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**A Study on the Positive and Negative Emotional Response of Frequent and Non-Frequent
Video Game Players**

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Abstract

Video games are a fun and popular outlet for many. They boost enthusiasm and can provide a form of entertainment, challenges, and confidence in players (Ceranoglu, 2010). Video games are an activity that bring a variety of feelings as players interact in a variety of ways. Many researchers study the negative effects of competitive and violent video games which often have been correlated with aggression (Dowsett & Jackson, 2019). There is less focus on the positive emotional responses but positive effects of videogames have been supported but consider other factors of influence such as well-being, motivation, social interaction, and violence (Halbrook et al., 2019). The goal of this study is to measure the positive and emotional response of frequent and infrequent players of video games with competitive aspects. Frequent players are expected to have more motivation and positive emotional response than less frequent players. The sample size consists of 69 participants that have some experience playing video games and were recruited from college institutions and social media platforms. To measure the emotional responses, participants responded to the Positive and Negative Affect Schedule (PANAS; Watson, Clark, & Tellegen, 1988) which is a 10-item self-report scale. The Situational Motivation Scale (SIMS) was used to measure motivation in playing video games (SIMS; Guay, Vallerand, & Blanc, 2000). Frequency was measured by asking about video game knowledge and how often participants play. The results of this study support the prediction that frequent game players will have more motivation to play and have a significant positive emotional response in gaming with competitive elements than non frequent gamers. The expected implications of this study are to further the research between video game players and emotional response to the different variations of the media.

Keywords: video games, emotional response

A Study on the Positive and Negative Emotional Response in Frequent and Infrequent Video Game Players

Videogames can be found in just about any variety from educational to fun to virtual reality. The popularity of video games and the fun distractions they bring is undeniable as our world expands in technology. With millions of games and ways of playing, video games provide people different experiences. These experiences can cause a range of emotional responses including relaxation, stress, aggression, and even excitement (Anderson & Morrow, 1995). For experienced gamers, videogames are a fun way for players to relax and get some adrenaline pumping, but new gamers may feel differently about competitive video games.

Video games appeal to a variety of people and the influence they pose is scattered. The consequences of videogames can vary based on the type of video games, the person playing, and the experience they have. Research on competitive video games has centered primarily on aggressive tendencies and negative consequences of gaming (Dowsett & Jackson, 2019). The positive aspects of video games with competitive factors do not have as much attention. However, video games have been shown to have non-stress inducing elements too. There even is research showing a positive emotional response along with stress to game components such as fighting (Porter & Goolkasien, 2019). Violence and competition in gaming can often seem to only be harmful to game players but are an effective entertainment source for many players.

Negative Consequences of Competitive Video Games

Research tends to focus on the negative aspects in specific video games. The center of the research in this field revolves around violent and competitive video games that correlate with aggression and stress. Video games with competitive aspects are usually defined as a game where players win or lose in some aspect. They are found in many forms, usually with violent

aspects in the game. Unlike non-competitive games they can require more focus and attention as a player may have more motivation to win (Griffiths et. al, 2016). Players may also be more connected to their characters and the media in competitive games (Cohen, 2001, as cited by Griffiths et. al, 2016). Competition in video games is an important component for many gamers (Song et al, 2013) and can give players a stronger drive to play.

Competitive gaming has been shown to correlate with aggression in violent gaming situations. Research on competitive situations in gaming were addressed with more aggression by participants while cooperative games were met with more ambiguity (Anderson & Morrow, 1995). Aggressive behavior in competitive gameplay is common enough that game companies do write notifications that remind users to play fair. This is important because it shows how easy for personal competition after each round of gaming increases. There can be more than one reason for aggressive behavior such as gamers losing, contributing to the aggressive behavior more than the competition itself. Violent games tend to yield aggression but the reasons are not isolated.

