Imagine you are working on a research paper about the effects of playing video games. Read the three information sources that follow this page and keep the CAARP model in mind as you review each source.

*Remember:*

C = Currency
A = Authority
A = Accuracy
R = Relevance
P = Purpose

For the third and final source you will see the address (URL) of a website. Click on that link to be taken to a website. Please review the website as a whole for your third and final source.

To complete your assignment, go to: [http://library.uncw.edu/instruction/UNI_library_assignment](http://library.uncw.edu/instruction/UNI_library_assignment). Login at the bottom of the page and follow the directions to answer questions about each information source.
THE RELATIONSHIP BETWEEN LEISURE SATISFACTION AND LIFE SATISFACTION OF ADOLESCENTS CONCERNING ONLINE GAMES

Edward Shih-Tse Wang, Lily Shui-Lian Chen, Julia Ying-Chao Lin, and Michael Chih-Hung Wang

ABSTRACT

Increasing evidence indicates adolescents are likely to occupy their leisure time with online games. This study investigates the influences of leisure satisfaction on life satisfaction among adolescent online gamers. The self-completed market survey questionnaire employed is comprised of two sections: the first is Internet usage frequency, while the second employs two measures—the Leisure Satisfaction Scale (LSS) and the Satisfaction with Life Scale (SWLS). Data were gathered in a medium-sized metropolitan section of north Taiwan and interviews took place at a Cyber Café. Youths (totaling 134) between the ages of 13 and 18 voluntarily participated in the research. Results revealed significant positive relationships between physiological and aesthetic dimensions of leisure satisfaction and life satisfaction. However, the educational dimension of leisure satisfaction has a significant negative influence on life satisfaction. Findings also reveal a significant negative relationship between web surfing frequency and life satisfaction in adolescents. This suggests possible explanations for these results and discusses the implications.

INTRODUCTION

Total online game market subscription revenue in Taiwan in 2005 reached 210 million, a 12.1% increase from 2004. The International Data Corporation (IDC, 2006), one of the largest online gaming markets in the Asia-Pacific region, conducted the above market research. Another research report by the Market Intelligence Center shows that
Taiwan’s online gaming revenues will reach 260 million in 2006, growing to 290 million by 2007 (MIC, 2006). The Fubon Cultural & Educational Foundation (2004) research report, on the other hand, indicates that Taiwan teenagers are online an average of 1 hour, 45 minutes a day, mostly for electronic mail, online gaming and data search. The same report also points out that of the 34.26 hours of leisure time senior and junior school students spend each week, 12.27 hours are used for “online activities” or “playing video games and using the computer.” Clearly, online gaming has become a major leisure activity for Taiwanese teenagers.

Leisure generally provides adolescents with opportunities to experience different social roles and actions as well as a healthful balance of mind and body (Bammel & Burrus-Bammel, 1996). Therefore, Widmer, Ellis, and Trunnell (1996) suggest that for adolescents to establish healthful leisure models while growing up and continue to explore and search for life-long hobbies and leisure activities, inner satisfaction from leisure alternatives should avoid superficial simulation or blind consumption of commercial leisure products. However, previous research mainly focused on the negative affects of online gaming on adolescents as possible causes of pathological or addictive behavior (e.g., Morahan-Martin & Schumacher, 2000; Chuang, 2006; Wan & Chiou, 2006). Research has rarely explored the positive effects on teenagers of leisure satisfaction on life satisfaction. This study sought to fill this gap.

