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The importance of games practiced by children from the perspective of teachers/children

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Abstract

This study aimed at inquiring the advantages and disadvantages of electronic games practiced by children at the late childhood and adolescence stages, from teachers' and children's point of view via comparative quantitative research methods. The findings revealed that both teachers and children from late childhood and adolescence stages agreed that there were a lot of advantages of practicing electronic games. In conclusion, the majority of electronic games are positive experiences illustrating caring and nurturing behaviors where players earn points for similar positive behaviors.

Keywords: Advantages, Electronic games, Childhood, Adolescence.

La importancia de los juegos practicados por los niños desde la perspectiva de los maestros / niños

Resumen

Este estudio tuvo como objetivo indagar las ventajas y desventajas de los juegos electrónicos practicados por niños en las etapas finales de la infancia y la adolescencia, desde el punto de vista de maestros y niños a través de métodos de investigación cuantitativa

comparativa. Los hallazgos revelaron que tanto los maestros como los niños de las etapas finales de la infancia y la adolescencia coincidieron en que había muchas ventajas de practicar juegos electrónicos. En conclusión, la mayoría de los juegos electrónicos son experiencias positivas que ilustran comportamientos de cuidado y cuidado donde los jugadores ganan puntos por comportamientos positivos similares.

Palabras clave: Ventajas, Juegos electrónicos, Infancia, Adolescencia.

1. INTRODUCTION

Electronic games are some of the most popular modern games in the world, which are displayed on TV (video games) or on a computer screen (computer games). They may also play on their own control shelves, or in their own custom playrooms to provide fun for the individual, through the challenge of using an eye-to-eye (visual kinetic synergy) or challenging mental potentials. This is through the development of electronic programs. KHUFASH & NASEREDDIN (2015) He explained that electronic games are entertainment activity, which is the most used in the field of different games, and the main element is the sense of the image produced by the automated media system, which is used by the individual, nicknamed the player. While NASEREDDIN & ABDELKARIM (2010) note that they develop a sense of initiative, logic, planning, memory development and speeding up thinking. These games also develop intelligence and stimulate attention and focus, because they are based on imaginary virtual worlds and solving puzzles. Electronic games are an important source of education for children because they feed children's imagination in an unprecedented way. The child discovers a lot through his practice.

These games provide the child with activity and vitality. Children's electronic games offer an opportunity to practice problem-solving steps that stimulate scientific thinking. Among its advantages, it generates the spirit of competition among friends in multiplayer games. KHUFASH & NASEREDDIN (2015) He noted that studies have demonstrated the effectiveness of electronic games in improving and accelerating interaction, and improving visual kinetic synergy. Those who have been trained through electronic games have achieved better results than the control group, a slight difference, but this difference is important in some cases. Electronic games facilitate learning, stimulate self-learning and increase the child's technological knowledge.

A large proportion of studies have written about the dangers of electronic games, such as AL-ARIFI (2015) they pointed out that according to many studies and research on electronic games, it is generating aggressive tendencies in children. He also KHUFASH & NASEREDDIN (2015) noted the shortcomings associated with the practice of electronic games, the most important lack of family communication between family members, which leads to family problems because parents do not know of course their children and their needs. As long hours spent by the child playing behind the electronic screens are inversely proportional to the hours of study, which negatively affects the student's achievement. Electronic games also affect the verbal memory of children and weaken them. ALHROUT & NASEREDDIN (2018) Added that electronic games have a lot of damage to the destructive contents, and messages hidden

behind these games. The use of electronic games for a long time affects growth and hinders the development of children.

