RESEARCH REPORT ON STUDENT IN SPAIN, TURKEY, ROMANIA, AND ITALY

The study was carried out in Spain, Turkey, Romania, and Italy in March and April 2021. The participants were between 12 and 16 years old from both public and private schools. 414 students participated in the research; 76 students from Spain, 53 students from Turkey, 232 students from Italy, and 53 students from Romania. The questionnaires were collected via both online and face to face due to pandemic. The questionnaire form consists of demographics, information about level of environmental issues, environmental responsibility, the profile of mobile/video games, and sustainable construction. The data was analysed using SPSS 20. Frequency analysis were conducted.

Analysis and Findings

Demographics Findings

Table 1. Country * Gender Crosstabulation

			Gender		Total
			Boy	Girl	
Country	Turkey	Count	25	28	53
		% within Country	47,2%	52,8%	100,0%
	Italy	Count	134	98	232
		% within Country	57,8%	42,2%	100,0%
	Spain	Count	35	41	76
		% within Country	46,1%	53,9%	100,0%
	Romania	Count	12	41	53
		% within Country	22,6%	77,4%	100,0%
Total		Count	206	208	414
		% within Country	49,8%	50,2%	100,0%

According to table 1, 414 students took part in the research and the distrubution of gender are equal in all countries, except Romania. The students from Romania are mostly boys. However, it can be inferred that in general the research provide gender distribution equally.

Table 2. Country * Age Crosstabulation								
			Age					Total
			12,00	13,00	14,00	15,00	16,00	
Country	Turkey	Count	5	8	31	6	3	53
		% within Country	9,4%	15,1%	58,5%	11,3%	5,7%	100,0%
	Italy	Count	74	68	24	12	54	232
		% within Country	31,9%	29,3%	10,3%	5,2%	23,3%	100,0%
	Spain	Count	0	26	21	14	15	76
		% within Country	0,0%	34,2%	27,6%	18,4%	19,7%	100,0%
	Romania	Count	0	1	6	15	31	53
		% within Country	0,0%	1,9%	11,3%	28,3%	58,5%	100,0%
Total		Count	79	103	82	47	103	414
		% within Country	19,1%	24,9%	19,8%	11,4%	24,9%	100,0%

Table 2 shows that 19,1% of the students are 12 years old. 24.9% of the students are 13 years old. 19.8% of the students are 14 years old. 11.4% of the students are 15 years old and 24.9% of the students are 16 years old.

Table 3. Country * Type of School Crosstabulation					
			Type of School		Total
			Public	Private	
Country	Turkey	Count	44	8	52
		% within Country	84,6%	15,4%	100,0%
	Italy	Count	210	22	232
		% within Country	90,5%	9,5%	100,0%
	Spain	Count	29	47	76
		% within Country	38,2%	61,8%	100,0%
	Romania	Count	53	0	53
		% within Country	100,0%	0,0%	100,0%
Total		Count	336	77	413
		% within Country	81,4%	18,6%	100,0%

Table 3 shows that 81,4% of students go to public schools and 18,6% of them go to private schools which is an indicator of real life statistics.

Findings on Attitudes Towards Environmental Issues

9 Likert type questions are asked about environmental issues in order to find out the attitudes of students on environmental issues. It is learnt how often they engage environmental issues.

Table 4. Country * I buy environmentally friendly products Crosstabulation

			I buy environmentally friendly products					Total
			Never	Rarely	Sometimes	Very often	Always	
Country	Turkey	Count	7	6	25	11	4	53
		% within Country	13,2%	11,3%	47,2%	20,8%	7,5%	100,0%
	Italy	Count	12	47	119	51	3	232
		% within Country	5,2%	20,3%	51,3%	22,0%	1,3%	100,0%
	Spain	Count	3	5	52	13	3	76
		% within Country	3,9%	6,6%	68,4%	17,1%	3,9%	100,0%
	Romania	Count	2	10	34	6	1	53
		% within Country	3,8%	18,9%	64,2%	11,3%	1,9%	100,0%
Total		Count	24	68	230	81	11	414
		% within Country	5,8%	16,4%	55,6%	19,6%	2,7%	100,0%

Table 4 shows that 55,6% of the students buy “sometimes” environmentally friendly products. It seen that 5.8% of the students buy never and 16,4% of them buy rarely environmentally friendly products. It is noteworthy that just 2,7% of the students buy always environmentally friendly products. It can be concluded that students sometimes buy these products as environmentally friendly products are really expensive in Europe. Also it can be inferred that the importance of environmentally friendly products will be presented during the project activities.

Table 5. Country * I recycle Crosstabulation								
			I recycle					Total
			Never	Rarely	Sometimes	Very often	Always	
Country	Turkey	Count	5	6	25	11	6	53
		% within Country	9,4%	11,3%	47,2%	20,8%	11,3%	100,0%
	Italy	Count	12	16	45	80	79	232
		% within Country	5,2%	6,9%	19,4%	34,5%	34,1%	100,0%
	Spain	Count	6	7	18	23	22	76
		% within Country	7,9%	9,2%	23,7%	30,3%	28,9%	100,0%
	Romania	Count	6	13	22	10	2	53
		% within Country	11,3%	24,5%	41,5%	18,9%	3,8%	100,0%
Total		Count	29	42	110	124	109	414
		% within Country	7,0%	10,1%	26,6%	30,0%	26,3%	100,0%

Table 5 shows that 30% of the students recycle very often; 26,6% of the students often recycle; and 26,3% of the students always recycle. 7% of them never recycle and 10,1% of them rarely recycle. The proportion of the students who rarely or never recycle is low. This finding indicates that students know the importance of recycling. However, we can also highlight the importance of recycling in the Project for those who are not aware of it.

Table 6. Country * I turn off lights when I do not need them Crosstabulation								
			I turn off lights when I do not need them					Total
			Never	Rarely	Sometimes	Very often	Always	
Country	Turkey	Count	2	0	10	9	32	53
		% within Country	3,8%	0,0%	18,9%	17,0%	60,4%	100,0%
	Italy	Count	2	7	26	63	134	232
		% within Country	0,9%	3,0%	11,2%	27,2%	57,8%	100,0%
	Spain	Count	1	2	11	19	43	76
		% within Country	1,3%	2,6%	14,5%	25,0%	56,6%	100,0%

	Romania	Count	2	3	8	18	22	53
		% within Country	3,8%	5,7%	15,1%	34,0%	41,5%	100,0%
Total		Count	7	12	55	109	231	414
		% within Country	1,7%	2,9%	13,3%	26,3%	55,8%	100,0%

Table 6 shows that 55,8% of the students turn off the lights when they do not need them. The proportion of students who never or barely turn off the lights when they do not need them is very low. It can be stated that most of the students are aware of the importance to turning lights in four countries.

Table 7. Country * While taking a shower I do not run the water unnecessarily Crosstabulation

			While taking a shower I do not run the water unnecessarily					Total
			Never	Rarely	Sometimes	Very often	Always	
Country	Turkey	Count	5	3	15	7	23	53
		% within Country	9,4%	5,7%	28,3%	13,2%	43,4%	100,0%
	Italy	Count	18	43	68	53	50	232
		% within Country	7,8%	18,5%	29,3%	22,8%	21,6%	100,0%
	Spain	Count	9	8	17	12	30	76
		% within Country	11,8%	10,5%	22,4%	15,8%	39,5%	100,0%
	Romania	Count	4	14	11	11	13	53
		% within Country	7,5%	26,4%	20,8%	20,8%	24,5%	100,0%
Total		Count	36	68	111	83	116	414
		% within Country	8,7%	16,4%	26,8%	20,0%	28,0%	100,0%

Table 7 shows that 28% of the students do not run water unnecessarily while taking shower. The proportion of those who run water unnecessarily is low. It can be suggested that students generally regard the issue of water as important. The students from Turkey give much more importance to the issue of water than other countries.

