | Totalmente<br>en<br>desacuerdo   | En<br>desacuerdo                 | Neutral                          | De<br>acuerdo                    | Totalmente<br>de acuerdo         |
|--|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Si intento resolver un problema pero no lo consigo, volveré a intentarlo hasta que lo resuelva.                      | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Si estoy aprendiendo una nueva habilidad, seguiré con ella, aunque sea difícil, antes de pasar a algo más fácil.     | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Una vez que emprendo una tarea, sigo intentándolo hasta completarla.   | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Los alumnos con éxito comprenden las cosas rápidamente.  | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| El aprendizaje es un proceso lento de acumulación de conocimientos.  | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| El genio es un 10% de habilidad y un 90% de trabajo duro.  | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Las personas con más éxito han descubierto cómo mejorar su capacidad de aprendizaje.                                 | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Normalmente puedo entender conceptos difíciles si elimino todas las distracciones externas y me concentro de verdad. | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |

NASEF-PR Esports Club Encuesta de Estudiantes de Fin de Año

Autorregulación

21. ¿Hasta qué punto estás de acuerdo o en desacuerdo con las siguientes afirmaciones?

|  | Totalmente<br>en<br>desacuerdo   | En<br>desacuerdo      | Neutral               | De<br>acuerdo         | Totalmente<br>de acuerdo |
|--|----------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| Cuando las cosas no salen planificadas, soy capaz de la calma.                       | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Puedo irritarme fácilmente cuando las cosas me molestan.                             | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Soy capaz de mantener el control incluso cuando estoy frustrado durante una partida. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me pongo nervioso cuando juego.  | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me comporto mal cuando creo que los demás actúan injustamente en línea.              | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Tardo un tiempo en recuperarme de la inclinación.                                    | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Tengo herramientas y habilidades que me ayudan cuando me pongo nervioso.             | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| El resultado de una partida (bueno o malo) repercute en el resto de mi semana.       | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

22. ¿De qué manera ha afectado la participación en tu club de esports de la NASEF a tus respuestas ante los problemas de confrontación mientras juegas?

23. ¿En qué medida está de acuerdo o en desacuerdo con las siguientes afirmaciones?

|   | Totalmente<br>en<br>desacuerdo | En<br>desacuerdo      | Neutral               | De<br>acuerdo         | Totalmente<br>de acuerdo |
|---|--------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| Soy capaz de defenderme a mí mismo y en lo que creo.                  | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Lo que siento por mí mismo depende de lo que los demás piensen de mí. | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Siento que puedo ser yo mismo con otras personas.                     | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| En general, me gusta quién soy.                                       | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Soy una buena persona que tiene mucho que ofrecer.                    | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Necesito aprobación y reconocimiento constante.                       | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Expreso abiertamente mis opiniones.                                   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Incluso si no quiero, a menudo voy con la multitud.                   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Soy capaz de evaluar lo que es bueno acerca de mí.                    | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Tengo una alta opinión de mí mismo.                                   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Puedo darme cuenta de lo que necesito mejorar de mí mismo.            | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| No suelo decir lo que pienso, incluso si sé que tengo razón.          | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Estoy orgulloso de mí mismo.  | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| No cambiaría mucho de mí.   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

NASEF-PR Esports Club Encuesta de Estudiantes de Fin de Año

Esfuerzo y compromiso escolar

## NASEF Summative Report

24. ¿En qué medida está de acuerdo o en desacuerdo con las siguientes afirmaciones sobre su centro de enseñanza?

|   | Totalmente<br>en<br>desacuerdo | En<br>desacuerdo      | Neutral               | De<br>acuerdo         | Totalmente<br>de acuerdo |
|---|--------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| Mi educación es importante para mí.                         | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Intento utilizar las ideas de la escuela en mi vida diaria. | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Presto atención en clase.                                   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me esfuerzo en mi trabajo escolar.                          | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Mis profesores me entienden como persona.                   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me siento unido a los profesores y mentores de mi centro.   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me siento respetado por mis compañeros.                     | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Tengo un sentimiento de pertenencia a la escuela.           | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

NASEF-PR Esports Club Encuesta de Estudiantes de Fin de Año

Interés STEM



## NASEF Summative Report

25. ¿Hasta qué punto estás de acuerdo o en desacuerdo con las siguientes afirmaciones sobre tu interés en STEM? "STEM" significa materias relacionadas con la ciencia, la tecnología, la ingeniería y/o las matemáticas.

|   | Totalmente<br>en<br>desacuerdo | En<br>desacuerdo      | Neutral               | De<br>acuerdo         | Totalmente<br>de acuerdo |
|---|--------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| Me interesa aprender sobre STEM.              | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me gusta participar en proyectos STEM.        | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me gusta averiguar cómo funcionan las cosas.  | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me gusta ver cómo se fabrican las cosas.      | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me entusiasma conocer nuevos descubrimientos. | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me interesa la codificación.                  | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Me interesa analizar los datos de mi juego.   | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Aprender STEM me ayudará en mi futuro.        | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

## NASEF-PR Esports Club Encuesta de Estudiantes de Fin de Año

### Planes de Futuro

## NASEF Summative Report

26. ¿En qué medida está de acuerdo o en desacuerdo con las siguientes afirmaciones sobre su futura trayectoria profesional?

|  | Totalmente<br>en<br>desacuerdo   | En<br>desacuerdo                 | Neutral                          | De<br>acuerdo                    | Totalmente<br>de acuerdo         |
|--|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Estoy motivado para alcanzar mis objetivos profesionales.  | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Entiendo cómo mis intereses, habilidades y talentos se relacionan con mis futuras trayectorias profesionales.                                | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Confío en que puedo alcanzar mis objetivos profesionales.  | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| He relacionado mis intereses con una carrera que podría querer hacer algún día.  | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Conozco las salidas profesionales que tengo a mi disposición.  | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Conozco los recursos o pasos específicos que debo dar para alcanzar mis objetivos profesionales.   | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Terminar el bachillerato es importante para ayudarme a alcanzar mis objetivos profesionales.   | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Aunque sufra contratiempos, sé que alcanzaré mis objetivos profesionales.  | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Mi club de esports NASEF me ayudó a aprender algo nuevo sobre las carreras que me interesan.   | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Mi club de esports NASEF contribuyó a un cambio positivo en mi compromiso con mi futuro.   | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Mi club de esports NASEF contribuyó a un cambio positivo en mis actitudes sobre un futuro en STEM.   | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Mi club de esports NASEF me ayudó a aprender algo nuevo sobre las posibilidades de las carreras profesionales (incluidas las carreras STEM). | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Mi club de esports NASEF me permitió ver a gente como yo en carreras STEM.   | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |

27. ¿Cuáles son tus planes laborales después de terminar el instituto?

- ☐ Tengo previsto trabajar a tiempo completo
- ☐ Tengo previsto trabajar a tiempo parcial
- ☐ No lo sé
- ☐ Otros (especifique)

28. ¿Cuáles son tus planes de educación después de terminar el instituto?

- ☐ No seguir estudiando
- ☐ Asistir a una escuela técnica o a un programa de formación especializada
- ☐ Asistir a un programa universitario de 2 años
- ☐ Asistir a un programa universitario de 4 años
- ☐ No lo sé
- ☐ Otros (especifique)

29. ¿Qué importancia tiene la educación después del bachillerato?

- ☐ Poco importante
- ☐ Algo importante
- ☐ Muy importante
- ☐ No lo sé
- ☐ Decide no responder



## NASEF Summative Report

30. ¿Por qué podrías interrumpir tus estudios después del bachillerato (selecciona todo lo que corresponda)?

- ☐ Por ninguna razón, definitivamente iré
- ☐ Cuesta demasiado/no puedo permitírmelo
- ☐ No necesito la universidad para mi trabajo previsto
- ☐ No me interesa
- ☐ Necesito o quiero trabajar
- ☐ Quiero alistarme en el ejército
- ☐ No quiero estar lejos de casa
- ☐ Simplemente no me gustan los estudios
- ☐ Elige no responder
- ☐ Alguna otra razón (especifica)

## NASEF-PR Esports Club Encuesta de Estudiantes de Fin de Año

### Conclusión

31. ¿Piensas seguir participando en tu club de esports de la NASEF en la próxima sesión?

- ☐ Sí
- ☐ No (en caso negativo, explique por qué)

- ☐ Decido no responder

32. Por favor, comparte cualquier comentario o sugerencia que tengas para mejorar el programa de deportes electrónicos de la NASEF.

33. ¿Hay algo más que quieras compartir sobre tus experiencias con tu club de esports de la NASEF?