ALHROUT & NASEREDDIN (2018) Some studies have suggested a relationship between excessive use of electronic games and increased obesity among children, and that electromagnetic radiation emitted from the electronic screen causes eye dryness and redness. ALHROUT & NASEREDDIN (2018) He pointed out that spending a lot of time playing electronic games makes her characters a role model for the child, which may disturb the child's mind about what is acceptable in real life and what is unacceptable, which affects his psychological behavior emotional development. Here lies the fear that this habit will turn into an insurmountable electronic addiction. The exposure of children to many scenes of violence generates a sense of indifference and reduces the sense of sensitivity to death and destruction, which distorts the child's basic instructions of sympathy and develops his indifference to what affects others. The study ALHROUT & NASEREDDIN (2018) revealed some of the disadvantages of playing electronic games, including the impact on the back vertebrae, resulting in strong pain in the back and neck. In a study PROT, ANDERSON, GENTILE, BROWN & SWING (2014) conducted aimed at clarifying the impact of the practice of some electronic games in the aggressive behavior of high school students in Kuwait.

A study PROT ET AL. (2014) conducted that exposure to electronic devices often creates a crisis; many of these games enhance

the stability of the individual and increase the consumption of foods containing high calories. The study ALHROUT & NASEREDDIN (2018) revealed that active electronic games have gained attention as a means of increasing physical activity in children and young people. The study found that electronic games are linked to high energy consumption, but their impact on physical activity is not clear. The results showed that active electronic games are a sign of success when used for learning and rehabilitation within special population groups. AL-HARBI (2013) Conducted a study aimed at explaining the stereotypical image that was associated with electronic games players that they hated their peers or suffered from overweight or suffering from social integration. The results indicated that the stereotypical image of gamers is not experimentally supported.

2. METHODOLOGY

Electronic games are the most common means for children to spend their leisure time, seeking entertainment and comfort, but they have become a concern for parents, because of sitting in front of electronic screens for days, which led to the emergence of disadvantages of these games. The present study attempted to answer the main question:

What advantages and disadvantages of electronic games practiced by children from teachers, children's views?

From this question stemmed the following sub-questions:

1. What are the advantages and disadvantages of electronic games practiced by children from the teacher's view?
2. What are the advantages and disadvantages of electronic games practiced by children from children's view?
3. What are the advantages and disadvantages of electronic games practiced by adolescents from the teachers' view?
4. What are the advantages and disadvantages of electronic games practiced by adolescents, from their view?

The importance is the following points: - Highlights the advantages and disadvantages of electronic games, and their positive or negative effects on the development of children and adolescents educationally, psychologically, cognitively, physically and socially. - Raise awareness among parents about electronic games and their various aspects to form a comprehensive idea about them.

The study population consists of two main categories: First: Teachers and Teachers: This category includes 225 teachers and 1958 teachers. Second: Students category: This category included 22929 students and 14094 students. The sample consisted of (100) teachers and (100) students in the Qweismeh area. They were selected using a deliberate sample. The student sample was divided into two parts. Each part consists of (50) students in late childhood. Their ages ranged from 6-12 years. The second part consists of 50 students in adolescence. Their ages ranged from 13-18 years. A sample of

students was selected on condition that they play electronic games, such as the study of ALHROUT & NASEREDDIN (2018); each questionnaire consisted of two parts: The first included the advantages of electronic games, and the second part included the disadvantages of electronic games.

The triple Likert scale was used. Each part consisted of (18) items. The two tools were confirmed to be applied. the reliability coefficient was calculated in two methods: the first method was the internal consistency by using Cronbach Alpha formula. It was found that the reliability coefficient of the first tool was (0.83) and the second tool was (0.85). The second method was by using the test-retest method. The study tools were applied to a pilot sample, and after two weeks, they were reapplied to the sample subjects themselves. The Pearson correlation coefficient was calculated. The coefficient of reliability of the first questionnaire was found to be (0.84). The second questionnaire was also (0.84). These values are sufficient for the purposes of this study. Table (1) shows the reliability coefficients of the two tools.

Table 1: Reliability coefficients by using Pearson correlation coefficient and Cronbach - Alpha

| The tool | Items | Pearson correlation Coefficient | Cronbach – Alpha formula |
|----------------------|---------------|---------------------------------|--------------------------|
| First questionnaire | Advantages | 0.79 | 0.77 |
| | Disadvantages | 0.81 | 0.80 |
| | Total | 0.84 | - |
| Second questionnaire | Advantages | 0.81 | 0.83 |
| | Disadvantages | 0.79 | 0.84 |
| | Total | 0.84 | - |

3. STUDY FINDINGS AND DISCUSSION

First: The answer to the first question and its discussion:

What are the advantages and disadvantages of electronic games practiced by children?

