

**A STUDY ON IMPACT OF GAMING TECHNOLOGY ON STUDENTS AT JP NAGAR,
BANGALORE**

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Abstract

The ambition of higher education institutions is the preparation of future professionals. To achieve this aim, innovative teaching methods are often deployed, including games and simulations, but digital technology has made a enormous impact on the life of younger generation, especially the student community. Their socialization process is realized through the means of mobile and Internet engagement. Spending more time with technical gadgets is a vital part of their daily life. This attraction towards the digital world limits their academic concentration and decreased interactions with other people. which form the subject of this study as the field of digital games and simulations is ever maturing, this study attempts to systematically review the literature relevant to games and simulation pedagogy in higher education.

Keywords: higher education institutions, technology applications, games and simulations, traditional teaching method, web gaming technology, digital education, relationship.

Introduction

In a modern era of technology applications, games and simulations are integrated with the traditional method of teaching process. They have already into action in the field of education with the existing frame work examining the relationship between gaming technology and education system that exists. As the recent changes that are taken place web gaming technology have increased its followers. In the same way digital education is also developed but comparatively students are more attracted towards gaming technology rather than digital education. Government have also taken many initiatives to promote education but finally students are giving more importance towards games rather than education.

Review of literature

1. Dimitrios Vlachopoulos & Agoritsa Makri (2017) The focus of higher education institutions is the preparation of future professionals. To achieve this aim, innovative teaching methods are often deployed, including games and simulations, which form the subject of this paper. As the field of digital games and simulations is ever maturing, this paper attempts to systematically review the literature relevant to games and simulation pedagogy in higher education. Two researchers collaborate to apply a qualitative method, coding and synthesizing the results using multiple criteria. The main objective is to study the impact of games and simulations with regard to achieving specific learning objectives. On balance, results indicate that games and/or simulations have a positive impact on learning goals.

2. Leonard A. Annetta, James Minogue, Shawn Y. Holmes, Meng-Tzu Cheng (2009) The popularity of video games has transcended entertainment crossing into the world of education. While the literature base on educational gaming is growing, there is still a lack of systematic study of this emerging technology's efficacy. This quasi-experimental study evaluated a teacher created video game on genetics in terms of its affective and cognitive impact on student users. While statistical results indicated no differences ($p > .05$) in student learning as measured by our instrument, there were significant differences ($p < .05$) found in the participants' level of engagement while interfacing with the video game. Implications on this emerging line of inquiry are discussed.

3. Shelia R. Cotton (2008) his chapter reviews technology use patterns and the social impacts of technology on well-being among college students. It provides empirical evidence delineating the processes through which Internet use affects well-being among college students, and provides suggestions for ways to advance future studies in this area and for higher education faculty and staff as they work with technologically savvy students.

Objective of the study

1. To know the perception of students on games.
2. To analyze the impact of gaming technology on students.
- 3.

Scope of the study

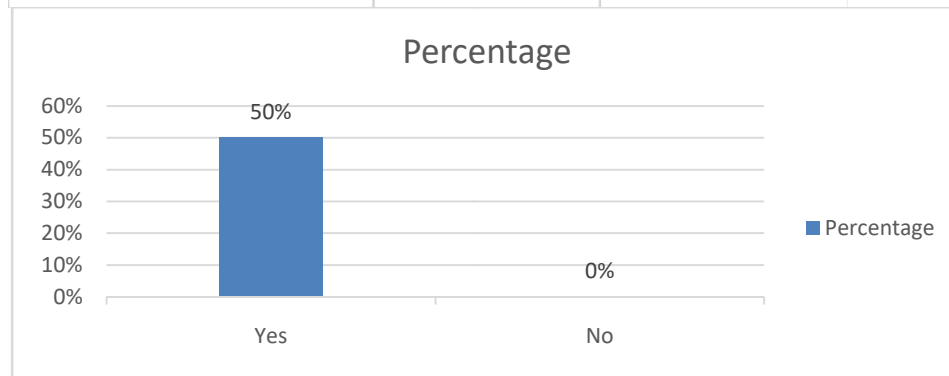
This paper is based on primary sources of directly data collected from respondents through distributing the questionnaire in JP Nagar. The people who are living in the geographical area, all students will be covered in this study.

