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The effects of video games on communication and social interaction: A study on Emirati university students

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Abstract:

This study examines the relationship between playing video games, communication and social interaction among Emirati university students, as several studies (Oei & Patterson, 2014) have shown that there is a real impact of video games on peoples' interactions as social beings. The results of the study confirmed that 63.9% of the participants use video games on a daily basis, with 23.3% of them allocating two hours per day. Besides, 90.7% of the respondents prefer to play with their friends; which constitutes a form of communication and social interaction. However, 41.67% of the respondents confirmed that video games affect their family relationships, 36.45% affect their relationships with friends, 34.25% enable them to escape from their social reality, 43.59% increase their social isolation, and 39.9% prefer to play alone. This highlights the negative impact of video games on communication and social interaction.

Keywords: Communication, Video games, Social interaction, Virtual communities

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1. Introduction:

The first book devoted to computers and game design is *The Art of Computer Game Design* by Crawford D and Crawford C (1984). He identifies gaming categories as quickly changing, so an all-encompassing time-less classification of games is difficult to formulate.

Currently, video games are among the greatest forms of entertainment in the world. According to Gentile and Gentile (2008) video games have been described as powerful and persuasive tools. With their widespread reach and constant demand and the ability to engage in single play and both public and private multiplayer modes, this completely explains why this form is admirable and it looks to offer something for everybody (Anderson & Bushman, 2001). In this context, some researchers (Kondrat, 2015; Shapiro, 2014) confirm that video games have become part of mass media due to their role in communication, representation (Shliakhovchuk & García, 2020: 41), entertainment, and the use of communication technology and social media.

However, video games in the present day have become individual and collective interactive experiences that require the player to find an answer to too many problems, be in charge for resources and make analyzing decisions that describe one's outcome of success (Shliakhovchuk & Garcia,2020).

Worries loomed over the possible impacts of violent content, the potential dangers of extreme gaming, the encouragement of sedentary routines and relations with other poor behavioral consequences. This wave of public worry has also been mostly directed at the main demographic category likely to be in danger; namely kids and young individuals (Lemmens, Valkenburg & Peter, 2011).

Some studies (Boyle, Connolly & Hainey, 2015) confirm that video games have positive effects. In this context, video games, or gaming, can improve mental health. More research into the motivational features of video games nuance is also providing a valuable resource for understanding the possible risks and rewards of gaming. Approximately 68% of Australians play video games (Brand & Todhunter, 2015), the change in concentration has affected public health policy and teaching and it has the potential to profit a very broad base of young individuals and grown-ups engaging in entertaining gameplay.

On the other hand, single play can serve as a means to restore the self. Research into the benefits of single play has found that certain forms of it are related to self-esteem and emotional creativity (Long, et al., 2003), and, likely, people's engagement in private gameplay is not just as a matter of convenience. Do people choose to play alone in order to escape from interacting with others or to reach a deeper immersion into the game content, or both? Do different social frameworks of play (including single play) give the players the chance to fulfill different needs?

2. Literature Review

There are studies (Shliakhovchuk & García, 2020; Oei, Patterson, 2014; Kebritchi, et al., 2010) that highlighted the importance of benefits that video games can provide to players, indicating that playing video games for an hour can improve visual-spatial skills and mathematics. It can also improve pro-social skills by playing difficult games Darvasi and Soller (2013). Playing video games might help the player with mechanical engineering, and in developing observation, recognition, and detection skills (Kebritchi, et al., 2010).

There are also studies about the side-effects of video games and timeless arguments over video games and whether they have more pros than cons or vice versa. For example, some of the earlier researches concluded that students who play video games more often have lower CGPA than their non-gaming counterparts. The players also tend to have more aggressive behaviors and are disfavored by their teachers (Winn & Heeter, 2009).

Game developers nowadays push the limits on aggressive gameplay, developing violent games as their main genre. These games, which target the most desensitized teens and young adults and offer them excitement in comparison to others, would be considered as tame genres. These action-packed, aggressive games could lead children to violent behaviors. Backing this claim is an affair that occurred in 2013 when an 8 years old Louisiana child intentionally shot and killed his old caregiver after playing aggressive video games. The number of cases in which acts of violence can be directly linked to video games is not high, but the effect of violent video games can still be recognized (Khan, 2013).

Video games have become an important topic and problem for debate and discussions among university students. To parents and school teachers, video games have always been recognized as addictive and noxious to young minds (Markey, et al., 2010).

Gamers are categorized based on the rate and total amount of time the player spends playing video games on average. In spite of not having clear demarcations between them, two categories of gamers arise. The "Casual" and "Hard-core" gamers have been growing very quickly in the latest years, each in its separate direction. Winn and Heeter (2009) talked about the features and distinctions between casual and hard-core gamers.

For example, the hard-core gamer focuses on competitive and challenging games, which require a much higher amount of involvement and investment than what the casual gamers is willing to commit.

States of mind flow and self-control have been regularly studied in video games addiction and gaming ways of behaving. Flow, suggest by which has been calculated over 30 years, is the mental state of immersion, or attention to a thing that someone does or has done.

Gaming can induce a state of flow, which leads the player to loosen his grasp on self-control and the track of time (Yee, 2006).

The connection between a state of flow and gaming has been studied in arising studies with contrastive assumptions. For example, it was found that the flow was not connected with the amount of time spent gaming (Kombo, Raphael, 2016).

Meanwhile, Kombo and Raphael (2016) performed a questionnaire with a sample of 330 students chosen from an American university and found that flow exposure was directly linked with the number of hours spent on playing video games, Gaming is really a workout for your mind disguised as fun. Studies have shown that playing video games regularly may increase gray matter in the brain and boost brain connectivity. (Gray matter is associated with muscle control, memories, perception, and spatial navigation.)

Game genres are based on how gamers act with the game. For example, an aggressive gamer, usually a first-person shooter, include mechanical challenges, in which gamers need to quickly react to the game structure to reach goals or to overcome the adversary.

Winn and Heeter (2009) have suggested that as kids go into their teenage years, the need for symbolic interaction, through tools like the internet, increases significantly. As technology has progressed over the years, the influence of communication has also increased. The obtainability of internet access remains on the rise and, as such, more and more kids and teenagers are logging on and becoming experts in, as well as accustomed to internet use, the stereotype of a shy person who uses video games as a way to escape is not what the average gamer looks like.

Lei and Wu (2007) additionally clarify that rising internet use by teenagers is due to their strong involvement in online interactions. Teens are also gaining access to an abundance of information and engaging in online entertainment. Furthermore, Lei and Wu (2007) remark that the internet offers an atmosphere in which teenagers are unconstrained from many of the restrictions that they may come across in their respective community.

It is clear from the literature that the impact of video games on college campuses carries positives and negatives. Video games can certainly lead to negative effects such as increasing social isolation and evoking aggression (Shi, et al., 2019), but they are going to remain as part of college culture for the foreseeable future.

It is important to equally recognize both the benefits and drawbacks of video games. Gaming as a part of a rational lifestyle seems to have some beneficial effects (Oei and Patterson, 2014). Meanwhile, playing aggressive games is connected to several negative problems. Female representation in video games can contribute to how they are perceived by the opposite gender and to the identification and self-worth of women. This research seeks to explain how gaming may be a method to attract students into the

learning process. This is clearly demonstrated in areas related to analytical skills. Educational "games" add a new style of teaching to the many other methods which are used to this day. There is ongoing research on how to properly implement educational games (Berridge, 2003). Students and educationalists need to be recognizance of the dangers of uncontrolled gaming, as it can have academic, communicational, physical, and social effects. Students have been known to fully disconnect from their schoolmates when playing games like "League of Legends". The information presented earlier was revealed by a small-scale study on students (Shliakhovchuk & Garcia, 2020), mostly men, that also indicated that these students tend to spend a very large amount of time gaming.