To answer this question means, S-Ds, ranks and the degree of the advantages and disadvantages of practicing electronic games by children of late childhood in general, and for each item were used; Table (2) shows that the degree of electronic games advantages practiced by children of late childhood was medium. The mean was (3.54) with S-D (0.34). Item (6) that states develop a sense of time to accomplish the task the first, with a mean (4.30), and S-D (0.71). While item (14) that states Develop their research and exploration skills in the final. Its mean was (2.66) with S-D (1.22). The finding of the table (2) revealed the degree of disadvantages of electronic games practiced by children of late childhood was high.

The mean was (3.75) with an S-D of (0.31). Item (4) that states lead to feelings of isolation and introversion the first, with a mean of (4.22), S-D of (0.79). While item (7) that states adversely affect their moral values in the final. Its mean was (3.22) with S-D of (1.02). The findings showed that the degree of the advantages of electronic games practiced by children of late childhood was medium; these games are an important source of late childhood education. They reveal a lot of

things to them. They make them more energetic and active and provide them with better opportunities to deal with modern technology. They also teach them scientific thinking and develop their sense of initiative, planning, and logic.

On the other hand, some teachers are convinced that most electronic games do not focus on the educational aspect, and some feel that they are a waste of time. And that their lack of awareness of the objectives and nature of electronic games led to the degree of assessment of the advantages of those games at an average level. The finding was agreed with the study of KHUFASH & NASEREDDIN (2015). The findings of the study also revealed the existence of many negative effects of electronic games, which agreed with the study of and the study of (AL-ARIFI, 2015). The degree of disadvantages of electronic games practiced by children of late childhood was high. The disadvantages of electronic games are more than their advantages, because a large proportion of these games depend on entertainment, enjoying killing others, destroy their properties, and assault them without rights.

These games develop in children's minds violence and aggression. Item (4) that states lead to a feeling of isolation and introversion the first. Its mean was (4.22) with S-D (0.79). These findings may be attributed to the fact that electronic games may expose the child to a breakdown in social relations if he becomes dedicated to exercise them. This may be due to the fact that the child is used to satisfy his needs from social communication with the characters of

electronic games. Item (7) that states adversely affect their moral values the final. Its mean was (3.22) with S-D (1.02). This finding may be due to the fact that the children’s exercise of these games, with their morals and negative thoughts, gradually makes them acceptable and inadvertently add to their moral system.

Table 2: Stats practiced by late childhood children from the teacher’s point of view arranged in descending order