Table 8. Country * I divide garbage into different categories (eg. Glass, plastic, metals, organics) Crosstabulation

	I divide garbage into different categories (eg. Glass, plastic, metals, organics)	Total

			Never	Rarely	Sometimes	Very often	Always	
Country	Turkey	Count	9	14	21	6	3	53
		% within Country	17,0%	26,4%	39,6%	11,3%	5,7%	100,0%
	Italy	Count	6	6	17	38	165	232
		% within Country	2,6%	2,6%	7,3%	16,4%	71,1%	100,0%
	Spain	Count	13	10	8	17	28	76
		% within Country	17,1%	13,2%	10,5%	22,4%	36,8%	100,0%
	Romania	Count	13	12	17	5	6	53
		% within Country	24,5%	22,6%	32,1%	9,4%	11,3%	100,0%
Total		Count	41	42	63	66	202	414
		% within Country	9,9%	10,1%	15,2%	15,9%	48,8%	100,0%

Table 8 shows a great difference among countries. While just 5.7% of the students in Turkey always divide garbage into different categories, 71,1% of the students in Italy divide always. This finding in congruent with the current situation in everyday life in Turkey, dividing garbage at home is not common. Romanian students' statistics are also congruent with Turkish students. Spanish students divide garbage into categories more than Turkish and Romanian students. This finding suggest that we should give emphasis on dividing garbage into categories in Turkey and Romania.

Table 9. Country * I try to repair things before I buy something new. Crosstabulation

			I try to repair things before I buy something new.					Total
			Never	Rarely	Sometimes	Very often	Always	
Country	Turkey	Count	11	6	17	8	11	53
		% within Country	20,8%	11,3%	32,1%	15,1%	20,8%	100,0%
	Italy	Count	9	30	65	66	61	231
		% within Country	3,9%	13,0%	28,1%	28,6%	26,4%	100,0%
	Spain	Count	1	3	25	24	23	76
		% within Country	1,3%	3,9%	32,9%	31,6%	30,3%	100,0%
	Romania	Count	1	12	18	11	11	53
		% within Country	1,9%	22,6%	34,0%	20,8%	20,8%	100,0%
Total		Count	22	51	125	109	106	413
		% within Country	5,3%	12,3%	30,3%	26,4%	25,7%	100,0%

Table 9 shows that 30,3% of the students sometimes try to repair before buying new ones. 25.7% of the students say that they always try to repair before buying new ones. In this table Turkey is different than other countries in terms of the proportion of "never". 20,8% of students in Turkey declared that they never try to repair things before buying new ones. It can be concluded that as a consumption society, students in Turkey do not tend to repair things.

Table 10. Country * Before I buy something, I carefully consider whether I need it or not. Crosstabulation

			Before I buy something, I carefully consider whether I need it or not.					Total
			Never	Rarely	Sometimes	Very often	Always	
Country	Turkey	Count	3	6	11	11	22	53
		% within Country	5,7%	11,3%	20,8%	20,8%	41,5%	100,0%
	Italy	Count	12	27	61	80	52	232
		% within Country	5,2%	11,6%	26,3%	34,5%	22,4%	100,0%
	Spain	Count	6	3	25	18	24	76
		% within Country	7,9%	3,9%	32,9%	23,7%	31,6%	100,0%
	Romania	Count	0	5	16	20	12	53
		% within Country	0,0%	9,4%	30,2%	37,7%	22,6%	100,0%
Total		Count	21	41	113	129	110	414
		% within Country	5,1%	9,9%	27,3%	31,2%	26,6%	100,0%

Table 10 shows that 31,2% of the students declare that they carefully consider very often whether they need it or not, before buying something. The proportion of whom who always consider is 26,6% and the proportion of who never or rarely consider is very low in all countries. This finding can be related to both the economic condition of the student and the level of environmental responsibility.

Table 11. Country * I prefer to buy things with little packaging. Crosstabulation

			I prefer to buy things with little packaging.					Total
			Never	Rarely	Sometimes	Very often	Always	
Country	Turkey	Count	7	11	21	8	6	53
		% within Country	13,2%	20,8%	39,6%	15,1%	11,3%	100,0%

	Italy	Count	25	36	103	46	22	232
		% within Country	10,8%	15,5%	44,4%	19,8%	9,5%	100,0%
	Spain	Count	4	15	27	17	13	76
		% within Country	5,3%	19,7%	35,5%	22,4%	17,1%	100,0%
	Romania	Count	2	18	19	10	4	53
		% within Country	3,8%	34,0%	35,8%	18,9%	7,5%	100,0%
Total		Count	38	80	170	81	45	414
		% within Country	9,2%	19,3%	41,1%	19,6%	10,9%	100,0%

Table 11 shows that 41,1% of students sometimes prefer to buy things with little packaging. The proportion of them who always prefer to buy with little packaging is relatively low in all four countries. This finding refers that we should focus on the importance of little packaging.

Table 12. Country * I turn off electrical devices when I do not need them. Crosstabulation

			I turn off electrical devices when I do not need them.					Total
			Never	Rarely	Sometimes	Very often	Always	
Country	Turkey	Count	5	3	4	13	28	53
		% within Country	9,4%	5,7%	7,5%	24,5%	52,8%	100,0%
	Italy	Count	12	25	36	67	92	232
		% within Country	5,2%	10,8%	15,5%	28,9%	39,7%	100,0%
	Spain	Count	2	4	13	14	43	76
		% within Country	2,6%	5,3%	17,1%	18,4%	56,6%	100,0%
	Romania	Count	1	5	12	14	21	53
		% within Country	1,9%	9,4%	22,6%	26,4%	39,6%	100,0%
Total		Count	20	37	65	108	184	414
		% within Country	4,8%	8,9%	15,7%	26,1%	44,4%	100,0%

Table 12 shows that 44,4% of students always turn off electrical devices when they not need them. The proportion of whom never or barely turn off electrical devices when they not need them is very low in four countries. It can be said that majority of the students are sensitive towards turning off electrical devices when they do not need.

To sum up, students in four countries give importance to turning off lights and electrical devices, running water, and carefully considering before buying new ones. However, students in Turkey and Romania are indifferent to dividing garbage into categories. Italian and Spanish students are aware of dividing garbages.

Findings on Attitudes Towards Environmental Responsibility

4 Likert type questions are asked in order to find out the level of environmental responsibility of the students in Italy, Turkey, Romania, and Spain.

Table 13. Country * It is my responsibility to act in a environmental-friendly manner. Crosstabulation

			It is my responsibility to act in a environmental-friendly manner.					Total
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Country	Turkey	Count	4	6	0	12	26	48
		% within Country	8,3%	12,5%	0,0%	25,0%	54,2%	100,0%
	Italy	Count	0	6	8	65	153	232
		% within Country	0,0%	2,6%	3,4%	28,0%	65,9%	100,0%
	Spain	Count	0	1	2	27	46	76
		% within Country	0,0%	1,3%	2,6%	35,5%	60,5%	100,0%
	Romania	Count	0	2	6	14	31	53
		% within Country	0,0%	3,8%	11,3%	26,4%	58,5%	100,0%
Total		Count	4	15	16	118	256	409
		% within Country	1,0%	3,7%	3,9%	28,9%	62,6%	100,0%

Table 13 shows that 62,6% of the students strongly agree that it is their responsibility to act in an environmentally friendly manner. This finding makes the justification of our project. Majority of the students feel responsible towards environment.

Table 14. Country * I am able to contribute to reducing the degree of climate change. Crosstabulation

			I am able to contribute to reducing the degree of climate change.					Total
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Country	Turkey	Count	2	10	17	13	6	48
		% within Country	4,2%	20,8%	35,4%	27,1%	12,5%	100,0%
	Italy	Count	8	6	39	118	61	232
		% within Country	3,4%	2,6%	16,8%	50,9%	26,3%	100,0%
	Spain	Count	0	1	13	29	33	76
		% within Country	0,0%	1,3%	17,1%	38,2%	43,4%	100,0%
	Romania	Count	1	2	7	18	25	53
		% within Country	1,9%	3,8%	13,2%	34,0%	47,2%	100,0%
Total		Count	11	19	76	178	125	409
		% within Country	2,7%	4,6%	18,6%	43,5%	30,6%	100,0%

Table 14 shows the proportion of Italian, Spanish and Romanian students are more or less the same in terms of attitudes on reducing climate change. It can be said that students in Italy, Romania, and Spain believe that they can contribute to reducing the degree of climate change. However, most of the students in Turkey are undecided whether they are able to contribute to reducing the degree of climate change. It can be said that students in Turkey do not know the ways how to reduce the degree of climate change. This finding indicates the necessity of focusing on the ways how to reduce the degree of climate change individually in Turkey in the project.

