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Journal for Educators, Teachers and Trainers, Vol. 13 (5)

<https://jett.labosfor.com/>

Date of reception: 12 Aug 2022

Date of revision: 11 Oct 2022

Date of acceptance: 13 Oct 2022

Luqman Saeed Mustafa, Nadheer Saeed Mustafa (2022). A Model for Field Educational Research: The Effect of Electronic Games on Students at the College of Basic Education and the Technical Institute of Akre *Journal for Educators, Teachers and Trainers*, Vol. 13(5). 505-513.

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ABSTRACT

By conducting this study, the researcher hopes to shed light on the problem of electronic games and their effects on society, as well as on how popular they are among students at the college of basic education and the technical institute in Akre. She also hopes to reveal differences in the signs of addiction to electronic games based on gender. Through a published questionnaire, this study used the objective analysis method. 238 students from the Technical Institute of Akre and the College of Basic Education made up the research sample. The theoretical foundation of the idea of electronic games and their various varieties, as well as the benefits and drawbacks of playing electronic games, were the two main themes covered by the researcher in his investigation. The practical framework has conclusions and a model for a questionnaire.

The following are the objectives of the current study:

- The College of Basic Education and the Technical Institute of Akre's video game-playing habits
- The impact of playing video games on students' academic performance at the Technical Institute of Akre and the College of Basic Education
- Scientific and scholarly discussion of the drawbacks and benefits of video games
- To give the study a scientific bent, we created an electronic questionnaire, translated it into Kurdish and Arabic, and distributed it electronically to the students of Akre (Aqrah) Technical Institute and College of Basic Education.

Electronic games have become the preferred way for people, especially those in the younger generation, to occupy their free time as a source of fun and enjoyment since the participant in this study views them as a means of entertainment and entertainment in first place.

Keywords: The Effects of Video Games on Students at The College of Basic Education and The Technical Institute of Aqrah: A Field Study in Educational Research.

INTRODUCTION

Praise be to God, the Generous, the Giver, who made man, elevated him to a position of authority and gave him the directive to not waste time in this brief existence, which he described as play and entertainment. And may God grant Adnan, our darling, serenity. He instilled in his companions a respect for his family and worthy associates as well as high morals, pleasure, and love of excellent things.

Then:

We live in a time that has been dubbed the "age of scattering and distracting," in which the majority of people are fascinated with contemporary technology, especially the younger generation, who have allowed it to dominate their lives and occupy the majority of their time. Due to the attraction of these games' thrill and movement, it is uncommon to find a youngster or young person who does not have a love and passion for some type of electronic game in the marketplace. Due to the significance of the subject, we chose to do field research on students at the Technical Institute and College of Education in the Akre District in order to discuss the subject, both positively and negatively, from a current and legal jurisprudential perspective. Reasons for choosing the topic:

This study came to answer the following problems:

- What are electronic games? And how dangerous are they?
- What are the main pros and cons of these games?

- What is the opinion and view of the College of Education in Akre students on this subject, and is there sufficient information for this generation?
- Is it possible to avoid immersion in electronic games?

Importance of research

- This research is very important because it will increase youth and student awareness of the negative consequences of electronic games and how to avoid them, especially for those who are addicted to them.
- The research is field-based and addresses a topic that has a close connection to youth. In light of this, the researcher gave a questionnaire to a sizeable group of pupils.

Research aims

This study aims to:

- Highlight the negatives and positives of electronic games scientifically and academically.
- Presenting the results of the particular electronic questionnaire for the participants from the students of the College of Education and the Technical Institute in Akre.

Research Methodology

This research followed the objective analysis method through the published questionnaire.

We committed ourselves to write our research with a specific methodology, which we mention in its most essential elements:

- We conducted an electronic survey and sent it to the Akre Technical Institute and College of Education's scientific departments.
- Extracting, examining, and focusing the study on the questionnaire's results.
- The sources should be cited as follows:
- Author, source, publisher, location, edition number, date of publication, and, if applicable, a portion of a page.
- If the words are transferred from the person who spoke them, and we act on them, then we write the word "to be seen" in the margin; but, if the transfer is literal, then we write it as follows between two doubles. ""
- To denote the following meanings, we adhered to the following symbols: Investigation: T, Printing: I, Part: C, Page: R, and when neither an edition nor a date is given, we omit any mention; Hijri date: H, Gregorian date: AD.