| No. | Item | Mean | S.D. | Rank |
|---------------------------------------|---|-------------|-------------|------|
| Electronic games advantages | | | | |
| 6 | Develop the sense of time to accomplish the task. | 4.30 | 0.71 | 1 |
| 10 | They work to strengthen their kinetic visual synergy. | 4.10 | 0.91 | 2 |
| 17 | Help them in identifying new friends. | 4.08 | 1.14 | 3 |
| 12 | Provide them with new information. | 3.92 | 1.03 | 4 |
| 18 | Convey pleasure in themselves. | 3.78 | 1.17 | 5 |
| 15 | Help train them on modern techniques. | 3.64 | 1.27 | 6 |
| 4 | Get used to accuracy in completing the work. | 3.62 | 1.31 | 7 |
| 8 | Contribute to their training to simulate different situations. | 3.58 | 0.73 | 8 |
| 11 | Stimulate their motivation to learn through educational electronic games. | 3.58 | 1.09 | 8 |
| 3 | Help to develop logical thinking in solving their problems. | 3.52 | 0.89 | 10 |
| 1 | Generate a sense of accomplishment and self-actualization. | 3.48 | 1.50 | 11 |
| 7 | Instill the spirit of challenge and competition in them. | 3.42 | 0.88 | 12 |
| 13 | Develop their skills in Arabic and English. | 3.38 | 1.09 | 13 |
| 2 | Instill the spirit of perseverance and determination to achieve the goal. | 3.18 | 0.98 | 14 |
| 5 | Speeding reaction time. | 3.18 | 0.98 | 14 |
| 16 | Develop the spirit of participation and cooperation with others. | 3.18 | 1.38 | 14 |
| 9 | Activate nerve cells of the brain. | 3.04 | 1.05 | 17 |
| 14 | Develop their research and exploration skills. | 2.66 | 1.22 | 18 |
| Total score | | 3.54 | 0.34 | - |
| Electronic games disadvantages | | | | |
| 4 | Lead to feelings of isolation and introversion. | 4.22 | 0.79 | 1 |
| 13 | Reduce their academic achievement. | 4.02 | 1.00 | 2 |
| 11 | Lead to a lack of commitment to prayer times. | 3.94 | 1.02 | 3 |
| 1 | Considered as a cause of tension and depression. | 3.92 | 1.05 | 4 |
| 8 | Encourage them to steal. | 3.92 | 1.16 | 4 |
| 3 | Lead to addiction to its practice. | 3.90 | 1.02 | 6 |
| 14 | Reduce their fitness. | 3.86 | 1.01 | 7 |
| 12 | They are non-useful way to spend time. | 3.82 | 0.87 | 8 |
| 9 | Negatively affect the family bonding. | 3.82 | 0.98 | 8 |
| 17 | Cause pain in the hands. | 3.82 | 1.02 | 8 |
| 5 | Instill the ideas of violence in them. | 3.78 | 1.13 | 11 |
| 15 | Lead to problems in their spine. | 3.76 | 1.02 | 12 |
| 10 | Encourage them to utter foul words. | 3.56 | 0.79 | 13 |
| 16 | Lead to a decline in their visual ability. | 3.56 | 1.11 | 13 |
| 18 | Increase their chances of obesity due to length of sitting. | 3.54 | 0.91 | 15 |
| 2 | Generate a sense of indifference towards the calamities of others. | 3.52 | 1.28 | 16 |
| 6 | Adversely affect their social relations. | 3.28 | 1.14 | 17 |
| 7 | Adversely affect their moral values. | 3.22 | 1.02 | 18 |
| Total score | | 3.75 | 0.31 | - |

Second: The answer to the second question and its discussion:

What are the advantages and disadvantages of electronic games practiced by children of late childhood, from children’s view?

To answer this question, means, S-Ds, ranks and the degree of advantages and disadvantages of practicing electronic games by children of late childhood children, in general, and for each item were used. Table (3) shows that the degree of the advantages of electronic games practiced by late childhood children was medium. The mean was (2.18) with an S-D of (0.32). Item (10) that states Do electronic games help you develop your ability to connect your different senses? The first. It means (2.40) with S-D (0.54) and at a high degree. While item (14) that states do electronic games make your search and discover things in your life? The final. It is mean (1.78) with S-D (0.65) and to a medium degree.

Table (3) revealed that the degree of disadvantages of electronic games practiced by late childhood was medium. The mean was (1.94), S-D (0.32). Item (16) that states do you feel pain in your eyes after you finish playing? The first. Its mean was (2.34), S-D of (0.72) and to a high degree. While item (8) that states do some electronic games encourage you to steal? The final. It is mean (1.38), S-D of (0.64), and at a low degree. The findings of the study showed that the degree of electronic games advantages that practiced by late childhood children was medium.

This finding may be attributed to the fact that the practice of electronic games by the sample subjects enabled them to identify the multiple positives, including leisure time investment by self-promotion, as well as, some of these games expand children's imagination and their thinking, through the puzzles contained in those

games. They also stimulate competition among children and introduce new ideas and information. This finding was agreed with the findings of (NASEREDDIN & AL-OMARI, 2018). Late childhood children agree that practicing electronic games results in many negative effects, and this finding is consistent with the study of AL-ARIFI (2015) and the study conducted by (AL-SHAHROURI, 2008). The degree of electronic games disadvantages practiced by late childhood children was high. This finding may be attributed to children's perception that the disadvantages of electronic games are more than their positives, and may not contain content that helps to increase their learning or help them to think, but take their time for the purpose of entertainment only.