Oei and Patterson (2014) examined the interactions of mobile video games. These games tend to include less mechanical but rather more routine tasks. Actions performed in these mobile games lead to some developments, in test subjects, such as; higher cognitive control and higher object tracking of one or more objects. It was concluded that those who practiced video games tasks that contained similar challenges improved their performance in non-video game tasks.

From a family viewpoint, a study by Shliakhovchuk and Garcia (2020) has revealed that the internet is often used by teenagers to sustain interaction with family members when they're far from home. The use of email and other social tools offers a low-cost, low-effort alternative to phone calls, letters and postcards. Their work also revealed that the use of electronic media can be more utilitarian than its real-world counterparts. Morrison (2006) point included a section in which a teenager explains that she can discuss certain topics, like dating, with her father through email, which she never does in person. This indicates that the internet, as an interaction

medium, offers a sense of safety to teenagers that may not be available in a face-to-face conversation.

Television is the most widespread and influential media medium for children, in addition to modern media such as the Internet. There is an urgent need to monitor what children watch on television and what they receive through the Internet. However, because children do not watch educational programs as much as they watch programs of an entertaining and aggressive nature, which can threaten to increase violence (Al-Sharif, 2006.)

Attention is a prerequisite for the learning process to occur. We cannot imitate any method without paying attention to this growth. The results of the studies showed that we pay attention to high-quality and high-efficiency scenarios, as the projects usually attract our attention. Because it is special, or because you have the potential for success, appearance, strength, any of the other characteristics of the body, and incentives play a role. It is important in the attention process, and the degree of stimulus, its intensity, and its complexity shows how long the attention process can continue (Attia, 2000).

The role of parents is to make the child feel his importance and that he is loved in the family. This position gives him a sense of peace and, on the contrary, the constant criticism of the child does not encourage him to accept himself, and the family atmosphere is full of tension, jealousy leads to a stimulating feeling that leads the child to feel insecure, generates negative emotions and directs them to others. All of your doubts are violent or aggressive, and if they are met with force in response to their aggressive behavior, they will regress towards them, and thus the soul will be destroyed by itself (Qudah & Al-Tarturi, 2006).

3. Theoretical Framework

Social Learning theory suggests that: behavior is learned through the environment and through the process of observational learning. Albert Bandura considers humans as active information processors and focused on the relationship between their behavior and reactions (Mcleod, 2016).

The Theory of Uses and Gratifications assesses the needs of individuals by contrasting their intended selections and the natural consequences/ gratifications of these selections (Holbert, 2014). Based on that, one can truly estimate the relationship between the video game player and their communication and social interaction. When discovering results based on the collected user data, the relation can be made by observing the type of games people actively seek and whether their communication and social interaction is in accordance.

As stated by Katz Blumler and Gurevitch (1973-1974), gratifications provided by the media to their corresponding public have been of value since empiric mass media study just began. Procedures in the initial research shared many similar features and patterns. It is considered really systematized to ask people open-ended questions, giving them a free space to response order. Answers were then collected into a tagged name design with their rate of distribution in the population for the most section ignored. The correlation between the finding gratifications and the hidden needs that made them initially have is lacking significance in the early study. There is an indication in video games research that video games can lead to changes, in terms of personal influences, environmental influences, and in terms of cognitive development (Kebritchi, et al., 2010). The significant point of view in correlation to these changes relates to which they can be

regarded as positive or negative changes, and in relation to what factors can lead to these practical changes. In view of these effects, some research works (Darvasi and Soller 2013; Nachez & Schmoll, 2003) relate to the negative effects of video games, and in particular to the impact of the genre of aggressive video games. However, it looks impossible to study these effects without considering the influential positive impact of video games, in terms of their ability to simplify the development of skills and education in a variety of fields (Shliakhovchuk & García, 2020).

The conceptual framework of the research determined the independent variable as video games, which have a direct effect on, the dependent variable communication and social interaction of students.

4. Definition of the Study Concepts

4.1. Video Games:

Digitally-based games typically played on personal computers or dedicated gaming devices, such as game consoles (e.g., Xbox, Play Station) or handheld games devices (e.g., 3DS, Vita) (Daniel & Garry, 2018).

4.2. Video Games Genre:

The video games genre is a categorization allocated to a video game based on its gameplay dealings rather than graphics or description differences. The video game genre is defined by a set of gameplay challenges and is classified independently of their setting or game-world content, unlike other works of fiction such as films or books. In addition, each different game may fit into several genres at one time (Apperley, 2006).

4.3. Creativity Techniques:

Some techniques need groups of three or more individuals while other techniques can be done alone. These methods contain word games, written actions and different kinds of lateral thinking, or procedures for approaching problems (Collins, 2017).

5. Research Objectives

- Understanding the impact of playing video games on communication and social interaction.
- Identifying the role of gender in the effects of video games.
- Identifying the role of different variables in the effects of video games.
- Understanding how the target audience perceives video games.

6. Statement of the Problem

The popularity of playing video games has grown immensely over the past decade (Shi, et al., 2019: 291). Video games are a new technological, social, and entertainment phenomenon that needs to be studied in depth, given its various effects. From this standpoint, the problematic of this study focuses on researching the effects of the video games phenomenon on Emirati university students, especially in terms of communication and social interaction.

7. Research Questions & Hypotheses

7.1. Research Questions

RQ1: Do video games have effects on the communication and social interaction of Emirati universities students?

RQ2: Is there any correlation between the amounts of time spent playing video games and communication and social interaction?

RQ3: Do the effects of playing video games differ significantly among male and female Emirati students?

RQ4: What are the gratifications achieved through playing video games?

7.2. Hypotheses

H1: The attitude of the students depends on the video games genre they are playing.

H2: There is a direct proportion between playing video games and communication and social interaction.

H3: Playing video games can help in building communication and social interaction for the students.

8. Method

The purpose of this research is to examine the effect of video games on communication and social interaction among Emirati university students. The information will be collected and examined through the quantitative method.

The researchers aim to gather specific details through the quantitative method, and this method is helpful in defining variables and conceptual constructions.

The target population (Kombo & Raphael, 2016) in this study consists of Emirati university students, males and females limited to 300 students from the University of Sharjah, Ajman University, Zayed University and Higher College of Technology.

A random sample size has been calculated to achieve the true proportion at 95 % confidence level for quantitative data collection. To calculate the population sample size, the research used the Yamane's formula (Adam, 2020): $n=N/ 1+N(e)^2$

n is the sample size, N (population size), and e (level of precision 0.05), and

$n= 300/ (1+300(0.05).^2$

$= 300 /4$

$= 75$

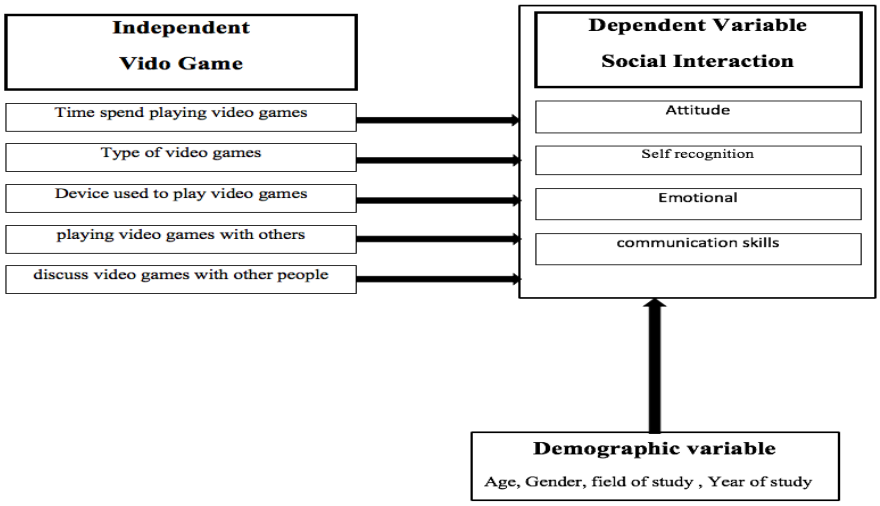
Table (1) Sample Category

	Sample size	Percentage
University of Sharjah	111	36.9%
Ajman University	75	25.2%
Zayed University	56	18.6%
Higher College of Technology	58	19.3%
Total	300	100%

The following figure (1) highlights the most important dependent and independent variables used in this study.