**Gracias por su participación.**

## Appendix H: Puerto Rico Baseline Student Survey

### Club Responses

| Club Name                             | Survey Responses | Total Club Members | Response Rate |
|---------------------------------------|------------------|--------------------|---------------|
| B-You Academy                         | 10               | 10                 | 100.0%        |
| C.N.S.P.S E-Sports                    | 9                | 10                 | 90.0%         |
| CLF Gamers                            | 23               | 20                 | 115.0%        |
| e-Sports Club Esc. Jesús Silva Alemán | 10               | 10                 | 100.0%        |
| León Esmeralda E-Sport Club           | 11               | 10                 | 110.0%        |
| THE LEGENDS                           | 11               | 10                 | 110.0%        |
| Tinglares E-Sports Club               | 9                | 10                 | 90.0%         |
| <b>Total</b>                          | <b>83</b>        | <b>80</b>          | <b>103.8%</b> |

### Background and Experience

|   | N         | %             |
|---|-----------|---------------|
| <b>How long have you participated in esports?</b> |           |               |
| Less than 3 months                                | 15        | 18.1%         |
| 3 - 6 months                                      | 10        | 12.0%         |
| 7 - 12 months                                     | 17        | 20.5%         |
| 1 - 2 years                                       | 10        | 12.0%         |
| 3 - 4 years                                       | 8         | 9.6%          |
| 5 - 6 years                                       | 5         | 6.0%          |
| More than 6 years                                 | 18        | 21.7%         |
| <b>TOTAL</b>                                      | <b>83</b> | <b>100.0%</b> |
| <b>How many hours a week do you spend gaming?</b> |           |               |
| Less than one hour                                | 2         | 2.4%          |
| 1 - 3 hours                                       | 21        | 25.3%         |
| 4 - 7 hours                                       | 32        | 38.6%         |
| 8 - 12 hours                                      | 13        | 15.7%         |

## NASEF Summative Report

|  | N         | %             |
|--|-----------|---------------|
| More than 12 hours   | 15        | 18.1%         |
| <b>TOTAL</b>   | <b>83</b> | <b>100.0%</b> |
| <b>In what other extracurricular activities do you currently participate? Select all that apply.</b> |           |               |
| Sports/Athletics   | 26        | 31.3%         |
| Performing Arts (e.g., band, orchestra, choir, theater)  | 5         | 6.0%          |
| School newspaper or yearbook club  | 0         | 0.0%          |
| Student government   | 1         | 1.2%          |
| Special-interests clubs, such as drama club  | 12        | 14.5%         |
| Competitive academics, such as math league, debate team  | 4         | 4.8%          |
| Community service and volunteer organizations  | 5         | 6.0%          |
| Paid employment  | 1         | 1.2%          |
| Other (please describe below)  | 21        | 25.3%         |
| None of the above  | 26        | 31.3%         |

## Access to Technology and Extracurricular Activities and Parent Perceptions of Esports

|   | N  | M    | SD   |
|---|----|------|------|
| How would you rate your overall access to technology (e.g., computers, software, Internet)? [10-point slider bar from no/low access to high access] | 82 | 7.26 | 2.56 |
| How would you rate your access to other extracurricular activities (teams, clubs, etc)? [10-point slider bar from no/low access to high access]     | 74 | 6.88 | 2.68 |
| How would you rate your parents or guardians view of esports and gaming? [10-point slider bar from negative to positive]                            | 83 | 7.75 | 2.32 |

## NASEF Summative Report

### NASEF Club Participation

|   | N  | %     |
|---|----|-------|
| <b>What game or games do you play regularly? Select all that apply.</b> |    |       |
| None  | 1  | 1.2%  |
| FIFA  | 15 | 18.1% |
| Fortnite  | 53 | 63.9% |
| League of Legends   | 0  | 0.0%  |
| Mario Kart  | 44 | 53.0% |
| Minecraft   | 41 | 49.4% |
| NBA 2K23  | 21 | 25.3% |
| NHL 2K23  | 0  | 0.0%  |
| Overwatch   | 18 | 21.7% |
| Rocket League   | 24 | 28.9% |
| Smash Ultimate  | 48 | 57.8% |
| Valorant  | 8  | 9.6%  |
| Other (please describe below)   | 35 | 42.2% |

### Benefits of Participating in NASEF Esports Club

|  | N  | %     |
|--|----|-------|
| <b>In what ways do you believe participating in the NASEF esports club will impact you? Select all that apply.</b>                         |    |       |
| Academic performance (e.g., better grades)   | 30 | 36.1% |
| Interest and engagement in school (e.g., attendance, participation in class activities, participation in afterschool activities and clubs) | 38 | 45.8% |
| College and career interest (e.g., education and employment plans after graduation, interest in attending college)                         | 29 | 34.9% |
| Life skills development (e.g., leadership, communication skills, critical thinking skills, teamwork, conflict resolution)                  | 47 | 56.6% |
| Personal fulfillment and well being (e.g., mental health support, stress reduction)  | 41 | 49.4% |

## NASEF Summative Report

|   | N  | %     |
|---|----|-------|
| Inclusion in a group of people who think and feel like me | 34 | 41.0% |
| Ability to relate to adults                               | 26 | 31.3% |
| Ability to relate to peers                                | 44 | 53.0% |
| Other (please specify)                                    | 4  | 4.8%  |

## Disruptive Gaming Behaviors

| The statements below list common disruptive gaming behaviors. (select all that apply)   | Someone has done this to me<br>(M = 3.13, SD = 2.60) |       | I have done this to another player<br>(M = 1.26, SD = 1.74) |       |
|---|--|-------|---|-------|
|   | N  | %     | N   | %     |
| Called players offensive names  | 32   | 38.6% | 15  | 18.1% |
| Intentionally embarrassed another player  | 21   | 25.3% | 7   | 8.4%  |
| Discriminated against another player  | 16   | 19.3% | 5   | 6.0%  |
| Harassed another player   | 16   | 19.3% | 6   | 7.2%  |
| Trolled or grieved another player (intentionally disrupts the gaming experience of other players)   | 26   | 31.3% | 15  | 18.1% |
| Threatened another player   | 15   | 18.1% | 2   | 2.4%  |
| Stalked another player online   | 11   | 13.3% | 4   | 4.8%  |
| Doxed another player (searched for and published private or identifying information about another player in the chat and/or streaming comments) | 7  | 8.4%  | 4   | 4.8%  |

## Responses to Disruptive Gaming Behaviors

|   | N  | %     |
|---|----|-------|
| <b>What do you do when you encounter disruptive gaming behaviors or hate content while gaming?<br/>Select all that apply.</b> |    |       |
| I have never encountered disruptive gaming behaviors or hate content while gaming   | 26 | 31.3% |
| Nothing   | 24 | 28.9% |
| Learned more about the information that was being shared  | 6  | 7.2%  |
| Challenged the gamer engaging in the behaviors  | 11 | 13.3% |
| Talked to friends, parents, and/or teachers about the experience  | 13 | 15.7% |
| Reported it to the platform/Contacted the game company  | 10 | 12.0% |
| Blocked the user (if applicable)  | 23 | 27.7% |
| Reported it to the police   | 2  | 2.4%  |
| Other (please specify)  | 8  | 9.6%  |
| <b>How has encountering disruptive gaming behaviors or hate content while gaming influenced your gaming behaviors?</b>        |    |       |
| I have never encountered disruptive gaming behaviors or hate content while gaming.  | 29 | 34.9% |
| Felt uncomfortable/upset  | 21 | 25.3% |
| Felt isolated or alone  | 4  | 4.8%  |
| Been less social while gaming   | 5  | 6.0%  |
| Treated people worse than usual   | 1  | 1.2%  |
| Had personal relationships disrupted  | 3  | 3.6%  |
| Had school performance negatively impacted  | 2  | 2.4%  |
| Reconsidered who I game with  | 14 | 16.9% |
| Quit playing certain games  | 5  | 6.0%  |
| Changed how I play games  | 13 | 15.7% |
| Other (please specify)  | 6  | 7.2%  |



## NASEF Summative Report

### Social Dominance Scale ( $M = 2.89, SD = 1.12$ )

|  | 1     | 2     | 3     | 4     | 5     | 6    | 7     | N  | M    | SD   |
|--|-------|-------|-------|-------|-------|------|-------|----|------|------|
| An ideal society requires some groups to be on top and others to be on the bottom. | 31.0% | 14.1% | 5.6%  | 39.4% | 0.0%  | 5.6% | 4.2%  | 71 | 2.97 | 1.73 |
| Some groups of people are simply inferior to other groups.                         | 33.3% | 15.9% | 7.2%  | 34.8% | 1.4%  | 4.3% | 2.9%  | 69 | 2.80 | 1.66 |
| <i>No one group should dominate in society.*</i>                                   | 33.3% | 8.7%  | 1.4%  | 31.9% | 8.7%  | 4.3% | 11.6% | 69 | 3.33 | 2.07 |
| <i>Groups at the bottom are just as deserving as groups at the top.*</i>           | 49.3% | 8.7%  | 5.8%  | 23.2% | 2.9%  | 4.3% | 5.8%  | 69 | 2.58 | 1.90 |
| Group equality should not be our primary goal.                                     | 23.2% | 13.0% | 10.1% | 27.5% | 10.1% | 7.2% | 8.7%  | 69 | 3.45 | 1.91 |
| It is unjust to try to make groups equal.  | 30.4% | 5.8%  | 5.8%  | 34.8% | 7.2%  | 7.2% | 8.7%  | 69 | 3.39 | 1.96 |
| <i>We should do what we can to make conditions equal for different groups.*</i>    | 46.4% | 8.7%  | 8.7%  | 21.7% | 5.8%  | 4.3% | 4.3%  | 69 | 2.62 | 1.84 |
| <i>We should work to give all groups an equal chance to succeed.*</i>              | 56.5% | 8.7%  | 7.2%  | 17.4% | 2.9%  | 2.9% | 4.3%  | 69 | 2.28 | 1.76 |

Notes. Items marked with an asterisk (\*) are reverse coded. 1 = Strongly Disagree, 2 = Somewhat Disagree, 3 = Slightly Disagree, 4 = Neutral, 5 = Slightly Agree, 6 = Agree, 7 = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

There is a **moderate** correlation ( $r = 0.295$ ) between social dominance scale ratings and the reported engagement in disruptive gaming behaviors against another player. This means that club members who tend to support the idea of some groups being superior to others also report more instances of acting disruptively in gaming situations (e.g., calling players offensive names, intentionally embarrassing other players, and harassing, trolling, threatening, stalking, or doxing other players). More specifically, for every 1-point increase in social dominance scale ratings, the number of disruptive gaming behaviors in which the club member engaged in against another player increases by 0.48.

