

Children's Trends in Playing Video Games in Groups – (A Comparative Study Between FIFA Sports Games and Free Fire Fighting Games)

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Abstract: Our study came to find out children's inclinations to play group sports video games (FIFA) and free fire fighting video games, where we asked the following general question: Are there differences between children's inclinations to play group sports video games and fighting games? We also assumed that there are differences between children's practitioners of FIFA video games –free fire In order to verify this, we prepared a questionnaire as a research tool consisting of 32 statements to collect data and information The study was conducted on fourth-year middle school students for the academic year 2023/2024 at Bedouin Muhammad Middle School in Khamis Miliana, where the research sample reached 61 students of the male gender. Within the framework of the methodological treatment, we relied on the descriptive method using the survey method. After collecting the data, it was processed using the statistical program SPSS. It was found that there were no Differences in the social environment between children's tendencies to play sports and combat video games There are also no differences in sports physical activity between children's inclinations to play sports and combat video games, and there is also no relationship between students' excitement and excitement between the tendency to play sports and combat video games.

KEY WORDS: Video Games, Sports Games, Fighting Games

المخلص: جاءت دراستنا لمعرفة ميولات الأطفال لممارسة ألعاب الفيديو الجماعية الرياضية فيفا و ألعاب الفيديو القتالية فري فاير، حيث طرحنا السؤال العام التالي هل هنالك فروق بين ميولات الأطفال لممارسة ألعاب الفيديو الجماعية الرياضية و الألعاب القتالية ، كما افترضنا انه توجد فروق بين ممارس الاطفال لألعاب الفيديو free fire –fifa وقصد

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التحقق من ذلك قمنا بأعداد استبيان كأداة بحث مكون من 32 عبارة لجمع البيانات والمعلومات، أجريت الدراسة على تلاميذ السنة الرابعة متوسط للسنة الدراسية 2024/2023 بمتوسطة بدو محمد بخميس مليانة حيث بلغت العينة البحثية 61 تلميذا جنس ذكر، وفي إطار المعالج المنهجية اعتمدنا على المنهج الوصفي بطريقة المسح، بعد جمع البيانات تمت معالجتها باستخدام البرنامج الاحصائي spss، تم الوصول انه لا توجد فروق في الوسط الاجتماعي بين ميولات الأطفال لممارسة ألعاب الفيديو الرياضية والقتالية، كما لا توجد فروق في النشاط البدني الرياضي بين ميولات الأطفال لممارسة ألعاب الفيديو الرياضية والقتالية، وايضا لا توجد علاقة بإثارة وتشويق التلاميذ بين الميل لممارسة ألعاب الفيديو الرياضية والقتالية.

الكلمات المفتاحية: ألعاب الفيديو الألعاب الرياضية ، الألعاب القتالية

1-Introduction and problem of research

Play mainly works to greatly develop the child's mental abilities, as it also helps him protect his body from various diseases that may affect him, especially psychological ones. It is an independent activity that the child generally does in his free time. Play and simulation are considered part of the process of developing intelligence and mind and have a major role in shaping the individual's personality. In the last century, a type of game appeared, which is video games, which emerged strongly at the global level among all segments of society (the teenage child). Youth. Adults...), and it is worth noting that these games invaded the school environment and spread there remarkably, especially among students in the final stage of middle and secondary education. Which has become one of their most important and favorite means of entertainment and amusement to the point that they are unable to give it up and has created a kind of dependency and addiction for them. (Marah and kadiri, 2022, p 224), and the spread of video games in recent years has led to their role becoming clearly prominent in the lives of children, so that they have become games of amusement and entertainment for the new generation and have become preferred over many of the traditional games that they are accustomed to playing in order to cover and impose themselves. On them. The reason for the success in this is that the games have dazzling elements and light and sound effects that are greatly and effectively intense, and they also work to simulate different

environments and new worlds that make the player communicate with the imagination of the game designer and enter his world and receive the ideas he presents to him. And habits. **(Falag, 2009, p.13)**,

There are studies and research that coincide with one of the variables of our study, including Nemroud Bashir study "Video games and their effect on reducing the practice of recreational group sports physical activity among schooled adolescents." A study conducted in 2008 at the University of Algiers "Ben Youcef Ben Khadda" in the city of Algiers.