Research plan

This research came in an introduction, two chapters, and a conclusion, and it is as follows:

Introduction: In it, we mentioned the importance of the research, its objectives, reasons for choosing the topic, its problem, previous studies, research methodology, its difficulties, research plan, and preface. It also included two topics as follows:

The first topic

is the theoretical framework.

The first requirement

is the concept of electronic games and their types.

The second requirements are the pros and cons.

The second topic

is the application framework.

The first requirement

is the results of the questionnaire.

The second requirement

are the conclusions.

The third requirement

is the most significant proposal for the optimal handling of electronic games.

The initial study

The conceptual framework

Understanding electronic games and their numerous types are the first prerequisites.

First, the idea behind video games on computers:

Electronic games are a compound term consisting of two words, first: games: they are in the language of games that play a game, and it is known, which is: "what he plays with funny foreplay and deception" (), and it was said "is to go without integrity" (), so games are Everything manipulates with man, even if it is movements or words, and it is said that "the manipulation of the person: he played again and again" (), and "the waves manipulated the ship - their worries played with them" ().

A word derived from the electron, "a very small component of an atom having a negative electric charge," is "electronic."

The complicated meaning of video games has been described in numerous ways, including: "It is something to do for fun. mental to begin with. It encompasses all electronic games in general, including all specialty video games, computer games, and mobile games ", and according to another definition, they are video games that may be downloaded.

The phrase "all kinds of games available on electronic platforms, including computer games, Internet games, PlayStation video games, mobile games, and palm devices games" encapsulates the broad concept, according to researcher Rana Fadel Abbas.

Through this presentation, the researcher discovered that, in addition to the fact that these games can be played for amusement and to pass the time, some call for activity and vitality on the part of the player or the actors.

Second: Game categories:

There are many different types of games that can be played and participated in, including the following:

1. One of the most popular sorts of games, physical games are based on the body and its movements and are distinguished by being simple.
2. Pretend play: It is connected to a kid's capacity for symbolic thought. This is demonstrated, for instance, when the child feeds her or doll, a toy or loads her into the cart and pushes her around.
3. Playing constructive building activities can help children learn how to use resources in building and construction in a precise and suitable way around the age of six.
4. Artistic games: Artistic games are expressive art activities influenced by music, painting, aesthetic taste, and artistic sensibility.
5. Cultural games are those pursuits that pique a person's interest and satisfy his curiosity, as manifested in desire, learning, acquiring information, and being familiar with his environment. learning, gathering information, and becoming familiar with his surroundings.

Dr. Ahmed Mukhtar Abdel Hamid Omar, with the assistance of a working group, Dictionary of Contemporary Arabic Language, Publisher: World of Books, Edition: First, 1429 AH - 2008 AD: 13/33.

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- Bartima Samiha, electronic games, and school violence, the note is supplementary to obtaining a master's degree in social sciences, 2016-2017, p. 62.

6- Electronic games: a new style that emerged recently in the twentieth century, where these games are played with complex devices.

Since our topic is electronic games, we will separate them.

Sorts of electronic games

There are many different types of electronic games available on the market today, with the following being the most popular

1. Action games are games that emphasize movement control and are characterized by escalating speed. When the tale is untangled, the player takes on the role of the main character, the virtual hero, and uses their skills to save everyone else while also uncovering secret characters or heroes of the villains' terrible schemes.
2. Intelligence games They are further broken down into four sub-types, namely:
 - Contemplating adventure games.
 - Game-based economic strategy.
 - Games with a military theme.
 - Classic video games.

Thinking adventure games: From the perspective of the viewer, it resembles action and adventure games in that the player assumes the central role. However, these games differ in that they contain a number of puzzles that,

because of their importance to the outcome of the adventure, demand careful observation in order to be solved. In order to solve the problems that are presented, the player also serves as the investigator. The game is distinguished by the greatest drawing standards, which provide its ongoing interest by using three dimensions to portray the objects in it.