Table 15. Country * If the international community cooperates, global warming can be limited to + 2–4 °C. Crosstabulation

			If the international community cooperates, global warming can be limited to + 2–4 °C.					Total
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Country	Turkey	Count	2	3	20	11	11	47
		% within Country	4,3%	6,4%	42,6%	23,4%	23,4%	100,0%
	Italy	Count	3	11	52	100	66	232
		% within Country	1,3%	4,7%	22,4%	43,1%	28,4%	100,0%
	Spain	Count	0	0	13	33	30	76

		% within Country	0,0%	0,0%	17,1%	43,4%	39,5%	100,0%
	Romania	Count	0	3	7	14	29	53
		% within Country	0,0%	5,7%	13,2%	26,4%	54,7%	100,0%
Total		Count	5	17	92	158	136	408
		% within Country	1,2%	4,2%	22,5%	38,7%	33,3%	100,0%

Table 15 shows that as in table 14, most of the students in Italy, Spain, and Romania believe that if the international community cooperates, global warming can be limited to + 2–4 °C. However, as in table 14 findings students in Turkey are undecided whether the international community cooperates, global warming can be limited to + 2–4 °C. It can be said that majority of the students lacks knowledge on global warming and climate change in Turkey. Students in Spain, Italy and Romania are aware of the importance of both climate change and global warming.

Table 16. Country * I would like to reduce my carbon emissions. Crosstabulation

			I would like to reduce my carbon emissions.					Total
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Country	Turkey	Count	2	3	9	18	15	47
		% within Country	4,3%	6,4%	19,1%	38,3%	31,9%	100,0%
	Italy	Count	4	12	39	100	77	232
		% within Country	1,7%	5,2%	16,8%	43,1%	33,2%	100,0%
	Spain	Count	1	0	17	29	29	76
		% within Country	1,3%	0,0%	22,4%	38,2%	38,2%	100,0%
	Romania	Count	1	2	7	12	31	53
		% within Country	1,9%	3,8%	13,2%	22,6%	58,5%	100,0%
Total		Count	8	17	72	159	152	408
		% within Country	2,0%	4,2%	17,6%	39,0%	37,3%	100,0%

Table 16 shows that most of the students in four countries would like to reduce their carbon emission. The proportion of those who would not like to reduce is very low.

Besides Likert type questions, there are yes/no questions in the questionnaire. It is asked whether they know carbon footprint.

Table 17. Country * Have you heard about carbon footprint? Crosstabulation

	Have you heard about carbon footprint?	Total

			Yes	No	
Country	Turkey	Count	10	42	52
		% within Country	19,2%	80,8%	100,0%
	Italy	Count	111	121	232
		% within Country	47,8%	52,2%	100,0%
	Spain	Count	30	46	76
		% within Country	39,5%	60,5%	100,0%
	Romania	Count	23	30	53
		% within Country	43,4%	56,6%	100,0%
Total		Count	174	239	413
		% within Country	42,1%	57,9%	100,0%

Table 17 shows that just 57,9% of students do not know the concept of carbon footprint. That's why we should focus on the carbon footprint in the Project.

Questions Regarding Video/Mobile Game

As the aim of the project design an educative mobile game called as Ecobuild videogame, we asked question regarding video game habit.

Table 18. Country * Do you play videogame/mobile games? Crosstabulation

			Do you play videogame/mobile games?		Total
			Yes	No	
Country	Turkey	Count	40	11	51
		% within Country	78,4%	21,6%	100,0%
	Italy	Count	185	47	232
		% within Country	79,7%	20,3%	100,0%
	Spain	Count	52	24	76
		% within Country	68,4%	31,6%	100,0%
	Romania	Count	30	23	53
		% within Country	56,6%	43,4%	100,0%
Total		Count	307	105	412
		% within Country	74,5%	25,5%	100,0%

Table 18 shows that 74,5 of the students play video/mobile games which is a good indicator of our target group.

We also asked the name of their favourite video/mobile game and there are several responses to this question.

	Among us	Bb racing 2	Brawl stars	Call of duty	Cs Go	FIFA 21	Fornite	GTA 5	League of Legends	MINECRAFT	Parchís Star	Pubg	Rainbow six Siege	Roblox	Total
Turkey	1	2	0	3	1	0	0	1	0	1	0	17	1	4	53
	1,9%	3,8%	0,0%	5,7%	1,9%	0,0%	0,0%	1,9%	0,0%	1,9%	0,0%	32,1%	1,9%	7,5%	100,0%
Italy	9	0	15	15	0	17	14	8	0	25	0	1	2	6	232
	3,9%	0,0%	6,5%	6,5%	0,0%	7,3%	6,0%	3,4%	0,0%	10,8%	0,0%	0,4%	0,9%	2,6%	100,0%
Spain	0	0	2	5	0	3	6	5	0	3	4	0	3	1	76
	0,0%	0,0%	2,6%	6,6%	0,0%	3,9%	7,9%	6,6%	0,0%	3,9%	5,3%	0,0%	3,9%	1,3%	100,0%
Romania	6	0	0	0	4	0	0	0	3	9	0	3	1	0	53
	11,3%	0,0%	0,0%	0,0%	7,5%	0,0%	0,0%	0,0%	5,7%	**17,0%**	0,0%	5,7%	1,9%	0,0%	100,0%
Total	16	2	17	23	5	20	20	14	3	**38**	4	21	7	11	414
	3,9%	0,5%	4,1%	**5,6%**	1,2%	**4,8%**	**4,8%**	3,4%	0,7%	**9,2%**	1,0%	**5,1%**	1,7%	2,7%	100,0%

The majority of students in Turkey declare that their favourite video game is PUBG. Roblox and Call of Duty are also played in Turkey. It can be suggested that the favourite videogames in Turkey are action games. Italian students mostly play Minecraft and FIFA21. Spanish students mostly play Fortnite, GTA5 and Call of Duty. Romanian students mostly play Minecraft, Among Us, and CS Go. Minecraft, PubG, Fortnite, FIFA21, and Call of Duty are found to be popular in four countries.

Table 19. Country * How often would you play videogames/mobile games Crosstabulation

			How often would you play videogames/mobile games						Total
			Everyday	Several times per week	Once or twice a week	Once or twice a month	Rarely/ never	other	
Country	Turkey	Count	25	8	6	3	7	1	50

		% within Country	50,0%	16,0%	12,0%	6,0%	14,0%	2,0%	100,0%
	Italy	Count	74	57	42	15	44	0	232
		% within Country	31,9%	24,6%	18,1%	6,5%	19,0%	0,0%	100,0%
	Spain	Count	4	21	20	6	1	0	52
		% within Country	7,7%	40,4%	38,5%	11,5%	1,9%	0,0%	100,0%
	Romania	Count	10	13	0	6	24	0	53
		% within Country	18,9%	24,5%	0,0%	11,3%	45,3%	0,0%	100,0%
Total		Count	113	99	68	30	76	1	387
		% within Country	29,2%	25,6%	17,6%	7,8%	19,6%	0,3%	100,0%

Table 19 shows that half of the students in Turkey play videogames everyday; 31,9% of the students in Italy play videogames everyday; 7,7% of the students in Spain play videogames everyday; and 18,9 students in Romania play videogames everyday.

Furthermore, it is asked the reasons of playing video/mobile games.

Table 20. Country * Just to pass the time Crosstabulation

			Just to pass the time			Total
			No	Yes	5,00	
Country	Turkey	Count	18	30	1	49
		% within Country	36,7%	61,2%	2,0%	100,0%
	Italy	Count	164	65	0	229
		% within Country	71,6%	28,4%	0,0%	100,0%
	Spain	Count	23	29	0	52
		% within Country	44,2%	55,8%	0,0%	100,0%
	Romania	Count	29	19	0	48
		% within Country	60,4%	39,6%	0,0%	100,0%
Total		Count	234	143	1	378
		% within Country	61,9%	37,8%	0,3%	100,0%

According to table 20, 37,8% of the students play videogame just pass the time.

