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Original Article

A Study on Assessment the Effectiveness of L.C.D Teaching Programme on Pro Social Video Games among School Age Children

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Abstract

Introduction : Video games are define as "a game played by electronically manipulating image produced by a computer program on a monitor or other display

Material and Methods : Quasi- experimental one -group pretest and one-group posttest designs were used in the study.

Methods : The sample Non- probability convenient sampling technique was used for the selection of 40 school age children who are study in Sri Gurunanak khalsha Senior Secondary school at Sri Ganganagar, Rajasthan. The data collection was done by using Structured Knowledge Questionnaires.

Results : Experimental group The pre- test knowledge score was 13.7 ,Mean percentage was 45.66 and Control group the post -test mean knowledge score was 20.47,Mean percentage was 68.23 regarding pro social video games.

Conclusions : Result that LCD teaching programme was effective in improving the knowledge of the school age children regarding pro social video games.

Keywords : Video Games, knowledge, attitude, Students

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Introduction

"If you want children to be intelligent read them fairy tales. If you want them to be more intelligent, read them more fairy tales"

-Albert Einstein

With technology advancement, a series of smart gadgets not only can provide the latest information and bring about convenience for people but also let people having fun and relaxation via playing video games enjoying online shopping and browse social network.

Digital electronic games commonly called video games are immensely popular around the world despite a sluggish economy. The video games industry revenues surpassed the movie industry several years ago and it surpassed the music industry in 2008. In a nationally repetitive sample of U.S teens, 99% of boys and 94% of girls played video games (Lenhert.et.al 2008) the amount of time spent plying games continues to increases (Gentile and Anderson 2003)

Video games exposure is becoming more and more important in daily life. Recent estimate indicated that 87%

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of U.S. American children play video games regularly and the amount of time adolescent spend playing video games even surpasses the consumption of TV programs.

Video games are defined as "a games played by electronically manipulating image produced by a computer program on a monitor or other display.

It is hard facts that video games actually can bring benefits for people in their daily life. However, playing video games may cause negative impact and affect our quality of life. If we play video games in an improper way.

Prospective of physical, video games is beneficial for people especially kids to improve their hand-eye coordination. Some video games such as fruit Ninja need players to hit buttons as a certain time or in coordination with images on the screen so that improve dexterity, reflexes and physical coordination.

Besides, video games lead to the some youngsters weakening some skills. The different kinds of video games make people feel exciting and interesting and make some juvenile keeping themselves indoor to sit in front of computer for long time. They may gradually lose communication skills and impair family relationship and friendship.

In fact , it is not only cause those teens away from social interaction and being becoming a Hikikomori, but also impact their health furthermore, some people are death after gamming for a long time.

The progressive use of violent video games creates psychological, physiological and social problems among children. The survey has been collected 151 samples by free online survey of the My Survey. Video games may make people especially teens addictive.

Young people are generally innocent and lack self -regulation ability. They become addicted to online games or phone games easily.

Some teens do not go to school and quit school in order to playing video games. It affects youngster academic performance seriously. Some teen's video game for a long time and contribute to suffering from language barrier disease.

Objectives

1. Identify the existing level of knowledge regarding pro-social video games among school age children in the experimental and control group during the pre- test.
2. Administer LCD teaching programme on pro-social video games among school age children in the experimental group.
3. Evaluate the level of knowledge regarding pro-social video games among school age children in the experimental and control group during the post-test.
4. Compare the pre-test and post-test knowledge score on pro-social video games among school age children in the experimental and control group.
5. Assess the effectiveness of LCD teaching programme on pro-social video games.

Hypotheses

- **H_1 :** The mean post test level of knowledge is significantly higher then the mean pre test level of knowledge regarding pro-social video games among school age children experimental group.
- **H_2 :** There is a significantly difference between the post test level of knowledge regarding pro-social video games among school age children experimental group and control
- **H_3 :** There is a significant association between pre test levels of knowledge regarding pro-social video games among school age children with selected socio-demographic variables in the experimental groups.
- **H_4 :** There is a significant association between pre test level of knowledge regarding pro-social video games among school age children with selected socio-demographic variables in the control groups.

Methodology

Research Design : Quasi experimental pre-test control group design was used as a research design in this study as there is a need to conduct generalized assessment of LCD teaching programme on pro-social video games among school age children studying in selected private school Sri Ganganagar.

Sample : In the present study, school age children who were studying in Sri Gurunanak khalsha senior secondary school Sri Ganganagar were selected participant in this study.

Sample Size : The sample size of the study consists of 80 school age children out of which 40 children in experimental group and 40 children in control group who were studying in Sri Gurunanak khalsha senior secondary school Sri Ganganagar were selected participant in this study.

Sampling techniques : Convenient sampling technique was used

Setting of the study : Sri Gurunanak khalsha senior secondary school Sri Ganganagar.

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Data Collection : The researcher data collected through structured knowledge questionnaire regarding pro social video games from the school age children.

Results

Sample consist of 40 school age children in experimental and control group ,data analysis reverted that 20 (50%) of school age children in the age group of 6-7 years, 4 (10%) in the age group of 8-9 years 16 (40%) in the age group of 10-11 years in the experimental group. 7 (18%) of school age children in the group of 6-7 year, 11 (28%) in the group of 8-9 year, 22 (55%) in the age group of 10-11 years in the control group.

With regards to Sex, in the experimental group, 15 (3%) of school age children are male, 25 (63%) are female, in the control group, 21 (52%) of school age children are male, 19 (48%) are female.

With regards to education in the experimental group majority of the children 20 (50%) were studying 4th standard, 11 (27.5%) of them in 5th standard and, 1 (2.5%) of them in 2nd and 6th standard. In the control group majority of the children 14 (35%) were studying 4th standard, 11 (27.5%) of them in 5th & 6th standard, 3 (7.5%) of them in 3rd standard and 1 (2.5%) of them in 2nd standard

With regards religion, in experimental group maximum of the children 30 (75%) were Hindu and 6 (15%) children were Christian and 2 (5%) were Muslim and Sikh. In the control group maximum of the children 14 (35%) were Hindu and 19 (47.5%) children were Christian and 6 (15%) were Muslim and 1 (2.5%) were Sikh.

With regards Occupation of the parents, in the experimental group 8 (20%) of children parents were labour, 20 (50%) of children parents were self employee, 12 (30%) of children parents were government employee. In the control group 11 (27.5%) of children parents were labour, 23 (57.5%) of children parents were self employee, 6 (15%) of children parents were government employee.

With regards family, in the experimental group 19 (48%) children were belonging to nuclear family, 12 (30%) were belonging to joint family, 9 (22%) were belonging to extended family. In the control group 23 (57.7%) were belonging to nuclear family, 16 (65%) were from rural and 14 (35%) were from urban.

Conclusions

On the basis of finding of the study the below set conclusion were drown. It also brings about the limitation of study into practices. The study was undertaken to assess the effectiveness of LCD teaching programme on pro social video games among school age children studying Sri Gurunanak khalsha Senior secondary school Sri Ganganagar ,40 children in experimental and control group were selected by following inclusion and exclusion criteria. Pre test was conducted by administering the structured knowledge questionnaire and LCD teaching programme was conducted for the experimental group after post test on the same day and after 7 days post test was given by using the same structured knowledge questionnaire in the experimental and control group the study involved quasi experimental pre- test and post- test control group design, in which convenient sampling technique was used. The results were described by using descriptive and inferential statistics.

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Conflict of Interest : There are no conflicts of interest.

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