Research methodology

The data needs to be collected from students through distribution of questionnaire, with the sample size of 50 respondents and Data analysis and interpretation.

Table-1: Table and graph showing respondents opinion on whether they have mobile phone or not.

particulars	Respondents	Percentage
Yes	50	50%
No	0	0%
Total	50	50%

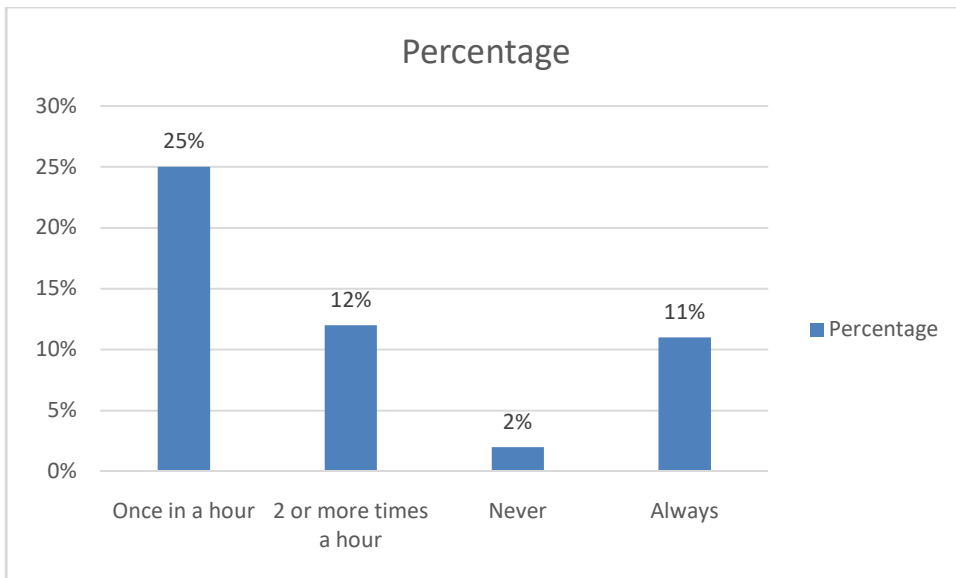


Analysis and interpretation

The above table and graph show that the 50% of the respondents have the mobile phone. It can be interpreted that majority of respondents are using mobile phone and none of the respondents are not without phone.

Table-2: Table and graph showing respondents opinion on frequency of mobile usage

particulars	Respondents	Percentage
Once in a hour	25	25%
2 or more times a hour	12	12%
Never	2	2%
Always	11	11%
Total	50	50%