Table 21. Country * Boredom Crosstabulation

			Boredom		Total
			No	Yes	
Country	Turkey	Count	21	28	49
		% within Country	42,9%	57,1%	100,0%
	Italy	Count	171	58	229
		% within Country	74,7%	25,3%	100,0%
	Spain	Count	22	30	52
		% within Country	42,3%	57,7%	100,0%
	Romania	Count	26	22	48
		% within Country	54,2%	45,8%	100,0%
Total		Count	240	138	378
		% within Country	63,5%	36,5%	100,0%

According to table 21, 36,5% of the students play videogame as they are bored. It can be said that Romanian, Spanish and Turkish students play video games as they are bored. However, most of the Italian students declared boredom is not a reason of playing video games for them.

Table 22. Country * To spend time with friends or make new ones Crosstabulation

			To spend time with friends or make new ones		Total
			No	Yes	
Country	Turkey	Count	31	18	49
		% within Country	63,3%	36,7%	100,0%
	Italy	Count	162	67	229
		% within Country	70,7%	29,3%	100,0%
	Spain	Count	26	26	52
		% within Country	50,0%	50,0%	100,0%
	Romania	Count	27	20	47
		% within Country	57,4%	42,6%	100,0%
Total		Count	246	131	377
		% within Country	65,3%	34,7%	100,0%

According to table 22, 34.7% of the students play videogame to spend with friends or make new ones.

Table 23. Country * To feel better Crosstabulation					
			To feel better		Total
			No	Yes	
Country	Turkey	Count	37	12	49
		% within Country	75,5%	24,5%	100,0%
	Italy	Count	223	6	229
		% within Country	97,4%	2,6%	100,0%
	Spain	Count	36	16	52
		% within Country	69,2%	30,8%	100,0%
	Romania	Count	25	23	48
		% within Country	52,1%	47,9%	100,0%
Total		Count	321	57	378
		% within Country	84,9%	15,1%	100,0%

According to table 23, 15,1% of the students play videogame to feel better.

Table 24. Country * To overcome challenges Crosstabulation					
			To overcome challenges		Total
			No	Yes	
Country	Turkey	Count	45	4	49
		% within Country	91,8%	8,2%	100,0%
	Italy	Count	220	9	229
		% within Country	96,1%	3,9%	100,0%
	Spain	Count	41	11	52
		% within Country	78,8%	21,2%	100,0%
	Romania	Count	38	10	48
		% within Country	79,2%	20,8%	100,0%
Total		Count	344	34	378
		% within Country	91,0%	9,0%	100,0%

According to table 24, just 9% of the students play videogame to overcome challenges.

Table 25. Country * Part of schoolwork Crosstabulation

			Part of schoolwork		Total
			No	Yes	
Country	Turkey	Count	46	3	49
		% within Country	93,9%	6,1%	100,0%
	Italy	Count	228	1	229
		% within Country	99,6%	0,4%	100,0%
	Spain	Count	50	2	52
		% within Country	96,2%	3,8%	100,0%
	Romania	Count	46	2	48
		% within Country	95,8%	4,2%	100,0%
Total		Count	370	8	378
		% within Country	97,9%	2,1%	100,0%

According to table 25, just 2.1% of the students play videogame as it is a part of school work.

It can be concluded that majority of the students play videogame just to pass the time, spend time with friends, or as they are bored.

It is asked in the questionnaire the game genres that the students prefer.

Table 26. Country * Action games Crosstabulation

			Action games		Total
			No	Yes	
Country	Turkey	Count	22	28	50
		% within Country	44,0%	56,0%	100,0%
	Italy	Count	170	52	222
		% within Country	76,6%	23,4%	100,0%
	Spain	Count	28	24	52
		% within Country	53,8%	46,2%	100,0%
	Romania	Count	30	23	53
		% within Country	56,6%	43,4%	100,0%
Total		Count	250	127	377
		% within Country	66,3%	33,7%	100,0%

According to table 26, 33,7% of the students play action games. Students from Turkey, Spain and Romania mostly prefer action games while Italian student do not.

Table 27. Country * Strategy games Crosstabulation

			Strategy games		Total
			No	Yes	
Country	Turkey	Count	35	15	50
		% within Country	70,0%	30,0%	100,0%
	Italy	Count	193	29	222
		% within Country	86,9%	13,1%	100,0%
	Spain	Count	26	26	52
		% within Country	50,0%	50,0%	100,0%
	Romania	Count	20	33	53
		% within Country	37,7%	62,3%	100,0%
Total		Count	274	103	377
		% within Country	72,7%	27,3%	100,0%

According to table 27, 27,3% of the students play strategy games. Romanian and Spanish students mostly prefer strategy games.

Table 28. Country * Roleplaying games Crosstabulation

			Roleplaying games		Total
			No	Yes	
Country	Turkey	Count	37	13	50
		% within Country	74,0%	26,0%	100,0%
	Italy	Count	214	8	222
		% within Country	96,4%	3,6%	100,0%
	Spain	Count	35	17	52
		% within Country	67,3%	32,7%	100,0%
	Romania	Count	30	23	53
		% within Country	56,6%	43,4%	100,0%
Total		Count	316	61	377
		% within Country	83,8%	16,2%	100,0%

According to table 28, 16,2% of the students play roleplaying games. Students from Romania and Spain mostly prefer role playing games while students from Italy and Turkey do not.

Table 29. Country * Simulators Crosstabulation

			Simulators		Total
			No	Yes	
Country	Turkey	Count	38	12	50
		% within Country	76,0%	24,0%	100,0%
	Italy	Count	197	25	222
		% within Country	88,7%	11,3%	100,0%
	Spain	Count	36	16	52
		% within Country	69,2%	30,8%	100,0%
	Romania	Count	39	14	53
		% within Country	73,6%	26,4%	100,0%
Total		Count	310	67	377
		% within Country	82,2%	17,8%	100,0%

According to table 29, 17,8% of the students play simulators.

Table 30. Country * Multiplayer online games Crosstabulation

			Multiplayer online games		Total
			No	Yes	
Country	Turkey	Count	21	29	50
		% within Country	42,0%	58,0%	100,0%
	Italy	Count	159	63	222
		% within Country	71,6%	28,4%	100,0%
	Spain	Count	24	28	52
		% within Country	46,2%	53,8%	100,0%
	Romania	Count	25	28	53
		% within Country	47,2%	52,8%	100,0%
Total		Count	229	148	377
		% within Country	60,7%	39,3%	100,0%

According to table 30, 39,3% of the students play multiplayer online games. Turkish, Romanian and Spanish students mostly prefer multiplayer online games.

Table 31. Country * Sports games Crosstabulation

			Sports games		Total
			No	Yes	
Country	Turkey	Count	38	12	50
		% within Country	76,0%	24,0%	100,0%
	Italy	Count	194	28	222
		% within Country	87,4%	12,6%	100,0%
	Spain	Count	37	15	52
		% within Country	71,2%	28,8%	100,0%
	Romania	Count	47	6	53
		% within Country	88,7%	11,3%	100,0%
Total		Count	316	61	377
		% within Country	83,8%	16,2%	100,0%

According to table 31, 16,2% of the students play sports games.

When the genre of the games is evaluated, it can be said that majority of the students in four countries play action games, multi-player online games, and strategy games.

In order to design the most appropriate video game for the Project, the attitudes of students towards the features of the videogame are asked. It is researched how important the features of the videogame. Following table shows the features of the videogames.

