

CHILDREN PLAYING VIDEO GAMES: AN INQUIRY ON THEIR SELF-ESTEEM AND SELF CONFIDENCE

Dr. Beenamma Mathew

Assistant Professor, St. Thomas College of Teacher Education, Pala, Kerala

Dr. T.C. Thankachan

Assistant Professor, St. Thomas College of Teacher Education, Pala, Kerala

Abstract

Interactive electronic media entertains children, enriches their imagination, ignites their creativity, encourage them to think divergently, and motivates them to learn more. Video games introduce young students to the computer technology and the online world. Various research studies indicate that appropriately designed multimedia instruction enhances students learning process. The use of IT makes learning more effective and meaningful. Video games can promote skill development in the following areas: critical thinking, control engagement and feedback. In addition gaming can help students see relevance of situations to their own environment and learn strategies to work in a self – paced environment. The present study intends to find out the self esteem and self confidence of children playing video games. The sample was 400 students. The study found that Self- confidence among the students playing and not playing video games was slightly differ and Self esteem is relatively same.

Key words: Self Esteem, Self Confidence, Video games, Students, etc.

Introduction

Interactive electronic media entertains children, enriches their imagination, ignites their creativity, encourage them to think divergently, and motivates them to learn more. Video games are natural teachers. Children find them highly motivating; by virtue of their interactive nature, children are actively engage with them; they provide repeated practice; and they include reward for skillful play. Media play an important role in the development of cognitive skills. These facts make it likely that video games could have large effects some of which are intended by game designers, and some of which not be intended. According to Malone (1981), the intrinsic appeal of computer game play is derived from its ability to foster curiosity, challenge and fantasy; all aspects of play that should appeal to children.

According to Piaget cognitive development of a person takes place by constant interaction with physical and social environment. Several researchers have found a positive relationship between game-playing and cognitive skills in adults, including attention (Green & Baviler, 2006) and reasoning (Greenfield et.al., 1994). Mental Capacities refers to a person's ability to make their own decision (MCA 2005). Mental Capacity is an important aspect of an individual's total development. Mental capacity is always used to represent a person's brain power in different areas of competency. It is a person's ability to learn and remember information, to recognize, concept and their reaction. Mental Capacities are intellectual functions.

In the past few decades the interactive electronic media has grown from virtual non-existence to one of the primary means of entertainment for young students. The increased student usage of video games negatively affects the school performance. Too much use of video games isolated our children and they spend less time in other activities such as doing homework, reading, sports and interacting with the family and friends. A leading Malayalam daily reported that video games addicted our school students. This will adversely affect their academic performance, mental health, and social behavior. Teacher's parents and other

responsible elders carefully consider these problem and precautions to be taken protect our students. However well designed video games develop cognitive skills. Video games introduce our kids to computer world and the online world. Now we are living in a high-tech, sophisticated world. The present study explores the relationship between videogames and personality variables and Mental Capacities among school children. The interactive electronic Medias are powerful tool for enhancing IT skills. IT can provide assistance to both the teachers and the students.

Need and Significance of the Study

Video games introduce young students to the computer technology and the online world. Various research studies indicate that appropriately designed multimedia instruction enhances students learning process. Now a day IT plays an important role in the present educational system. The use of IT makes learning more effective and meaningful. All learners should use the computers for their different learning needs, they should learn IT skills. Video games are immensely popular around the world .They are played on computers, handheld devices, cell-phones, and game consoles. Students play games at home, arcades, schools, in automobiles and virtually anywhere that an electronic device can be operated. At the present time video game centers show a growing trend. They cheat the school students providing false information and compel to spend more time for playing video games.

There is a question on whether video games increase self–confidence and self-esteem or not, as he masters game. Video games help children with dyslexia read faster and with better accuracy. However some studies have shown that the more time a student spend video games, the poor is the school performance. Some video games teach students wrong value. Sometimes the bad part of the game is hidden in the higher levels. Video games are addictive for kids, and that kids addiction to video games increases their depression and anxiety levels. Monitor video game play the same way you need to monitor television and other media. When we used appropriately, technology has the power and potential to be the best tool ever invented.