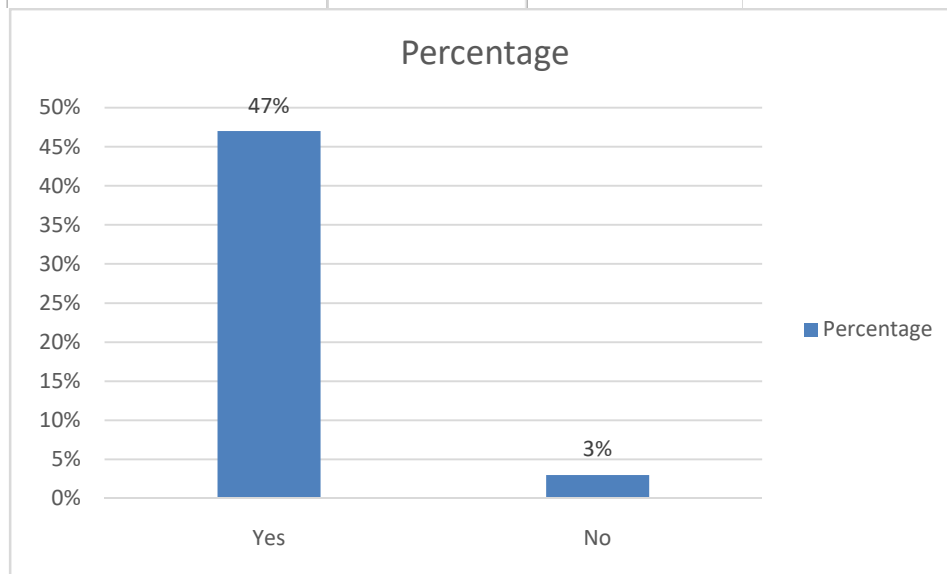


Analysis and interpretation

The above table and graph show that the 25% of the respondents use their mobile once in a hour, 12% of the respondents use their mobile two or more times in a hour, 2% of the respondents agreed that they never use their mobile and 11% of the respondents agreed that they always use their mobile. It can be interpreted that majority of respondents are using their mobile phone frequently.

Table-3: Table and graph showing respondents opinion on access to internet

particulars	Respondents	Percentage
Yes	47	47%
No	3	3%
Total	50	50%

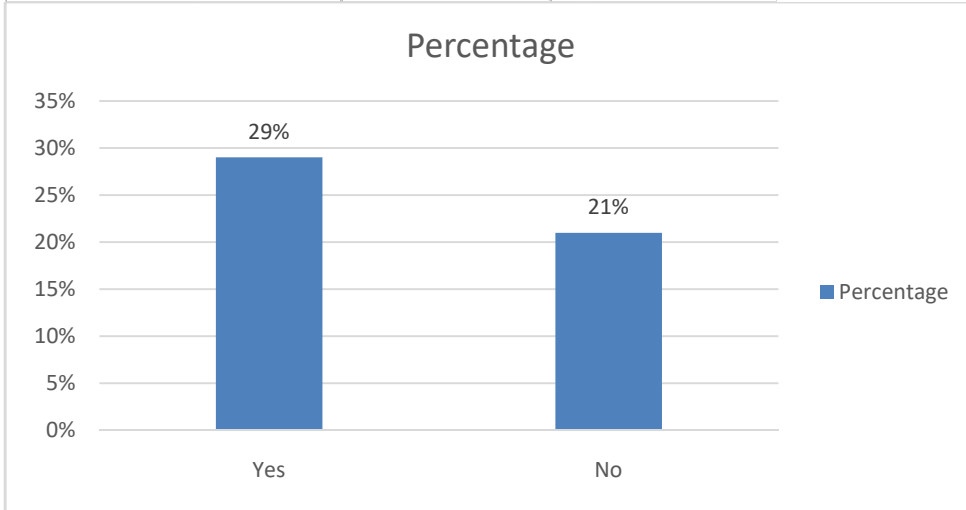


Analysis and interpretation

The above table and graph show that the 47% of the respondents are accessing the internet, 3% of the respondents are not accessing the internet. It can be interpreted that majority of respondents are using their mobile phone with internet access.

Table-4: Table and graph showing respondents opinion on playing games in their mobile phones