Table 32. Country * Social utility features (In-game voice and text chat) Crosstabulation

			Social utility features (In-game voice and text chat)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	12	5	5	9	19	50
		% within Country	24,0%	10,0%	10,0%	18,0%	38,0%	100,0%

	Italy	Count	39	26	51	60	55	231
		% within Country	16,9%	11,3%	22,1%	26,0%	23,8%	100,0%
	Spain	Count	7	2	12	12	19	52
		% within Country	13,5%	3,8%	23,1%	23,1%	36,5%	100,0%
	Romania	Count	8	6	15	9	15	53
		% within Country	15,1%	11,3%	28,3%	17,0%	28,3%	100,0%
Total		Count	66	39	83	90	108	386
		% within Country	17,1%	10,1%	21,5%	23,3%	28,0%	100,0%

According to table 32, 28% of the students regards social utility features as very important and 23,3% of the students regards social utility features as important. It can be concluded that the video which will be designed in the project should be developed in terms of social utility features such as in game voice and text chat.

Table 32. Country * Social formation/institutional features (Guilds/clans in MMORPGs) Crosstabulation

			Social formation/institutional features (Guilds/clans in MMORPGs)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	10	11	7	6	16	50
		% within Country	20,0%	22,0%	14,0%	12,0%	32,0%	100,0%
	Italy	Count	39	107	0	60	25	231
		% within Country	16,9%	46,3%	0,0%	26,0%	10,8%	100,0%
	Spain	Count	12	2	18	16	4	52
		% within Country	23,1%	3,8%	34,6%	30,8%	7,7%	100,0%
	Romania	Count	9	8	21	10	5	53
		% within Country	17,0%	15,1%	39,6%	18,9%	9,4%	100,0%
Total		Count	70	128	46	92	50	386
		% within Country	18,1%	33,2%	11,9%	23,8%	13,0%	100,0%

According to table 32, 33,2% of the students regards social formation features as unimportant while just 13% of them regard this feature as very important. Also, it can be said that Turkish students regards this feature as important.

Table 33. Country * Leader board features (“Hall of fame” high score list) Crosstabulation								
			Leader board features (“Hall of fame” high score list)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	9	8	13	3	16	49
		% within Country	18,4%	16,3%	26,5%	6,1%	32,7%	100,0%
	Italy	Count	31	30	74	51	45	231
		% within Country	13,4%	13,0%	32,0%	22,1%	19,5%	100,0%
	Spain	Count	2	9	8	20	13	52
		% within Country	3,8%	17,3%	15,4%	38,5%	25,0%	100,0%
	Romania	Count	6	6	19	12	10	53
		% within Country	11,3%	11,3%	35,8%	22,6%	18,9%	100,0%
Total		Count	48	53	114	86	84	385
		% within Country	12,5%	13,8%	29,6%	22,3%	21,8%	100,0%

According to table 33, 21,8% of the students regards leader board features as very important and 22,3% of the students gegard this feature as important.

Table 34. Country * Support network features (Internet forums, strategy guides) Crosstabulation								
			Support network features (Internet forums, strategy guides)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	11	14	10	5	9	49
		% within Country	22,4%	28,6%	20,4%	10,2%	18,4%	100,0%
	Italy	Count	19	31	50	83	47	230
		% within Country	8,3%	13,5%	21,7%	36,1%	20,4%	100,0%
	Spain	Count	7	10	11	13	11	52

		% within Country	13,5%	19,2%	21,2%	25,0%	21,2%	100,0%
	Romania	Count	7	7	21	9	9	53
		% within Country	13,2%	13,2%	39,6%	17,0%	17,0%	100,0%
Total		Count	44	62	92	110	76	384
		% within Country	11,5%	16,1%	24,0%	28,6%	19,8%	100,0%

According to table 34, 19.8% of the students regards support network features as very important and 28,6% of them regard this feature as important.

Table 35. Country * User input features ("Combos", "hot keys") Crosstabulation

			User input features ("Combos", "hot keys")					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	5	14	12	7	11	49
		% within Country	10,2%	28,6%	24,5%	14,3%	22,4%	100,0%
	Italy	Count	19	19	55	76	61	230
		% within Country	8,3%	8,3%	23,9%	33,0%	26,5%	100,0%
	Spain	Count	4	10	8	18	12	52
		% within Country	7,7%	19,2%	15,4%	34,6%	23,1%	100,0%
	Romania	Count	6	12	20	7	8	53
		% within Country	11,3%	22,6%	37,7%	13,2%	15,1%	100,0%
Total		Count	34	55	95	108	92	384
		% within Country	8,9%	14,3%	24,7%	28,1%	24,0%	100,0%

According to table 35, 28.1% of the students regards user input features as important and 24% of them regard this feature as very important.

Table 36. Country * Save features (Checkpoints, "quick-save") Crosstabulation

	Save features (Checkpoints, "quick-save")	Total

			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	8	10	9	10	12	49
		% within Country	16,3%	20,4%	18,4%	20,4%	24,5%	100,0%
	Italy	Count	21	15	32	77	85	230
		% within Country	9,1%	6,5%	13,9%	33,5%	37,0%	100,0%
	Spain	Count	2	5	9	15	21	52
		% within Country	3,8%	9,6%	17,3%	28,8%	40,4%	100,0%
	Romania	Count	7	4	13	12	17	53
		% within Country	13,2%	7,5%	24,5%	22,6%	32,1%	100,0%
Total		Count	38	34	63	114	135	384
		% within Country	9,9%	8,9%	16,4%	29,7%	35,2%	100,0%

According to table 36, 35,2% of the students regards save features as very important and 29,7% of them regard this feature as important.

Table 37. Country * Player management features (Managing multiple resources) Crosstabulation

			Player management features (Managing multiple resources)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	10	9	18	6	6	49
		% within Country	20,4%	18,4%	36,7%	12,2%	12,2%	100,0%
	Italy	Count	12	15	50	91	63	231
		% within Country	5,2%	6,5%	21,6%	39,4%	27,3%	100,0%
	Spain	Count	5	5	16	18	8	52
		% within Country	9,6%	9,6%	30,8%	34,6%	15,4%	100,0%
	Romania	Count	3	4	17	17	12	53
		% within Country	5,7%	7,5%	32,1%	32,1%	22,6%	100,0%
Total		Count	30	33	101	132	89	385
		% within Country	7,8%	8,6%	26,2%	34,3%	23,1%	100,0%

According to table 37, 23,1% of the students regards player management features as very important and 34,3 of them regard this feature as important. Turkish students give less importance to this feature than the students in other countries.

Table 38. Country * Non-controllable features (Scripted events, loading screens) Crosstabulation

			Non-controllable features (Scripted events, loading screens)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	11	15	8	5	10	49
		% within Country	22,4%	30,6%	16,3%	10,2%	20,4%	100,0%
	Italy	Count	26	28	69	63	45	231
		% within Country	11,3%	12,1%	29,9%	27,3%	19,5%	100,0%
	Spain	Count	5	7	12	20	8	52
		% within Country	9,6%	13,5%	23,1%	38,5%	15,4%	100,0%
	Romania	Count	5	4	26	10	8	53
		% within Country	9,4%	7,5%	49,1%	18,9%	15,1%	100,0%
Total		Count	47	54	115	98	71	385
		% within Country	12,2%	14,0%	29,9%	25,5%	18,4%	100,0%

According to table 38, 18,4% of the students regards non-controllable features as very important and 25,5% of them regards this feature as important.

Table 39. Country * Avatar creation features (Choice of sex, race, attribute) Crosstabulation

			Avatar creation features (Choice of sex, race, attribute)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	8	10	14	2	15	49
		% within Country	16,3%	20,4%	28,6%	4,1%	30,6%	100,0%
	Italy	Count	28	23	48	68	64	231
		% within Country	12,1%	10,0%	20,8%	29,4%	27,7%	100,0%

	Spain	Count	8	5	9	13	17	52
		% within Country	15,4%	9,6%	17,3%	25,0%	32,7%	100,0%
	Romania	Count	5	6	15	8	19	53
		% within Country	9,4%	11,3%	28,3%	15,1%	35,8%	100,0%
Total		Count	49	44	86	91	115	385
		% within Country	12,7%	11,4%	22,3%	23,6%	29,9%	100,0%

According to table 39, 29.9% of the students regards avatar creation features as very important and 23,6% of them regard this feature as important.