This study aimed to know the effects of video games and learn about the reality of physical sports activity among adolescents in Algeria.

The study reached several results, namely that the most important difficulties that hinder the practice of physical sports activity by adolescents are the lack of vehicles and sports halls. Also, the social environment in which the schooled teenager lives affects his inclinations and hobbies, and a significant number of students prefer to reconcile electronic games with physical sports activities.

Ahmed Falag study, "The Algerian Child and Video Games," a study conducted in 2009 at the University of Algiers, "Ben Youcef Ben Khadda." His study concluded that video games are at the forefront of the entertainment activities that the studied children love. The techniques for designing video game worlds actually create that physical, mental, and emotional immersion. Which made the child greatly accept all the behavior models presented to him. The video game allows children to discover and experiment without the risk of responsibility or punishment. Video games are not innocent entertainment. They are governed by the value system of their producers, which is not the same in Algerian society

Meriem Kouider study "The Impact of Electronic Games on Children's Behavior" is a study conducted in 2012 at the University of Algiers - 3 - Faculty of Political Science and Media

This study aimed to: know the reality of Algeria in the information society through its dealings with electronic means of communication, namely electronic gaming devices and networked electronic games, and to learn about the reality of electronic games among Algerian children.

It was found that electronic games are at the forefront of the entertainment activities that the studied children love and tend to buy and acquire, as well as modern technologies such as television and the Internet, the main gateway for children to learn about the latest modern versions of electronic games.

Most of the study sample plays electronic games on holidays and occasions, and this is due to the control and guidance that parents impose on children, which reduces the harmful effects of games on children's academic achievement. On the other hand, they prefer it inside the house to provide the appropriate atmosphere.

Ahmed Rami's study "The effect of video games on the desire to practice sports activity among students" is a study conducted in 2019 at the University of Kasdi Merbah Ouargla. This study aims to determine the extent of students' desire to practice sports physical activity in the averages of the city of El Oued, and to highlight the most important factors and repercussions of video games. On students' desire to practice sports activities

Giving a picture of the negatives of video games and their impact on students.

In his study, the researcher used the descriptive method. The sample consisted of (10%) of students from three middle schools who were randomly selected by lottery in the city of Al-Wadi, obtaining 183 students as an unintentional random sample. The questionnaire was used as a tool to collect data from students.

His study found that video games affect students' desire to practice sports activity, so that most students play video games in a variety of

ways and by different means, which leads to addiction to them and staying away from practicing sports activity Through theoretical literature and previous studies, we find that video games branch out into many types, as sports video games and fighting video games are considered two basic types around which our study revolves. Due to the lack of studies and research related to video games at the national level, we have shed light on video games in general, And sports video games and fighting video games in particular The motivation behind studying these two types is to identify in which direction the player's (child's) inclinations are to choose a video game that specializes in sports or combat games, since there are many implications, including psychological and social. From this standpoint, we raise the general question of qualification. There are differences between children's inclinations to play group sports video games. And fighting games?

Sub-questions:

01- Are there differences in the social environment between children's inclinations to play sports and combat video games?

02- Are there differences in sports physical activity between children's inclinations to play sports and combat video games?

03- Is there a relationship in the excitement and excitement of students between the tendency to play sports and combat video games?

Partial hypotheses:

01- There are differences in the social environment between children's inclinations to play sports and combat video games.

02- There are differences in sports physical activity between children's inclinations to play sports and combat video games .

03- There is a relationship between the excitement and suspense of students between the tendency to play sports and combat video games.

