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RESEARCH ARTICLE

POSITIVE EFFECT OF VIOLENT VIDEO GAME ACROSS GENDER

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ABSTRACT

Violent video games have become one of the favorite activities of adolescent. Children who play more violent video game likely to have increased Hand-eye coordination, develop problem-solving skills, mapping ability, increase memory. The main objective of the study was to see the positive effect of violent video game on adolescent. The present study was conducted in Lucknow Uttar Pradesh in the academic year 2014-2015. The study was conducted on 120 adolescents. Purposive random sampling technique was used to select the sample. Self-constructed interview schedule was used to collect the data. The data analysis was done using 'F' test for independent groups, and following result was achieved at the 0.05 level. The main result from the present study that the negative effect of violent video game was influenced by the gender.

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INTRODUCTION

Adolescence is a challenging period for both children and their parents. Three stages of adolescence - early, middle, and late, are experienced by most teens, but the age at which each stage is reached varies greatly from child to child. These different rates of maturation are connected to physical development and hormone balance, neither of which the child can control. For this reason, adolescents should be treated as individuals and any guidelines should be adapted to the particular child. A definition of adolescence Adolescence begins with the onset of physiologically normal puberty, and ends when an adult identity and behavior are accepted. This period of development corresponds roughly to the period between the ages of 12 and 17 years, which is consistent with the World Health Organization's definition of adolescence. Those responsible for providing healthcare to adolescents must allow sufficient flexibility in this age span to encompass special situations such as the emancipated minor or the young person with a chronic condition leading to delayed development or prolonged dependency. A video game is an electronic game that involves human interaction with a user interface to generate visual feedback on a video device. Video games allow the player to interact with the objects and characters they see, and in some of

today's video games, the level of realism creates a very immersing environment. While many games are violent, there are also many that are not. Some games, especially in the adventure game genre, are designed to be educational and engage the players in challenging puzzle solving and thinking, as opposed to testing their trigger finger. There are several issues that result from this. The first issue is the potential impact on those who play violent video games, in particular adolescent. While there have been limited studies on the subject, a comparison could be drawn between positive effect of video games and negative effect of video game. The second issue is the changing legislation that affects the level of violence allowable in video games. Theories of positive effects of video games More than causing no harm, some researchers propose that video games are beneficial to social and cognitive development and psychological well-being. Certain scholars admit that games can be addictive, and part of their research explores how games connect to the reward circuits of the human brain. But they recognize the cognitive benefits of playing video games: pattern recognition, system thinking, and patience. Cognitive skills Action video game players have better hand-eye coordination and visual-motor skills, such as resistance to distraction, sensitivity to information in the peripheral vision and ability to count briefly presented objects, than non-players. Through the development of the PlayStation Move, Kinect and Wii, video games can help develop motor skills through full body movement. Experiments have indicated increases in cognition and problem solving skills in professional gamers.

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Table 1. Distribution of respondent according to gender

S.No.	Gender	Frequency (f)	Percentage (%)
1.	Boys	83	69.17%
2.	Girls	37	30.83%

The data in the Table 1. Showed that 69.17 percent were boys and 30.83percent were girls.

Table 2. Positive effect of violent video game frequency and percentage

S.No.	Statements	Always		Sometimes		Never	
		Boys F (%)	Girls F (%)	Boys F (%)	Girls F (%)	Boys F (%)	Girls F (%)
1.	Help in problem solving and logic.	27 (32.53)	14 (37.84)	52 (62.65)	19 (51.35)	4 (4.82)	4 (10.81)
2.	Help in hand-eye –coordination.	52 (62.65)	14 (37.84)	22 (26.50)	23 (62.65)	9 (10.84)	-
3.	Help in planning.	41 (49.39)	5 (13.51)	34 (40.96)	22 (59.46)	8 (9.64)	10 (27.03)
4.	Help in quick thinking.	38 (45.78)	24 (64.86)	36 (43.37)	8 (21.62)	9 (10.84)	5 (13.51)
5.	Help in Situational awareness.	44 (53.01)	14 (37.84)	27 (32.53)	20 (54.05)	12 (14.46)	3 (8.12)
6.	Developing reading and math skill.	35(42.17)	19 (51.35)	31 (37.35)	8 (21.62)	17 (20.48)	10 (27.03)
7.	Help in pattern recognition.	36 (43.37)	17(43.37)	25 (30.12)	11(29.73)	22 (26.51)	9 (24.32)
8.	Inductive reasoning and hypothesis testing.	36 (43.37)	7 (18.92)	30 (36.14)	28 (75.67)	15 (18.07)	2 (5.40)
9.	Increase mapping ability.	43 (51.80)	12 (32.43)	27 (32.53)	18 (48.64)	13 (15.66)	7 (18.91)
10.	Increase memory.	50 (60.24)	21 (56.76)	22 (26.50)	9 (24.32)	11 (13.25)	7 (18.91)
11.	Increase taking risk ability.	36 (43.37)	13 (35.14)	35 (42.17)	24 (64.86)	12 (14.45)	-
12.	Helps in respond to challenge.	34 (40.96)	18 (48.65)	35 (42.17)	17 (45.94)	14 (16.86)	2 (5.41)