Figure (1): Defining Variables

Source: Own processing



8.1. Questionnaire Development:

The questionnaire was divided into 3 sections: the first section (demographic and personal information) contained 6 questions, the second section (behaviors of students with regard to video games) contained 8 questions, and the third section (the effects of video games) contained 31 questions, for a total of 45 questions.

The questionnaire was distributed and collected during the period from 3/7/2020 to 5/8/2020. 300 surveys were fully completed and collected through this period of time.

To gather responses from the targeted population, the survey distribution applied approaches, including the following: Website, embedding, pop-up, link, telephone and E-mail.

The questionnaire was assessed by: Prof. Yomna Elkholy and Prof. Rasha Hassan from Cairo University and Dr. Fouzia Al Ali from the University of Sharjah.

Data has been entered and analyzed using SPSS 22 (Statistical package for social sciences).

9. General Information Analysis and Results

9.1. Gender

Table (2) Gender Distribution

		Frequency	Valid Percent	Cumulative Percent
Valid	Male	137	45.8	45.2
	Female	163	54.2	100.0
	Total	300	100.0	

Figure (2) Gender

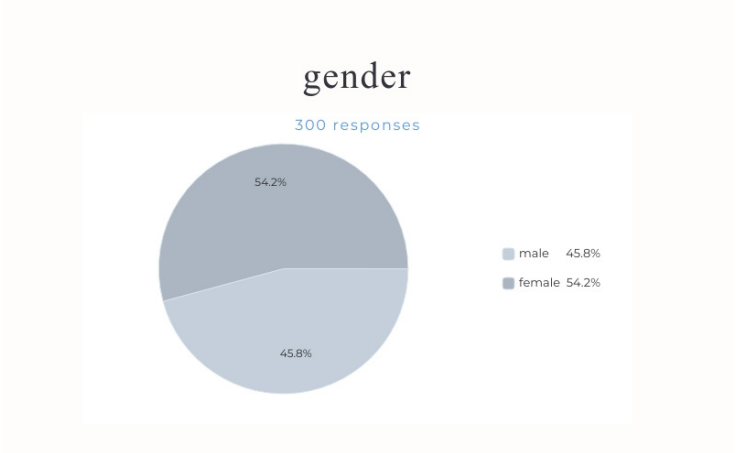


Table (2) and chart (2) show that the majority of the respondents involved in this study were females; they represented 54.2% while the males represented only 45.8% of the respondents.

10. Age

Table (3) Age Distribution

		Frequency	Valid Percent	Cumulative Percent
Valid	18-24	235	78.1%	78.1%
	25-30	59	19.9%	98%
	31 and older	6	2%	100%
	Total	300	100	

Figure (3) Age Distribution

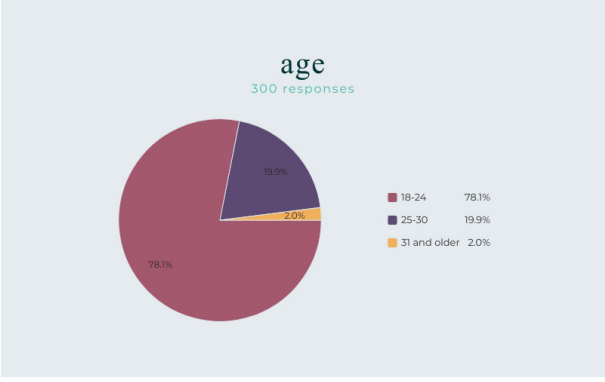


Table (3) and figure (3) show that the majority of the respondents involved in the study were in the age group of 18-24 and they represented 78.1%, while the age group of 25-30 represented 19.9% and age 31 and older represented only 2%.

9.3. University

Table (4) University Distribution

		Frequency	Valid Percent	Cumulative Percent
Valid	University of Sharjah	111	36.9%	36.9%
	Ajman University	75	25.2%	62.1%
	Zayed University	56	18.6%	80.7%
	Higher College of Technology	58	19.3%	100%
	Total	300	100%	

Figure (4) University Distribution

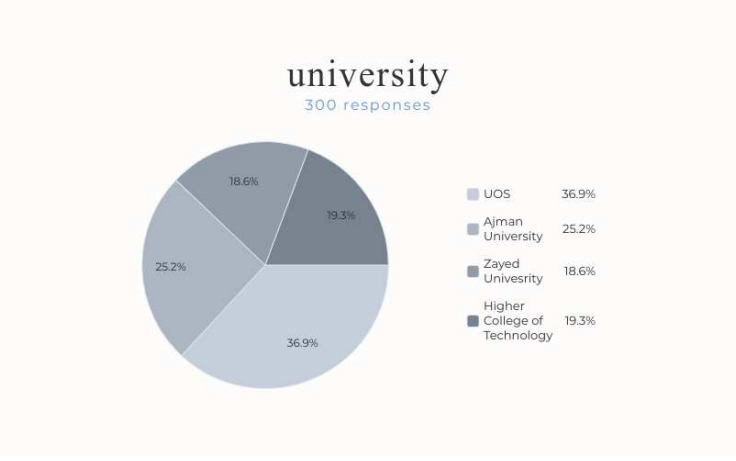


Table (4) and figure (4) show that the majority of the respondents involved in the study were from the University of Sharjah, as they represented 36.9%, while the Ajman University students represented 25.2%, followed by Higher College of Technology (19.3%), and finally Zayed University with only 18.6%.

9.4. Major

Table (5) Major Distribution

		Frequency	Valid Percent	Cumulative Percent
Valid	Business students	104	34.9%	34.9%
	Communication students	60	19.9%	54.8%
	Engineering students	36	11.9%	66.7%
	Medical students	54	17.9%	84.6%
	Law students	31	10.3%	94.9%
	Fine arts students	12	5.1%	100%
	Total	300	100%	

Figure (5) Major Distribution

Table (5) and figure (5) show that the majority of the respondents involved in the study were Business students who represented 34.9%, then communication students with 19.9%, Medical students with 17.9%, engineering students with 11.9%, while law students represented only 5.1% of the respondents.

9.5. Year of Study

Table (6) Year of Study Distribution

		Frequency	Valid Percent	Cumulative Percent
Valid	Year 1	47	15.6%	15.6%
	Year 2	67	22.6%	38.2%
	Year 3	73	24.3%	62.5%
	Year 4	60	19.9%	82.4%
	Year 5	10	3.3%	85.7%
	Others	43	14.3%	100%
	Total	300	100%	

Figure (6) Year of Study Distribution

Table (6) and figure (6) show that the majority of the respondents involved in the study were in their third year. They represented 24.3%, while second-year students represented 22.6%, fourth-year students represented 19.9%, while first- year students represented 3.3%, and finally post graduates students represented only 14.3%.

