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Supplementary Materials

The results of the correlation analyses for all variables included in the LPA model are presented in Tables S1 to S7.

Table S1

Correlations Between All Study Variables in the LPA Model

Variables	AGE	GEN	EDU	EMP	NAT
AGE	1.000				
GEN	-.144	1.000			
EDU	.405	-.025	1.000		
EMP	.047*	.037*	.059	1.000	
NAT	-.007	.064	.073	-.011	1.000
MRT	.375	-.015	.133	.026*	-.045
LIV	.170	.079	.182	.035*	.030*
TIG	-.012	-.016	-.080	.009**	-.036*
XST	-.148	-.030	-.173	.002**	-.063
DST	-.139	.173	-.121	.027*	.015*
DNA	-.157	.227	-.103	.039*	.024*
DIM	-.093	.039*	-.114	.029*	-.019
DGO	-.182	.250	-.090	.036*	.022*
DCL	-.206	.143	-.172	.008**	.009**
DAW	-.046	-.050	-.137	-.046	-.047
GAD	-.005	-.018	.001**	.019*	.033*
GBO	-.242	.075	-.148	.013*	.021*
GCM	-.072	-.032	-.076	.000**	-.016
GEM	-.002	-.032	-.011	.033*	-.018
GSK	-.076	-.112	-.088	.021*	-.014
GAM	-.086	-.173	-.107	-.002	-.071
GCT	-.141	-.008	-.103	.024*	.018*
GOP	-.098	.021*	-.082	.025*	.010**
GFT	-.073	.146	-.060	.041*	.024*
GID	-.055	.034*	-.047	.029*	.006**
GAT	-.061	.084	-.054	.036*	.023*

GCE	-.162	-.198	-.109	.012*	-.032
GES	-.156	.175	-.116	.029*	.046*
GFI	-.065	-.148	-.106	.027*	-.064
GIR	-.109	-.112	-.128	-.003	-.055
GRE	.049*	.133	.116	.019*	.067
GST	-.157	-.181	-.142	.018*	-.071
GKD	-.101	-.064	-.101	.028*	-.035
GSO	-.182	-.046	-.137	.024*	-.043

Notes: The values represent Pearson correlation coefficients between the variables in the Latent Profile Analysis (LPA) model. Statistical significance is denoted as: * $p < .05$ ** $p < .01$

Abbreviations: GEN (gender), EDU (education), TIG (time spent gaming), XST (gaming disorder), DST (DERS-SF Strategies), DNA (DERS-SF Non-Acceptance), DIM (DERS-SF Impulse), DGO (DERS-SF Goals), DCL (DERS-SF Clarity), DAW (DERS-SF Awareness), GAD (GMI-Advancement), GBO (GMI-Boredom), GCM (GMI-Completion), GEM (GMI Exploration+Mechanics), GSK (GMI-Game Skills), GAM (GMI-Amotivation), GCT (GMI-Competence), GOP (GMI-Coping), GFT (GMI-Fantasy), GID (GMI-Identity), GAT (GMI-Autonomy), GCE (GMI-Competition), GES (GMI-Escape), GFI (GMI-Financial), GIR (GMI-Introjected Regulation), GRE (GMI-Recreation), GST (GMI-Status), GKD (GMI-Skill Development), GSO (GMI-Social).

Table S2*Correlations Between All Study Variables in the LPA Model*

	MRT	LIV	TIG	XST	DST
MRT	1.000				
LIV	.169	1.000			
TIG	-.007	-.041	1.000		
XST	-.079	-.055	.055*	1.000	
DST	-.036	-.022	.034*	.317	1.000
DNA	-.039	.002**	.022*	.241	.644
DIM	-.027	-.032	.057	.371	.599
DGO	-.041	.010**	-.001	.258	.609
DCL	-.098	-.041	.050*	.303	.535
DAW	-.034	-.062	.035*	.200	.217
GAD	.008**	-.002	.031*	.069	.005**
GBO	-.112	-.071	.051	.211	.271
GCM	-.048	-.041	.034*	.155	.104
GEM	-.013	-.019	.042*	.018*	.041*
GSK	-.031	-.041	.065	.162	.053
GAM	-.065	-.085	.075	.423	.296
GCT	-.046	-.043	.052	.226	.152
GOP	-.047	-.045	.048*	.171	.243
GFT	-.036	-.019	.037*	.109	.214
GID	-.011	-.006	.049*	.138	.121
GAT	-.027	-.013	.047*	.059	.108
GCE	-.066	-.065	.044*	.244	.059
GES	-.066	-.026	.038*	.276	.415
GFI	-.047	-.095	.095	.246	.138
GIR	-.076	-.108	.083	.445	.353
GRE	.041*	.066	-.046	-.168	-.065
GST	-.074	-.076	.080	.307	.149
GKD	-.042	-.040	.077	.182	.086
GSO	-.069	-.054	.070	.200	.084

Notes: The values represent Pearson correlation coefficients between the variables in the Latent Profile Analysis (LPA) model. Statistical significance is denoted as: * $p < .05$ ** $p < .01$