A common thought is that video games are for people who are lazy, but in reality they are benefiting children with special navigation, reasoning, memory and perception. Education Other studies have examined the benefits of multiplayer video games in a family setting; the use of video games in a classroom setting; online gaming; and the effects of video game playing on dexterity, computer literacy, fact recall processes and problem solving skills. Glazer, a researcher, suggests, ""A kid in the classroom has to worry about looking like an idiot. In a game, they're raising their hand all the time, and true learning comes from failing. Not all video games are mindless. According to John L. Sherry, assistant professor at Michigan State University, educators are increasingly using educational games in the classroom as a motivational tool.

The right video games helpchildren master everything from basic grammar to complex math without the drudgery of old-school flash cards. Visual Attention In a series of correlation studies, Green and Bavelier (2003) found that playing video games was associated with superior performance on a variety of visual attention tasks. In a flanker task, participants identified a target visual stimulus in the presence of similar or different distracter stimuli. Video game players were influenced by the type of distracter stimuli (responding faster when distracters were similar and slower when they were different). Though this finding indicates greater visual attention capacity, the positive nature of this result is somewhat ambiguous. Video game players outperformed non-video game players on an enumeration task (rapidly counting the number of squares presented on a computer screen), resulting from faster serial counting of the targets (rather than immediately perceiving the targets; Green & Bavelier, 2006). Further, video game players demonstrated greater useful field-of- view. In other words, video game players are better at searching for and identifying stimuli presented in the visual periphery. Rosser *et al.* (2007) found that past video game play and performance on one of three commercially available video games were both related to laparoscopic skills of residents and attending surgery physicians. Although this study did not specifically test hand-eye coordination, such skills are essential to perform successful

laparoscopic surgeries. Playing video games may also help children develop problem-solving skills, the authors said. The more adolescents reported playing strategic video games. The objective was the study on the positive effect of violent video game across gender.

MATERIALS AND METHODS

Sample

The sample for the study consisted of 120 respondents were boys and respondents were girls. The purposive random sampling technique was used to select the sample from the selected area of Lucknow city.

Research design

The research design followed in present study was cross sectional research design.

Tool

A self- constructed pretested interview schedule to collect general and specific information about the respondents was used to collect the relevant information.

RESULTS AND DISCUSSION

The data shown in (Table 1) 69.17 percent were boys and 30.83 percent were girls. Positive effect of violent video game frequency and percentage (Table 2). More than half of the respondent (62.65%) boys state that about the statement: help in problem solving and logic is sometime and less than half of the respondent (51.35%) girls state also sometimes. Boys respondents (62.65%) always agreed with the statement that Help in hand-eye –coordination whereas (62.65%) girls sometimes agreed with the statement. Boys respondents (49.39%) always agreed with the statement that Help in planning whereas (59.46%) girls sometimes agreed with the statement. Boys respondent (45.78%) always state the

statement: Help in quick thinking is always sand and the girls respondent (64.86%) also state always about the statement. Boys respondents (53.01%) always agreed with the statement that Help in Situational awareness whereas (54.05%) girls sometimes agreed with the statement. Boys respondent (42.17%) always agreed with the statement that Developing reading and math skill whereas (51.35%) girls also always agreed with the statement. Boys respondents (43.37%) always agreed with the statement that Help in pattern recognition whereas (43.37%) girls also always agreed with the statement. Boys respondents (43.37%) always agreed with the statement that Inductive reasoning and hypothesis testing whereas (75.67%) girls sometimes agreed with the statement. Boys respondents (51.80%) always agreed with the statement that Increase mapping ability whereas (48.64%) girls sometimes agreed with the statement. Boys respondents (60.24%) always agreed with the statement that Increase memory whereas (56.76%) girls also always agreed with the statement. Boys respondents (48.33%) always agreed with the statement that Increase taking risk ability.

Whereas (64.86%) girls sometimes agreed with the statement. Boys respondents (42.17%) sometimes agreed with the statement that Helps in respond to challenge whereas (48.65%) girls always agreed with the statement.

Conclusion

It can be concluded from the present study that the negative effect of violent video game was not influenced by the gender. Most of the adolescent had same answer about effect of violent video game, through across gender, the opinion varied.

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