Table 3: statistical of electronic games from children

| No | Item | Mean | S.D. | Rank |
|---------------------------------------|---|-------------|-------------|------|
| Advantages of electronic games | | | | |
| 10 | Do electronic games help you develop your ability? | 2.40 | 0.54 | 1 |
| 6 | Do electronic games teach you the importance of the time? | 2.38 | 0.49 | 2 |
| 17 | Do electronic games help you meet new friends? | 2.36 | 0.49 | 3 |
| 18 | Do you feel happy when you win in electronic games? | 2.30 | 0.46 | 4 |
| 1 | Do you feel confident when you win online games? | 2.26 | 0.44 | 5 |
| 12 | Do electronic games provide you with new information? | 2.26 | 0.49 | 5 |
| 2 | Do you feel the desire to continue playing until you reach the goal? | 2.24 | 0.43 | 7 |
| 7 | Do you feel a desire to outdo your colleagues when you play with them? | 2.24 | 0.43 | 7 |
| 3 | Do electronic games help you solve your everyday problems? | 2.20 | 0.45 | 9 |
| 15 | Do electronic games train you on using electronic devices? | 2.18 | 0.48 | 10 |
| 4 | Do electronic games habituate you to be accurate in accomplishing tasks | 2.16 | 0.58 | 11 |
| 5 | Does practicing electronic games continuously will make you faster? | 2.14 | 0.41 | 12 |
| 11 | Are you attracted to learning through educational electronic games? | 2.14 | 0.67 | 12 |
| 8 | Do you wish to be one of the characters of the game? | 2.08 | 0.63 | 14 |
| 9 | Do you feel mental activity when playing electronic games? | 2.08 | 0.63 | 14 |
| 13 | Do electronic games enhance your vocabulary in Arabic and English? | 2.04 | 0.67 | 16 |
| 16 | Do you share your games with your colleagues? | 1.98 | 0.69 | 17 |
| 14 | Do electronic games make you search and discover things in your life? | 1.78 | 0.65 | 18 |
| Total score | | 2.18 | 0.32 | - |

| Disadvantages of electronic games | | | | |
|-----------------------------------|--|-------------|-------------|----------|
| 16 | Do you feel pain in your eyes after you finish playing? | 2.34 | 0.72 | 1 |
| 15 | Do electronic games practicing cause the back pain to you? | 2.24 | 0.87 | 2 |
| 17 | Does your hand hurt when you practice electronic games? | 2.23 | 0.74 | 3 |
| 6 | Does your frequent use of electronic games reduce you communication? | 2.18 | 0.75 | 4 |
| 10 | Do you repeat the foul language you hear in some electronic games? | 2.08 | 0.78 | 5 |
| 9 | Do you prefer playing electronic games on spending time with parents? | 2.06 | 0.79 | 6 |
| 5 | Do you feel to imitate the violent scenes contained in these games? | 2.00 | 0.90 | 7 |
| 14 | Do you prefer electronic games on motor games? | 2.00 | 0.91 | 7 |
| 1 | Do you feel uncomfortable when you cannot practice electronic games? | 1.98 | 0.69 | 9 |
| 11 | Does the practice of electronic games distract you from the performance? | 1.94 | 0.65 | 10 |
| 13 | Did electronic games cause of the decline in your academic achievement? | 1.94 | 0.87 | 10 |
| 3 | Do you feel a desire to practice electronic games all the time? | 1.92 | 0.83 | 12 |
| 4 | Do you prefer to sit alone in front of electronic games? | 1.86 | 0.67 | 13 |
| 12 | Do you consider practicing electronic game a waste of time? | 1.80 | 0.81 | 14 |
| 18 | Have you noticed an increase result of sitting in front of e-screens? | 1.78 | 0.76 | 15 |
| 2 | Do you feel that the scenes of violence have become normal for you? | 1.59 | 0.73 | 16 |
| 7 | Do some electronic games push you to imitate immoral acts? | 1.58 | 0.81 | 17 |
| 8 | Do some electronic games encourage you to steal? | 1.38 | 0.64 | 18 |
| Total score | | 1.94 | 0.32 | - |

Third: The answer to the third question and its discussion:

What are the advantages and disadvantages of electronic games practiced by adolescents?