Violence in video games can be deemed a negative influence in general but an in depth look into how violence affects a player can show positive effects with regards to situational factors. Past research has shown that violence in video games is influential to players. Additionally, situational factors in a game such as the amount of violence, level of challenge and competition are huge factors on yielding aggressive tendencies. In a low competitive environment, gamers did not demonstrate an increase of aggressive behavior (Dowsett & Jackson, 2019). However, losing in competitive games affects aggression tendencies more than violence or competition alone (Dowsett & Jackson, 2019). The study was focused on a competitive environment that compared research to violent factors. In competitive games,

gamers had a higher kill rate indicating more violence than with a cooperative base but found the cooperative game less enjoyable (Anderson & Morrow 1995). Research shows both negative effects of violence in video games yet the enjoyability of competition. This supports that high competition increases chances of losing therefore affecting aggressive behavior.

Stress is another underlying factor correlated with aggression and violent video games (Porter & Goolkasien, 2019). The General Aggression Model shows that video games with violence can induce some stress in players. It is a natural response in which the body is reacting to life or death scenarios (Hasan, 2017). One study showed that there was no difference in several factors related to stress mentally or physically in violent and non-violent games. Stress responses were shown to be the most present due to situations where audio and voice were highly influencing in gameplay (Hasan, 2017). This indicates that the stress on the body is more complex than what previous research suggests it to be and there are a variety of factors that could influence aggression tendencies.

Violence and stress on the body do impact physiological responses. With exposure to war like violent games, players may identify with their character in competition and situations in which the character is being put in threatening situations (Griffiths et al 2016). However, their exposure and frequency of playing video games may impact their reaction to such situational factors and identification with character. In a threatening situation, experienced gamers do not have an increased heart rate or increased blood pressure despite the gaming situation (Porter & Goolkasien, 2019). When measuring the physical impacts of stress induced by threat and challenge-based video games, there was both mental and physical stress found (Porter & Goolkasien, 2019). Players differed in responses reporting high positive emotions after playing games with threat aspects. This contradicts research that says violence and threat produces a

negative emotional response because despite stress there were positive emotional responses.

Although some studies find stress in violent video games, players did report positive emotions and enjoyment.

Motivational Influence in Video Games

Motivation is another factor that needs consideration in understanding what effect a video game may have on a gamer. The motivation that a player has to win could be a factor that affects their emotional response if losing causes more negative emotions and aggression than the violence in competitive video games. Players with depressive symptoms reported elevations in mood when playing video games (Poppelaars et. al, 2018). This shows there can be mental health benefits in gaming. If a video game portrayed mental health objectives and players could relate to the game in some way, a strong motivation was reported (Poppelaars et. al, 2018). There are a variety of reasons to play video games and they all have some sort of emotional effect on players that either increases frequency of gaming or decreasing their motivation to continue playing. This supports the idea that other frequent gamers who enjoy the game or relate to it may have more motivation to play or a more positive emotional response to gaming itself.

Motivation is made up of different aspects, this can be defined through Self Determination Theory which outlines that there are different types of motivation that contribute to the cause of human behavior (Deci & Ryan, 1985 as cited by Guay et al., 2000). Motivation can be separated into both intrinsic and extrinsic motivation. Intrinsic motivation can be broken down into internal motivation or the absence of any external rewards (Deci & Ryan, 1985 as cited by Guay et al., 2000). Extrinsic motivation is when there is an external reward or the goals go beyond the activity. Amotivation is a type of motivation where there is neither intrinsic or extrinsic motivation (Guay et al., 2000). Rather, it is a learned helplessness where there is no

purpose or expectation of reward (Abramson, Seligman, & Teasdale, 1978 as cited by Guay et al., 2000). It is important to understand the aspects that make up motivation so we can better understand the factors that influence video game players.

Video Games and Positive Emotions

Despite the body of research focusing primarily on negative consequences, video games continue to prove to be more beneficial for players. For instance, video games boost enthusiasm and can provide a form of entertainment, challenges, and confidence (Ceranoglu, 2010). Studies on the positive effects of videogames consider factors such as well-being, motivation, social interaction in addition to violence (Halbrook et al., 2019) and demonstrate that the video game characteristics and motivation of players are important characteristics in the effect of violence and aggression (Halbrook et al., 2019). Therefore, it is important for research to look at a variety of factors that influence the gaming experience in order for research to be well-rounded.