**LITERATURE REVIEW**

Ragheb and Griffith (1982) define leisure participation as the frequency with which one engages in a particular leisure activity. Leisure activities are particularly important during adolescence because they provide opportunities to explore autonomy and form an identity, as well as accomplish desired social ends (Gordon & Caltabiano, 1996). Through participation in leisure activities, adolescents acquire additional sociocultural knowledge, practice social and cooperative skills, achieve intellectual or physical goals, and explore a variety of peer, family, and community roles (Gordon & Caltabiano, 1996). Leisure satisfaction can be obtained through an individual’s choice of leisure (Beard & Ragheb, 1980). That satisfaction is measured by degree of conscious or unconscious fulfillment of an individual’s needs. Leisure is playing an increasingly important role in our lives because it meets many needs, such as releasing stress, increasing learning efficiency,
and attaining a healthy balance of mind and body. Mannell, Zuzanek, and Larson (1988) also state that leisure satisfaction helps us achieve a sense of satisfaction. Bearon (1989) defines life satisfaction as a relationship function between situational factors or achievements (what is) and aspirations (what one wishes for). Shichman and Cooper (1984) state that life satisfaction means living better, enjoying life, and in general having a better quality of life. However, overall satisfaction depends upon achieving satisfaction in various other areas; for example, health, work, and family. Moreover, satisfaction in these areas is a matter of degree of one's inner satisfaction. Riddick (1986) in examining possible life satisfaction indicators, found that inner happiness results mainly from leisure satisfaction—and not from family, work, health or economic factors. Kinney and Coyle (1992) further stress that leisure satisfaction in mature adults importantly increases one's life satisfaction.

Of late, surfing the net has become one of the most popular daily leisure activities of adolescents. Previous research has viewed Internet usage negatively. Young (1996) for example, pointed out that excessive internet usage could result in addictive behaviors similar to those seen in excessive alcohol and drug use, as well as pathological gambling. Some researchers have noted that Internet absorption can result in decreased social contacts (SIQSS, 2000). Some even consider such absorption as the most serious psychological sickness of this generation (Young et al., 2000). Most research on adolescent online gaming has focused on these negative effects (Chuang, 2006; Wan & Chiou, 2006). However, online gaming may provide a means for adolescents to engage in virtual societal activities which can result in actual interpersonal relationships. Those with relatively distant social relationships may attain some social interaction through both competition and cooperation in online gaming. Adolescents who have suffered discouragement or failure in real life may derive consolation through communication with online peers and communities, or find encouragement by winning online games. Online games may also be intellectually stimulating, thus helping them gain a sense of confidence and accomplishment.

This work concludes, based on the above previous research, that through appropriate online activity participation, leisure satisfaction attained through online gaming positively increases adolescent life satisfaction. This research uses the six leisure satisfaction dimensions suggested by Beard and Ragheb (1980); psychological, social, educational, physiological, aesthetic, and relaxation, and respectively verifies their effects on life satisfaction.
METHOD

Measures
This research applies the Leisure Satisfaction Scale (LSS) developed by Beard and Ragheb (1980). Its six tables provide measurement standards for determining adolescent leisure satisfaction: psychological: “very interesting to me,” “gives me self-confidence,” “gives me a sense of accomplishment,” “uses many different skills and abilities”; Educational: “increases my knowledge,” “provides opportunities to try new things,” helps me learn about myself,” helps me learn about other people;” Social: “social interaction with others,” “develop close relationships with them,” “people are friendly,” “associating with people”; Relaxation: “helps me to relax,” “helps relieve stress,” “contributes to my emotional well-being,” “I like playing the games”; Physiological: “physically challenging,” “develops my physical fitness,” “restores me physically,” helps me to stay healthy;” Aesthetic: The areas or places are “fresh and clean,” “interesting,” “beautiful,” “well designed.”

The Satisfaction with Life Scale (SWLS; Diener et al., 1985) measures global life satisfaction. Scale items are “close to my ideal,” “excellent,” satisfied,” “have gotten the important things I want,” “change almost nothing.” Individuals responded to items on a 7-point Likert scale ranging from 1 = “strongly disagree” to 7 = “strongly agree.” Responses were summed to produce a total score, with higher scores indicating greater satisfaction.

Data Collection
The research used a street survey interview method, gathering samples outside a Cyber Cafe in a medium-sized metropolitan section of north Taiwan. A total of 134 effective survey responses were collected. The SPSS statistical analysis software used the following method: reliability analysis using Cronbach’s alpha analysis of survey structure and reliability (the greater the value of α, the higher the reliability). The researcher’s dimensions and contents were quoted to support researcher validity, followed by relationship verification between adolescent Internet usage and online gaming leisure satisfaction.