Abbreviations: GEN (gender), EDU (education), TIG (time spent gaming), XST (gaming disorder), DST (DERS-SF Strategies), DNA (DERS-SF Non-Acceptance), DIM (DERS-SF Impulse), DGO (DERS-SF Goals), DCL (DERS-SF Clarity), DAW (DERS-SF Awareness), GAD (GMI-Advancement), GBO (GMI-Boredom), GCM (GMI-Completion), GEM (GMI Exploration+Mechanics), GSK (GMI-Game Skills),

GAM (GMI-Amotivation), GCT (GMI-Competence), GOP (GMI-Coping), GFT (GMI-Fantasy), GID (GMI-Identity), GAT (GMI-Autonomy), GCE (GMI-Competition), GES (GMI-Escape), GFI (GMI-Financial), GIR (GMI-Introjected Regulation), GRE (GMI-Recreation), GST (GMI-Status), GKD (GMI-Skill Development), GSO (GMI-Social).

Table S3*Correlations Between All Study Variables in the LPA Model*

	DNA	DIM	DGO	DCL	DAW
DNA	1.000				
DIM	.483	1.000			
DGO	.530	.434	1.000		
DCL	.514	.443	.390	1.000	
DAW	.198	.189	.005**	.353	1.000
GAD	.028*	-.029	.063	-.004	-.166
GBO	.214	.182	.215	.234	.072
GCM	.097	.148	.033*	.103	.019*
GEM	.074	-.001	.044*	.029*	-.143
GSK	.054	.084	.012*	.059	-.074
GAM	.207	.371	.107	.270	.225
GCT	.167	.128	.169	.142	-.049
GOP	.219	.201	.216	.187	-.008
GFT	.225	.107	.209	.167	-.049
GID	.119	.072	.117	.089	-.108
GAT	.127	.029*	.125	.076	-.119
GCE	.033*	.167	.012*	.073	.023*
GES	.365	.242	.383	.322	.086
GFI	.080	.253	-.039	.153	.120
GIR	.254	.394	.144	.320	.226
GRE	.015*	-.189	.122	-.103	-.280
GST	.088	.239	.022*	.147	.069
GKD	.092	.122	.049*	.096	-.058
GSO	.088	.137	.056	.095	-.042

Notes: The values represent Pearson correlation coefficients between the variables in the Latent Profile Analysis (LPA) model. Statistical significance is denoted as: * $p < .05$ ** $p < .01$

Abbreviations: GEN (gender), EDU (education), TIG (time spent gaming), XST (gaming disorder), DST (DERS-SF Strategies), DNA (DERS-SF Non-Acceptance), DIM (DERS-SF Impulse), DGO (DERS-SF Goals), DCL (DERS-SF Clarity), DAW (DERS-SF Awareness), GAD (GMI-Advancement), GBO (GMI-Boredom), GCM (GMI-Completion), GEM (GMI Exploration+Mechanics), GSK (GMI-Game Skills), GAM (GMI-Amotivation), GCT (GMI-Competence), GOP (GMI-Coping), GFT (GMI-Fantasy), GID (GMI-Identity), GAT (GMI-Autonomy), GCE (GMI-Competition), GES (GMI-Escape), GFI (GMI-Financial), GIR (GMI-Introjected Regulation), GRE (GMI-Recreation), GST (GMI-Status), GKD (GMI-Skill Development), GSO (GMI-Social).

Table S4*Correlations Between All Study Variables in the LPA Model*

	GAD	GBO	GCM	GEM	GSK
GAD	1.000				
GBO	.133	1.000			
GCM	.440	.104	1.000		
GEM	.564	.090	.430	1.000	
GSK	.601	.140	.533	.621	1.000
GAM	-.092	.274	.169	-.070	.084
GCT	.594	.268	.408	.452	.665
GOP	.346	.279	.304	.392	.411
GFT	.366	.164	.212	.500	.322
GID	.456	.110	.310	.534	.557
GAT	.556	.191	.303	.634	.482
GCE	.403	.225	.395	.274	.618
GES	.248	.356	.159	.264	.224
GFI	.071	.103	.292	.137	.348
GIR	.146	.270	.339	.185	.372
GRE	.366	.142	.023*	.360	.166
GST	.312	.175	.416	.280	.622
GKD	.437	.146	.358	.495	.697
GSO	.292	.153	.262	.327	.513

Notes: The values represent Pearson correlation coefficients between the variables in the Latent Profile Analysis (LPA) model. Statistical significance is denoted as: * $p < .05$ ** $p < .01$

Abbreviations: GEN (gender), EDU (education), TIG (time spent gaming), XST (gaming disorder), DST (DERS-SF Strategies), DNA (DERS-SF Non-Acceptance), DIM (DERS-SF Impulse), DGO (DERS-SF Goals), DCL (DERS-SF Clarity), DAW (DERS-SF Awareness), GAD (GMI-Advancement), GBO (GMI-Boredom), GCM (GMI-Completion), GEM (GMI Exploration+Mechanics), GSK (GMI-Game Skills), GAM (GMI-Amotivation), GCT (GMI-Competence), GOP (GMI-Coping), GFT (GMI-Fantasy), GID (GMI-Identity), GAT (GMI-Autonomy), GCE (GMI-Competition), GES (GMI-Escape), GFI (GMI-Financial), GIR (GMI-Introjected Regulation), GRE (GMI-Recreation), GST (GMI-Status), GKD (GMI-Skill Development), GSO (GMI-Social).