Video Games for Connection and Well-Being

A potential benefit of competitive video games is that they can increase interaction between players, sociability, and engagement in the video game (Vorderer & Hartmann, 2003). This allows for more enjoyment while playing (Vorderer & Hartmann, 2003). Enjoyment from gaming is found in many ways varying from gamer to gamer but mainly in the factors that make up the complexity of video games. Curiosity, fantasy, and challenge are other factors that should be considered in enjoyment (Vorderer & Hartmann, 2003). Gaming factors such as social interaction have shown non-stress inducing outcomes in players. There even is a positive emotional response along with stress to game components such as fighting (Porter & Goolkasien, 2019). However, more research needs to be done to narrow down what game components are consistent with positive emotional responses.

Video games have been proposed as a form of psychotherapy due to therapeutic relationships with others, the ability to clarify conflicts, and elaborate cognitive skills (Ceranoglu, 2010). In several different types of therapies, video games have been found useful in reducing stress. Video games offer many therapeutic benefits including communication skills, social support, relaxation, and structure in therapy sessions (Ceranoglu, 2010). Particularly for adolescents, stimulation through video games can offer a safe space and comfort for patients in therapy. The stimulation through video games showing therapeutic benefits in different psychotherapy settings supports that video games may have more of a positive impact on players than initially perceived. Increasing consequence awareness, interpersonal skills, and increasing social interaction have all been shown for therapeutic purposes in computer game design (Resnick, 1986). Potential therapeutic benefits could be found with more research into understanding what specific elements video games cause positive and negative responses.

Furthermore, gaming has been positively correlated with life satisfaction in frequent gamers (Chen et al, 2008). This supports the idea that frequent gaming can be a factor of positive emotional responses over a period of time. However, people with different personality traits, specifically different levels of openness to experience, had a variety of responses to frequently gaming showing more positive results for those more open to experience (Chen et al, 2008). Understanding how videogames can be personal to each player can give us a better understanding of how video games give players a variety of emotional responses.

Our relationship to video games has many influencing factors. There are more factors such as social relationships, mental health, and age affect a players' emotional response and behavior. Even aggressive behavior was affected by personality variables and violence levels in video games (Tian et al, 2020). Frequency is a specific factor that can be effective towards

gaming due to its importance in experience and sensitivity to violence and competition in video games. Frequent players may have lower sensitivity to sadness, happiness, and pain but a heightened sensitivity to aggression signals (Pichon et al., 2020). This signifies that with frequency comes familiarity to stimuli in video games. Players that were very familiar with action video games versus players that were not may have a different emotional response to gaming (Pichon et al., 2020). Experience can be a predictor of players response to gameplay in ways of motivation and emotional response

The Present Study

Competitive video games have a bad reputation, but may actually have many benefits for overall well-being (Vorderer & Hartmann, 2003). Video games can be used in many different ways that help players use the skills video games require in real life (Ceranoglu, 2010). Emotions can be dependent on the situation of gameplay and experience level of the player. The present study attempts to test whether or not competitive video games, which have been shown to increase aggression, yield more positive or negative emotional responses, and whether frequency and motivation of the game players impacts emotional response. I hypothesize that frequent game players will have a stronger motivation to play despite competitive obstacles in a game than non-frequent players. I also predict that frequent game players will have a higher positive emotional response (interest, excitement, enthusiasm) and a lower negative emotional response (distress and irritability) when playing video games than non-frequent players.

Method

Design

In this online survey on competitive video games, participants were asked to complete several measuring scales that assess the positive and negative emotions, frequency of video game

play, and motivation for competitive video gaming. The survey was provided both in English and Spanish.

Participants

This study consisted of a sample of 69 individuals recruited from college classes and social media. The only requirements for participation in this study was to have played competitive video games before, to be over 18 years old, and to speak either English (N = 55) or Spanish (N = 6) fluently. There were eight other participants with first languages either english or spanish (N=8). The sample included 47.8% women and 47.8% men and 4.3% who reported as another gender. The age ranged from 18-47, with a mean age of 22 ($SD = 5.08$). The greater part of the sample identified as Caucasian (42.9%), followed by Asian (38.8%), African American (6.1%), and Pacific Islander (6.1%). All participants were notified of the voluntary nature of this study, and the study protocol was approved by the university's Institutional Review Board.

