

Effect of Video Game Playing and Physical Game Playing on Achievement Motivation of Adolescent

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ABSTRACT

The present study observed the difference in effects of playing video game and playing physical game on achievement motivation of adolescents. For this purpose, a total of 300 students were selected who were video game players (150s) and non-video game player (150s) from schools who were non-video game players. Sample of the study consisted of 300 school students on which achievement motivation scale constructed by Dr. Pratibha Deo and Asha Mohan was administered. For the analysis ANOVA was used.

Keywords: Video game player, Non-video game player, Achievement motivation, Adolescence

Adolescence is the period of changes in biological and psychological condition of a child. An adolescent is the foundation of our society. Nowadays children are busy in virtual world in learning real world. The most important distraction of the children is video game. Video games are defined as interactive electronic games with a purpose to entertain children. Video games help players to reach a virtual environment, 2D or 3D, within specific guidelines and situations that vary from game to game.

Video games can be classification into many types as any other media format. This classification depends on many characteristics such as how to play the game and the game play interaction. Every video game has multiple characteristics from other video games that make some of them more known than the others. There are many types of video games which are played around the world such as action, adventure, fighting, platform, racing, role-playing, shooter, simulation, sports and strategy. On the other hand, physical activity plays a vital role in human life. Physical activity increases human ability of tolerance, strength, and physical health. It helps people to connect with reality and live life happily. It can increase their mental ability and help control physical health issues.

For achievement level of achievement in a student is important motivation. This is prerequisite of success for students. The present study is about the effects of video game playing and physical game playing on achievement motivation of adolescents. Achievement

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motivation is the attitudes towards school, sports and learning enthusiasm for academic achievement. Achievement motivation plays a vital role in achieving educational goals for the students. Present study can help to understand the role of achievement motivation for good academic performance and sports performance. This will help parents, teachers and guidance-worker to understand the children and have necessary action related to achievement motivation for good academic performances.

Shariat et. al., (2009), examined video games as a form of Global media productions which promote can conflict and violence. Children and adolescents spend their time playing these games and are affected by and learn from them. These impacts might be both positive or negative depending upon the objectives of the designers and assigned time. Most studies have focused on negative effects due to the concerns about the harmful effects of video games.

Zwier (2010), reported that in childhood, regular participation in physical activity provides short and long term benefits in term of physical, psychological and social well-being. These activities give positive changes for body integrity, muscles health and heart health; other benefits are improving the symptoms of depression and anxiety. Physical activity habits done during childhood to adolescence will continue in further life and provide an active and healthy life.

METHODOLOGY

Objectives

The present study is structured to study the following objectives-

- To investigate the difference between video games player and non-video games player (physically activity related games player) on achievement motivation.
- To investigate the difference on achievement motivation between video game players and non-video game players for playing one hour and two hours.

Hypotheses

- On the basis of review of related literature, the following hypotheses have been formulated:
- There will be significant difference between video game players and non-video game players on achievement motivation.
- There will be significant difference between one hour and two hours playing duration on achievement motivation.

Sample

The participants for the present investigation were purposively drawn from high schools of Moradabad. 300 adolescent students aged between 16-21 years were selected. Out of 300 students 150 students were video game players and 150 non-video game players (physical active), selection of students was on the basis of time. Out of 150 video game players; 75 adolescent were selected who played for one hour and another 75 students who played for two hours. Same for another I.V 150 student were non-video game players; they too were divided into two categories, 75 adolescent students who played for one hour and another 75 adolescent students who played for two hours. The participants for the present investigation were drawn from schools of Moradabad Zone (U.P.). Sample was purposively selected from Moradabad Zone (U.P.) schools. Students from only urban area were selected.

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Design

Factorial design was used in the research. Independent variables in the present study were video game players and non-video game players and play duration (one hour and two hours). Dependent variable was achievement motivation.

Instrument

Deo-Mohan achievement motivation scale was used to measure the need- achievement of adolescents. The scale has been constructed by Dr. (Mrs.) Pratibha Deo and Asha Mohan in 1985 and it has 50 items (37 positive & 13 negative).