particulars	Respondents	Percentage
Yes	29	29%
No	21	21%
Total	50	50%

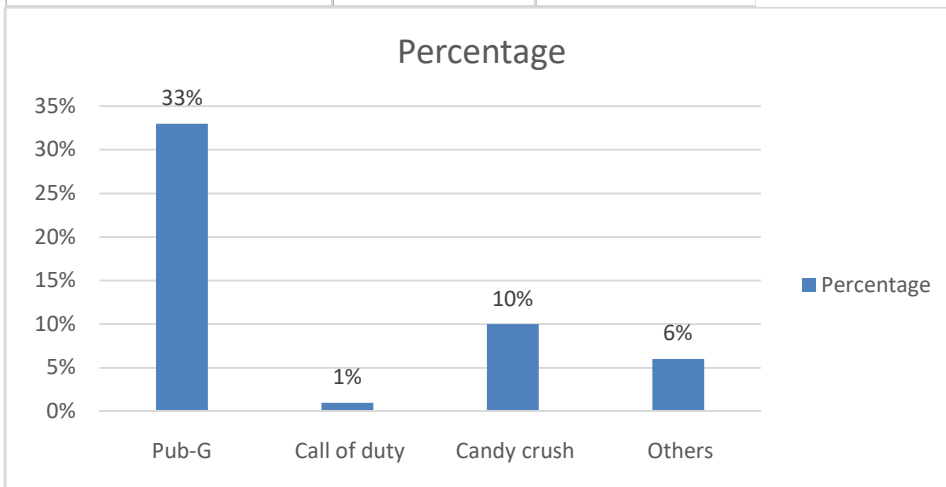


Analysis and interpretation

The above table and graph show that the 29% of the respondents are playing games in their mobile phones, 21% of the respondents are not playing games in their mobile phones. It can be interpreted that majority of respondents are using their mobile phones to play games.

Table-5: Table and graph showing respondents opinion on varieties of games they play

particulars	Respondents	Percentage
Pub-G	33	33%
Call of duty	1	1%
Candy crush	10	10%
Others	6	6%
Total	50	50%

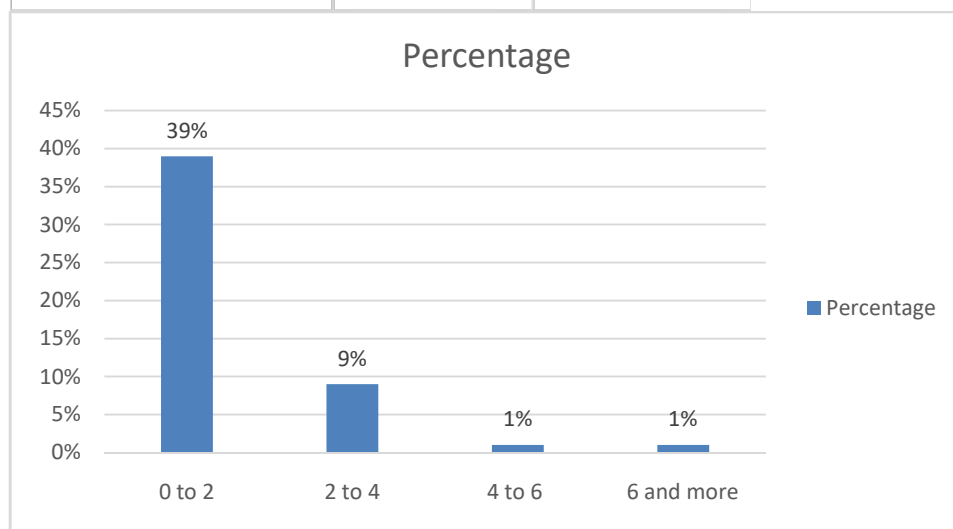


Analysis and interpretation

The above table and graph show that the 33% of the respondents play pub-G game, 1% of the respondents play call of duty game, 10% of the respondents agreed that they play candy crush game and 6% of the respondents agreed that they play variety of games in their mobile. It can be interpreted that majority of respondents are using their mobile phones to play pub-G.

Table-6: Table and graph showing respondents opinion on time they spend on playing games

particulars	Respondents	Percentage
0 to 2	39	39%
2 to 4	9	9%
4 to 6	1	1%
6 and more	1	1%
Total	50	50%