Video games can promote skill development in the following areas: critical thinking, control engagement and feedback. In addition gaming can help students see relevance of situations to their own environment and learn strategies to work in a self – paced environment. Games are a creative teaching strategy that enhances learning and problem solving. Video games offer participant engagement and interactivity. Games can be a good instruction delivery system. Video gaming helps the cognitive development of the students. Cognitive development means changes that occur in mental activities such as attending, perceiving, learning, thinking, and remembering.

A persons character is the organized aggregate of his tendencies to behavior specifically, his tendencies to regular and predictable behavior. In ancient India, attainment of self knowledge was the main aim of the education. An ideal teacher can influence the growth of proper personality. Personality refers to a distinctive thoughts, emotions, and behaviors that characterize the way an individual's adapts to the world (Santrock, 2006). Personality variables help to understand the dimensions of personality. Personality trait is a psychic organizing characteristic which serves to provide stability and consistency to the personality. Knowledge of personality characteristics may helps individuals to modify their behavior. Personality is a person's unique pattern of traits. In personality psychology the concept of trait has been used to denote consistent intercorrelated patterns of behavior, especially expressive or stylistic behavior (winter. Et.al 1998). Personality refers to the consistency in who you are, have been, and will become. It also refers to the special blends of talents, attitudes values, hopes, loves, hates, and habits that makes, each of us a unique person. Personality traits are stable, enduring qualities that a person shows in most situations. The experiences and habits of students may affect the personality of students.

Statement of the Problem

The present study intends to find out the major Social Networking Sites used by Teacher Trainees of Kottayam District. The research problem selected by the investigator is entitled as, *"Self-Esteem and Self Confidence of the Students Playing Video Games"*.

Operational Definitions of the Key Terms

For this study, two major variables such as; self confidence and self esteem are taken into consideration.

Self - confidence - Self-confidence is having confidence in one self or a belief in one's ability to succeed.

Self esteem - Self-esteem is defined as "a personal judgment of worthiness that is expressed in the attitudes the individual holds himself" (Coopersmith, 1967).

Video Games - Any of various games involving images controlled by players on a cathode – ray tube or other electronic screen (Webster's new world Online dictionary). Games played on computers, hand held devices, and game consoles. Games are: Shooter, FPS, Adventure platform, Arcade, RPGs, Puzzle, Simulations, Strategy, Sports, Fighting, Dance, Survival horror, Hybrids.

School children

Boys and girls of ninth and seventh standard students coming between the age of fourteen to fifteen from the government schools, aided schools, and unaided schools in Kottayam District.

Objectives of the Study

1. To study the distribution of score on self esteem and self confidence of the students of standard Nine Playing Video Games.
2. To study the distribution of score on self esteem and self confidence of the students of standard Nine not Playing Video Games.
3. To study the significant difference if any, between the means of scores of self esteem and self confidence of students playing video games and not playing video games.
4. To find out the significant difference in the self esteem and self confidence of students playing video games with respect to Gender and Type of management.

Methodology of the Study

Methodology gives a detailed account of the methods adopted and the procedures followed by the investigator. It includes the research design of the study, variables, tools used and a detailed description of the various phases in the construction of tools. Methodology of the study is the totality of procedure followed by the investigator adopted descriptive survey method.

The sample is a representative proportion of the population. The sample of the study involved the Government, Aided, and Unaided schools in Kottayam District. It considered of four hundred students. The sample of the students was drawn from boys and girls in Kottayam District.

Tools for the Study

The following tools are prepared by Investigator.

1. Tool titled "Video Game identification inventory"
2. Modified version of "Personality Variables Inventory" - Costa and McCrae 1992, (Modified by the investigator)

Statistical Techniques used for Study

The study mainly followed descriptive analysis for effective conclusions. At the same time the inferential statistics also were used. The investigator mainly used the descriptive statistics such as, Mean, Percentages, Standard Deviation, Graphical Representation, 't' test, etc. for data analysis.

Data analysis and Interpretation**Self-esteem and Self Confidence of the students playing video games and not playing video games**

Table 1

Means of Scores on Self Esteem and Self-Confidence of the Students of Standard Nine playing and not playing video games.

Components	Category	Mean
Self esteem	Playing	19.5
	Not playing	20.9
Self- confidence	Playing	23.01
	Not playing	23.83

From the table 1, the investigator observes that the Means of scores on Self esteem among the Students of Standard Nine playing video games was 19.5 or not playing video games were 20.9. Means of scores on Self – confidence among the Students of Standard Nine playing video games was 23.01 and not playing video games was 23.83.