Results
This research project utilizes Cronbach’s alpha to test the internal consistency of various elements of leisure satisfaction and life satisfaction to determine survey reliability. One question was removed from the physiological dimension, thereby reducing the number of questions
under the leisure satisfaction category from 24 to 23; one question was also removed from the life satisfaction category reducing the number to four. After these adjustments, the Cronbach's alpha values for the various sub-measurements in the leisure satisfaction category were .88 for "psychological," .87 for "education," .81 for "social," .88 for "relaxation," .72 for "physiological," and .89 for "aesthetic." The $\alpha$ value for life satisfaction was .82, indicating strong internal consistency for the measurements table. Content analysis was used for validity, presented by academics; therefore it also has content validity.

Next, a regression analysis examined leisure satisfaction influence on life satisfaction in online games. Results (see Table 1) revealed that .254 variance ($p < .001$) in life satisfaction could be explained by frequency of surfing and leisure satisfaction. This analysis confirmed that frequency of surfing and leisure satisfaction are predictors of life satisfaction among adolescents.

Multiple regression results (see Table 2) show that education dimensions of leisure satisfaction and web surfing frequency have a negative effect on adolescent life satisfaction ($p < .05$). However, physiological

### Table 1. Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Squares</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.504</td>
<td>.254</td>
<td>.000</td>
</tr>
</tbody>
</table>

Predictors: (Constant), frequency of surfing, Psychological, Educational, Social, Relaxation, Physiological, Aesthetic

Dependent: Life Satisfaction

### Table 2 Multiple regression results

<table>
<thead>
<tr>
<th>Model</th>
<th>Beta In</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td></td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Frequency of surfing</td>
<td>-.182</td>
<td>-2.239</td>
<td>.027</td>
</tr>
<tr>
<td>Psychological</td>
<td>-.085</td>
<td>-.645</td>
<td>.520</td>
</tr>
<tr>
<td>Educational</td>
<td>-.271</td>
<td>-2.506</td>
<td>.013</td>
</tr>
<tr>
<td>Social</td>
<td>.123</td>
<td>1.135</td>
<td>.259</td>
</tr>
<tr>
<td>Relaxation</td>
<td>-.125</td>
<td>-.972</td>
<td>.333</td>
</tr>
<tr>
<td>Physiological</td>
<td>.251</td>
<td>2.511</td>
<td>.013</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>.410</td>
<td>3.865</td>
<td>.000</td>
</tr>
</tbody>
</table>

Dependent: Life Satisfaction
and aesthetic dimensions of leisure satisfaction have positive effects on adolescent life satisfaction ($p < .05$). Relationships among psychological, social, and relaxation dimensions with life satisfaction were not strong.

**DISCUSSION**

The results support four main conclusions regarding the relationship between online gaming leisure satisfaction and life satisfaction of adolescents: (1) web surfing frequency and life satisfaction are negatively correlated, indicating that deep absorption in online games does indeed affect adolescent life satisfaction, a discovery in line with previous research. Long hours of excessive online gaming has a negative effect on life satisfaction, and deep absorption in online gaming may result in low school grades, deterioration in interpersonal relationships, and that use of online games becomes an excuse for not confronting problems. These problems result in even more time spent on games and a sense of anxiety when online, and having a deleterious effect on normal living habits. Thus, even though there are significant positive relationships between the physiological and aesthetic dimensions of leisure satisfaction and life satisfaction among adolescents participating in online games, appropriate online game time-consumption critically influences life satisfaction.

Secondly, this research found that the leisure satisfaction education dimension of online gaming has a strong negative correlation with life satisfaction. This finding also indicates that the negative effect on self-understanding, understanding other people, and understanding the surrounding environment of online gaming actually decreases adolescent life satisfaction. A possible explanation may be that although online gaming may increase adolescent insight, the games contain violence, sex, and even gender stereotypes and racial discrimination.