Measures

Frequency of Game Play

Competitive gameplay was defined as a video game with a clear winner and loser in the beginning of the survey. Frequency of game play was measured with a scale of how often participants played video games. The scale was made up of three questions asking about timeframe players spend during game play. The first question asked if players had any experience at all in video games. Participants could respond with yes, a little bit, or no. The next question asked players how often do they play, using a five point scale that ranges from less than a month to daily. The last question asked players how many hours a day they play, using a five point scale that ranges from not playing competitive video games on a daily basis to playing competitive video games for multiple hours in a day. Frequency was calculated by multiplying

the hours a day spent playing by how often players partake, from less than a month to daily. See Appendix A.

Positive and Negative Emotional Response

To measure the emotional responses, participants responded to the Positive and Negative Affect Schedule (PANAS; Watson, Clark, & Tellegen, 1988) which is a 10-item self-report scale that measures the positive and negative emotions such as excited, interested, and active and nervous, afraid, and upset on a five point scale how a participant experiences the emotion from 1 (very slightly or not at all) to 5 (extremely). Results of scale testing were found to have good internal consistency and sensitivity to change (Watson, Clark, & Tellegen, 1988). It has been validated in both English and Spanish and shows adequate convergent and discriminant validity (Watson, Clark, & Tellegen, 1988). See Appendix B.

Motivation

To measure a participant's motivation during gameplay the Situational Motivation Scale (SIMS) was used. It is a motivational scale used to measure the intrinsic and extrinsic motivation in field and lab settings (Guay et al., 2000). The scale is a 16-item measure with a five point scale ranging from 1 (does not correspond) to 7 (corresponds exactly). The scale is made up of four subscales of Intrinsic, Identified, External and Amotivation. Extrinsic motivation was measured with External and Identified subscales. These subscales make up the intrinsic, extrinsic, and amotivation motivation that the SIMS measures. It is considered valid and reliable (Guay et al., 2000). See Appendix C.

Demographic information.

At the end of the survey, participants were asked for their basic demographic information, such as age, gender, ethnicity, and first language. See Table 1. See Appendix D.

Table 1. *Descriptive Statistics Table*

	<i>N</i>	<i>SD</i>	Missing
Gender	69	.581	-
Age	62	5.08	7
Multiracial	69	.528	-
First Language	69	.675	-

Procedure

Participants were sent a survey link via email, Instagram, or Snapchat and were asked to voluntarily fill out questions based on their experience of gaming, frequency of gaming, motivational feelings during game play, and emotional feelings during game play. Data was collected through a Qualtrics online survey. Participants were asked to fill out a frequency scale, the Situational Motivation Scale, and the Positive and Negative Affect Schedule. Participants filled out the survey answering the statement and questions in regards to how they felt while playing competitive video games

Results

To test the hypothesis that frequent video game players have higher levels of motivation despite competitive obstacles than non-frequent players a series of Pearson *R* Correlations were used. Results showed that frequent players reported higher motivation in three subscales of

Intrinsic ($r(67) = .619, p < .001$), Identified ($r(67) = .660, p \leq .001$), and External ($r(67) = .322, p < .007$). motivation. There were no significant results for the Amotivation subscale ($r(69) = .083, p \leq .496$) (See Figure 1-3). These results suggest that frequent players have a higher motivation during game play.