9.6. Siblings

Table (7) Siblings Distribution

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	254	84.6%	84.6%
	No	46	15%	100%
	Total	300	100%	

Figure (7) Siblings Distribution

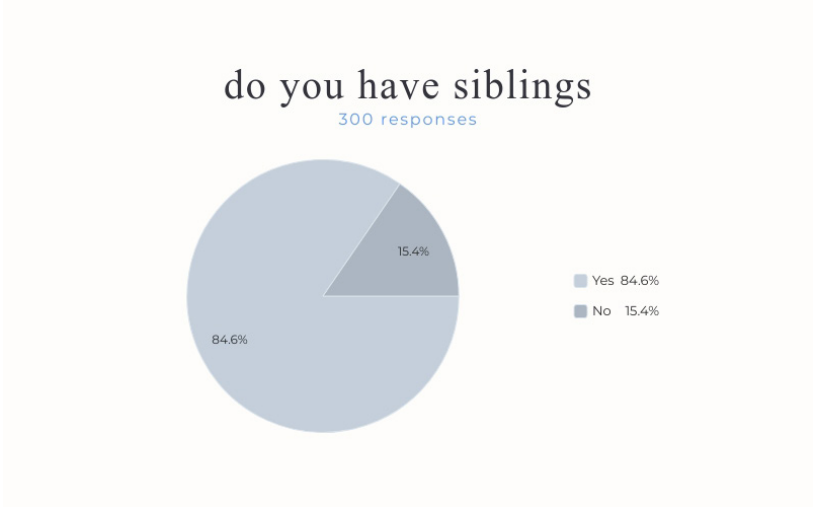


Table (7) and figure (7) show that the majority of the respondents involved in the study have siblings; they represented 84.6% while the students who haven't sibling represented 15%.

9.7. Engagement with Siblings in Video Games

Table (8) Engage with Siblings Distribution

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	151	50.2%	50.2%
	No	64	21.1%	71.3%
	Sometimes	85	28.8%	100%
	Total	300	100%	

Figure (8) Engage with Siblings Distribution

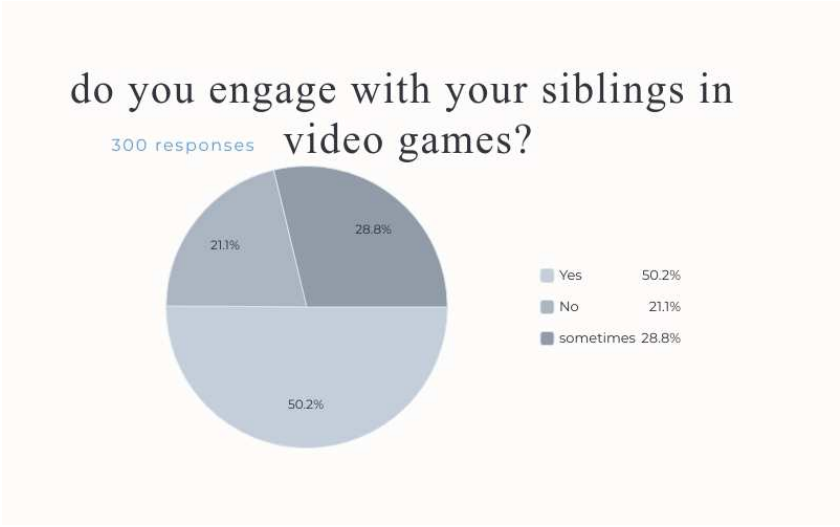


Table (8) and figure (8) show that the majority of the respondents involved in the study have engaged with siblings in playing games, they represented 50.2% while the students who haven't engaged with siblings represented 21.1%. Finally, those who sometimes engage with siblings represented 28.8%.

10. Characteristics of Video Games Players Analysis

10.1. Play video games

Table (9) Play Video Games Distribution

		Frequency	Valid Percent	Cumulative Percent
Valid	yes	291	97%	97%
	No	9	3%	100.0
	Total	300	100.0	

Figure (9) Play Video Games Distribution

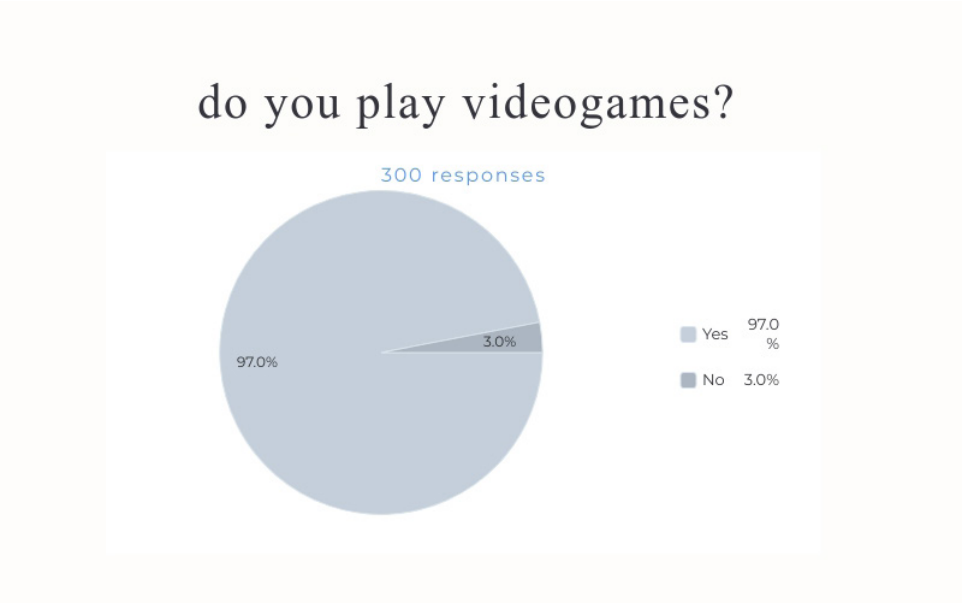


Table (9) and figure (9) show that the majority of the respondents involved in this study were indeed playing video games, as they represented 97% while, the minority of students who do not play video games represented 3%.

10.2. How Often Do You Play Video Games?

Table (10) How Often Do You Play Video Games?

		Frequency	Valid Percent	Cumulative Percent
Valid	Almost Always	54	17.9%	17.9%
	Sometimes	118	39.5%	57.4%

	Occasionally	86	28.6%	86%
	Rarely	38	12.6%	98,6%
	Never	4	1.4	100%
	Total	300	100%	

Figure (10) How Often do You Play Video Games?

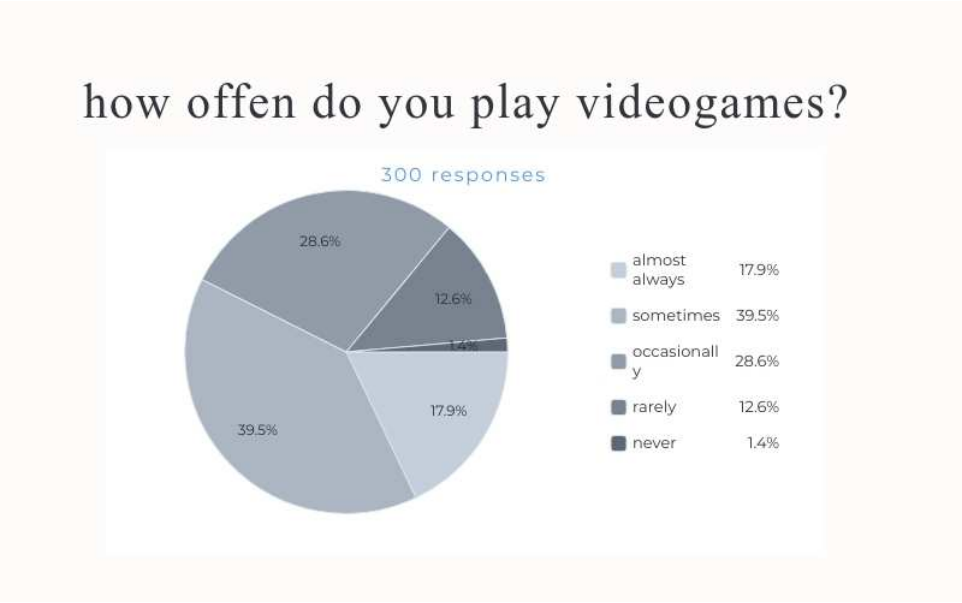


Table (10) and figure (10) show that the majority of the respondents involved in this study sometimes played games (representing 39.5%), occasionally played games (representing 28.6%), almost always played games (representing 17.9%), while those who rarely played games represented 12.6%, and those who never played games represented 1.4%.