Third, mainstream culture often sees online gaming as having negative health effects on the game player; for example, fixation on a display monitor for long hours and lack of physical activity may negatively effect the eyes, muscles, and joints. However, the present research discovered that adolescent online gamers usually view online gaming as leisure that facilitates better health, energy, and good health status in achieving positive life satisfaction. Therefore, this thesis differs greatly with the image of online gaming as something that easily damages gamer health. This negative description is clearly at odds with how most adolescents view online gaming activities. Further research
can extend exploration of the cognitive mechanism regarding physiological dimensions of leisure satisfaction and life satisfaction among adolescents participating in online games.

Lastly, the design of the facility where online games are played is very important to adolescents. Research shows that this “aesthetic” dimension of online gaming has a positive effect on life satisfaction.

**Future Research**

Few studies have been done on relationships between adolescent online gaming and life satisfaction. Hopefully more work on this and related subjects will be done to create a clearer understanding of how the adolescent perceives online gaming life satisfaction. The present research also takes a cross-sectional approach, collecting research data at the same time period. This type of approach, while providing substantial insight, cannot show subsequent developments and their effects. Therefore, future researchers may consider taking a longitudinal approach, or both. In other words, results obtained by performing long-term analysis on dynamic data will provide an even higher degree of insight.

**REFERENCES**


When he was an immigrant boy growing up in New Jersey, the writer Junot Díaz said he felt marginalized. But that feeling was dispelled somewhat in 1981 when he was in sixth grade. He and his buddies, adventuring pals with roots in distant realms -- Egypt, Ireland, Cuba and the Dominican Republic -- became "totally sucked in," Mr. Díaz, 45, said in an email interview, by a "completely radical concept: role-playing," in the form of Dungeons & Dragons.

Playing D&D and spinning tales of heroic quests, "we welfare kids could travel," Mr. Díaz, 45, said in an email interview, "have adventures, succeed, be powerful, triumph, fail and be in ways that would have been impossible in the larger real world."

"For nerds like us, D&D hit like an extra horizon," he added. The game functioned as "a sort of storytelling apprenticeship."

Now the much-played and much-mocked Dungeons & Dragons, the first commercially available role-playing game, has turned 40. In D&D players gather around a table, not a video screen. Together they use low-tech tools like hand-drawn maps and miniature figurines to tell stories of brave and cunning protagonists such as elfish wizards and dwarfish warriors who explore dungeons and battle orcs, trolls and mind flayers. Sacks of dice and vast rule books determine the outcome of the game's ongoing, free-form story.

For certain writers, especially those raised in the 1970s and '80s, all that time spent in basements has paid off. D&D helped jump-start their creative lives. As Mr. Díaz said, "It's been a formative narrative media for all sorts of writers."

The league of ex-gamer writers also includes the "weird fiction" author China Miéville ("The City & the City"); Brent Hartinger (author of "Geography Club," a novel about gay and bisexual teenagers); the sci-fi and young adult author Cory Doctorow; the poet and fiction writer Sherman Alexie; the comedian Stephen Colbert; George R. R. Martin, author of the "A Song of Ice and Fire" series (who still enjoys role-playing games). Others who have been influenced are television and film storytellers and entertainers like Robin Williams, Matt Groening ("The Simpsons"), Dan Harmon ("Community") and Chris Weitz ("American Pie").

With the release of the rebooted Dungeons & Dragons Starter Set on Tuesday, and more advanced D&D rule books throughout the summer, another generation of once-and-future wordsmiths may find inspiration in the scribbled dungeon map and the secret behind Queen of the Demonweb Pits.

Mr. Díaz, who teaches writing at the Massachusetts Institute of Technology, said his first novel, the Pulitzer Prize-winning "The Brief Wondrous Life of Oscar Wao," was written "in honor of my gaming years." Oscar, its protagonist, is "a role-playing-game fanatic." Wanting to become the Dominican J. R. R. Tolkien, he cranks out "10, 15, 20 pages a day" of fantasy-inspired fiction.