2- The general objective of the study:

Our study aims to know the students' inclinations to play group sports video games (FIFA) and combat games (Free Fire), as we wanted to identify whether there are differences in the social environment and sports physical activity between the children's inclinations to play these games, and also to identify the existence of a relationship with the excitement and excitement of the students between the tendency to play sports and combat video games.

3- Procedural definition of the concepts contained in the research:

3-1- Inclinations: Inclination can be defined as a feeling that is accompanied by an individual's attention and interest in a topic. It is, in essence, a psychological tendency characterized by focusing attention on a specific topic, or on a specific topic. *(elasoud, 2019, page 595)*

The researchers conclude: Inclinations are the desire or direction towards which fourth-year students, average males, at Muhammad Badou Middle School in Khamis Miliana lean towards FIFA sports video games or Free Fire fighting video games.

3-2- Play: Taylor, referred to in Balqis and Marai, 1987, defines play as "the breath of life for the child, and it is his life, and not just a way to pass time and occupy oneself. Play is as in education, exploration, self-expression, recreation, and work for adults." *(Nemroud, 2008, p.34)*

The researchers conclude: It is a free movement activity that the child performs for entertainment and fun.

3-3- Video games: They are computer-programmed games that are usually played in video game systems, where they are shown on the television after the device is displayed on it, and they can run on special portable devices such as computers and mobile phones...Etc. *(Lakhdar, 2015, p.10)*

The researchers conclude: It is a group of games played by fourth-year male middle school students at Muhammad Badou Middle School in

Khamis Miliana, whether on mobile phones or video game consoles (xbox.ps)

Sports & Games:

They are competition games played by fourth-year middle school boys in Mohamed Badou Middle School in Khamis Miliana. In our research, we touched on playing FIFA football, where winning is the child's goal in the game and not losing also builds strong clubs and high-caliber players.

Fighting games:

They are competitive games played by fourth-year middle school students, males, at Mohamed Badou Middle School in Khamis Miliana. In our research, we touched on the Free Fire game, in which survival is the criterion for success and winning the game and overcoming the competitor.

4- Methodological procedures followed in the study:

4-1 Method and tools:

- Approach taken.

Due to the nature of our study, we used the descriptive approach by the survey method

Exploratory study (methods - conditions - preliminary results).

The sample and the methods of selection.

Our study sample was fourth-year students from Badou Mohamed Middle School for the academic year 2023/2024, with a strength of 61 students of the male gender who were selected intentionally.

- Fields of study.

Spatial area: Badou Mohamed Middle School, Khemis Miliana wilaya, Ain Defla .

Temporal scope: The study was conducted between January and May 2024

Human field: In fourth-year students, it represents the average male gender.

- Instrument:

The research tool was the questionnaire, where we prepared an initial form that contained 59 phrases addressed to middle school students, and after presenting it to the judges and specialists, with revision and amendment, it was produced in its final form with 32 phrases.

The scientific bases of the instrument:

Superficial honesty:

Content truthfulness:

- Statistical tools

The statistical program SPSS version 21 was used to calculate the results of the Kido test

4-2 Presentation and analysis of results:

Discussing the results of the first axis: the reality of the social environment

Table No.(01) shows the results of the statements of the first axis, the reality of the social environment

N	phrases	Answer	repetition	K ²	df	Sig
01	Do you like playing video games?	Yes	55	55	1	0,000
		No	00			
02	Among the video games available to you, what do you prefer?	Sports	32	0,333	1	0,564
		Combat games	37			

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03	Are video games shared with friends and met with them?	Yes	52	43,65	1	,001
		No	3			
04	Your choice of video games is made by:	Parents	1	1,000	2	0,607
		You personally	49			
		Friends	20			
05	Does your video game practice take place online?	Always	29	25,01	2	,0010
		Never	1			
		sometimes	25			
06	Do you find problems paying subscription fees?	Always	14	1,564	2	458,0
		Never	20			
		sometimes	21			
07	What methods do you usually use while playing?	Phone	46	1,000	2	0,607
		computer	17			
		Devices	12			
08	How do you play your video games?	Alone	34	0,33	1	0,564
		Groups	35			