## NASEF Summative Report

### Communication ( $M = 3.82, SD = 0.75$ )

|  | SD   | D     | N     | A     | SA    | N  | M    | St. Dev. |
|--|------|-------|-------|-------|-------|----|------|----------|
| I am considerate when communicating with others.               | 2.5% | 2.5%  | 32.9% | 26.6% | 35.4% | 79 | 3.90 | 1.01     |
| I show interest in what my peers say.                          | 3.8% | 2.5%  | 29.1% | 32.9% | 31.6% | 79 | 3.86 | 1.02     |
| I listen carefully to my peers when needed.                    | 5.1% | 1.3%  | 20.3% | 21.5% | 51.9% | 79 | 4.14 | 1.11     |
| I feel confident about sharing my ideas with my peers.         | 5.1% | 1.3%  | 30.4% | 34.2% | 29.1% | 79 | 3.81 | 1.04     |
| I feel listened to when I share my ideas.                      | 6.3% | 10.1% | 34.2% | 25.3% | 24.1% | 79 | 3.51 | 1.15     |
| I can recognize hurtful language from others in gaming forums. | 2.9% | 7.2%  | 44.9% | 26.1% | 18.8% | 69 | 3.51 | 0.98     |
| I explain my reasoning adequately to others.                   | 2.6% | 2.6%  | 34.2% | 35.5% | 25.0% | 76 | 3.78 | 0.95     |
| I give reasons for my opinions.                                | 2.5% | 2.5%  | 26.6% | 29.1% | 39.2% | 79 | 4.00 | 1.00     |
| I consider alternatives to my opinions.                        | 2.5% | 5.1%  | 24.1% | 40.5% | 27.8% | 79 | 3.86 | 0.97     |

Note. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Constructive Mindset ( $M = 3.68$ , $SD = 0.52$ )

|   | SD    | D     | N     | A     | SA    | N  | M    | St. Dev. |
|---|-------|-------|-------|-------|-------|----|------|----------|
| If I try to solve a problem but fail, I will try again until I figure it out.                               | 2.5%  | 5.1%  | 27.8% | 29.1% | 35.4% | 79 | 3.90 | 1.03     |
| If I'm learning a new skill, I will stick with it, even if it's hard, before moving on to something easier. | 5.1%  | 0.0%  | 26.6% | 36.7% | 31.6% | 79 | 3.90 | 1.02     |
| Once I undertake a task, I keep trying until I complete it.   | 2.5%  | 1.3%  | 19.0% | 41.8% | 35.4% | 79 | 4.06 | 0.91     |
| <i>Successful students understand things quickly.*</i>  | 16.7% | 32.1% | 34.6% | 10.3% | 6.4%  | 78 | 2.58 | 1.09     |
| Learning is a slow process of building up knowledge.  | 2.5%  | 1.3%  | 26.6% | 29.1% | 40.5% | 79 | 4.04 | 0.98     |
| Genius is 10% ability and 90% hard work.  | 5.1%  | 10.3% | 47.4% | 16.7% | 20.5% | 78 | 3.37 | 1.08     |
| The most successful people have discovered how to improve their ability to learn.                           | 2.6%  | 5.1%  | 33.3% | 32.1% | 26.9% | 78 | 3.76 | 1.00     |
| Usually I can figure out difficult concepts if I eliminate all outside distractions and really concentrate. | 1.3%  | 5.1%  | 32.9% | 31.6% | 29.1% | 79 | 3.82 | 0.96     |

Note. Items marked with an asterisk (\*) are reverse coded. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Self-Regulation ( $M = 3.32$ , $SD = 0.58$ )

|  | SD    | D     | N     | A     | SA    | N  | M    | St. Dev. |
|--|-------|-------|-------|-------|-------|----|------|----------|
| When things don't go as planned, I am able to stay calm.                     | 3.8%  | 12.8% | 30.8% | 26.9% | 25.6% | 78 | 3.58 | 1.12     |
| <i>I can get irritated easily when things bother me.*</i>                    | 10.3% | 25.6% | 43.6% | 7.7%  | 12.8% | 78 | 2.87 | 1.12     |
| I am able to remain in control even when I am frustrated during a game.      | 5.1%  | 2.5%  | 20.3% | 35.4% | 36.7% | 79 | 3.96 | 1.07     |
| <i>I get tilted when I game.*</i>  | 17.7% | 27.8% | 34.2% | 8.9%  | 11.4% | 79 | 2.68 | 1.20     |
| <i>I behave badly when I think others act unfairly online.*</i>              | 5.9%  | 5.9%  | 42.6% | 25.0% | 20.6% | 68 | 3.49 | 1.07     |
| <i>It takes me a while to recover from tilting.*</i>                         | 7.2%  | 13.0% | 55.1% | 17.4% | 7.2%  | 69 | 3.04 | 0.95     |
| I have tools and skills that help me when I tilt.                            | 6.3%  | 10.1% | 31.6% | 29.1% | 22.8% | 79 | 3.52 | 1.14     |
| <i>The outcome of a game (good or bad) will impact the rest of my week.*</i> | 11.4% | 7.6%  | 36.7% | 20.3% | 24.1% | 79 | 3.38 | 1.25     |

Note. Items marked with an asterisk (\*) are reverse coded. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

# NASEF Summative Report

## Self-Acceptance ( $M = 3.62, SD = 0.59$ )

|   | SD    | D     | N     | A     | SA    | N  | M    | St. Dev. |
|---|-------|-------|-------|-------|-------|----|------|----------|
| I am able to stand up for myself and what I believe in.             | 3.8%  | 3.8%  | 26.9% | 34.6% | 30.8% | 78 | 3.85 | 1.03     |
| <i>How I feel about myself depends on what others think of me.*</i> | 6.4%  | 5.1%  | 41.0% | 23.1% | 24.4% | 78 | 3.54 | 1.11     |
| I feel I can be myself around other people.                         | 3.8%  | 6.4%  | 39.7% | 26.9% | 23.1% | 78 | 3.59 | 1.04     |
| Overall, I like who I am.   | 3.8%  | 5.1%  | 16.7% | 29.5% | 44.9% | 78 | 4.06 | 1.09     |
| I am a good person who has a lot to offer.                          | 2.6%  | 2.6%  | 20.5% | 32.1% | 42.3% | 78 | 4.09 | 0.98     |
| <i>I need constant approval and recognition.*</i>                   | 5.1%  | 14.1% | 43.6% | 26.9% | 10.3% | 78 | 3.23 | 0.99     |
| I openly voice my opinions.   | 6.4%  | 9.0%  | 38.5% | 25.6% | 20.5% | 78 | 3.45 | 1.11     |
| <i>Even if I don't want to, I often go along with the crowd.*</i>   | 6.4%  | 20.5% | 42.3% | 19.2% | 11.5% | 78 | 3.09 | 1.06     |
| I am able to evaluate what is good about me.                        | 3.8%  | 3.8%  | 20.5% | 41.0% | 30.8% | 78 | 3.91 | 1.01     |
| I have a high opinion of myself.                                    | 5.1%  | 7.7%  | 32.1% | 25.6% | 29.5% | 78 | 3.67 | 1.14     |
| I can figure out what I need to improve about myself.               | 1.3%  | 1.3%  | 25.6% | 32.1% | 39.7% | 78 | 4.08 | 0.91     |
| <i>I don't often speak my mind, even if I know I'm right.*</i>      | 16.7% | 21.8% | 41.0% | 12.8% | 7.7%  | 78 | 2.73 | 1.12     |
| I am proud of myself.   | 1.3%  | 7.8%  | 19.5% | 29.9% | 41.6% | 77 | 4.03 | 1.03     |
| I would not change much about myself.                               | 7.7%  | 9.0%  | 38.5% | 20.5% | 24.4% | 78 | 3.45 | 1.18     |