From the table the investigator interprets that the Means of Scores on Self- confidence among the students playing and not playing video games was slightly differ and Self esteem is relatively same.

To compare the means of scores on Self-esteem among the students playing video games and not playing video games

The investigator used the descriptive statistics Mean, Standard Deviation and the inferential statistics like two tailed t - test for large sample. For the analysis of the data the investigator has formulated the null hypothesis as,

H0: There is no significant difference between the means of scores on Self-esteem among the students in terms of playing and not playing Video Games.

In order to analyze the null hypothesis the investigator used two tailed ‘t’-test for large independent sample. The t -value set as 1.96 at .05 level of significance with degrees of freedom 398 (400-2).

Table 2

Number Mean, Standard Deviation and t -value of the Self-esteem among the students playing and not playing video Game.

Variable	Category	N	Mean	S.D	df	t - value	Remarks
Self-esteem	Playing	341	20.95	2.58	398	.207	Not Significant
	Not playing	59	20.88	2.48	398		At .05 level

The investigator presents in the table 2 the number, Mean, Standard Deviation, and t -value of the scores of Self-esteem among the Students of Standard Nine.

From the table 2 the investigator observes and interprets that obtained t- value among the students scores on Self-esteem is 1.815 which is less than the table value at 1.96 at .05 level of significance with degrees of freedom 398. It shows that means of the scores on Self-esteem among the students playing and not playing video games not differ significantly. Therefore the investigator accepts the null hypothesis “there is no significant difference between the means of scores on Self-esteem among the students playing and not playing Video Games”.

To compare the means of scores on Self-confidence among the students playing video games and not playing video games

The investigator used the descriptive statistics Mean, Standard Deviation and the inferential statistics like two tailed t - test for large sample. The description of the analysis is given in the following section. For the analysis of the data the investigator has formulated the null hypothesis as,

H0: There is no significant difference between the means of scores on Self-confidence among the students in terms of playing and not playing Video Games.

In order to analyze the null hypothesis the investigator used two tailed 't'-test for large independent sample. The t-value set as 1.96 at .05 level of significance with degrees of freedom 398 (400-2).

Table 3

Number Mean, Standard Deviation and t -value of the Self-confidence among the students playing and not playing video Game.

Variable	Category	N	Mean	S.D	df	t - value	Remarks
Self-confidence	Playing	341	23.01	2.68	398	2.20	Significant At .05 level
	Not playing	59	23.83	2.53	398		

The investigator presents in the table 5.33 the number, Mean, Standard Deviation, and t -value of the scores of Self-confidence among the Students of Standard Nine.

From the table 3 the investigator observes and interprets that obtained t - value among the Students scores on Self-confidence is 2.20 which is less than the table value at 1.96 at .05 level of significance with degrees of freedom 398. It shows that means of the scores on Self-confidence among the students playing and not playing video games not differ significantly.

Therefore the investigator accepts the null hypothesis "there is no significant difference between the means of scores on Self-confidence among the students playing and not playing Video Games".

Further, the mean of the scores on Self-confidence among the students playing video games 18.45 which is less than those students not playing video games where the means of scores on Self-confidence which is 19.41 it may be said that video game play has a significant influence on Self-confidence of the among the Students of Standard Nine Playing Video Games.

Major Findings of the Study

1. Comparison of the Means of scores on Self confidence of students playing and not playing video games is relatively same. Means of scores on Self confidence among the students not playing video games higher than the students playing video games.
2. The comparison of the scores on Selected Personality Variables among the Students of Standard Nine playing video games with respect to Gender showed that there is a significant difference in the Means of scores on the Selected Personality Variables.
3. The comparison of the scores on Selected Personality Variables among the Students of Standard Nine playing video games with respect to Type of Management showed that there is no significant difference in the Means of scores on the Selected Personality Variables among the Government an Unaided school students.

Conclusion

In the fast growing scientific and technological era Video games becomes the most popular entertainment medium to young people in the world. In the present study the investigator study the self esteem and self confidence of the students playing and not playing video games. The investigator would feel gratified if the findings of the present study would lead to a better understanding of the importance of the educational and academic use of video games on collaborative learning in the present educational scenario.

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