To answer this question, means, S-Ds, ranks and the degree of advantages and disadvantages of practicing electronic games by adolescents in general and for each item were used. Table (4) clarifies that the degree of electronic games advantages practical by adolescents from teachers was medium. The mean (3.54), S-D (0.37). Item (10) that states they work to strengthen their kinetic visual synergy the first. It is mean (4.70), S-D (0.76) and at a high degree. While item (14) that states Develop their research and exploration skills the final. It is mean (2.28), S-D of (1.14) and at a low degree.

| No. | Item | Mean | S.D. | Rank |
|---------------------------------------|---|-------------|-------------|------|
| Electronic games advantages | | | | |
| 10 | They work to strengthen their kinetic visual synergy. | 4.70 | 0.76 | 1 |
| 4 | Get used to accuracy in completing the work. | 4.64 | 0.84 | 2 |
| 6 | Develop the sense of time to accomplish the task. | 4.39 | 0.61 | 3 |
| 17 | Help them in identifying new friends. | 4.21 | 0.84 | 4 |
| 15 | Help train them on modern techniques. | 3.98 | 0.99 | 5 |
| 12 | Provide them with new information. | 3.95 | 1.01 | 6 |
| 16 | Develop the spirit of participation and cooperation with others. | 3.72 | 1.19 | 7 |
| 18 | Convey pleasure in themselves. | 3.62 | 1.23 | 8 |
| 8 | Contribute to their training to simulate different situations. | 3.56 | 1.44 | 9 |
| 11 | Stimulate their motivation to learn through educational electronic games. | 3.49 | 0.50 | 10 |
| 1 | Generate a sense of accomplishment and self-actualization. | 3.44 | 1.49 | 11 |
| 13 | Develop their skills in Arabic and English. | 3.44 | 0.53 | 11 |
| 3 | Help to develop logical thinking in solving their problems. | 3.10 | 0.40 | 13 |
| 7 | Instill the spirit of challenge and competition in them. | 3.05 | 0.28 | 14 |
| 2 | Instill the spirit of perseverance and determination to achieve the goal. | 3.02 | 0.96 | 15 |
| 9 | Activate nerve cells of the brain. | 2.66 | 1.44 | 16 |
| 5 | Speeding reaction time. | 2.44 | 1.16 | 17 |
| 14 | Develop their research and exploration skills | 2.28 | 1.14 | 18 |
| Total score | | 3.54 | 0.37 | - |
| Electronic games disadvantages | | | | |
| 3 | Lead to addiction to its practice. | 4.02 | 0.79 | 1 |
| 13 | Reduce their academic achievement. | 3.95 | 1.12 | 2 |
| 1 | Considered as a cause of tension and depression. | 3.85 | 1.08 | 3 |
| 8 | Encourage them to steal. | 3.85 | 1.08 | 3 |
| 2 | Generate a sense of indifference towards the calamities of others. | 3.84 | 0.92 | 5 |
| 5 | Instill the ideas of violence in them. | 3.84 | 0.93 | 5 |
| 14 | Reduce their fitness. | 3.84 | 1.05 | 5 |
| 7 | Adversely affect their moral values. | 3.79 | 1.00 | 8 |
| 15 | Lead to problems in their spine. | 3.77 | 1.09 | 9 |
| 17 | Cause pain in the hands. | 3.75 | 0.99 | 10 |
| 12 | They are non-useful way to spend time. | 3.74 | 0.89 | 11 |
| 16 | Lead to a decline in their visual ability. | 3.69 | 1.02 | 12 |
| 10 | Encourage them to utter foul words. | 3.61 | 0.99 | 13 |
| 11 | Lead to a lack of commitment to prayer times. | 3.59 | 1.02 | 14 |
| 4 | Lead to feelings of isolation and introversion. | 3.59 | 1.18 | 14 |
| 9 | Negatively affect the family bonding. | 3.52 | 0.99 | 16 |
| 18 | Increase their chances of obesity due to length of sitting. | 3.44 | 0.85 | 17 |
| 6 | Adversely affect their social relations. | 2.80 | 0.79 | 18 |
| Total score | | 3.69 | 0.35 | - |