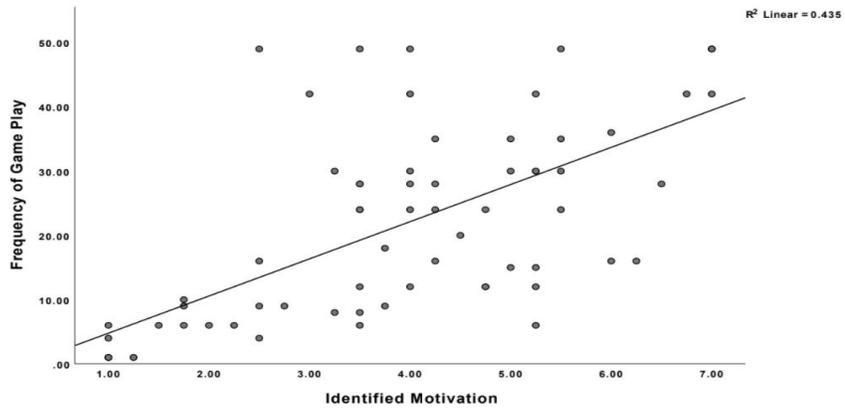


Figure 1. Frequency of Game Play and Identified Motivation Scatterplot

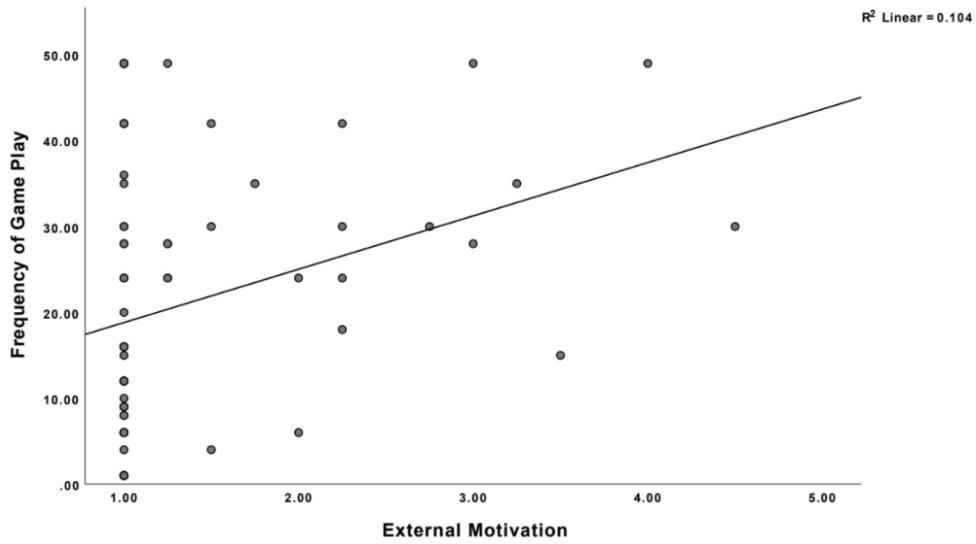


Figure 2. Frequency of Game Play and External Motivation Scatterplot

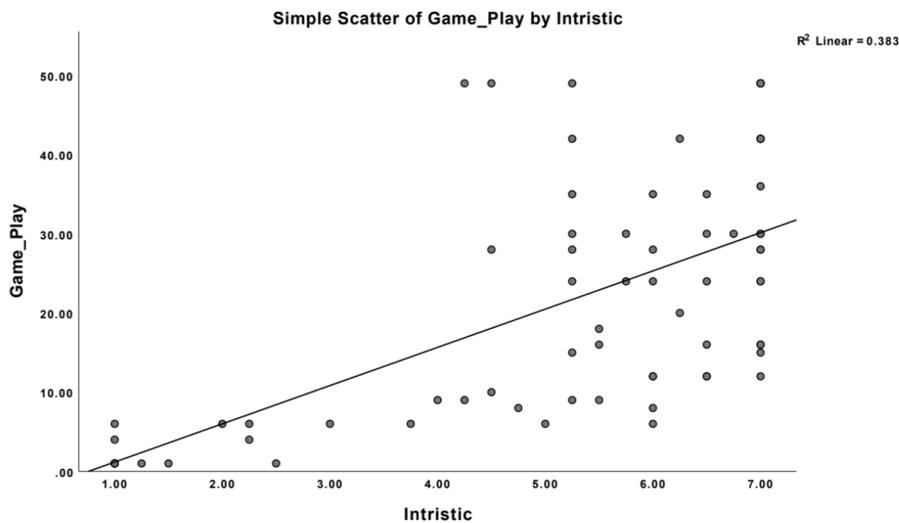


Figure 3. Frequency of Game Play and Intrinsic Motivation

To test if frequent game players would report a higher positive emotional response and a lower negative emotional response during game play than non-frequent players a series of Pearson R Correlations were calculated. Results indicated a significant correlation between positive emotions in frequent gameplay ($r(69) = .565, p < .001$). However, there were no significant correlations between frequency of gameplay and negative emotions. There was, however, a positive significant correlation in gamers who reported positive emotions and gamers who reported negative emotions ($r(69) = .399, p = .001$). That is, gamers who experienced significant positive emotions also experienced significant negative emotions (See Table 2). These results show that gamers who play frequently have both positive and negative emotions while playing. See Figure 4.