10.3. How many hours a week do you spend playing video games?

Table (11) Distribution of Hours Spent Playing Video Games

		Frequency	Valid Percent	Cumulative Percent
Valid	2 Hours	70	23.3%	23.3%
	4 Hours	43	14.3%	37.6%
	6 Hours	58	19.6%	57.2%
	8 Hours	51	16.9%	74.1%
	10 Hours	62	20.6%	94.7%
	More than 10 hours	16	5.3%	100%
	Total	300	100%	

Figure (11) Distribution of Hours Spent Play Video Games



Table (11) and figure (11) show that the majority of the respondents involved in the study were playing games two hours weekly as they represented 23.3%, while those with 10 hours playing games weekly represented 20.6%, then those with 8 hours playing games weekly represented 19.6%, and those with 6 hours playing games weekly represented 16.9%, while those with 4 hours playing games weekly represented 14.3%. Finally, those with more than 10 hours playing games weekly represented 5.3%.

10.4. How often do you talk about/discuss video games with other people?

Table (12) Distribution of Time Spent Playing Video Games with other People

		Frequency	Valid Percent	Cumulative Percent
Valid	Rarely	62	20.4%	20.4%
	Occasionally	191	63.9%	84.3%
	always	47	15.7%	100%
	Total	300	100%	

Figure (12) Distribution of Time Spent Playing Video Games with other People

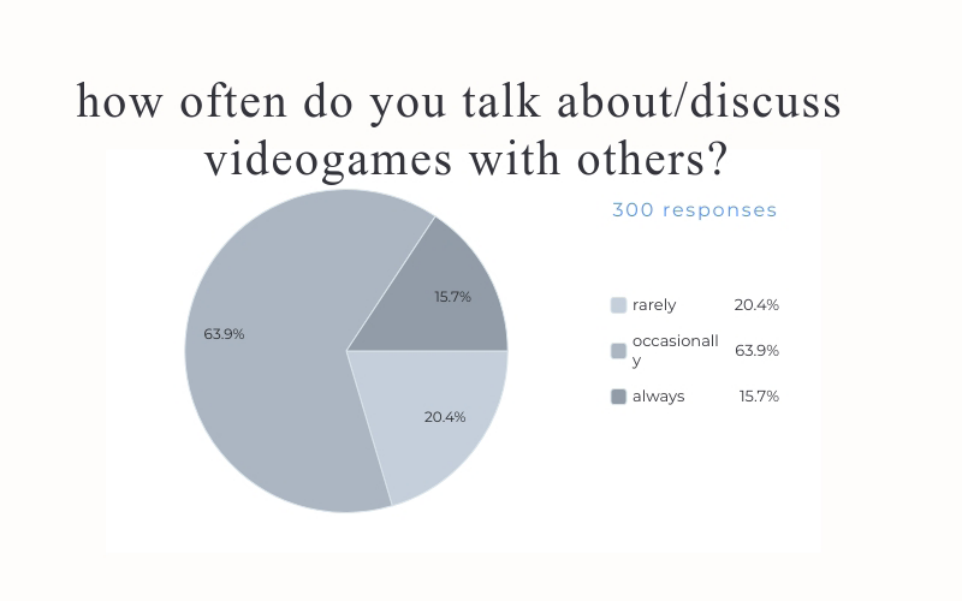


Table (12) and figure (12) show that the majority of the respondents involved in the study were in occasional talk/discussion about video games with other people, as they represented 63.9%, while rarely talk/discuss about video games with other people represented 20.6%, finally always talk/discuss about video games with other people represented 15.7%.

10.5. How do you prefer playing video games?

Table (13) Prefer Playing Video Games Distribution

		Frequency	Valid Percent
Valid	Alone	120	39.9%
	With my friends	273	90.7%
	With online player	210	69.8%
	With my family	73	24.3%

Figure (13) Prefer Playing Video Games Distribution

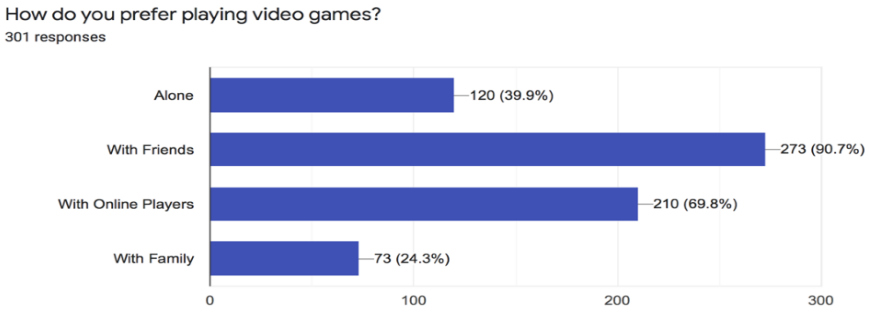


Table (13) and figure (13) show that the majority of the respondents involved in the study were playing video games with friends, as they represented 90.7%, while playing games with online players represented 69.8%, and playing games alone represented 39.9%. Finally, playing video games with my family represented 24.3%.

10.6. Do you have one or more accounts on gaming websites?

Table (14) Accounts in Gaming Websites Distribution

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	256	85.4 %	85.4%
	No	44	17.6%	100%
	Total	300	100%	

Figure (14) Accounts in Gaming Websites Distribution

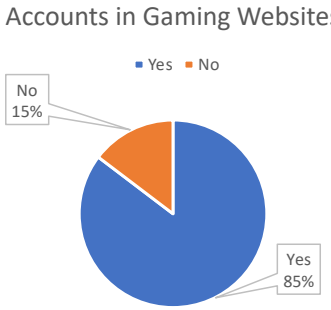


Table (14) and figure (14) show the majority of the respondents involved in the study has one or more accounts on a gaming website, as they represented 85%, while students who don't have any accounts on a gaming website represented 15%.

10.7. What types of video games do you usually play? (you may choose more than one)

Table (15) Types of Video Games Played

		Frequency	Valid Percent
Valid	Sports (Madden NFL 09, NBA 2K9)	138	458%
	Action/adventure (Prince of Persia, Tomb Raider)	226	75.1%
	Puzzle games (Super Monkey Ball, Tetris)	70	23.3%
	Fighting games (Street Fighter, Marvel Vs. Capcom)	137	45.5%
	First-Person Shooters (Halo, Unreal Tournament, Far Cry 2)	180	59.8%
	Third-Person Shooters (Gears of War, Grand Theft Auto)	95	31.6%
	Strategy (StarCraft, Civilization, Command and Conquer)	47	15.6%
	Simulation (Flight Simulator, Sim City)	52	17.3%
	Music & Party (Dance Revolution, Guitar Hero, Mario Party) Single-player Roleplaying Game (Diablo 2, Final Fantasy XII)	65	21.6%

	Real World Massively Multiplayer Online Game (Second Life, The Sims Online)	113	37.5%
	Massively Multiplayer Online Role-playing Game (World of Warcraft, Ever Quest)	162	41.9%
	Educational Games (Brain Age, Carmen Sandiego)	126	18.9%
	Other	1	0.3%