Table 40. Country * Storytelling device features (Cut-scenes, mission briefing) Crosstabulation

			Storytelling device features (Cut-scenes, mission briefing)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	8	10	10	9	12	49
		% within Country	16,3%	20,4%	20,4%	18,4%	24,5%	100,0%
	Italy	Count	28	34	57	69	43	231
		% within Country	12,1%	14,7%	24,7%	29,9%	18,6%	100,0%
	Spain	Count	6	5	14	15	12	52
		% within Country	11,5%	9,6%	26,9%	28,8%	23,1%	100,0%
	Romania	Count	5	7	15	14	12	53
		% within Country	9,4%	13,2%	28,3%	26,4%	22,6%	100,0%
Total		Count	47	56	96	107	79	385
		% within Country	12,2%	14,5%	24,9%	27,8%	20,5%	100,0%

According to table 40, 20,5% of the students regards story telling device features as very important and 27,8 of the students regards this feature as important.

Table 41. Country * Theme and genre features (“Role-playing”, “shooting”) Crosstabulation

	Theme and genre features (“Role-playing”, “shooting”)	Total

			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	7	9	14	9	10	49
		% within Country	14,3%	18,4%	28,6%	18,4%	20,4%	100,0%
	Italy	Count	14	26	41	82	68	231
		% within Country	6,1%	11,3%	17,7%	35,5%	29,4%	100,0%
	Spain	Count	5	7	8	12	20	52
		% within Country	9,6%	13,5%	15,4%	23,1%	38,5%	100,0%
	Romania	Count	4	3	13	14	19	53
		% within Country	7,5%	5,7%	24,5%	26,4%	35,8%	100,0%
Total		Count	30	45	76	117	117	385
		% within Country	7,8%	11,7%	19,7%	30,4%	30,4%	100,0%

According to table 41, 30,4% of the students regards story telling device features as very important and again 30,4% of the students regards this feature as important.

Table 42. Country * General reward type features (Experience points, bonuses) Crosstabulation

			General reward type features (Experience points, bonuses)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	7	10	10	9	13	49
		% within Country	14,3%	20,4%	20,4%	18,4%	26,5%	100,0%
	Italy	Count	21	9	44	74	83	231
		% within Country	9,1%	3,9%	19,0%	32,0%	35,9%	100,0%
	Spain	Count	5	3	7	13	24	52
		% within Country	9,6%	5,8%	13,5%	25,0%	46,2%	100,0%

	Romania	Count	2	5	16	12	18	53
		% within Country	3,8%	9,4%	30,2%	22,6%	34,0%	100,0%
Total		Count	35	27	77	108	138	385
		% within Country	9,1%	7,0%	20,0%	28,1%	35,8%	100,0%

According to table 42, 35,8% of the students regards general reward type features as very important and 28,1% of the students regards this feature as important.

Table 43. Country * Meta-game reward features (Xbox 360 Achievement points) Crosstabulation

			Meta-game reward features (Xbox 360 Achievement points)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	9	14	15	3	8	49
		% within Country	18,4%	28,6%	30,6%	6,1%	16,3%	100,0%
	Italy	Count	42	39	70	54	26	231
		% within Country	18,2%	16,9%	30,3%	23,4%	11,3%	100,0%
	Spain	Count	16	7	0	0	7	30
		% within Country	53,3%	23,3%	0,0%	0,0%	23,3%	100,0%
	Romania	Count	10	7	18	9	9	53
		% within Country	18,9%	13,2%	34,0%	17,0%	17,0%	100,0%
Total		Count	77	67	103	66	50	363
		% within Country	21,2%	18,5%	28,4%	18,2%	13,8%	100,0%

According to table 43, 13,8% of the students regards meta-game reward features as very important. This feauture is not regarded as important.

Table 44. Country * Event frequency features (Unlimited replayability of game) Crosstabulation

			Event frequency features (Unlimited replayability of game)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	4	10	9	6	20	49
		% within Country	8,2%	20,4%	18,4%	12,2%	40,8%	100,0%

	Italy	Count	16	23	36	71	85	231
		% within Country	6,9%	10,0%	15,6%	30,7%	36,8%	100,0%
	Spain	Count	5	4	11	16	16	52
		% within Country	9,6%	7,7%	21,2%	30,8%	30,8%	100,0%
	Romania	Count	3	3	14	21	12	53
		% within Country	5,7%	5,7%	26,4%	39,6%	22,6%	100,0%
Total		Count	28	40	70	114	133	385
		% within Country	7,3%	10,4%	18,2%	29,6%	34,5%	100,0%

According to table 44, 34,5% of the students regards event frequency features as very important and 29,6% of them regard this feature as important.

Table 45. Country * Event duration features (MMORPGs have no endpoint) Crosstabulation

			Event duration features (MMORPGs have no endpoint)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	7	11	10	10	11	49
		% within Country	14,3%	22,4%	20,4%	20,4%	22,4%	100,0%
	Italy	Count	35	28	55	73	40	231
		% within Country	15,2%	12,1%	23,8%	31,6%	17,3%	100,0%
	Spain	Count	10	5	6	21	10	52
		% within Country	19,2%	9,6%	11,5%	40,4%	19,2%	100,0%
	Romania	Count	4	8	23	11	7	53
		% within Country	7,5%	15,1%	43,4%	20,8%	13,2%	100,0%
Total		Count	56	52	94	115	68	385
		% within Country	14,5%	13,5%	24,4%	29,9%	17,7%	100,0%

According to table 45, 17,7% of the students regards event duration features as very important and 29,9% of them regard this feature as important.

Table 46. Country * Payout interval features (Rewarded instantly for playing) Crosstabulation

			Payout interval features (Rewarded instantly for playing)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	17	8	11	8	5	49
		% within Country	34,7%	16,3%	22,4%	16,3%	10,2%	100,0%
	Italy	Count	52	38	56	46	39	231
		% within Country	22,5%	16,5%	24,2%	19,9%	16,9%	100,0%
	Spain	Count	9	4	13	14	12	52
		% within Country	17,3%	7,7%	25,0%	26,9%	23,1%	100,0%
	Romania	Count	9	2	19	16	7	53
		% within Country	17,0%	3,8%	35,8%	30,2%	13,2%	100,0%
Total		Count	87	52	99	84	63	385
		% within Country	22,6%	13,5%	25,7%	21,8%	16,4%	100,0%

According to table 46, 16.4% of the students regards payout interval features as very important. The proportion of this feature is found to be low.

Table 47. Country * Intermittent reward features (Increasing difficulty of levels) Crosstabulation

			Intermittent reward features (Increasing difficulty of levels)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	3	9	11	7	19	49
		% within Country	6,1%	18,4%	22,4%	14,3%	38,8%	100,0%
	Italy	Count	27	25	35	85	59	231
		% within Country	11,7%	10,8%	15,2%	36,8%	25,5%	100,0%
	Spain	Count	7	6	6	17	16	52
		% within Country	13,5%	11,5%	11,5%	32,7%	30,8%	100,0%
	Romania	Count	2	3	15	20	13	53
		% within Country	3,8%	5,7%	28,3%	37,7%	24,5%	100,0%

Total	Count	39	43	67	129	107	385
	% within Country	10,1%	11,2%	17,4%	33,5%	27,8%	100,0%

According to table 47, 27,8 % of the students regards intermittent reward features as very important and 33,5% of them regard this feature as important.

Table 48. Country * Negative reward features (Gaining health, repairing items) Crosstabulation

			Negative reward features (Gaining health, repairing items)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	9	11	14	7	8	49
		% within Country	18,4%	22,4%	28,6%	14,3%	16,3%	100,0%
	Italy	Count	32	29	47	72	51	231
		% within Country	13,9%	12,6%	20,3%	31,2%	22,1%	100,0%
	Spain	Count	6	5	9	19	13	52
		% within Country	11,5%	9,6%	17,3%	36,5%	25,0%	100,0%
	Romania	Count	4	9	16	16	8	53
		% within Country	7,5%	17,0%	30,2%	30,2%	15,1%	100,0%
Total		Count	51	54	86	114	80	385
		% within Country	13,2%	14,0%	22,3%	29,6%	20,8%	100,0%

According to table 48, 20,8 % of the students regards negative reward features as very important and 29,6% of them regard this feature as important.