Note. Items marked with an asterisk (\*) are reverse coded. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

# NASEF Summative Report

## School Effort and Engagement ( $M = 3.85$ , $SD = 0.83$ )

|  | SD   | D    | N     | A     | SA    | N  | M    | St. Dev. |
|--|------|------|-------|-------|-------|----|------|----------|
| My education is important to me.                       | 1.3% | 3.8% | 12.8% | 26.9% | 55.1% | 78 | 4.31 | 0.93     |
| I try to use ideas from school in my daily life.       | 7.7% | 3.8% | 30.8% | 28.2% | 29.5% | 78 | 3.68 | 1.17     |
| I pay attention in class.                              | 2.6% | 1.3% | 24.7% | 37.7% | 33.8% | 77 | 3.99 | 0.94     |
| I put effort into my school work.                      | 3.8% | 1.3% | 21.8% | 30.8% | 42.3% | 78 | 4.06 | 1.02     |
| My teachers understand me as a person.                 | 9.0% | 6.4% | 26.9% | 25.6% | 32.1% | 78 | 3.65 | 1.25     |
| I feel connected to teachers and mentors at my school. | 7.7% | 6.4% | 28.2% | 26.9% | 30.8% | 78 | 3.67 | 1.20     |
| I feel respected by my peers at school.                | 3.8% | 2.6% | 25.6% | 38.5% | 29.5% | 78 | 3.87 | 1.00     |
| I feel a sense of belonging at school.                 | 3.9% | 3.9% | 46.8% | 22.1% | 23.4% | 77 | 3.57 | 1.02     |

Note. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

# NASEF Summative Report

## STEM Interest ( $M = 3.91, SD = 0.78$ )

|  | SD   | D     | N     | A     | SA    | N  | M    | St. Dev. |
|--|------|-------|-------|-------|-------|----|------|----------|
| I am interested in learning about STEM.              | 5.1% | 7.7%  | 28.2% | 26.9% | 32.1% | 78 | 3.73 | 1.15     |
| I like to participate in STEM projects.              | 5.1% | 6.4%  | 29.5% | 30.8% | 28.2% | 78 | 3.71 | 1.11     |
| I like to figure out how things work.                | 1.3% | 2.6%  | 17.9% | 32.1% | 46.2% | 78 | 4.19 | 0.91     |
| I like to see how things are made.                   | 1.3% | 0.0%  | 16.7% | 33.3% | 48.7% | 78 | 4.28 | 0.84     |
| I get excited to learn about new discoveries.        | 2.6% | 0.0%  | 25.6% | 28.2% | 43.6% | 78 | 4.10 | 0.96     |
| I am interested in coding.                           | 3.8% | 10.3% | 44.9% | 20.5% | 20.5% | 78 | 3.44 | 1.05     |
| I am interested in analyzing data from my game play. | 2.6% | 5.1%  | 24.4% | 28.2% | 39.7% | 78 | 3.97 | 1.04     |
| Learning STEM will help me in my future.             | 2.6% | 3.8%  | 33.3% | 26.9% | 33.3% | 78 | 3.85 | 1.02     |

Note. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.



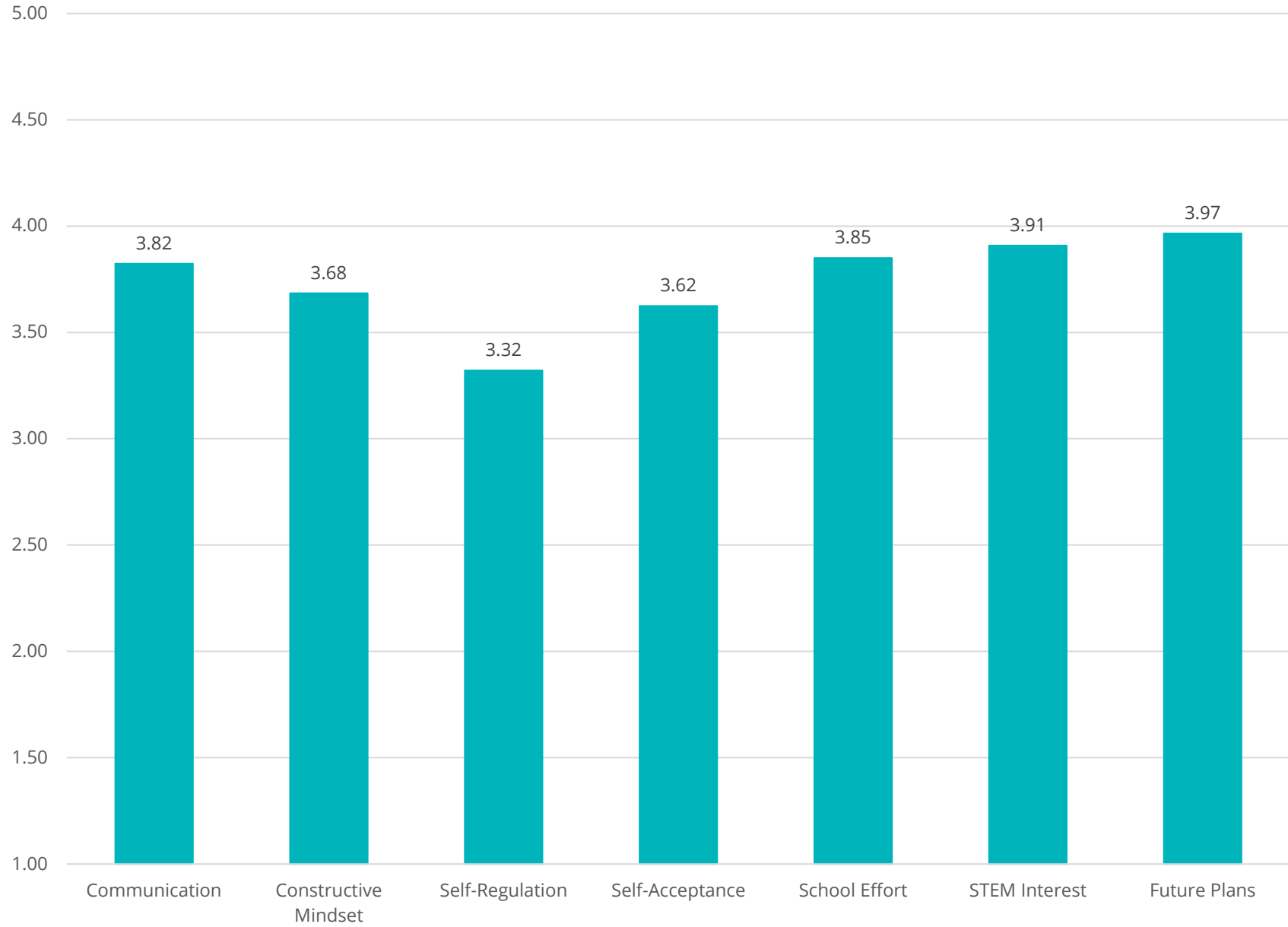
# NASEF Summative Report

## Future Plans ( $M = 3.97, SD = 0.80$ )

| Statements  | SD   | D    | N     | A     | SA    | N  | M    | St. Dev. |
|---|------|------|-------|-------|-------|----|------|----------|
| I am motivated to achieve my career goals.  | 2.6% | 0.0% | 20.8% | 23.4% | 53.2% | 77 | 4.25 | 0.96     |
| I understand how my interests, skills, and talents relate to my future career pathways. | 0.0% | 5.3% | 30.3% | 27.6% | 36.8% | 76 | 3.96 | 0.94     |
| I am confident I can accomplish my career goals.  | 3.9% | 2.6% | 20.8% | 26.0% | 46.8% | 77 | 4.09 | 1.07     |
| I have connected my interests to a career I might want to do someday.                   | 1.3% | 3.9% | 27.3% | 31.2% | 36.4% | 77 | 3.97 | 0.96     |
| I am aware of the career pathway opportunities that are available to me.                | 5.2% | 2.6% | 33.8% | 32.5% | 26.0% | 77 | 3.71 | 1.05     |
| I know the specific resources or steps that I need to take to reach my career goals.    | 5.2% | 2.6% | 33.8% | 28.6% | 29.9% | 77 | 3.75 | 1.08     |
| Graduating from high school is important to helping me reach my career goals.           | 2.6% | 1.3% | 32.9% | 28.9% | 34.2% | 76 | 3.91 | 0.98     |
| Even if I experience setbacks, I know I will achieve my career goals.                   | 3.9% | 3.9% | 22.1% | 22.1% | 48.1% | 77 | 4.06 | 1.10     |