Figure (15) Types of Video Games Played

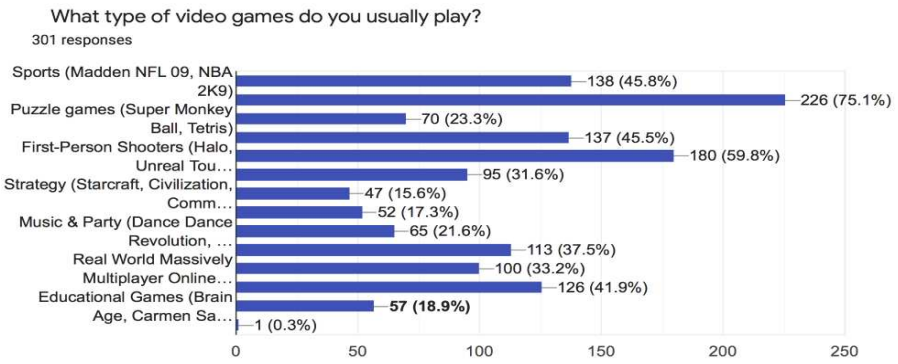


Table (15) and chart (15) show that the majority of the respondents involved in the study were playing Action/adventure (Prince of Persia, Tomb Raider), and they represented 75.1%. Those playing First-Person Shooters (Halo, Unreal Tournament, Far Cry 2) represented 59.8%, followed by those playing Sports (Madden NFL 09, NBA 2K9) and Puzzle games (Super Monkey Ball, Tetris) representing 45.8%, then those playing Educational Games (Brain Age, Carmen Sandiego) with 41.9%, followed

by those playing Real World Massively Multiplayer Online Game (Second Life, The Sims Online) representing 37.5%, then by those playing Strategy (StarCraft, Civilization, Command and Conquer) with 15.6%, playing Music & Party (Dance Revolution, Guitar Hero, Mario Party) and finally those playing Single-Player Roleplaying Game (Diablo 2, Final Fantasy XII) representing 21.6%.

10.8. Which of the following do you use to play video games? (You may choose more than one).

Table (16) Means of Gaming

		Frequency	Valid Percent
Valid	Consoles (Play station, Xbox, etc.)	233	77.4 %
	Cell Phone	257	85.4%
	Laptop/computer	196	65.1%

Figure (16) Means of Gaming

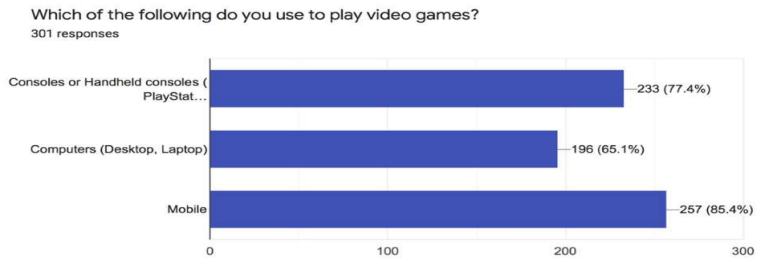


Table (16) and figure (16) shows that the majority of the respondents involved in the study were using mobile, as they represented 85.4%, while students using PlayStation represented 77.4%, and finally students using desktop and laptop represented 65.1%.

11. Analysis of each Field of Communication and Social Interaction

11.1. Attitude

Table (17) Means and Test Values for Attitude

No	Item	Mean	Proportional mean %	Test Value	P-value (Sig.)	Rank
1	Video games lead to addiction to play.	4.27	25.34	5.62	0.000*	1
2	Video games lead to the spread of dangerous games.	3.88	33.21	5.62	0.000*	2
3	Video games express social unacceptable behaviors.	3.85	34.42	5.98	0.000*	4
4	Video games lead to the spread of violence.	3.87	33.20	5.75	0.000*	3

5	Video games influence Identity and social values.	3.75	42.77	5.75	0.000*	5
6	Video games help me to prove myself.	3.75	42.77	5.75	0.000*	5
7	Video games help to spend spare time.	3.28	47.12	5.53	0.000*	6
	All paragraphs of the field.	4.67	49.05	5.72	0.000*	

Figure (17) Attitude Distribution

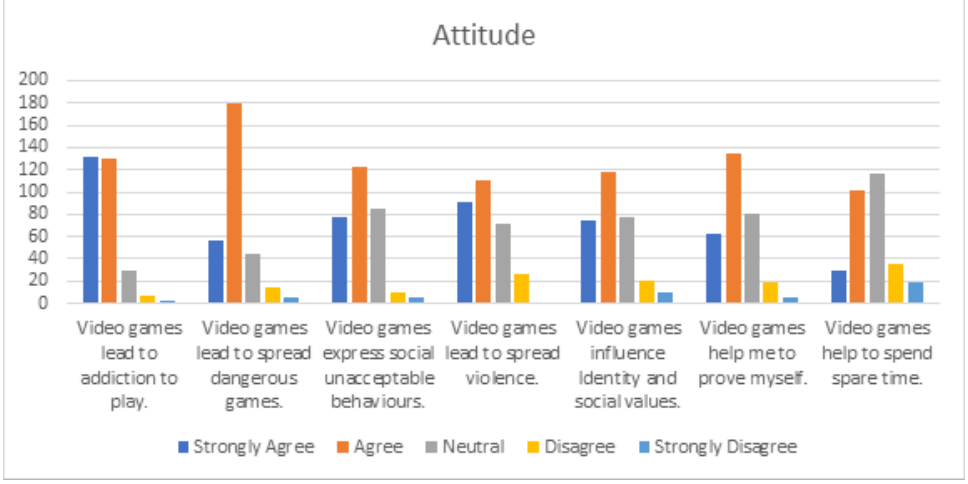


Table (17) and figure (17) show the following results:

The meaning of the field "Attitude" equals 4.67 (49.05%), Test-value = 5.72, and P-value=0.000 which is smaller than the level of significance α= 0.05. The result is positive; the hypothesized value is 3. The result confirms that the respondents agreed to the "Attitude Distribution".

The meaning of paragraph #1 "Video games lead to addiction to play" equals 4.27 (25.34%), Test-value = 5.64 and P-value = 0.000 which is smaller than the level of significance α= 0.05. The sign of the test is positive, so the mean of this sentence is significantly greater than the hypothesized value 3. We confirm that the respondents agreed to this sentence.

The meaning of paragraph #2 "Video games lead to the spread of dangerous games" equals 3.88 (33.21%), Test-value = 5.61 and P-value = 0.000 which is smaller than the level of significance α= 0.05. The result is positive; this sentence is significantly greater than the hypothesized value 3. The respondents agreed to this sentence.

The meaning of paragraph #4 "Video games lead to the spread of violence" equals 3.87 (33.20%), Test-value = 5.75 and P-value = 0.000 which is smaller than the level of significance α= 0.05. The result is positive; the hypothesized value is 3. The respondents agreed to this sentence.

The meaning of paragraphs #5 and 6 "Video games influence identity and social values" and "Video games help me to prove myself" equals 3.75 (42.77%), Test-value = 5.75 and P-value = 0.000 which is smaller than the level of significance α= 0.05. The result is positive; this sentence is greater than the hypothesized value 3. We conclude that the respondents agreed to this sentence.