Table 49. Country * Near miss features (Difficult "boss" at end of level) Crosstabulation

			Near miss features (Difficult "boss" at end of level)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	6	11	15	4	13	49
		% within Country	12,2%	22,4%	30,6%	8,2%	26,5%	100,0%
	Italy	Count	38	31	41	63	58	231

		% within Country	16,5%	13,4%	17,7%	27,3%	25,1%	100,0%
	Spain	Count	5	2	11	10	24	52
		% within Country	9,6%	3,8%	21,2%	19,2%	46,2%	100,0%
	Romania	Count	5	3	17	14	14	53
		% within Country	9,4%	5,7%	32,1%	26,4%	26,4%	100,0%
Total		Count	54	47	84	91	109	385
		% within Country	14,0%	12,2%	21,8%	23,6%	28,3%	100,0%

According to table 49, 28,3% of the students regards near miss features as very important and 23,6% of them regard this featıre as important.

50. Country * Graphics and sound features (Realistic graphics, fast music) Crosstabulation

			Graphics and sound features (Realistic graphics, fast music)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	4	6	8	7	24	49
		% within Country	8,2%	12,2%	16,3%	14,3%	49,0%	100,0%
	Italy	Count	14	11	39	50	117	231
		% within Country	6,1%	4,8%	16,9%	21,6%	50,6%	100,0%
	Spain	Count	2	4	7	19	20	52
		% within Country	3,8%	7,7%	13,5%	36,5%	38,5%	100,0%
	Romania	Count	3	4	14	9	23	53
		% within Country	5,7%	7,5%	26,4%	17,0%	43,4%	100,0%
Total		Count	23	25	68	85	184	385
		% within Country	6,0%	6,5%	17,7%	22,1%	47,8%	100,0%

According to table 50, 47.8% of the students regards graphic and sound features as very important and 22,1% of them regard this feature as important. This feature is found to be the most important feature among all other features.

Table 51. Country * Franchise features (Trademarked names, e.g. Mario) Crosstabulation

			Franchise features (Trademarked names, e.g. Mario)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	13	16	14	5	1	49
		% within Country	26,5%	32,7%	28,6%	10,2%	2,0%	100,0%
	Italy	Count	28	39	57	64	43	231
		% within Country	12,1%	16,9%	24,7%	27,7%	18,6%	100,0%
	Spain	Count	4	11	14	14	9	52
		% within Country	7,7%	21,2%	26,9%	26,9%	17,3%	100,0%
	Romania	Count	6	9	21	6	11	53
		% within Country	11,3%	17,0%	39,6%	11,3%	20,8%	100,0%
Total		Count	51	75	106	89	64	385
		% within Country	13,2%	19,5%	27,5%	23,1%	16,6%	100,0%

According to table 51, just 16,6% of the students regards franchise features as very important.

Table 52. Country * Explicit content features (Violence, drug use, nudity) Crosstabulation

			Explicit content features (Violence, drug use, nudity)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	18	11	10	4	6	49
		% within Country	36,7%	22,4%	20,4%	8,2%	12,2%	100,0%
	Italy	Count	89	31	37	43	31	231
		% within Country	38,5%	13,4%	16,0%	18,6%	13,4%	100,0%
	Spain	Count	18	5	12	9	8	52
		% within Country	34,6%	9,6%	23,1%	17,3%	15,4%	100,0%
	Romania	Count	13	3	21	8	8	53
		% within Country	24,5%	5,7%	39,6%	15,1%	15,1%	100,0%

Total	Count	138	50	80	64	53	385
	% within Country	35,8%	13,0%	20,8%	16,6%	13,8%	100,0%

According to table 52, just 13.8% of the students regards explicit content features as very important.

Table 53. Country * In-game advertising features (Real-life brands, sponsors logos) Crosstabulation

			In-game advertising features (Real-life brands, sponsors logos)					Total
			Very Unimportant	Unimportant	Neither Important or Unimportant	Important	Very Important	
Country	Turkey	Count	17	9	14	3	6	49
		% within Country	34,7%	18,4%	28,6%	6,1%	12,2%	100,0%
	Italy	Count	67	47	47	38	32	231
		% within Country	29,0%	20,3%	20,3%	16,5%	13,9%	100,0%
	Spain	Count	14	8	11	13	6	52
		% within Country	26,9%	15,4%	21,2%	25,0%	11,5%	100,0%
	Romania	Count	16	10	14	4	9	53
		% within Country	30,2%	18,9%	26,4%	7,5%	17,0%	100,0%
Total		Count	114	74	86	58	53	385
		% within Country	29,6%	19,2%	22,3%	15,1%	13,8%	100,0%

According to table 53, just 13,8% of the students regards in-game advertising features as very important.

It can be concluded that graphic and sound feature are found to be the most preferable feature. Also students prefer the features of videogame as graphic and sound, Social utility, social formation, leader board, avatar creation, event frequency and intermittent reward. These features should be taken into consideration while designing the videogame.

Findings on Attitudes Regarding Videogame as Educational Material

The questionnaire form consists of 7 questions related to videogame as educational material. The attitudes of students about videogame as educational material are researched in the following tables.

Table 54. Country * I like taking courses that use video games. Crosstabulation

			I like taking courses that use video games.					Total
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Country	Turkey	Count	5	11	5	13	14	48
		% within Country	10,4%	22,9%	10,4%	27,1%	29,2%	100,0%
	Italy	Count	30	34	83	60	24	231
		% within Country	13,0%	14,7%	35,9%	26,0%	10,4%	100,0%
	Spain	Count	2	6	16	24	28	76
		% within Country	2,6%	7,9%	21,1%	31,6%	36,8%	100,0%
	Romania	Count	10	9	19	11	4	53
		% within Country	18,9%	17,0%	35,8%	20,8%	7,5%	100,0%
Total		Count	47	60	123	108	70	408
		% within Country	11,5%	14,7%	30,1%	26,5%	17,2%	100,0%

According to table 54, 17,2% of the students strongly agree that they like taking courses that use videogame. Also 26,5% of them agree that they like taking courses that use videogame. Just 11.54% of the students strongly disagree that they like taking courses that use videogame. We can infer from this finding that students like videogame as educational material.

Table 55. Country * Using video games in school is a good way to learn. Crosstabulation

	Using video games in school is a good way to learn.					Total
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	

Country	Turkey	Count	6	4	10	11	17	48
		% within Country	12,5%	8,3%	20,8%	22,9%	35,4%	100,0%
	Italy	Count	43	51	64	37	36	231
		% within Country	18,6%	22,1%	27,7%	16,0%	15,6%	100,0%
	Spain	Count	5	3	25	27	16	76
		% within Country	6,6%	3,9%	32,9%	35,5%	21,1%	100,0%
	Romania	Count	0	9	19	14	11	53
		% within Country	0,0%	17,0%	35,8%	26,4%	20,8%	100,0%
Total		Count	54	67	118	89	80	408
		% within Country	13,2%	16,4%	28,9%	21,8%	19,6%	100,0%

According to table 55, 19.6 of the students strongly agree that using videogame in school is a good way to learn. Just 13.2% of the students disagree on this topic. As previous finding it can be said that students' attitude towards videogames as educative material is not negative.

Table 56. Country * Playing video games improves my eye and hand coordination. Crosstabulation

			Playing video games improves my eye and hand coordination.					Total
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Country	Turkey	Count	5	8	10	11	14	48
		% within Country	10,4%	16,7%	20,8%	22,9%	29,2%	100,0%
	Italy	Count	31	45	113	0	41	230
		% within Country	13,5%	19,6%	49,1%	0,0%	17,8%	100,0%
	Spain	Count	1	10	20	27	18	76
		% within Country	1,3%	13,2%	26,3%	35,5%	23,7%	100,0%
	Romania	Count	2	5	12	18	16	53
		% within Country	3,8%	9,4%	22,6%	34,0%	30,2%	100,0%
Total		Count	39	68	155	56	89	407

	% within Country	9,6%	16,7%	38,1%	13,8%	21,9%	100,0%

According to table 56, 21.9% of the students strongly agree that playing videogames improves their eye and hand coordination.