Games with economic and strategic elements are akin to reincarnation as long as they continue to reproduce and serve as a basic mechanism for a city's life. They also demand thought movement and investment. In practice, there are numerous resources available to the player and regions that need to be controlled.

Wargames are strategic military simulations. The player becomes a military base in these games. He must use his territory and resources to build castles and assemble corps to protect and attack, and such games rarely allow for quick judgments. On earlier strategic planning, it is based. Invest. In practice, there are numerous resources available to the player and regions that need to be controlled.

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Muhammad Mahmoud Al-Heila: Games for Thinking and Teaching, 1st Edition, Dar Al Masirah for Publishing, Distribution and Printing, Amman 2004, p. 20.

- Fatima Hilal: Electronic games through new media and their impact on the Algerian child, supplementary note to obtaining a master's degree, specializing in media and modern communication technology, Hadj Lakhdar University in Batna, 2011, 2021, p. 29.
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The second condition: advantages and disadvantages

Electronic games include both pros and cons because they are a form of the game and one of the activities that a person engages in with his senses and thoughts. However, while discussing electronic games, the negatives immediately come to mind. Using scientific field studies based on samples of those who have participated in electronic games, we will demonstrate during this course the important benefits and drawbacks highlighted by a number of researchers on this subject. We start with the benefits:

The benefits of electronic gaming are as follows

1. Because they use discovery games and encourage children to join in the play, electronic games help youngsters learn to pay attention, concentrate, and stimulate their intelligence.
2. It improves players' memory, quickens their thinking, and fosters initiative, planning, and logic.
3. It broadens the child's imagination. For instance, solving puzzles fosters healthy rivalry among players while also fostering the growth of the mind and the quickness of intuition.
4. People's use of electronic games increases their vigor and activity levels as well as their imagination, which grows dramatically as they become more imaginatively satiated.
5. These tools give the player access to contemporary technology, including the Internet and other contemporary messaging.
6. It teaches him scientific thinking, which is the recognition of a problem and the gradual application of a solution. In addition, electronic games make it simple and enjoyable for players to pick up new languages, like English.
7. If parents play video games with their children, it will strengthen the bond between them.
8. The ability to listen to various sounds and be preoccupied with several things at once is developed by someone who plays video games. Electronic games also improve a person's capacity to focus on multiple things at once.
9. Playing multiplayer games with a focus on the friendly rivalry between friends offers the advantage of educating players about new concepts and up-to-date knowledge.
10. Additionally, according to (McGonigal, 2011), playing video games is productive labor since it fosters good feelings, solid social bonds, a sense of success, and the opportunity to learn how to execute worthwhile and fruitful work.

The disadvantages of video games include the following

1. Electronic games harm the youngster from the inside out; they do this, for instance, by weakening the academic achievement element.
2. When playing takes a long period, it damages the child's verbal memory and causes fat, following ailments, and disconnection from reality.