11.2. Self-Recognition

Table (18) Means and Test Values for Self-Recognition

No	Item	Mean	Proportional mean %	Test Value	P-value (Sig.)	Rank
1	Video games help to communicate and exchange experiences with others.	4.15	28.75	5.69	0.000*	1
2	I enjoy playing video games with my friends.	4.03	26.19	5.67	0.000*	2
3	I prefer to be involved with a guild/clan within online video games communities.	3.80	39.00	5.59	0.000*	3
4	The players/ characters are kind to each other or help each other in video games.	3.58	42.29	5. 48	0.000*	6

5	Video games help me in communication and social interaction.	3.64	42.27	5.50	0.000*	5
6	Video games help me to be a “modern person” in the society.	3.75	42.82	5.53	0.000*	4
7	Video games prevent me from interacting directly with others.	3.11	52.43	5.40	0.000*	9
8	Video games increase my social isolation.	3.02	43.59	5.38	0.000*	10
9	Video games help me to make new friends.	3.57	42.28	5.47	0.000*	6

10	Playing video games are better than family, communication and social activities.	3.41	48.46	5.42	0.000*	8
	All paragraphs of the field.	4.43	43.67	5.98	0.000*	

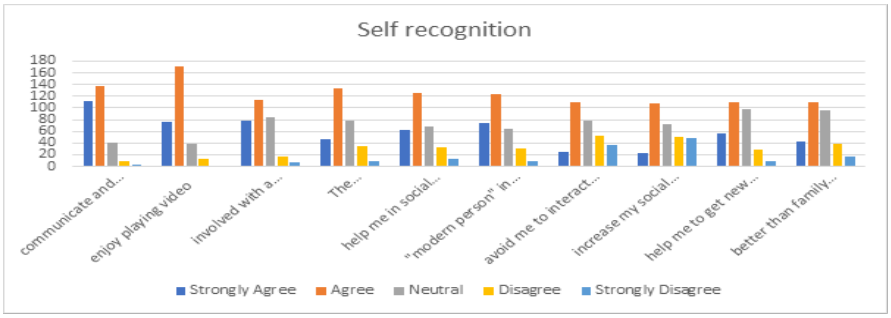


Figure (18) Self Recognition Distribution

Table (18) and figure (18) show the following results:

The meaning of the field "Self-recognition" equals 4.43 (43.67%), Test-value = 5.98, and P-value=0.000 which is smaller than the level of significance α= 0.05. The result is positive, so the mean of this field is significantly greater than the hypothesized value 3. We confirm that the respondents agreed to the field of "Self-recognition".

The meaning of paragraph #1 “Video games help to communicate and exchange experiences with others.” equals 4.27 (25.34%), Test-value = 5.65 and P-value = 0.000 which is smaller than the level of significance α= 0.05. The sign of the test is positive; the mean in this sentence is significantly greater than the hypothesized value 3. We confirm that the respondents agreed to this sentence.

The meaning of paragraph #2 “I enjoy playing video games with my friends.” equals 4.03 (26.19%), Test-value = 5.67 and P-value = 0.000 which is smaller than the level of significance α= 0.05. The result is positive, so the mean of this sentence is greater than the hypothesized value 3. We confirm that the respondents agreed to this sentence.

The meaning of paragraphs #4 and #9 “The players/characters are kind to each other or help each other in video games” and “Video games help me to make new friends” (42.28%). The sign of the test is positive; this sentence is significantly greater than the hypothesized value 3. We confirm that the respondents agreed to this sentence.

11.3. Emotional Effects

Table (19) Means and Test Values for Emotional Effects

No	Item	Mean	Proportional mean %	Test Value	P-value (Sig.)	Rank
1	Video games help me to escape from reality.	4.08	34.25	5.89	0.000*	1
2	Video games help me to get rid of the stress.	3.89	31.58	5.84	0.000*	2
3	Video games help me to express my emotions.	3.74	38.99	5.65	0.000*	5
4	Video games help me to reach happiness.	3.74	38.99	5..65	0.000*	5
5	Video games help me to get a positive energy.	3.66	44.49	5..49	0.000*	7
6	Video games help me to get a sense of challenge.	3.82	41.07	5.75	0.000*	3

7	Video games help me to get entitlement and enjoyment.	3.79	32.24	5.69	0.000*	4
	All paragraphs of the field.	4.25	48.65	5.93	0.000*	

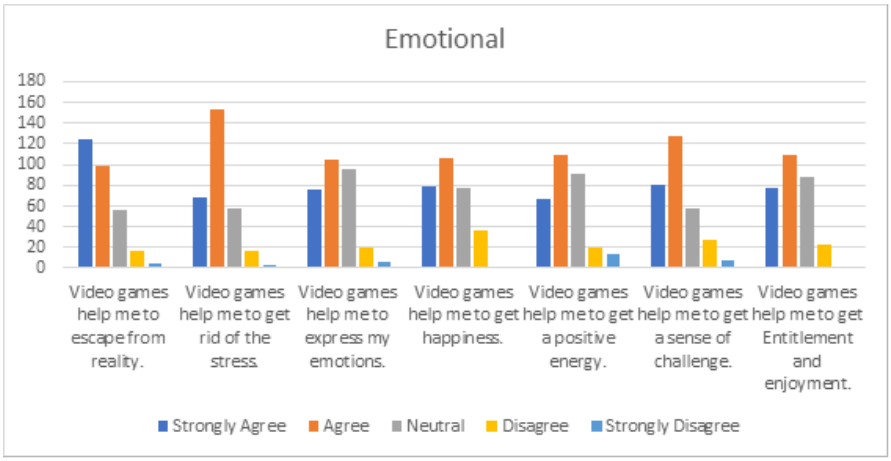


Figure (19) Emotional effects Distribution

Table (19) and figure (19) show the following results:

The meaning of the field "Emotional Effects" equals 4.25 (48.27%), Test-value = 5.93, and P-value=0.000 which is smaller than the level of significance α= 0.05. The result is positive; this field is significantly greater than the hypothesized value 3. We confirm that the respondents agreed to the field of "Emotional Effects".

The meaning of paragraph #1 "Video games help me to escape from reality" equals 4.08 (34.25%), Test-value = 5.89. The result is positive,

so the mean of this sentence is significantly greater than the hypothesized value 3. We confirm that the respondents agreed to this sentence.

The meaning of paragraph #2 "Video games help me to get rid of the stress" equals 3.89 (31.58%), Test-value = 5.84. The sign of the test is positive, so the mean of this sentence is significantly greater than the hypothesized value 3. We confirm that the respondents agreed to this sentence.

The meaning of paragraphs #3 and #4 "Video games help me to express my emotions" and "Video games help me to get happiness" equals 3.74 (38.99%), Test-value = 5.65. The result is positive, so the mean of this sentence is significantly greater than the hypothesized value 3. We confirm that the respondents agreed to this sentence.

11.4. Communication Skills

Table (20) Means and Test Values for Communication Skills

No	Item	Mean	Proportional mean %	Test Value	P-value (Sig.)	Rank
1	Did Video games affect your relationship with your family?	3.91	41.67	5.98	0.000*	1

2	Did Video games affect your relationship with your friends?	3.77	36.45	5.86	0.000*	2
3	Does your performance in video games affect your self-esteem?	3.69	41.48	5.75	0.000*	3
4	Were video games a factor in a conflict or bullying that you encountered or caused?	3.55	45.97	5..59	0.000*	6
5	Video games had a positive impact on my life in general.	3.58	45.00	5..67	0.000*	4
6	Gaining achievements and items in-game leads to real-life status and recognition.	3.56	44.73	5.63	0.000*	5

7	Having more items or higher rank than my fellow players make me feel superior to them in real life.	3.45	45.37	5.53	0.000*	7
	All paragraphs of the field.	4.02	46.74	5.87	0.000*	

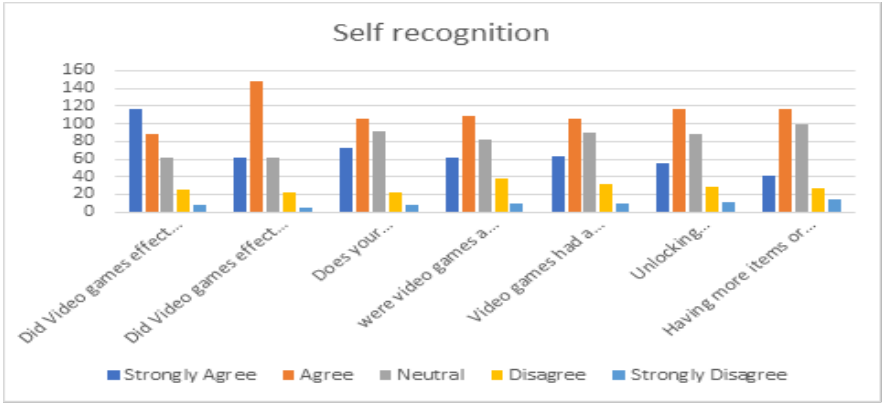


Figure (20) Communication Skills Distribution

Table (20) and figure (20) show the following results:

The meaning of the filed "Communication Skills" equals 4.02 (46.74%), Test-value = 5.87, and P-value=0.000 which is smaller than the level of significance α= 0.05. The result is positive, so the mean of this field is significantly greater than the hypothesized value 3. We confirm that the respondents agreed to the field of "Communication Skills".