Table 57. Country * Playing video games enhances my imagination. Crosstabulation

			Playing video games enhances my imagination.					Total
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Country	Turkey	Count	4	9	10	9	16	48
		% within Country	8,3%	18,8%	20,8%	18,8%	33,3%	100,0%
	Italy	Count	18	35	47	73	57	230
		% within Country	7,8%	15,2%	20,4%	31,7%	24,8%	100,0%
	Spain	Count	3	6	15	29	23	76
		% within Country	3,9%	7,9%	19,7%	38,2%	30,3%	100,0%
	Romania	Count	3	3	13	16	18	53
		% within Country	5,7%	5,7%	24,5%	30,2%	34,0%	100,0%
Total		Count	28	53	85	127	114	407
		% within Country	6,9%	13,0%	20,9%	31,2%	28,0%	100,0%

According to table 57, 28% of the students strongly agree that playing videogames enhances imagination. Just 6.9% of the students disagree about this topic.

58. Country * I like the idea to use educational video games to develop my competencies Crosstabulation

			I like the idea to use educational video games to develop my competencies					Total
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Country	Turkey	Count	7	3	10	15	13	48
		% within Country	14,6%	6,3%	20,8%	31,3%	27,1%	100,0%

	Italy	Count	23	12	53	81	62	231
		% within Country	10,0%	5,2%	22,9%	35,1%	26,8%	100,0%
	Spain	Count	1	4	18	33	20	76
		% within Country	1,3%	5,3%	23,7%	43,4%	26,3%	100,0%
	Romania	Count	3	4	16	13	17	53
		% within Country	5,7%	7,5%	30,2%	24,5%	32,1%	100,0%
Total		Count	34	23	97	142	112	408
		% within Country	8,3%	5,6%	23,8%	34,8%	27,5%	100,0%

According to table 58, 27.5% of the students strongly agree that they like the idea to use educational video games to develop their competencies. Also, 34,8 of them agree on this topic.

Table 59. Country * My attitude towards the use of educational video games to develop my competencies is positive Crosstabulation

			My attitude towards the use of educational video games to develop my competencies is positive					Total
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Country	Turkey	Count	5	8	12	12	11	48
		% within Country	10,4%	16,7%	25,0%	25,0%	22,9%	100,0%
	Italy	Count	21	21	56	84	49	231
		% within Country	9,1%	9,1%	24,2%	36,4%	21,2%	100,0%
	Spain	Count	1	5	23	30	17	76
		% within Country	1,3%	6,6%	30,3%	39,5%	22,4%	100,0%
	Romania	Count	2	7	13	17	14	53
		% within Country	3,8%	13,2%	24,5%	32,1%	26,4%	100,0%
Total		Count	29	41	104	143	91	408
		% within Country	7,1%	10,0%	25,5%	35,0%	22,3%	100,0%

According to table 59, 22.3% of the students strongly agree that their attitude towards the use of educational video games to develop their competencies is positive. Just 7.1% of the students disagree on this topic.

Table 60. Country * If I had the choice, I would choose to follow courses in which video games are used Crosstabulation

			If I had the choice, I would choose to follow courses in which video games are used					Total
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Country	Turkey	Count	4	6	11	19	8	48
		% within Country	8,3%	12,5%	22,9%	39,6%	16,7%	100,0%
	Italy	Count	23	32	58	56	62	231
		% within Country	10,0%	13,9%	25,1%	24,2%	26,8%	100,0%
	Spain	Count	3	7	17	21	28	76
		% within Country	3,9%	9,2%	22,4%	27,6%	36,8%	100,0%
	Romania	Count	4	12	16	5	16	53
		% within Country	7,5%	22,6%	30,2%	9,4%	30,2%	100,0%
Total		Count	34	57	102	101	114	408
		% within Country	8,3%	14,0%	25,0%	24,8%	27,9%	100,0%

According to table 60, 27.9 of the students agree that If they had the choice, they would choose to follow courses in which video games are used.

To sum up, it can be interpreted that the attitudes of students towards the videogame as educational material is quite positive.

Findings on Sustainable Construction

The questionnaire form also consists of 3 questions regarding sustainable construction. It is researched whether the students are aware of sustainable construction. Frequency analysis results are as follows:

Table 61. Country * Have you ever encountered aspects related to sustainable construction in everyday life? Crosstabulation

			Have you ever encountered aspects related to sustainable construction in everyday life?		Total
			Yes	No	
Country	Turkey	Count	10	38	48
		% within Country	20,8%	79,2%	100,0%
	Italy	Count	173	58	231
		% within Country	74,9%	25,1%	100,0%
	Spain	Count	44	32	76
		% within Country	57,9%	42,1%	100,0%
	Romania	Count	20	33	53
		% within Country	37,7%	62,3%	100,0%
Total		Count	247	161	408
		% within Country	60,5%	39,5%	100,0%

According to table 61, 60.5% of the students have encountered aspects related to sustainable construction in everyday life. However, most of the students from Turkey and Romania have not encountered aspects related to sustainable construction in everyday life. It can be stated that Italian students are aware of sustainable construction.

Table 62. Country * Have you ever encountered the subject of sustainable construction in social media? Crosstabulation

			Have you ever encountered the subject of sustainable construction in social media?		Total
			Yes	No	
Country	Turkey	Count	8	40	48
		% within Country	16,7%	83,3%	100,0%
	Italy	Count	120	111	231
		% within Country	51,9%	48,1%	100,0%
	Spain	Count	45	31	76

		% within Country	59,2%	40,8%	100,0%
	Romania	Count	19	34	53
		% within Country	35,8%	64,2%	100,0%
Total		Count	192	216	408
		% within Country	47,1%	52,9%	100,0%

According to table 62, just 47,1% of the students have encountered the subject of sustainable construction in social media. As in the previous finding, most of Romanian and Turkish students have not encountered the subject of sustainable construction in social media.

Table 63. Country * Have you encountered aspects related to sustainable construction when playing games online? Crosstabulation

			Have you encountered aspects related to sustainable construction when playing games online?		Total
			Yes	No	
Country	Turkey	Count	3	45	48
		% within Country	6,3%	93,8%	100,0%
	Italy	Count	76	154	230
		% within Country	33,0%	67,0%	100,0%
	Spain	Count	34	42	76
		% within Country	44,7%	55,3%	100,0%
	Romania	Count	8	45	53
		% within Country	15,1%	84,9%	100,0%
Total		Count	121	286	407
		% within Country	29,7%	70,3%	100,0%

According to table 63, just 29.7% of the students have encountered aspects related to sustainable construction when playing games online.

We can infer from the findings that majority of the students from Turkey and Romania are unaware of the sustainable construction both in daily life and online. However, majority of the students from Italy and Spain are aware of the sustainable construction.

Conclusion

To sum up the findings on attitudes towards environmental issues, we can infer that students in four countries are found to be sensitive towards environmental issues. Students in four countries especially give importance to turning off lights and electrical devices, running water, and carefully considering before buying new ones. In terms of findings on attitudes towards environmental responsibility, it can be concluded that most of the students in four countries students strongly agree that it is their responsibility to act in an environmentally friendly manner. We can say that majority of the students feel responsible towards environment. furthermore, it is found that most of the students in four countries would like to reduce their carbon emission. However, majority of the students in Turkey lacks knowledge on global warming and climate change. Students in Spain, Italy and Romania are aware of the importance of both climate change and global warming. In terms of sustainable construction, we can infer that majority of the students from Turkey and Romania are unaware of the sustainable construction both in daily life and online. However, majority of the students from Italy and Spain are aware of the sustainable construction.

Findings for the profile of videogame suggest that majority of the students in four countries play videogame in order to pass the time, spend time with friends, or as they are bored. Moreover, it is found out that majority of the students in four countries play action games, multi-player online games, and strategy games. The features of the videogames are also investigated and it is found out that graphic and sound, social utility, social formation, leader board, avatar creation, event frequency and intermittent reward are mostly preferred by the students. These features should be taken into consideration while designing the videogame. Also the attitudes of students towards the videogame as educational material is found to be quite positive. This finding provides justification for our project to design a videogame as educational material.