RESULT

Table-1 Summary of Analysis of Variance on Achievement Motivation

Source of variance	Sum of square	d.f.	Mean square	F-Ratio	Level of Significance
Between groups (Video Game & Non-video game)	1090.62	1	1090.62	2.35	NS
Between Hour (one hour and two hours)	2059.33	1	2059.33	4.44*	0.05
Interaction (type of games and between hours)	225.31	1	225.31	0.49	NS
Within groups (Error)	137264.33	296	463.73	-	-
Total	140639.59	299	-	-	-

**significant 0.05 level, **significant 0.01 level*

Table.1- shows that difference is not significant between video game players and non-video game players on achievement motivation. Here 'F' ratio is 2.35 and for the difference to be significant the value required is 3.87 at 0.05 level. The first hypothesis is rejected.

Second comparison is between players who played for one hour and the players who played for two hours. Table-1 shows significant difference at 0.05 level on achievement motivation. 'F' ratio is 4.44. Required value is 3.87 at 0.05 level. The second hypothesis is accepted.

Analyses of interaction between video game and non-video game and one hour and two hours playing time showed no significant interaction. 'F' ratio is 0.49. Required value is 3.87 at 0.05 level and 6.72 at 0.01 level.

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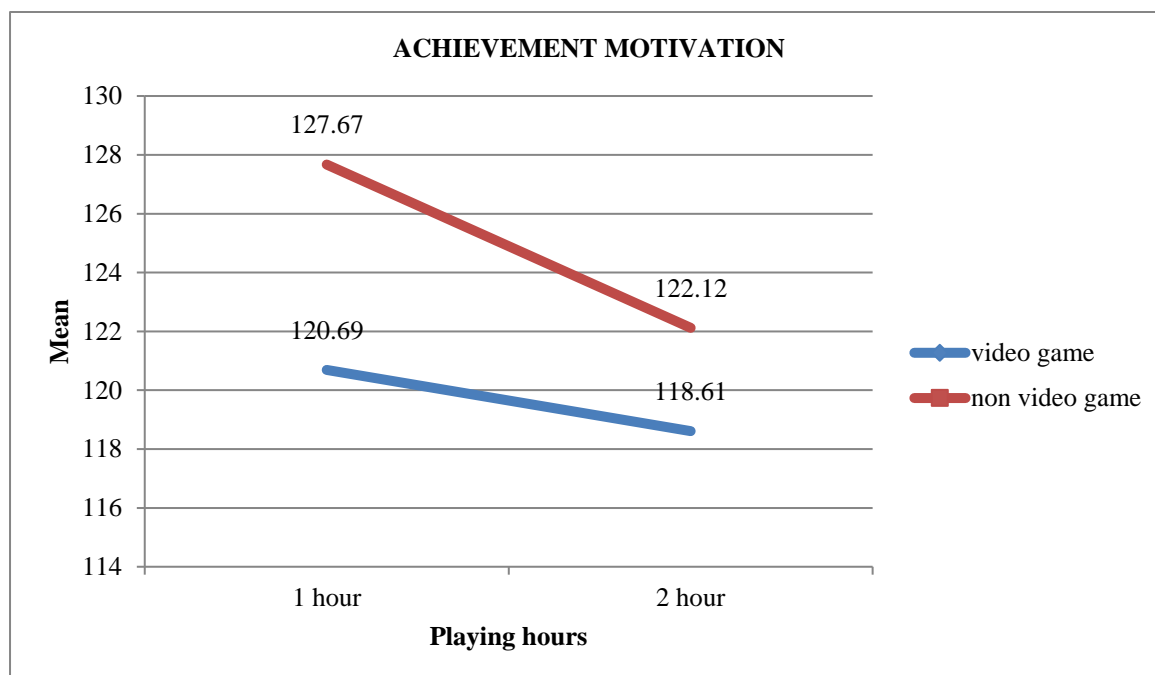


Fig 1. Mean value showing the interaction of games and playing hours on achievement motivation

DISCUSSION

The aim of the study was to find out the effect of video game playing and physical game playing on achievement motivation of adolescents. The results show that there was no significant difference between video game playing and non-video game playing but significant difference was found between one hour and two hours playing duration because time affects the player's ability to achieve their goal. Time also affects students study. Spending less time in playing gives better performance on studies but playing two hours and over affected student's studies negatively. And they cannot achieve the goals, they decide in their life.

CONCLUSION

From the result and discussion above it can be concluded that no significant difference was found between video game and non-video game playing on achievement motivation but there was significant difference between one hour and two hours of playing duration.

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Conflict of Interest

The author declared no conflict of interests.

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