The meaning of paragraph #1 "Did video games effect your relationship

with your family" equals 3.91 (41.67%), Test-value = 5.98 and P-value = 0.000 which is smaller than the level of significance α= 0.05. The sign of the test is positive; the mean of this sentence is significantly greater than the hypothesized value 3. We confirm that the respondents agreed to this sentence.

The meaning of paragraph #2 "Did video games effect your relationship with your friend" equals 3.77 (36.45%), Test-value = 5.86 and P-value = 0.000 which is smaller than the level of significance α= 0.05. The sign of the test is positive; the mean of this sentence is significantly greater than the hypothesized value 3. We confirm that the respondents agreed to this sentence.

The meaning of paragraph #3 "Does your performance in video games affect your self-esteem" equals 3.69 (41.48%), Test-value = 5.75 and P-value = 0.000 which is smaller than the level of significance α= 0.05. The result is positive; the mean of this sentence is significantly greater than the hypothesized value 3. We confirm that the respondents agreed to this sentence.

General Information analysis:

- Table. (10) shows that it can clearly be seen that the majority of the respondents involved in this were males, they represented 60% while the females represented only 40 % of the respondents.
- Table. (4.11) shows that it can clearly be seen that the majority of the respondents involved in this were in age 18-24, they represented 78.1% while the age between 25-30 represented 19.9%, finally 31 and older age represented only 2%.

- Table. (4.12) shows that it can clearly be seen that the majority of the respondents involved in this were at the University of Sharjah; they represented 36.9% while Ajman University represented 25.2%, and the Higher College of Technology represented 19.3%. Finally, Zayed University represented only 18.6%.
- Table. (4.13) shows that it can clearly be seen that the majority of the respondents involved in this were Business students, they represented 34.9%, then Communication students represented 19.9%, Medical students represented 17.9%, Engineering students represented 11.9%, while the law students represented only 5.1% of the respondents.
- Table. (4.14) shows that it can clearly be seen that the majority of the respondents involved in this were in the third year, they represented 24.3% while the second year represented 22.6%, and the fourth year represented 19.9%, the first year represented3.3%, finally post-graduate represented only 14.3%.
- Table. (4.15) shows that it can clearly be seen that the majority of the respondents involved in this have siblings, they represented 84.6% while the students who don't have siblings represented 15%.
- Table. (4.16) shows that it can clearly be seen that the majority of the respondents involved in this have engage with siblings, they represented 50.2% while the students-that-didn't engage with their siblings represented 21.1%, finally sometimes engage with siblings represented 28.8%.

12. Discussion

The findings indicated that around 63.9% of university students occasionally talk about or mention video games during their daily communication and social interaction, which indicates that video games occupy a large portion of their daily communication interaction. According to table (11), it is noted that 20.6% of the sample play video games for 10 hours a week, 5.3% exceeds the 10 hours mark a week and approximately 23.3% of the students play video games for 2 hours every week. Accordingly, students basically play from 2 hours of video games a week all the way to more than 10 hours. There are thoughts that video games can be a source of recognized benefits to the players. One indication of these benefits is playing video games for an hour can improve visual-spatial skills and mathematics (Kebritchi, et al., 2010).

In fact, the results extracted from table (13), show that around 90.7% of the sample prefer playing video games with their friends, which indicates that playing video games is in itself a form of social and communication interaction. In this context, Darvasi and Soller (2013) confirmed that video games become agents of social and personal transformation.

To investigate the relationship between time spent on video games and communication and social interaction, table (20) gives a representation of video games effects on communication skills and thus social interaction. By looking at this table, video games actually do affect the student's relationship with their family with respective mean value of 3.91 and it also affects their relationship with their friends by a 3.77 mean value. So, this confirms the fact that the time spent playing video games impacts students' communication and social interaction and their relationship with their family (Shi et al., 2019: 296).

There is a relationship with statistical significance at the level $\alpha = 0.05$ between demographic factors which play a role in affecting communication and social interaction.

The questions sought to investigate the relationship between the demographic factors of Emirati universities students perceive the effect of playing video games on their communication and social interaction.

The results of the study showed that there is a relationship of statistical significance at the level $\alpha = 0.05$ between gender and social and communication: Attitude, Self-recognition, Emotional, Communication Skills. Table (17) shows that the correlation coefficient gender and communication and social interaction: Attitude, Self-recognition, Emotional, Communication skills equals 0.762 and the p-value (Sig.) equals 0.000. If the p-value (Sig.) is less than 0.05, the correlation coefficient is statistically significant at $\alpha = 0.05$. We have come to the conclusion that a significant relationship between gender and social and communication exists (Attitude, Self-recognition, Emotional and Communication Skills). This result proves the question number three of the study (RQ3).

Based on the results obtained from table (20), which discusses several aspects of communication skills, it shows that playing and performing in video games affected students' self-esteem by average mean of 3.69. It also had a positive impact on students' life by average mean of 3.58. Furthermore, students found that reaching achievements and items in-game leads to actual real-life status and recognition with average mean of 3.56 among students. By observing figure (18), we have a clear representation of the effects that playing video games have on overall self-recognition through testing different aspects, including the above-mentioned points. In this context,

Shliakhovchuk and García (2020: 51) mention that video games may contribute to social development and intercultural competence.

Thus, we can conclude that playing video games influenced university students' self-recognition (Oei and Patterson, 2014) and overall self-satisfaction, but can also increase social isolation (Nachez & Schmoll, 2003: 5), psychological dependence and serious life conflicts (Beranuy et al., 2013: 149).

13. Limitations of the Study:

The current research looked at the effects of video games on communication and social interaction, but more research in the academic field is needed to discuss how video games influence the communication and information skills of Emirati university students.

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تأثيرات ألعاب الفيديو على التفاعل الاتصالي والاجتماعي: دراسة على طلبة الجامعات الإماراتية

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ملخص البحث:

يهدف هذا البحث إلى دراسة العلاقة بين ألعاب الفيديو والتفاعل الاتصالي والاجتماعي بين طلبة الجامعات في دولة الإمارات العربية المتحدة، لا سيما أن العديد من الدراسات (Oei & Patterson, 2014) قد أبرزت أن هناك تأثير لألعاب الفيديو على التفاعل الاتصالي والاجتماعي.

وقد أكدت نتائج الدراسة أن 63.9 % من مفردات العينة تستخدم ألعاب الفيديو بشكل يومي، حيث يخصص 23.3 % منهم ساعتين في اليوم. ويفضل 90.7 % من المبحوثين اللعب مع أصدقائهم، ما يشكل شكلا من أشكال التفاعل الاتصالي والاجتماعي؛ إلا أن 41.67 % من المبحوثين أكد أن ألعاب الفيديو تؤثر على علاقاتهم الأسرية، و36.45 % على علاقاتهم بالأصدقاء و34.25 % تمكنهم من الهروب من واقعهم الاجتماعي، و43.59 % تزيد من عزلتهم الاجتماعية، و39.9 %يفضل ألعب بمفرده، وهذا ما يبرز التأثير السلبي لألعاب الفيديو على التفاعل الاتصالي والاجتماعي.

الكلمات الدالة: الاتصال، ألعاب الفيديو، التفاعل الاجتماعي، المجتمعات الافتراضية.

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