The findings of the table (4) revealed that the degree of electronic games disadvantages practiced by adolescents was high. Its mean was (3.69), S-D (0.35). Item (3) that states Lead to addiction to its practice the first. It is mean (4.02), S-D (0.79) and at a high degree. While item (6) that states Adversely affects their social relations the final. The mean (2.80), S-D (0.79) and in medium degree. The findings showed that the degree of electronic game advantages practiced by adolescents from teachers was medium. This finding may be attributed

to the above explanation in the findings of the first question, which is the teachers' conviction that these games are an important source of education for adolescents. They reveal to them a lot of things, in an attractive and great fun manner. They satisfy the adolescents' imagination, make them more interested, active and give them better opportunities to deal with modern technologies. They also strengthen memory and stimulate thinking.

On the other hand, the lack of awareness of teachers of the advantages and disadvantages of these games made their assessment medium. This finding was agreed with the findings of (KHUFASH & NASEREDDIN, 2015). The degree of electronic games disadvantages practiced by adolescents, resulting in many negative effects of teachers. This finding is consistent with the study of (KHUFASH & NASEREDDIN, 2015). The finding showed that the degree of electronic games disadvantages practiced by adolescents from teachers was high. This finding may be attributed to the fact that teachers see most games in the adolescence stage as negative games, such as war games.

Fourth: The answer to the fourth question and its discussion:

What are the advantages and disadvantages of electronic games practiced by adolescents?

Means, S-Ds and the degree of advantages and disadvantages of electronic games practiced by adolescents, in general, and for each

item were used. Table (5) shows that the degree of electronic game advantages practiced by adolescents was medium. The mean was (2.18), S-D (0.31). Item (4) that states do electronic games habituate you to be accurate in accomplishing tasks? The first. Its mean was (2.53), S-D (0.51) and at a high degree. While item (3) that states do electronic games help you solve your everyday problems? The final. The mean was (1.67), S-D (0.51).

Table 5: Statistical of electronic games practiced by adolescents from their point of view