Table S5*Correlations Between All Study Variables in the LPA Model*

	GAM	GCT	GOP	GFT	GID
GAM	1.000				
GCT	.081	1.000			
GOP	.054	.485	1.000		
GFT	-.044	.406	.449	1.000	
GID	-.049	.514	.486	.528	1.000
GAT	-.096	.519	.475	.677	.598
GCE	.243	.605	.307	.116	.284
GES	.119	.409	.643	.566	.407
GFI	.413	.214	.212	.073	.207
GIR	.527	.387	.377	.215	.367
GRE	-.381	.234	.328	.359	.343
GST	.356	.534	.300	.145	.371
GKD	.097	.579	.425	.362	.636
GSO	.165	.433	.311	.250	.480

Notes: The values represent Pearson correlation coefficients between the variables in the Latent Profile Analysis (LPA) model. Statistical significance is denoted as: * $p < .05$ ** $p < .01$

Abbreviations: GEN (gender), EDU (education), TIG (time spent gaming), XST (gaming disorder), DST (DERS-SF Strategies), DNA (DERS-SF Non-Acceptance), DIM (DERS-SF Impulse), DGO (DERS-SF Goals), DCL (DERS-SF Clarity), DAW (DERS-SF Awareness), GAD (GMI-Advancement), GBO (GMI-Boredom), GCM (GMI-Completion), GEM (GMI Exploration+Mechanics), GSK (GMI-Game Skills), GAM (GMI-Amotivation), GCT (GMI-Competence), GOP (GMI-Coping), GFT (GMI-Fantasy), GID (GMI-Identity), GAT (GMI-Autonomy), GCE (GMI-Competition), GES (GMI-Escape), GFI (GMI-Financial), GIR (GMI-Introjected Regulation), GRE (GMI-Recreation), GST (GMI-Status), GKD (GMI-Skill Development), GSO (GMI-Social).

Table S6*Correlations Between All Study Variables in the LPA Model*

	GAT	GCE	GES	GFI	GIR
GAT	1.000				
GCE	.214	1.000			
GES	.433	.164	1.000		
GFI	.092	.356	.096	1.000	
GIR	.180	.387	.349	.500	1.000
GRE	.445	-.009	.272	-.254	-.163
GST	.218	.691	.170	.523	.550
GKD	.463	.520	.283	.361	.407
GSO	.317	.499	.218	.379	.358

Notes: The values represent Pearson correlation coefficients between the variables in the Latent Profile Analysis (LPA) model. Statistical significance is denoted as: * $p < .05$ ** $p < .01$

Abbreviations: GEN (gender), EDU (education), TIG (time spent gaming), XST (gaming disorder), DST (DERS-SF Strategies), DNA (DERS-SF Non-Acceptance), DIM (DERS-SF Impulse), DGO (DERS-SF Goals), DCL (DERS-SF Clarity), DAW (DERS-SF Awareness), GAD (GMI-Advancement), GBO (GMI-Boredom), GCM (GMI-Completion), GEM (GMI Exploration+Mechanics), GSK (GMI-Game Skills), GAM (GMI-Amotivation), GCT (GMI-Competence), GOP (GMI-Coping), GFT (GMI-Fantasy), GID (GMI-Identity), GAT (GMI-Autonomy), GCE (GMI-Competition), GES (GMI-Escape), GFI (GMI-Financial), GIR (GMI-Introjected Regulation), GRE (GMI-Recreation), GST (GMI-Status), GKD (GMI-Skill Development), GSO (GMI-Social).

Table S7*Correlations Between All Study Variables in the LPA Model*

	GRE	GST	GKD	GSO
GRE	1.000			
GST	-.130	1.000		
GKD	.166	.618	1.000	
GSO	.057	.598	.827	1.000

Notes: The values represent Pearson correlation coefficients between the variables in the Latent Profile Analysis (LPA) model. Statistical significance is denoted as: * $p < .05$ ** $p < .01$

Abbreviations: GEN (gender), EDU (education), TIG (time spent gaming), XST (gaming disorder), DST (DERS-SF Strategies), DNA (DERS-SF Non-Acceptance), DIM (DERS-SF Impulse), DGO (DERS-SF Goals), DCL (DERS-SF Clarity), DAW (DERS-SF Awareness), GAD (GMI-Advancement), GBO (GMI-Boredom), GCM (GMI-Completion), GEM (GMI Exploration+Mechanics), GSK (GMI-Game Skills), GAM (GMI-Amotivation), GCT (GMI-Competence), GOP (GMI-Coping), GFT (GMI-Fantasy), GID (GMI-Identity), GAT (GMI-Autonomy), GCE (GMI-Competition), GES (GMI-Escape), GFI (GMI-Financial), GIR (GMI-Introjected Regulation), GRE (GMI-Recreation), GST (GMI-Status), GKD (GMI-Skill Development), GSO (GMI-Social).