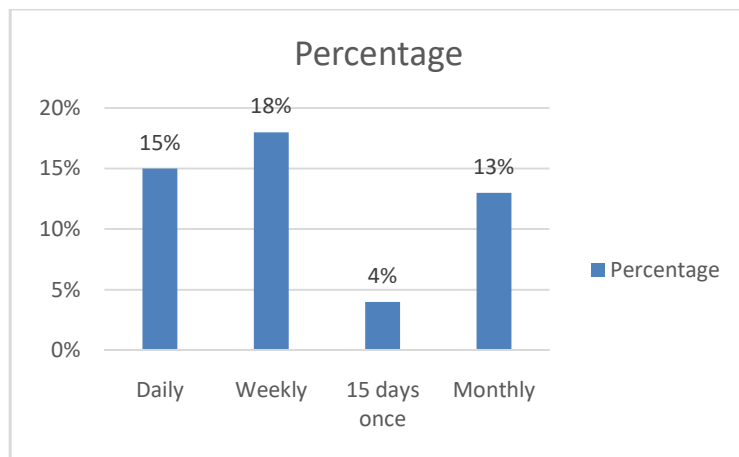


Analysis and interpretation

The above table and graph show that the 39% of the respondents feel that they spend 0 to 2 hours on playing games, 9% of the respondents spend 2 to 4 hours, 1% of the respondents spend 4 to 6 hours and 1% of the respondents agreed that they spend 6 and more hours. It can be interpreted that majority of respondents are using their mobile phones either to play games for some time or they may not play and use for other purpose.

Table-7: Table and graph showing respondents opinion on time they spend on studying

particulars	Respondents	Percentage
Daily	15	15%
Weekly	18	18%
15 days once	4	4%
Monthly	13	13%
Total	50	50%

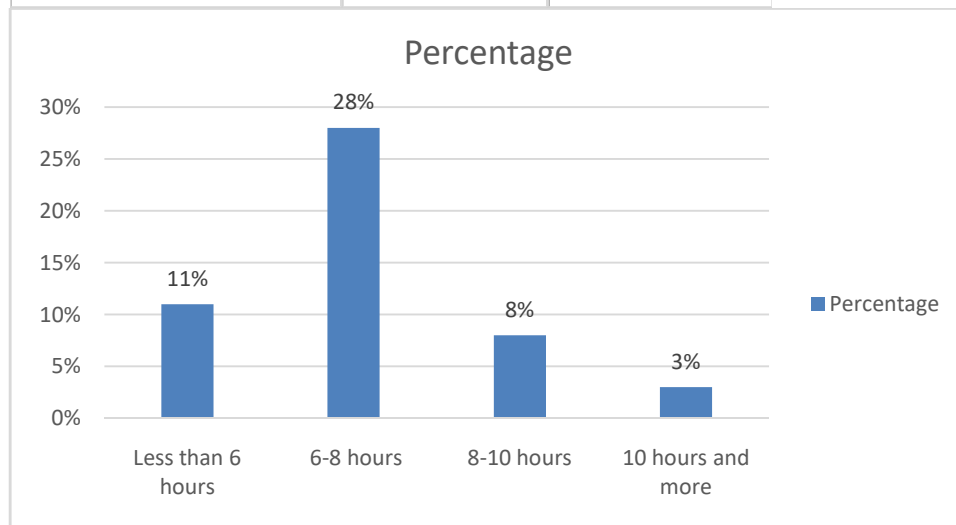


Analysis and interpretation

The above table and graph show that the 15% of the respondents agree that they spend their time daily on studying, 18% of the respondents’ study weekly, 4% of the respondents study 15 days once and 13% of the respondents agree that they study monthly. It can be interpreted that majority 18% of respondents are spending their time by studying on weekly basis.

Table-8: Table and graph showing respondents opinion on hours they sleep

particulars	Respondents	Percentage
Less than 6 hours	11	11%
6-8 hours	28	28%
8-10 hours	8	8%
10 hours and more	3	3%
Total	50	50%

