

# **A Comparative Study on Academic Achievement and Psychosocial Variable among ‘Middle School’ Children who play Computer Games Regularly and Occasionally**

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## **Abstract**

*The main objective of the study was to find out a comparative study on academic achievement and psychosocial variable among children who play computer games regularly and occasionally. A sample of 240 middle school children was selected using the stratified random sampling technique. A survey via psychosocial adjustment questionnaire prepared and validated by the investigator was used as the tool. ‘t’ test was the statistical technique used. Significant difference exists between children who play computer games regularly and occasionally.*

## **Introduction**

Today one can find computers in almost every household. And computer has been introduced into the early childhood education. Computer games belong to the new multimedia culture that is based on the digital computer technology. These games have become increasingly popular in the past two decades, especially among children and youth. In the beginning they were mainly played by children, youth and young adults who were enthusiastic about computer. Computer games have gained a dominant position in the leisure time of children and have begun to substitute more appreciated leisure activities like reading or sports. Sometimes they are believed to contribute to a general shift towards more in-door oriented and individualized leisure activities.

The effect of computer games on children may be positive or negative. Some experts clash about whether too much time spent on computer games Console can be bad for child development. There is a tendency to blame sedentary lifestyle for a lot – including restricted social skills-but in moderation, are children’s computer games really that bad?

## **Significance of The Study**

The introduction and advancement of technology has provided us with many valuable tools and resources; however, it also has the capability of negatively influencing our younger

generations. It is our responsibility as teachers to provide them with guidance and direction in choosing the correct technological learning tools, and managing the amount of time spent in front of computer games. Although computer games offer a broad array of opportunities for teaching and learning, there are equally as many games focused on violence and inappropriate behaviors. Children are easily influenced in today's society through what they see and hear, making computer games a prime resource for how they are influenced.

The need of the study is to determine the computer gaming cultures of children, the social contexts of playing computer games, the favorite leisure activities of children, their behavior, personality, physical health, academic achievement and psycho-motor domain skills. To examine the range of age, gender and explore characters such as anxiety, intelligence and affective domain of the children. To explore the children's characters those prefer to play computer games.

## **Objectives**

The objective of the study is

1. To compare whether there is any significant difference between the academic achievement of children who play computer games regularly and occasionally
2. To compare whether there is any significant difference between the social behavior of children who play computer games regularly and occasionally.
3. To compare whether there is any significant difference between the physical health of children who play computer games regularly and occasionally.

## **Hypotheses**

1. There is no significant difference between the academic achievement of children who play computer games regularly and occasionally.
2. There is no significant difference between the social behavior of children who play computer games regularly and occasionally.
3. There is no significant difference between the physical health of children who play computer games regularly and occasionally.

## **Method used for The Study**

The investigator has adopted the Survey Method of research to find out a comparative study on academic achievement and psychosocial variable among children who play computer games regularly and occasionally.

## **Tools used for The Study**

A survey via psychosocial adjustment questionnaire prepared and validated by the investigator was used as the tool.

### Population for The Study

The population of the present study consists of 'Middle School' children from Chennai city.

### Sample for The Study

The sample for the present study consisted of 240 VI, VII VIII standard boys and girls from eight different schools of Chennai city. Out of which 120 students consisted of those who play computer games regularly and 120 students consisted of those who play computer games occasionally. Out of 120 students 60 students were boys and 60 were girls. The sampling method taken for the study was stratified random sampling.

#### Data Analysis

**Table -1**

#### **Difference in Academic achievement of children who play computer games regularly and Occasionally.**

Variable	N	Mean	Std.Deviation	t-value
Academic achievement regularly	120	323.98	32.049	-2.303
Academic achievement occasionally	120	334.75	39.959	

(The table value of 't' at 0.05 level is 1.96)

From the table the calculated 't' value is -2.303 which is greater than the table value at 0.05 level of significance. Hence there is significant difference in academic achievement of children who play computer games regularly and occasionally. Therefore the null hypothesis is rejected.

**Table-2**

#### **Difference in Social behavior of children who play computer games regularly and occasionally.**

Variable	N	Mean	Std.Deviation	t-value
Social behavior regularly	120	17.40	3.973	-3.886
Social behavior occasionally	120	19.38	3.933	

(The table value of 't' at 0.05 level is 1.96)

From the table the calculated 't' value is -3.886 which is greater than the table value at 0.05 level of significance. Hence there is significant difference in physical health of children who play computer games regularly and occasionally. Therefore the null hypothesis is rejected.

**Table-3**

**Difference in Physical Health of children who play computer games regularly and occasionally.**

Variable	N	Mean	Std.Deviation	t-value
Physical Health regularly	120	10.61	2.865	-4.018
Physical Health occasionally	120	11.98	2.418	

(The table value of 't' at 0.05 level is 1.96)

From the table the calculated 't' value is -4.018 which is greater than the table value at 0.05 level of significance. Hence there is significant difference in physical health of children who play computer games regularly and occasionally. Therefore the null hypothesis is rejected.

**Findings**

1. There is significant difference between the physical health of children who play computer game regularly and occasionally.
2. There is significant difference between the academic achievement of children who play computer games regularly and occasionally.
3. There is significant difference between the social behavior of children who play computer games regularly and occasionally.

**Interpretations**

- ❖ Parent should allow their child to play only age-appropriate games.
- ❖ Children below age 3 should not be allowed to play computer games.
- ❖ The parents need to maintain the strict timing limits on number of hours for the children to play Computer games. Children should not be allowed to play more than half an hour as playing for hours together makes them to lose social skills necessary for triumph in school and life.
- ❖ Parent should monitor the content that their children plays and also they should observe them from time to time for any effect of these computer games on their children.

**References**

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