Though Mr. Díaz never became a fantasy writer, he attributes his literary success, in part, to his "early years profoundly embedded and invested in fantastic narratives." From D&D, he said, he "learned a lot of important essentials about storytelling, about giving the reader enough room to play."

And, he said, he was typically his group's Dungeon Master, the game's quasi-narrator, rules referee and fate giver.

The Dungeon Master must create a believable world with a back story, adventures the players might encounter and options for plot twists. That requires skills as varied as a theater director, researcher and psychologist -- all traits integral to writing. (Mr. Díaz said his boyhood gaming group was "more like an improv group with some dice.")
comic novel "Bimbos of the Death Sun" D&D even helps solve a murder.

"I always, always wanted to be the Dungeon Master because that's where the creativity lies -- in thinking up places, characters and situations," Ms. McCrumb said. "If done well, a game can be a novel in itself."

What makes a D&D story different from novels and other narratives is its improvisational and responsive nature. Plotlines are decided as a group. As a D&D player, "you have to convince other players that your version of the story is interesting and valid," said Jennifer Grouling, an assistant professor of English at Ball State University who studied D&D players for her book, "The Creation of Narrative in Tabletop Role-Playing Games."

If a Dungeon Master creates "a boring world with an uninteresting plot," she said, players can go in a completely different direction; likewise, the referee can veto the action of player. "I think D&D can help build the skills to work collaboratively and to write collaboratively," she added. (Mr. Daz called this the "social collaborative component" of D&D.)

Ms. Grouling also cited "a sense of control over stories" as a primary reason people like role-playing games. "D&D is completely in the imagination and the rules are flexible -- you don't have the same limitations" of fiction, or even of a programmed video game, she said. A novel is ultimately a finished thing, written, edited and published, its story set in stone. In D&D, the plot is always fluid; anything can happen.

The playwright and screenwriter David Lindsay-Abaire, 44, who wrote the Pulitzer Prize-winning play "Rabbit Hole," said D&D "harkens back to an incredibly primitive mode of storytelling," one that was both "immersive and interactive." The Dungeon Master resembles "the tribal storyteller who gathers everyone around the fire to tell stories about heroes and gods and monsters," he said. "It's a live, communal event, where anything can happen in the moment."

Mr. Lindsay-Abaire said planning D&D adventures was "some of the very first writing that I did." And the game taught him not just about plot but also about character development.

Playing D&D has also benefited nonfiction writers. "Serving as Dungeon Master helped me develop a knack for taking the existing elements laid out by the game and weaving them into a coherent narrative," said Scott Stossel, editor of The Atlantic and author of "My Age of Anxiety: Fear, Hope, Dread, and the Search for Peace of Mind." "And yet you were constrained by the rules of the D&D universe, which in journalism translates into being constrained by the available, knowable facts."

Mr. Lindsay-Abaire agreed that fictional worlds need rules. "For a story to be satisfying, an audience needs to understand how the world works," he said. "The Hunger Games' is a perfect example of: 'O.K., these are the rules of this world, now go! Go play in that world.'"

Over and over again, Ms. Grouling said, tabletop role players in her survey compared their gaming experience to "starring in their own movies or writing their own novels."

As for Mr. Daz, "Once girls entered the equation in a serious way," he said, "gaming went right out the window." But he said he still misses D&D's arcane pleasures and feels its legacy is still with him: "I'm not sure I would have been able to transition from reader to writer so easily if it had not been for gaming."

PHOTOS: Dungeons & Dragons has influenced a shelf full of writers. (PHOTOGRAPH BY ETHAN GILSDORF) (C1); The playwright David Lindsay-Abaire is one of many authors to have gleaned skills from Dungeons & Dragons, now 40 years old. (PHOTOGRAPH BY ANGEL FRANCO/THE NEW YORK TIMES) (C4)

By ETHAN GILSDORF

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