3. Children learn how to conduct crimes, their techniques, and arts from playing electronic games. They also develop the mental faculties necessary for violence and aggression, as well as the outcomes of crime, as a result of getting accustomed to playing these games frequently.
4. Unlike popular games, which emphasize communication, playing computer games for extended periods without interacting with others turns a child becoming an introverted, antisocial individual. The child may also become isolated from dealing with the real world due to his extravagance in dealing with the symbolic worlds; as a result, he criticizes the skill of communication in making friends and dealing with others, which causes the child to become shy and unable to speak and express himself.
5. Teens who stay up late playing video games negatively impact their ability to get up and attend school the following day. If they do, they risk falling asleep in class rather than paying attention.
6. Games and provocative programs that promote words, ideas, and customs that contradict the teachings of religion and the customs and traditions of society have leaked due to the absence of official oversight bodies from the centers and stores that sell electronic games, the failure of parents to monitor what their children play, and a lack of awareness of the risks.
7. Scientific research shows that playing violent video games on an electronic device might promote aggressive thoughts and behaviors, especially in young people who do not often kill. However, kids are taught it through violent behaviors portrayed as amusing and entertaining.
8. Nidaa Salim Ibrahim, the advantages and disadvantages of electronic games played by children of the age group (3-6) years from the point of view of kindergarten mothers, p. 22.
9. Maryam Koueider: The effect of electronic games on children's behavior, memorandum for obtaining a master's degree in media and communication sciences, 2011-2012, p. 211.
10. Amira Mushir: The impact of electronic games via smartphones on the academic achievement of the Algerian student, supplementary note to obtaining a master's degree in media and communications sciences, 2016-2017, p. 55.
11. A person who spends much time staring at these devices does not blink enough, which can cause dry eyes and expose them to several allergens.
12. Death Some situations risk dying as a result of these video games. In East Asia and America, there have been several accidents reported. Because they were unable to eat or sleep for more than three or four days, the proprietors of the video games died.
13. Failure in real life as a result of his refusal to perform his duty.
14. Through this presentation, the researcher discovered that, particularly in the Middle East and the Third World, the negative side outweighs the positive. Their youth suffer from high rates of unemployment and emptiness, as well as the trend toward more graduates each year.
15. Amira Mushir: The effect of electronic games via smartphones on the academic achievement of the Algerian student, the previous source, p. 56

The second topic: the application framework

The first requirement: is the electronic questionnaire form:

We arranged an electronic questionnaire to add to the research a scientific character. We arranged it in both Kurdish and Arabic. We sent it to the students of the Faculty of Education and the Technical Institute of Akre (Aqrah) via electronic means of communication to all departments, Department of (Religious Education, Arabic Language, Kurdish Language, English Language, History Mathematics, Biology).

The questionnaire includes the following items

First: Personal data

Gender : Male	<input type="text"/>	Female	<input type="text"/>
Married	<input type="text"/>	single	<input type="text"/>
age	<input type="text"/>	scientific section	<input type="text"/>

Second: The questions related to the research were 14 questions, and we asked the participants to choose one of the options, which are as follows:

1. Do you use electronic games? Yes No
2. Which device do you use to play? A- Mobile phone B-with laptop C- PlayStation.
3. What kind of games do you use? A- adventure B- violence C- entertainment D- educational E- driving F- other.
4. How many hours do you spend per day playing these games? __ an hour.
5. When do you play these games the most? A- morning B- afternoon c- night.
6. What are your motives for playing these games? A- Having fun B- spending free time C- Because games are tempting D- Eliminate the boredom of life.
7. How do you feel while playing these games? A- I feel comfortable B- I feel victorious C- I feel strong and brave.
8. Can you do without these games? A- Yes B- Maybe C- No.
9. When can you do without these games? A- When I am busy B- On occasions C- During exams D- Time to exercise.
10. Do you think playing electronic games caused a drop in your academic level? A- Yes B- Maybe C- No.
11. What is your average in the last year? __ degree.
12. When did you start playing these games? About year ago.
13. Do you play these games on your own? A- Yes B- Sometimes C- No.
14. Do you play these games with people online? A- Yes B- Sometimes C- No.

The conclusion is the second prerequisite.

After disseminating Kurdish and Arabic electronic surveys over social media, the participants were as follows:

The tables describe the Arabic version (29) of male and female pupils.

The Kurdish version includes 209 participants, both male and female students, and the accompanying charts provide more information.

There was a total of 238 participants throughout the two models.

Notable is the participation of students from all disciplines in this survey.

We mention the questionnaire individually in each paragraph

Gender: (67) female, (171) male; it is evident that the majority of electronic game players are male; thus, many females did not initially answer the survey since they do not play these games.

37 were married or married, 19 were single or unmarried, and 2 did not state their relationship status.

It turns out that the majority of university students are single.

Participant count according to scientific departments:

Mathematics (66), Islamic education (48), English (22), Kurdish (29), Arabic (20), history (12), biology (12), and unspecified (24). (4).

In order for the study to provide a result as near to reality as possible, we wished for random participation in all portions of the questionnaire.

Questions:

1. Do you use electronic games?

There were 148 individuals who responded "yes," 89 participants who responded "no," and one person who did not respond "no" or "yes."