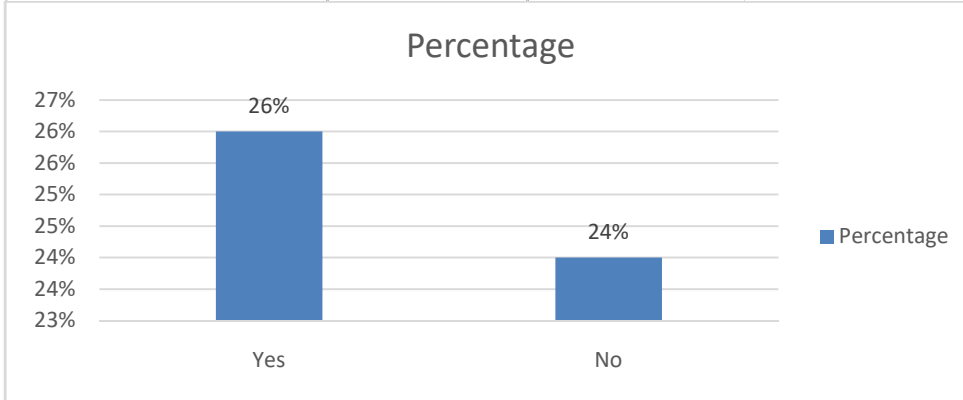


Analysis and interpretation

The above table and graph show that the 11% of the respondents agree that they spend less than 6 hours to sleep, 28% of the respondents’ spend 6-8 hours to sleep, 8% of the respondents spend 8-10 hours to sleep and 3% of the respondents agree that they spend 10 hours and more in sleeping. It can be interpreted that majority of respondents are spending 6-8 hours to sleep for their better health.

Table-9: Table and graph showing respondents opinion on their mood change with respect to winning or losing of a game

particulars	Respondents	Percentage
Yes	26	26%
No	24	24%
Total	50	50%

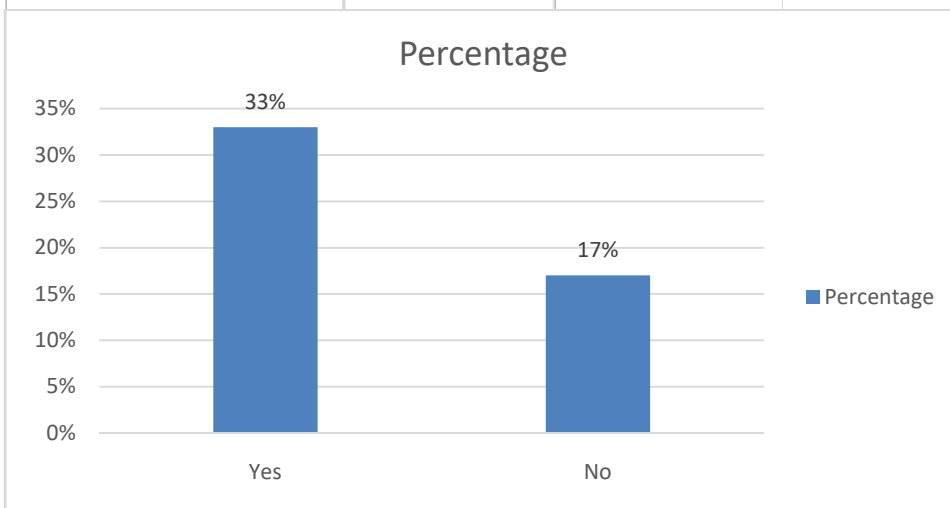


Analysis and interpretation

The above table and graph show that the 26% of the respondents mood change with respect to winning or losing of a game in their mobile phones, 24% of the respondents said that their mood will not change either by winning or losing of a game. It can be interpreted that majority of respondents are changing their moods according to winning or losing a game as they are addicted too much to gaming technology using their mobile phones to play games.

Table-10: Table and graph showing respondents opinion on relaxation they get when they play games

particulars	Respondents	Percentage
Yes	33	33%
No	17	17%
Total	50	50%



Analysis and interpretation

The above table and graph show that the 33% of the respondents agree that they get relaxed when they

play games in their mobile phones, 17% of the respondents said that no they will not get relaxed when they are playing games as they are involved in completing the game successfully by avoiding to lose. It can be interpreted that majority of respondents gets relaxed when they play games that too with continues winnings as they are addicted too much to gaming technology.

Findings

- Majority of the respondents are using the mobile phones.
- It is found that respondents are frequently using their mobile phones with internet access once in a hour.
- It is found that most of the respondents are often using their mobile phones to play variety of games, which has decreased their academic performance.

Suggestions and Conclusion

The respondents should reduce frequent usage of mobile phones and access their internet to improve their academic performance. The further scope the research is to analysis the impact of gaming technology on students with greater sample size.

Reference

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