We notice from the table above that the results of the statements (2_4_6_7_8) were not statistically significant, as the significance value sig was greater than the significance level of 0.05, which indicates that the frequency of answers among the sample members was divided between the probabilities of an answer to each statement and expressed the existence of a difference in opinion, while we find the statements (1_3_5) statistically significant, which indicates that the majority of the sample met in the answer.

Discussing the results of the second axis: the link to physical activity

Table No. (02) shows the results of the statements of the second axis:
the association with physical activity

N	phrases	Answer	repetition	K ²	df	Sig
01	Video games help me learn other skills?	I play video games with:	33	21,52	2	,001
			5			
			17			
02	Time I play video games:		34	3,333	4	0,504
		Do you like playing FIFA sports video games?	12			
			19			
		I play sports video games for the following reasons:	23			
			38			
03	How long do you take to play video games?		6	14,61	6	0,025
		I play sports video games for the following reasons:	12			
			11			
			14			
		Have you learned a range of skills through sports?	5			
			4			
		Do you like playing fighting video games?	3			

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04	I play video games with:		2	2,000	3	0,572
		I play combat video games for the following reasons:	24			
			37			
			19			
05	Do you like playing FIFA sports video games?	I play combat video games for the following reasons:	41	13,25	1	,001
			14			
06	I play sports video games for the following reasons:		2	1,000	2	0,607
		Have you learned a range of skills through combat games?	26			
			37			
07	I play sports video games for the following reasons:	Increases your focus on practice:	11	1,000	2	0,607
			26			
		The video games I'm interested in are:	24			
08	Have you learned a range of skills through sports?		45	22.2	1	0,001
		Do I play video games because they match the sport I play in my life?	10			
09	Do you like playing fighting video games?		40	11,36	1	0.001
		Where do I play video games:	15			

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10	I play combat video games for the following reasons:		2	1,000	2	0,607
			27			
			36			
11	I play combat video games for the following reasons:		32	1,000	2	0,607
		Your favorite video games are:	20			
			11			
12	Have you learned a range of skills through combat games?	In terms of video game playing time, whichever is more.	41	13,25	1	0,001
		I play video games with:	14			
13	Increases your focus on practice:		30	0,333	1	0,564
			34			
14	The video games I'm interested in are:		31	0,333	1	0,564
		Do you like playing FIFA sports video games?	35			
15	Do I play video games because they match the sport I play in my life?		33	2,200	1	0,138
		I play sports video games for the following reasons:	22			
16	Where do I play video games:		44	2,000	3	0,572
			15			

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		I play sports video games for the following reasons:	11			
			00			
			18			
17	Your favorite video games are:	Have you learned a range of skills through sports?	30	0,333	1	0,564
			34			
18	In terms of video game playing time, whichever is more.	Do you like playing fighting video games?	30	0,333	1	0,564
			34			

We notice from the table above that the majority of the statements of the axis of association with physical activity were not statistically significant, as the significance value sig was greater than the significance level of 0.05, which indicates that the frequency of answers among the sample members was divided between the probabilities of answering each statement and expressed the existence of a difference in opinion. We find the statements (1_3_5_8_9_12) statistically significant, which indicates that the majority of the sample met in the answer. From the above, we conclude: There are no statistical differences in the axis of association of video games with physical activity.

Discussing the results of the third axis: excitement and suspense.