| No. | Item | Mean | S.D. | Rank |
|---------------------------------------|--|-------------|-------------|------|
| 4 | Do electronic games habituate you to be accurate in accomplishing tasks? | 2.53 | 0.51 | 1 |
| 10 | Do electronic games help you develop your ability to connect senses? | 2.52 | 0.51 | 2 |
| 17 | Do electronic games help you meet new friends? | 2.42 | 0.50 | 3 |
| 6 | Do electronic games teach you the importance of the time accomplish task? | 2.34 | 0.75 | 4 |
| 8 | Do you wish to be one of the characters of the game? | 2.28 | 0.45 | 5 |
| 12 | Do electronic games provide you with new information? | 2.28 | 0.45 | 5 |
| 1 | Do you feel confident when you win online games? | 2.26 | 0.44 | 7 |
| 2 | Do you feel the desire to continue playing until you reach the goal? | 2.26 | 0.44 | 7 |
| 13 | Do electronic games enhance your vocabulary in Arabic and English? | 2.26 | 0.44 | 7 |
| 15 | Do electronic games train you on using electronic devices? | 2.26 | 0.44 | 7 |
| 16 | Do you share your games with your colleagues? | 2.26 | 0.72 | 7 |
| 18 | Do you feel happy when you win in electronic games? | 2.24 | 0.48 | 12 |
| 11 | Are you attracted to learning through educational electronic games? | 2.10 | 0.65 | 13 |
| 9 | Do you feel mental activity and enthusiasm when playing electronic games? | 2.02 | 0.71 | 14 |
| 7 | Do you feel a desire to outdo your colleagues when you play with them? | 2.00 | 0.12 | 15 |
| 5 | Do practicing electronic games continuously will make you faster times? | 1.82 | 0.48 | 16 |
| 14 | Do electronic games make you search and discover things in your life? | 1.78 | 0.47 | 17 |
| 3 | Do electronic games help you solve your everyday problems? | 1.67 | 0.51 | 18 |
| Total score | | 2.18 | 0.31 | - |
| Electronic games disadvantages | | | | |
| 13 | Did electronic games cause of the decline in your academic achievement? | 2.30 | 0.61 | 1 |
| 14 | Do you prefer electronic games on motor games? | 2.28 | 0.86 | 2 |
| 9 | Do you prefer playing electronic games on spending time with parents? | 2.24 | 0.77 | 3 |
| 12 | Do you consider practicing electronic games a waste of time? | 2.22 | 0.82 | 4 |
| 16 | Do you feel pain in your eyes after you finish playing? | 2.14 | 0.88 | 5 |
| 6 | Does your frequent use of electronic games reduce your communication? | 2.02 | 0.82 | 6 |
| 1 | Do you feel uncomfortable when you cannot practice electronic games? | 2.00 | 0.78 | 7 |
| 15 | Do electronic games practicing cause the back pain to you? | 1.98 | 0.92 | 8 |
| 4 | Do you prefer to sit alone in front of electronic games on the participation? | 1.86 | 0.78 | 9 |
| 11 | Does the practice of electronic games distract you from the performance? | 1.82 | 0.83 | 10 |
| 5 | Do you feel the desire to imitate the violent scenes contained in these games? | 1.80 | 0.81 | 11 |
| 3 | Do you feel the desire to practice electronic games all the time? | 1.78 | 0.71 | 12 |
| 18 | Have you noticed an increase in weight sitting in front of electronic screens? | 1.78 | 0.89 | 12 |
| 17 | Does your hand hurt when you practice electronic games? | 1.74 | 0.78 | 14 |
| 10 | Do you repeat the foul language you hear in some electronic games? | 1.68 | 0.87 | 15 |
| 8 | Do some electronic games encourage you to steal? | 1.58 | 0.79 | 16 |
| 7 | Do some electronic games push you to imitate immoral acts? | 1.56 | 0.79 | 17 |
| 2 | Do you feel that the scenes of violence have become normal for you? | 1.54 | 0.71 | 18 |
| Total score | | 1.91 | 0.41 | - |

The findings of the table (5) revealed that the degree of electronic games disadvantages practiced by adolescents was medium. The mean (1.91), S-D (0.41). Item (13) that states did electronic games cause of the decline in your academic achievement? The first. It is mean (2.30), S-D (0.61) and a medium degree. While item (2) that states do you feel that the scenes of violence have become normal for you? The final. The mean was (1.54), S-D (0.71) and at a low degree. The findings showed that the degree of electronic game advantages practiced by adolescents was medium. This interpretation of this finding may be consistent with what has already been explained in the second question, that adolescents have realized the multiple positives of electronic games, as a result of their exposure to them directly and continuously. Among these advantages are the spirit of competition, the stimulation of imagination, entertainment and the acquisition of new vocabulary. This finding was agreed with the findings of (KHUFASH & NASEREDDIN, 2015). Adolescents argue that playing electronic games has many negative effects. This is consistent with the study of AL-ARIFI (2015). The degree of electronic games disadvantages practiced by adolescents was medium. This may be due to adolescents' awareness of the advantages and disadvantages of electronic games. Therefore, their assessment of the disadvantages was medium.

4. CONCLUSION

Teachers have become mainly responsible for controlling electronic games for their students. The majority of electronic games are positive experiences illustrating caring and nurturing behaviors where players earn points for similar positive behaviors. Subjectively,

there are always hidden views, beliefs, and even stories that need to be revealed and told. This study brought to light teachers' and children's beliefs, insights, and narratives regarding electronic games. The results from this study will contribute to the knowledge base on the applicability of different aspects of implementing electronic games in school children. With the inspirations of better education and brighter futures for Jordanian children, adopting specific guidelines to current educational reforms would inform best practices in choosing electronic games.

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