Note. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report



## Post-Graduation Plans

|  | N  | %     |
|--|----|-------|
| <b>What are your work plans after graduating high school?</b>                              |    |       |
| I plan to work full-time   | 22 | 26.5% |
| I plan to work part-time   | 20 | 24.1% |
| I do not know  | 25 | 30.1% |
| Other (please describe below)  | 9  | 10.8% |
| No response  | 7  | 8.4%  |
| <b>What are your education plans after graduating high school?</b>                         |    |       |
| No more education  | 3  | 3.6%  |
| Attend a technical school or specialty training program                                    | 9  | 10.8% |
| Attend a 2-year college or university program  | 10 | 12.0% |
| Attend a 4-year college or university program  | 28 | 33.7% |
| I do not know  | 20 | 24.1% |
| Other (please describe below)  | 6  | 7.2%  |
| No response  | 7  | 8.4%  |
| <b>How important is getting an education beyond high school?</b>                           |    |       |
| Not important  | 2  | 2.4%  |
| Somewhat important   | 17 | 20.5% |
| Very important   | 37 | 44.6% |
| Don't know   | 12 | 14.5% |
| Choose not to respond  | 7  | 8.4%  |
| No response  | 8  | 9.6%  |
| <b>Why might you discontinue your education after high school (select all that apply)?</b> |    |       |
| No reason, I will definitely go  | 24 | 28.9% |
| It costs too much/I can't afford it  | 5  | 6.0%  |
| I don't need college for my planned job  | 4  | 4.8%  |
| I'm just not interested  | 6  | 7.2%  |
| I need or want to work   | 20 | 24.1% |
| I want to join the military  | 5  | 6.0%  |

## NASEF Summative Report

|                                    | N  | %     |
|------------------------------------|----|-------|
| I don't want to be away from home  | 9  | 10.8% |
| I just don't like school           | 2  | 2.4%  |
| Some other reason (please specify) | 6  | 7.2%  |
| Choose not to respond              | 22 | 26.5% |

## Appendix I: Puerto Rico End-of-Year Student Survey

### Club Responses

| Club Name                             | Survey Responses | Total Club Members | Response Rate |
|---------------------------------------|------------------|--------------------|---------------|
| B-You Academy                         | 9                | 10                 | 90.0%         |
| C.N.S.P.S E-Sports                    | 12               | 10                 | 120.0%        |
| CLF Gamers                            | 12               | 20                 | 60.0%         |
| e-Sports Club Esc. Jesús Silva Alemán | 8                | 10                 | 80.0%         |
| León Esmeralda E-Sport Club           | 8                | 10                 | 80.0%         |
| THE LEGENDS                           | 11               | 10                 | 110.0%        |
| Tinglares E-Sports Club               | 13               | 10                 | 130.0%        |
| <b>Total</b>                          | <b>73</b>        | <b>80</b>          | <b>91.3%</b>  |

### Background and Experience

|  | N         | %             |
|--|-----------|---------------|
| <b>How long have you participated in esports?</b>  |           |               |
| Less than 3 months   | 13        | 17.80%        |
| 3 - 6 months   | 5         | 6.80%         |
| 7 - 12 months  | 7         | 9.60%         |
| 1 - 2 years  | 20        | 27.40%        |
| 3 - 4 years  | 13        | 17.80%        |
| 5 - 6 years  | 3         | 4.10%         |
| More than 6 years  | 12        | 16.40%        |
| <b>TOTAL</b>   | <b>73</b> | <b>100.0%</b> |
| <b>How many hours a week do you spend gaming?</b>  |           |               |
| Less than one hour   | 3         | 4.10%         |
| 1 - 3 hours  | 15        | 20.50%        |
| 4 - 7 hours  | 17        | 23.30%        |
| 8 - 12 hours   | 20        | 27.40%        |
| More than 12 hours   | 18        | 24.70%        |
| <b>TOTAL</b>   | <b>73</b> | <b>100.0%</b> |
| <b>In what other extracurricular activities do you currently participate? Select all that apply.</b> |           |               |

## NASEF Summative Report

|   | N  | %     |
|---|----|-------|
| Sports/Athletics  | 30 | 41.1% |
| Performing Arts (e.g., band, orchestra, choir, theater) | 5  | 6.8%  |
| School newspaper or yearbook club                       | 1  | 1.4%  |
| Student government                                      | 0  | 0.0%  |
| Special-interests clubs, such as drama club             | 8  | 11.0% |
| Competitive academics, such as math league, debate team | 1  | 1.4%  |
| Community service and volunteer organizations           | 8  | 11.0% |
| Paid employment   | 2  | 2.7%  |
| Other (please describe below)                           | 7  | 9.6%  |
| None of the above                                       | 24 | 32.9% |

## Access to Technology and Extracurricular Activities and Parent Perceptions of Esports

| Survey Questions  | N  | M    | SD   |
|---|----|------|------|
| How would you rate your access to other extracurricular activities (teams, clubs, etc)? [10-point slider bar from no/low access to high access] | 68 | 6.50 | 2.51 |
| How would you rate your parents or guardians view of esports and gaming? [10-point slider bar from negative to positive]                        | 70 | 7.54 | 2.28 |

## NASEF Club Participation

| Survey Questions  | N  | %     |
|---|----|-------|
| <b>What game or games do you play regularly? Select all that apply.</b> |    |       |
| None  | 0  | 0.0%  |
| FIFA  | 8  | 11.0% |
| Fortnite  | 22 | 30.1% |
| League of Legends   | 2  | 2.7%  |
| Mario Kart  | 50 | 68.5% |
| Minecraft   | 15 | 20.5% |
| NBA 2K23  | 24 | 32.9% |
| NHL 2K23  | 1  | 1.4%  |
| Overwatch   | 8  | 11.0% |
| Rocket League   | 24 | 32.9% |
| Smash Ultimate  | 50 | 68.5% |
| Valorant  | 6  | 8.2%  |

## NASEF Summative Report

| Survey Questions  | N  | %     |
|---|----|-------|
| Other (please describe)   | 5  | 6.8%  |
| <b>What activities did you do in the NASEF esports club? Select all that apply.</b> |    |       |
| Analyst   | 7  | 9.6%  |
| Business Developer  | 1  | 1.4%  |
| Coach   | 5  | 6.8%  |
| Competitive Team Player   | 60 | 82.2% |
| Corporate Sponsorship   | 0  | 0.0%  |
| Event Organizer   | 0  | 0.0%  |
| Fandom Art & Media  | 0  | 0.0%  |
| General Manager   | 1  | 1.4%  |
| IT Support  | 2  | 2.7%  |
| Journalist  | 0  | 0.0%  |
| Marketing   | 1  | 1.4%  |
| Shoutcaster   | 2  | 2.7%  |
| Software Developer  | 0  | 0.0%  |
| Streamer  | 3  | 4.1%  |
| Theory Crafter  | 1  | 1.4%  |
| Web Developer   | 1  | 1.4%  |
| Other (please describe)   | 4  | 5.5%  |

## Benefits of Participating in NASEF Esports Club

| Survey Question  | N  | %     |
|--|----|-------|
| <b>In what ways do you believe participating in the NASEF esports club will impact you? Select all that apply.</b>                         |    |       |
| Academic performance (e.g., better grades)   | 24 | 32.9% |
| Interest and engagement in school (e.g., attendance, participation in class activities, participation in afterschool activities and clubs) | 31 | 42.5% |
| College and career interest (e.g., education and employment plans after graduation, interest in attending college)                         | 20 | 27.4% |
| Life skills development (e.g., leadership, communication skills, critical thinking skills, teamwork, conflict resolution)                  | 38 | 52.1% |
| Personal fulfillment and well being (e.g., mental health support, stress reduction)  | 32 | 43.8% |
| Inclusion in a group of people who think and feel like me  | 30 | 41.1% |
| Ability to relate to adults  | 24 | 32.9% |



## NASEF Summative Report

| Survey Question   | N  | %     |
|---|----|-------|
| Ability to relate to peers  | 34 | 46.6% |
| Other (please describe)   | 3  | 4.1%  |
| <b>Which of the following esports activities have had the greatest impact on you?</b> |    |       |
| Competition   | 53 | 72.6% |
| Beyond the Game Challenges® (non-gaming competitive activities)                       | 20 | 27.4% |
| Club formation and development / leadership opportunities                             | 15 | 20.5% |
| Peer-to-peer collaboration based on club needs / skills-based work groups             | 34 | 46.6% |
| Community outreach and club expansion   | 11 | 15.1% |
| Other (please describe)   | 3  | 4.1%  |

## Disruptive Gaming Behaviors

| The statements below list common disruptive gaming behaviors. (select all that apply)   | Someone has done this to me<br>(M = 2.98, SD = 2.49) |       | I have done this to another player<br>(M = 1.62, SD = 1.81) |       |
|---|--|-------|---|-------|
|   | N  | %     | N   | %     |
| Called players offensive names  | 35   | 47.9% | 18  | 24.7% |
| Intentionally embarrassed another player  | 14   | 19.2% | 11  | 15.1% |
| Discriminated against another player  | 15   | 20.5% | 4   | 5.5%  |
| Harassed another player   | 12   | 16.4% | 7   | 9.6%  |
| Trolled or grieved another player (intentionally disrupts the gaming experience of other players)   | 14   | 19.2% | 11  | 15.1% |
| Threatened another player   | 11   | 15.1% | 6   | 8.2%  |
| Stalked another player online   | 13   | 17.8% | 7   | 9.6%  |
| Doxed another player (searched for and published private or identifying information about another player in the chat and/or streaming comments) | 11   | 15.1% | 4   | 5.5%  |