Table No. (03) shows the results of the third axis phrases: excitement and suspense

N	phrases	Answer	repetition	K ²	df	Sig
01	I play video games on	Learning	18	0,33	4	0,504

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	impulse	suspense	42			
		Make money	6			
		Make friends	22			
		Games of the era	17			
02	It's more exciting when playing with:	Parents	1	1,00	2	0,607
		Brothers	22			
		Friends	49			
03	Are there any obstacles that prevent you from playing video games?	Yes	30	,45	1	0.500
		No	25			
04	If yes, what are those obstacles?	Time setting by parents	20	2,00	3	0,572
		Means necessary to play the game	15			
		Parents' choice of game type	3			
		Internet subscriptions to touch the game	21			
05	The most exciting game is:	Sports	24	0,333	1	0,564
		Combat games	38			
06	Do you find your psychological comfort in playing video games?	FIFA Games	29	0,333	1	0,564
		Free Fire Games	33			

We notice from the table above that the results of all the statements related to the axis of the relationship between video games and the axis of excitement and suspense were not statistically significant, as

the value of the significance sig was greater than the significance level of 0.05, which indicates that the frequency of answers among the sample members was divided between the probabilities of an answer to each statement and expressed the existence of a difference in opinion, and therefore there are no differences in the axis between sports games and combat games.

- Discuss the results of the hypotheses:

It has become clear from the results presented in the previous tables related to testing the study hypotheses that:

There are no statistically significant differences in the social environment between children's tendencies to play group sports video games or combat games. Playing video games tends to have a social nature in students' choice of the type of games, whether sports or combat, which makes them more cohesive among friends and even family. We notice that the social environment does not affect students in choosing games, but rather the desire and love of discovery. Accordingly, we conclude that the hypothesis has not been achieved Referring to the comparison of repetitions, we find that students prefer to play these games with friends.

There are no statistically significant differences between children's tendencies to play group sports and combat video games in physical activity. Playing video games for students helps them learn various skills, as they are often compatible with their real sports, while playing games is a modern audio-visual training for them, but in an indirect way. This increases their passion for learning various techniques, of course, with what modern games bring Referring to the results of the second table, we find that the majority of the statements were not statistically significant, meaning that physical sports activity does not affect students' choice of the type of sports video games FIFA or combat games Free Fire. Therefore, we conclude that the second hypothesis was not achieved because some students prefer, for

example, inclinations towards friends, while others tend to practice these games individually.

There are no statistically significant differences between the tendencies to play sports and combat video games in terms of excitement among students. This is because it satisfies their desires and tendencies to play in terms of pleasure and increased enthusiasm, which is what children are looking for. They tend towards everything that comforts them and creates an atmosphere of psychological comfort and happiness for them. However, we find that the biggest answers indicated that playing these games is motivated by excitement and it is preferable to play them with friends.

- Conclusion:

Based on the study we conducted through this research and the analysis of the results obtained, and considering that the intermediate education stage for students is considered an important stage in society, which is the adolescence stage, it is the ideal stage to increase the child's passion for video games in their two parts, group sports and group combat, as it is a sensitive stage that may raise the child's mentality to the highest mental levels or leave him at his level. It plays an effective role and a major factor in entertaining him, freeing him from academic pressures, and raising his morale. The child is free to choose the game, whether it is sports or combat.

In our research, we wanted to know whether the social environment surrounding the child or student affects his choice of the type of game, whether sports or combat. We found that there is no relationship between them that leads the player to choose the type of game, and

this is what we discussed in our first hypothesis. This is perhaps due to the difference in socialization and also personality traits. As for the second hypothesis, we also found that the video games played by the child affect the child's motor and skill gains positively, and we find that there is no relationship between playing sports and combat video games on the physical activity practiced by the child. Since sports video games are not characterized by movement and activity, and therefore sports activity does not affect combat games, the same applies to the third hypothesis: We did not find a relationship in children's tendencies to play sports, combat, and suspense group video games, and we finally concluded that there are no differences in children's tendencies to play sports group video games and Combat group video games.

Therefore, we recommend accompanying students when playing video games because they directly affect students, whether FIFA sports video games or free fire combat video games.

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