The proportion of individuals who use electronic games is 57.98, whereas the percentage of those who do not use electronic games is 34.87.

This leads us to the conclusion that the percentage of individuals who play electronic games, although substantial, is at most 70 or 80 percent.

2. What device do you use to play?

A. Mobile: A total of 137 respondents, or 57%, reported that they play electronic games on their mobile devices.

B. The laptop: participant response frequency (2).

C. PlayStation: The number of participant responses (5) The remainder of respondents committed an error.

3. What kinds of games do you use?

A. Adventure: The number of participant answers (56)

B. Violence: the number of participant responses (43)

C. Entertainment: the number of participant responses (42)

D. Others: The number of participant responses (15).

E. Space: Twenty-four individuals did not indicate a kind.

4. How many hours do you spend per day playing these games? __ an hour.

(37) of the participants in the survey play an average of one hour per day, (25) an average of two hours per day, (17) an average of three hours per day, (12) an average of four hours per day, and (5) of them play an average of five hours per day. A mean of five hours per day, a mean of six hours per day, a mean of seven hours per day, a mean of eight hours per day, a mean of nine hours per day, and a mean of less than one hour per day for the remaining (136) individuals.

It turns out that (57.14%) play less than an hour, and they are the majority.

5. When do you play these games the most? Most participants (149) indicated that they played at night, and (39) indicated that they played in the afternoon.

6. What motivates you to play these games?

(79) of the participants mentioned that the motive is entertainment, (57) of them mentioned that the motive is spending time, (19) referred to the motive that games are tempting, and the rest indicated other motives.

7. How do you feel while playing these games?

Most participants (87) answered that they feel comfortable playing, (56) of the participants mentioned that they feel victory when playing, and the rest are distributed among other feelings.

8. Can you dispense with these games?

The majority of participants (128) said that they could do without these games, while just (27) responded that they could not.

9. When can you do without these games?

(98) of the participants said that they might dispense with these games if they worked in other occupations, and it turns out that the primary reason is emptiness and unemployment. In contrast (53) of the more sociable participants stated that they abandoned the games during test time.

10. Do you think that your practice of electronic games caused a drop in your academic level?

Ninety-nine of the participants verified that these games caused a decline in their academic performance, and fifty-nine of them said that it was possible.

11. What is your average in the last year?

Eighty-five percent of the individuals did not divulge their academic average from the previous year, and the other responses were very varied.

12. When did you start playing these games?

(45) of the participants answered that they started these games more than six years ago, and the others answered between months and three years.

13. Do you play these games on your own?

The responses of (59) participants indicated that they play alone, while (32) said they play with others. The remaining individuals play alone and with others on occasion.

14. Do you play these games with people online?

It was discovered that the majority of the participants (112) play through the Internet, while (66) play without the Internet, and (27) indicated they sometimes play directly with others over the Internet.

CONCLUSION

Through this investigation, the researcher achieved the following findings and recommendations:

1. Because it is a modern way of playing, the group participating in this study considers electronic games to be a means of entertainment and entertainment in the first place.
2. Electronic games have become the preferred means for individuals, especially the new generation, to fill their spare time as a source of entertainment.
3. It is better to divide the time allocated for student entertainment between playing electronic games and practicing real sports such as swimming, ball games of all kinds, trips, and other activities that benefit the students in terms of physical and mental health.
4. Students should be taught and accustomed to setting a specific time to play, no more than two hours a day to play daily, provided that breaks are taken.
5. Encourage students to play games that develop thinking skills, intelligence, a problem-solving method, and how to act in critical situations.
6. Excessive use of these games and addiction to them lead to adverse effects, especially in the absence of parental control and awareness of the damages caused by excessive use.

The third requirement: the most important suggestions for the optimal handling of electronic games: The researcher recommends the authorities concerned with such issues, especially academic institutions, to:

1. Opening educational seminars and workshops for youth-focused civil society groups.

2. Holding seminars at schools, institutions, and universities to inform young people about the negative aspects of this game.
3. Conducting studies at scientific institutions to emphasize the factors that are detrimental to human health and ability.

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