## Responses to Disruptive Gaming Behaviors

| Survey Questions  | N  | %     |
|---|----|-------|
| <b>What do you do when you encounter disruptive gaming behaviors or hate content while gaming? Select all that apply.</b> |    |       |
| I have never encountered disruptive gaming behaviors or hate content while gaming   | 37 | 50.7% |
| Nothing   | 11 | 15.1% |
| Learned more about the information that was being shared  | 9  | 12.3% |
| Challenged the gamer engaging in the behaviors  | 8  | 11.0% |
| Talked to friends, parents, and/or teachers about the experience  | 11 | 15.1% |
| Reported it to the platform/Contacted the game company  | 11 | 15.1% |
| Blocked the user (if applicable)  | 18 | 24.7% |
| Reported it to the police   | 2  | 2.7%  |
| Other (please describe)   | 5  | 6.8%  |
| <b>How has encountering disruptive gaming behaviors or hate content while gaming influenced your gaming behaviors?</b>    |    |       |
| I have never encountered disruptive gaming behaviors or hate content while gaming.  | 40 | 54.8% |
| Felt uncomfortable/upset  | 12 | 16.4% |
| Felt isolated or alone  | 1  | 1.4%  |
| Been less social while gaming   | 6  | 8.2%  |
| Treated people worse than usual   | 1  | 1.4%  |
| Had personal relationships disrupted  | 3  | 4.1%  |
| Had school performance negatively impacted  | 3  | 4.1%  |
| Reconsidered who I game with  | 14 | 19.2% |
| Quit playing certain games  | 5  | 6.8%  |
| Changed how I play games  | 8  | 11.0% |
| Other (please describe)   | 4  | 5.5%  |

**Social Dominance Scale ( $M = 3.16, SD = 1.01$ )**

| Survey Items   | 1     | 2     | 3     | 4     | 5    | 6    | 7     | N  | M    | SD   |
|--|-------|-------|-------|-------|------|------|-------|----|------|------|
| An ideal society requires some groups to be on top and others to be on the bottom. | 24.2% | 8.1%  | 4.8%  | 43.5% | 8.1% | 3.2% | 8.1%  | 62 | 3.45 | 1.80 |
| Some groups of people are simply inferior to other groups.                         | 29.0% | 9.7%  | 1.6%  | 32.3% | 8.1% | 9.7% | 9.7%  | 62 | 3.48 | 2.04 |
| <i>No one group should dominate in society.*</i>                                   | 33.9% | 9.7%  | 3.2%  | 33.9% | 8.1% | 3.2% | 8.1%  | 62 | 3.15 | 1.93 |
| <i>Groups at the bottom are just as deserving as groups at the top.*</i>           | 45.2% | 12.9% | 12.9% | 29.0% | 0.0% | 0.0% | 0.0%  | 62 | 2.26 | 1.30 |
| Group equality should not be our primary goal.                                     | 17.7% | 6.5%  | 4.8%  | 43.5% | 4.8% | 6.5% | 16.1% | 62 | 3.95 | 1.93 |
| It is unjust to try to make groups equal.  | 17.7% | 4.8%  | 4.8%  | 41.9% | 9.7% | 6.5% | 14.5% | 62 | 3.98 | 1.89 |
| <i>We should do what we can to make conditions equal for different groups.*</i>    | 32.3% | 17.7% | 8.1%  | 38.7% | 3.2% | 0.0% | 0.0%  | 62 | 2.63 | 1.37 |
| <i>We should work to give all groups an equal chance to succeed.*</i>              | 50.0% | 8.1%  | 4.8%  | 33.9% | 1.6% | 1.6% | 0.0%  | 62 | 2.34 | 1.49 |

Notes. Items marked with an asterisk (\*) were reverse coded to create the scale score. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

There is a **moderate** correlation ( $r = 0.254$ ) between social dominance scale ratings and the reported engagement in disruptive gaming behaviors against another player. This means that club members who tend to support the idea of some groups being superior to others also report more instances of acting disruptively in gaming situations (e.g., calling players offensive names, intentionally embarrassing other players, and harassing, trolling, threatening, stalking, or doxing other players). More specifically, for every 1-point increase in social dominance scale ratings, the number of disruptive gaming behaviors in which the club member engaged in against another player increases by 0.356.

## NASEF Summative Report

### Communication ( $M = 4.01, SD = 0.81$ )

|  | SD   | D    | N     | A     | SA    | N  | M    | St. Dev. |
|--|------|------|-------|-------|-------|----|------|----------|
| I am considerate when communicating with others.               | 0.0% | 2.9% | 31.4% | 27.1% | 38.6% | 70 | 4.01 | 0.91     |
| I show interest in what my peers say.                          | 0.0% | 4.3% | 30.4% | 24.6% | 40.6% | 69 | 4.01 | 0.95     |
| I listen carefully to my peers when needed.                    | 0.0% | 7.1% | 21.4% | 27.1% | 44.3% | 70 | 4.09 | 0.97     |
| I feel confident about sharing my ideas with my peers.         | 0.0% | 4.3% | 31.4% | 24.3% | 40.0% | 70 | 4.00 | 0.95     |
| I feel listened to when I share my ideas.                      | 0.0% | 5.7% | 35.7% | 22.9% | 35.7% | 70 | 3.89 | 0.97     |
| I can recognize hurtful language from others in gaming forums. | 0.0% | 0.0% | 40.0% | 24.3% | 35.7% | 70 | 3.96 | 0.88     |
| I explain my reasoning adequately to others.                   | 0.0% | 1.4% | 34.8% | 26.1% | 37.7% | 69 | 4.00 | 0.89     |
| I give reasons for my opinions.                                | 0.0% | 1.4% | 27.1% | 34.3% | 37.1% | 70 | 4.07 | 0.84     |
| I consider alternatives to my opinions.                        | 0.0% | 1.4% | 31.4% | 25.7% | 41.4% | 70 | 4.07 | 0.89     |

Note. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Constructive Mindset ( $M = 3.72$ , $SD = 0.62$ )

|   | SD    | D     | N     | A     | SA    | N  | M    | St. Dev. |
|---|-------|-------|-------|-------|-------|----|------|----------|
| If I try to solve a problem but fail, I will try again until I figure it out.                               | 0.0%  | 5.7%  | 34.3% | 22.9% | 37.1% | 70 | 3.91 | 0.97     |
| If I'm learning a new skill, I will stick with it, even if it's hard, before moving on to something easier. | 0.0%  | 2.9%  | 40.0% | 15.7% | 41.4% | 70 | 3.96 | 0.97     |
| Once I undertake a task, I keep trying until I complete it.   | 0.0%  | 1.4%  | 32.9% | 30.0% | 35.7% | 70 | 4.00 | 0.87     |
| <i>Successful students understand things quickly.*</i>  | 25.7% | 20.0% | 50.0% | 2.9%  | 1.4%  | 70 | 2.34 | 0.95     |
| Learning is a slow process of building up knowledge.  | 0.0%  | 0.0%  | 31.4% | 35.7% | 32.9% | 70 | 4.01 | 0.81     |
| Genius is 10% ability and 90% hard work.  | 0.0%  | 2.9%  | 42.9% | 20.0% | 34.3% | 70 | 3.86 | 0.94     |
| The most successful people have discovered how to improve their ability to learn.                           | 0.0%  | 0.0%  | 45.7% | 20.0% | 34.3% | 70 | 3.89 | 0.89     |
| Usually I can figure out difficult concepts if I eliminate all outside distractions and really concentrate. | 4.3%  | 0.0%  | 40.0% | 22.9% | 32.9% | 70 | 3.80 | 1.04     |

Notes. Items marked with an asterisk (\*) were reverse coded to create the scale score. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Self-Regulation ( $M = 3.24$ , $SD = 0.71$ )

| Survey Items   | SD    | D     | N     | A     | SA    | N  | M    | St. Dev. |
|--|-------|-------|-------|-------|-------|----|------|----------|
| When things don't go as planned, I am able to stay calm.                     | 0.0%  | 2.9%  | 47.1% | 14.3% | 35.7% | 70 | 3.83 | 0.96     |
| <i>I can get irritated easily when things bother me.*</i>                    | 8.6%  | 24.3% | 35.7% | 17.1% | 14.3% | 70 | 3.04 | 1.16     |
| I am able to remain in control even when I am frustrated during a game.      | 0.0%  | 12.9% | 38.6% | 18.6% | 30.0% | 70 | 3.66 | 1.05     |
| <i>I get tilted when I game.*</i>  | 25.7% | 25.7% | 31.4% | 10.0% | 7.1%  | 70 | 2.47 | 1.19     |
| <i>I behave badly when I think others act unfairly online.*</i>              | 8.6%  | 11.4% | 45.7% | 14.3% | 20.0% | 70 | 3.26 | 1.16     |
| <i>It takes me a while to recover from tilting.*</i>                         | 5.7%  | 18.6% | 54.3% | 8.6%  | 12.9% | 70 | 3.04 | 1.01     |
| I have tools and skills that help me when I tilt.                            | 0.0%  | 11.4% | 42.9% | 18.6% | 27.1% | 70 | 3.61 | 1.01     |
| <i>The outcome of a game (good or bad) will impact the rest of my week.*</i> | 7.1%  | 24.3% | 45.7% | 7.1%  | 15.7% | 70 | 3.00 | 1.12     |

Notes. Items marked with an asterisk (\*) were reverse coded to create the scale score. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Self-Acceptance ( $M = 3.68, SD = 0.58$ )

| Survey Items  | SD    | D     | N     | A     | SA    | N  | M    | St. Dev. |
|---|-------|-------|-------|-------|-------|----|------|----------|
| I am able to stand up for myself and what I believe in.             | 0.0%  | 0.0%  | 28.6% | 35.7% | 35.7% | 70 | 4.07 | 0.80     |
| <i>How I feel about myself depends on what others think of me.*</i> | 8.6%  | 14.3% | 42.9% | 14.3% | 20.0% | 70 | 3.23 | 1.18     |
| I feel I can be myself around other people.                         | 0.0%  | 1.4%  | 37.1% | 30.0% | 31.4% | 70 | 3.91 | 0.86     |
| Overall, I like who I am.   | 0.0%  | 0.0%  | 30.4% | 26.1% | 43.5% | 69 | 4.13 | 0.86     |
| I am a good person who has a lot to offer.                          | 0.0%  | 0.0%  | 34.8% | 23.2% | 42.0% | 69 | 4.07 | 0.88     |
| <i>I need constant approval and recognition.*</i>                   | 14.3% | 20.0% | 42.9% | 8.6%  | 14.3% | 70 | 2.89 | 1.20     |
| I openly voice my opinions.   | 0.0%  | 2.9%  | 37.1% | 34.3% | 25.7% | 70 | 3.83 | 0.85     |
| <i>Even if I don't want to, I often go along with the crowd.*</i>   | 11.6% | 21.7% | 43.5% | 8.7%  | 14.5% | 69 | 2.93 | 1.17     |
| I am able to evaluate what is good about me.                        | 0.0%  | 1.4%  | 32.9% | 41.4% | 24.3% | 70 | 3.89 | 0.79     |
| I have a high opinion of myself.                                    | 0.0%  | 1.4%  | 40.0% | 31.4% | 27.1% | 70 | 3.84 | 0.85     |
| I can figure out what I need to improve about myself.               | 0.0%  | 0.0%  | 37.1% | 22.9% | 40.0% | 70 | 4.03 | 0.88     |
| <i>I don't often speak my mind, even if I know I'm right.*</i>      | 12.9% | 20.0% | 45.7% | 11.4% | 10.0% | 70 | 2.86 | 1.11     |
| I am proud of myself.   | 0.0%  | 0.0%  | 28.6% | 28.6% | 42.9% | 70 | 4.14 | 0.84     |
| I would not change much about myself.                               | 1.4%  | 4.3%  | 40.0% | 28.6% | 25.7% | 70 | 3.73 | 0.95     |

Notes. Items marked with an asterisk (\*) were reverse coded to create the scale score. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation, N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.



## NASEF Summative Report

### School Effort and Engagement ( $M = 3.95$ , $SD = 0.77$ )

| Survey Items   | SD   | D     | N     | A     | SA    | N  | M    | St. Dev. |
|--|------|-------|-------|-------|-------|----|------|----------|
| My education is important to me.                       | 0.0% | 0.0%  | 21.4% | 34.3% | 44.3% | 70 | 4.23 | 0.78     |
| I try to use ideas from school in my daily life.       | 1.4% | 11.4% | 28.6% | 25.7% | 32.9% | 70 | 3.77 | 1.08     |
| I pay attention in class.                              | 0.0% | 4.3%  | 32.9% | 24.3% | 38.6% | 70 | 3.97 | 0.95     |
| I put effort into my school work.                      | 0.0% | 1.4%  | 28.6% | 22.9% | 47.1% | 70 | 4.16 | 0.90     |
| My teachers understand me as a person.                 | 0.0% | 2.9%  | 31.4% | 28.6% | 37.1% | 70 | 4.00 | 0.90     |
| I feel connected to teachers and mentors at my school. | 0.0% | 4.3%  | 37.1% | 24.3% | 34.3% | 70 | 3.89 | 0.94     |
| I feel respected by my peers at school.                | 0.0% | 1.4%  | 34.3% | 22.9% | 41.4% | 70 | 4.04 | 0.91     |
| I feel a sense of belonging at school.                 | 2.9% | 13.0% | 40.6% | 17.4% | 26.1% | 69 | 3.51 | 1.11     |

Note. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Club Belonging and Connection ( $M = 4.27, SD = 0.72$ )

| Survey Items  | SD   | D    | N     | A     | SA    | N  | M    | St. Dev. |
|---|------|------|-------|-------|-------|----|------|----------|
| I feel connected to my peers in NASEF at school.  | 2.8% | 0.0% | 14.1% | 40.8% | 42.3% | 71 | 4.20 | 0.89     |
| I feel connected to the esports team that my NASEF club supports.                       | 2.8% | 0.0% | 16.9% | 35.2% | 45.1% | 71 | 4.20 | 0.92     |
| I feel connected to the NASEF club at my school.  | 2.8% | 0.0% | 18.3% | 33.8% | 45.1% | 71 | 4.18 | 0.93     |
| I feel connected to the NASEF competitive league.                                       | 2.8% | 0.0% | 25.4% | 36.6% | 35.2% | 71 | 4.01 | 0.93     |
| People at my NASEF esports club notice when I am good at something.                     | 1.4% | 0.0% | 12.9% | 35.7% | 50.0% | 70 | 4.33 | 0.81     |
| There is at least one adult I can talk to at my NASEF esports club if I have a problem. | 2.9% | 0.0% | 11.4% | 27.1% | 58.6% | 70 | 4.39 | 0.91     |
| I am treated with as much respect as other students at my NASEF esports club.           | 1.4% | 0.0% | 9.9%  | 33.8% | 54.9% | 71 | 4.41 | 0.79     |
| I can really be myself at my NASEF esports club.  | 1.4% | 0.0% | 18.3% | 31.0% | 49.3% | 71 | 4.27 | 0.86     |
| Adults at my NASEF esports club respect me.   | 1.4% | 0.0% | 9.9%  | 16.9% | 71.8% | 71 | 4.58 | 0.79     |
| Other students at my NASEF esports club like me the way I am.                           | 1.4% | 0.0% | 14.1% | 32.4% | 52.1% | 71 | 4.34 | 0.83     |
| I have close/sincere relationships with adults and friends at my NASEF esports club.    | 1.4% | 0.0% | 15.5% | 36.6% | 46.5% | 71 | 4.27 | 0.83     |
| I think that people care about me at my NASEF esports club.                             | 1.4% | 0.0% | 29.6% | 32.4% | 36.6% | 71 | 4.03 | 0.89     |
| I feel that I can rely on others at my NASEF esports club.                              | 1.4% | 0.0% | 22.9% | 31.4% | 44.3% | 70 | 4.17 | 0.88     |
| I like our NASEF esports club culture and the way we do things.                         | 1.4% | 0.0% | 11.3% | 33.8% | 53.5% | 71 | 4.38 | 0.80     |
| I feel like I am part of the NASEF esports club community.                              | 1.4% | 0.0% | 12.7% | 38.0% | 47.9% | 71 | 4.31 | 0.80     |

Note. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### STEM Interest ( $M = 3.78, SD = 0.79$ )

|  | SD   | D    | N     | A     | SA    | N  | M    | St. Dev. |
|--|------|------|-------|-------|-------|----|------|----------|
| I am interested in learning about STEM.              | 0.0% | 1.6% | 48.4% | 21.9% | 28.1% | 64 | 3.77 | 0.89     |
| I like to participate in STEM projects.              | 1.6% | 3.1% | 45.3% | 21.9% | 28.1% | 64 | 3.72 | 0.97     |
| I like to figure out how things work.                | 0.0% | 4.7% | 45.3% | 15.6% | 34.4% | 64 | 3.80 | 0.98     |
| I like to see how things are made.                   | 0.0% | 4.8% | 46.0% | 14.3% | 34.9% | 63 | 3.79 | 0.99     |
| I get excited to learn about new discoveries.        | 0.0% | 1.6% | 39.1% | 31.3% | 28.1% | 64 | 3.86 | 0.85     |
| I am interested in coding.                           | 3.1% | 7.8% | 40.6% | 25.0% | 23.4% | 64 | 3.58 | 1.04     |
| I am interested in analyzing data from my game play. | 1.6% | 1.6% | 34.9% | 27.0% | 34.9% | 63 | 3.92 | 0.96     |
| Learning STEM will help me in my future.             | 0.0% | 1.6% | 44.4% | 28.6% | 25.4% | 63 | 3.78 | 0.85     |

Note. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

## NASEF Summative Report

### Future Plans ( $M = 4.03$ , $SD = 0.79$ )

| Statements  | SD   | D    | N     | A     | SA    | N  | M    | St. Dev. |
|---|------|------|-------|-------|-------|----|------|----------|
| I am motivated to achieve my career goals.  | 0.0% | 0.0% | 34.3% | 14.3% | 51.4% | 70 | 4.17 | 0.92     |
| I understand how my interests, skills, and talents relate to my future career pathways. | 0.0% | 0.0% | 35.7% | 22.9% | 41.4% | 70 | 4.06 | 0.88     |
| I am confident I can accomplish my career goals.  | 0.0% | 0.0% | 38.6% | 20.0% | 41.4% | 70 | 4.03 | 0.90     |
| I have connected my interests to a career I might want to do someday.                   | 0.0% | 0.0% | 34.3% | 31.4% | 34.3% | 70 | 4.00 | 0.83     |
| I am aware of the career pathway opportunities that are available to me.                | 0.0% | 1.4% | 44.9% | 21.7% | 31.9% | 69 | 3.84 | 0.90     |
| I know the specific resources or steps that I need to take to reach my career goals.    | 0.0% | 2.9% | 41.4% | 20.0% | 35.7% | 70 | 3.89 | 0.94     |
| Graduating from high school is important to helping me reach my career goals.           | 0.0% | 0.0% | 35.7% | 22.9% | 41.4% | 70 | 4.06 | 0.88     |
| Even if I experience setbacks, I know I will achieve my career goals.                   | 0.0% | 0.0% | 34.3% | 14.3% | 51.4% | 70 | 4.17 | 0.92     |

Note. Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

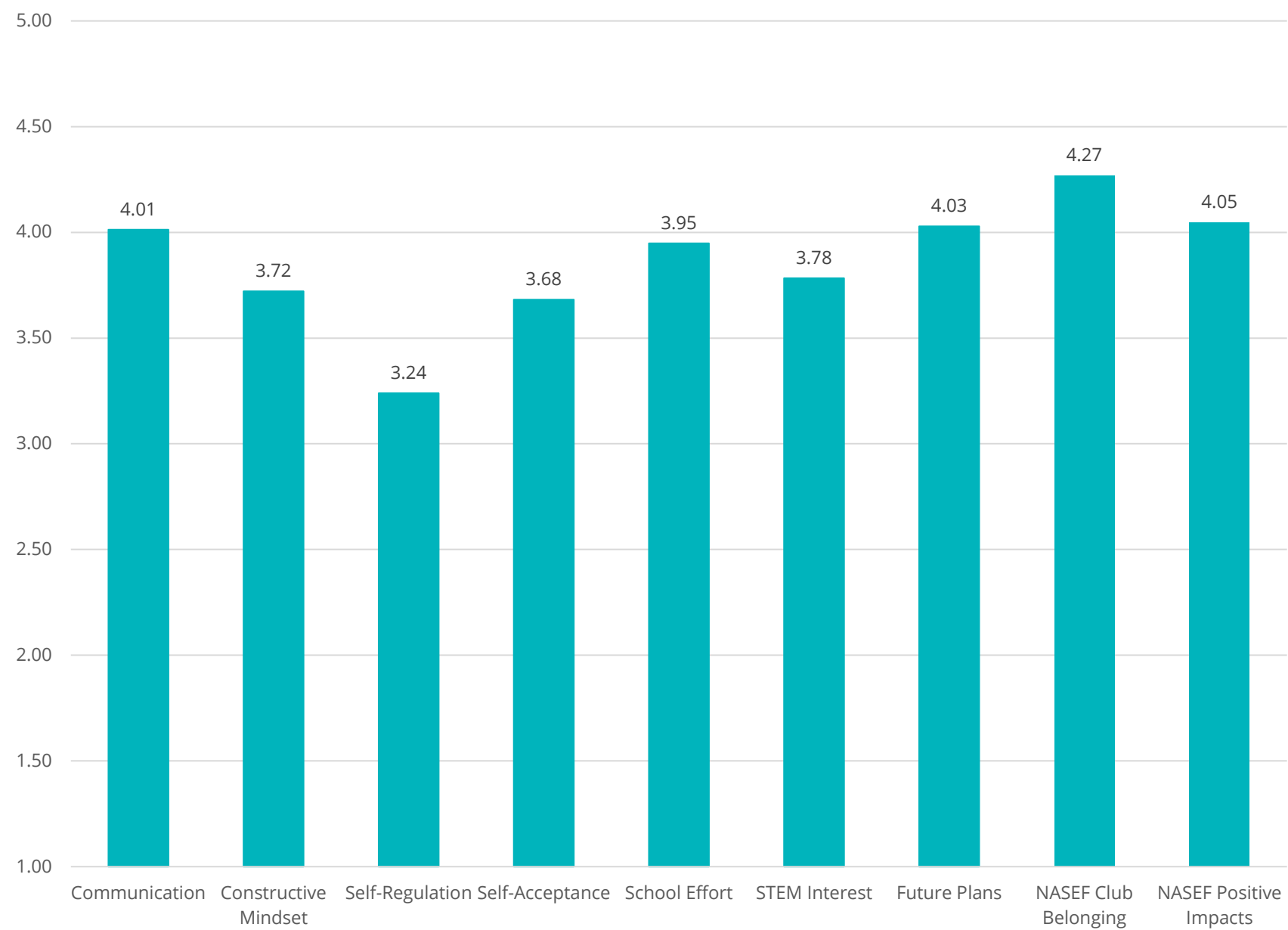
## NASEF Summative Report

### NASEF Effects on Members ( $M = 4.05$ , $SD = 0.75$ )

| Statements  | SD   | D    | N     | A     | SA    | N  | M    | St. Dev. |
|---|------|------|-------|-------|-------|----|------|----------|
| My NASEF esports club helped me learn something new about careers in which I am interested.                           | 0.0% | 0.0% | 31.4% | 30.0% | 38.6% | 70 | 4.07 | 0.84     |
| My NASEF esports club contributed to a positive change in my engagement in my future.                                 | 0.0% | 0.0% | 34.3% | 27.1% | 38.6% | 70 | 4.04 | 0.86     |
| My NASEF contributed to a positive change in my attitudes about a future in STEM.                                     | 0.0% | 0.0% | 28.6% | 35.7% | 35.7% | 70 | 4.07 | 0.80     |
| My NASEF esports club helped me learn something new about the possibilities of career paths (including STEM careers). | 0.0% | 0.0% | 30.0% | 34.3% | 35.7% | 70 | 4.06 | 0.81     |
| My NASEF esports club allowed me to see people like myself in STEM career pathways.                                   | 0.0% | 1.5% | 29.9% | 38.8% | 29.9% | 67 | 3.97 | 0.82     |

Note. SD = Strongly Disagree (1), D = Disagree (2), N = Neutral (3), A = Agree (4), SA = Strongly Agree (5), N = Number of Respondents, M = Mean, St. Dev. = Standard Deviation.

NASEF Summative Report



## Future Plans

| Survey Questions   | N  | %     |
|--|----|-------|
| <b>Do you plan to continue participating in your NASEF esports club next session?</b>      |    |       |
| No   | 9  | 12.3% |
| Yes  | 58 | 79.5% |
| No response  | 6  | 8.2%  |
| <b>What are your work plans after graduating high school?</b>                              |    |       |
| I plan to work full-time   | 30 | 41.1% |
| I plan to work part-time   | 10 | 13.7% |
| I do not know  | 26 | 35.6% |
| Other (please describe)  | 4  | 5.5%  |
| No response  | 3  | 4.1%  |
| <b>What are your education plans after graduating high school?</b>                         |    |       |
| No more education  | 3  | 4.1%  |
| Attend a technical school or specialty training program                                    | 7  | 9.6%  |
| Attend a 2-year college or university program  | 9  | 12.3% |
| Attend a 4-year college or university program  | 24 | 32.9% |
| I do not know  | 23 | 31.5% |
| Other (please describe)  | 3  | 4.1%  |
| No response  | 4  | 5.5%  |
| <b>How important is getting an education beyond high school?</b>                           |    |       |
| Not important  | 0  | 0.0%  |
| Somewhat important   | 13 | 17.8% |
| Very important   | 40 | 54.8% |
| Don't know   | 14 | 19.2% |
| Choose not to respond  | 3  | 4.1%  |
| No response  | 3  | 4.1%  |
| <b>Why might you discontinue your education after high school (select all that apply)?</b> |    |       |
| No reason, I will definitely go  | 33 | 45.2% |
| It costs too much/I can't afford it  | 10 | 13.7% |
| I don't need college for my planned job  | 6  | 8.2%  |
| I'm just not interested  | 1  | 1.4%  |

## NASEF Summative Report

| Survey Questions                    | N  | %     |
|-------------------------------------|----|-------|
| I need or want to work              | 9  | 12.3% |
| I want to join the military         | 4  | 5.5%  |
| I don't want to be away from home   | 4  | 5.5%  |
| I just don't like school            | 6  | 8.2%  |
| Some other reason (please describe) | 2  | 2.7%  |
| Choose not to respond               | 19 | 26.0% |