Table 2. Game Play and Emotional Correlations ($N = 69$)

	Gameplay	Positive Emotions	Negative Emotions
Game Play	-	.565**	.179
Positive Emotions	-	-	.399**
Negative Emotions	-	.	-

Note. ** Correlation is significant at the level 0.01 level

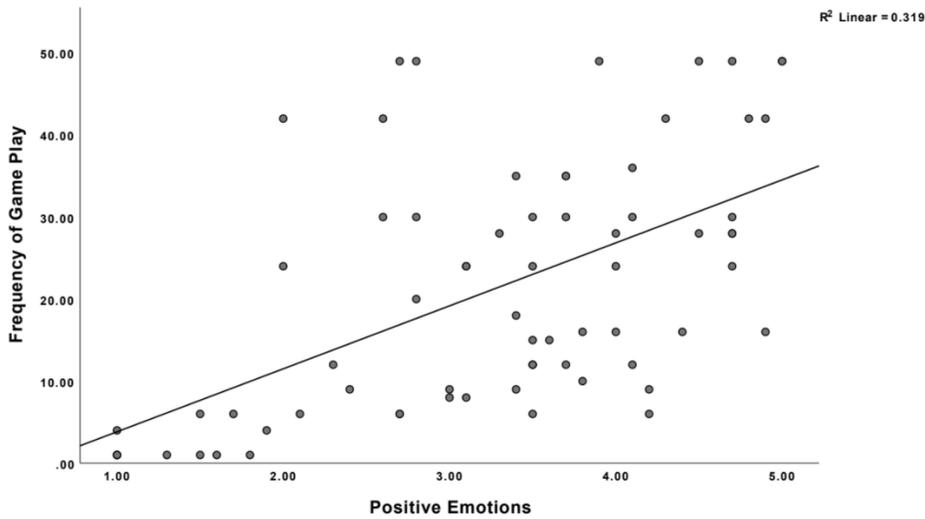


Figure 4. Frequency of Game Play and Positive Emotions

A supplemental analysis was conducted to look at the relationship between positive emotional response and motivation. There were significant positive correlations between positive emotions and intrinsic motivation ($r(69) = .819, p < .001$), identified motivation ($r(69) = .808, p$

< .001), and external motivation ($r(69) = .269, p < .05$). There was no significant correlation between positive emotions and amotivation ($r(69) = -.057, p > .05$). There were also significant positive correlations between negative emotions and intrinsic motivation ($r(69) = .297, p < .05$) and identified motivation ($r(69) = .245, p < .05$). However, there were no significant results for negative emotions and external motivation ($r(69) = .179, p \leq .140$) nor negative and Amotivation ($r(69) = .229, p \leq .059$; See Table 3). These results suggest that not only frequent video game players experience both positive and negative emotions during gameplay but that frequent gamers experience higher motivation and positive and negative emotions.

Table 3. *Motivation, Game Play, and Emotional Response Correlations (N = 69)*

	Game Play	Intrinsic	Identified	External	Amotivation	Positive Emotions	Negative Emotions
Game Play	-	.619**	.660**	.322**	.083	.565**	.179
Intrinsic Motivation	-	-	.841**	.249*	-.059	.819**	.297*
Identified Motivation	-	-	-	.370**	-.074	.808**	.245*
External Motivation	-	-	-	-	-.222	.269*	.179

EMOTIONAL RESPONSE OF VIDEO GAMES 18

Amotivation	-	-	-	-	-	-.057	.229
Positive Emotions	-	-	-	-	-	-	.399**
Negative Emotions	-	-	-	-	-	.399**	-

*Note. *. Correlation is significant at 0.05 level; ** Correlation is significant at the level 0.01 level*

Discussion

Prior research on competition in video games focuses more on aggression tendencies and the negative effects (Dowsett & Jackson, 2019) than potential positive effects. The goal of the present study was to support research that finds positive emotional responses to video gaming and to demonstrate that video games do not just yield a negative emotional response or aggressive tendencies. The key results showed that gamers who play more often and for longer durations have more positive emotional responses than those who play less. Those who play more often also showed higher Intrinsic, Identified, and External motivation in gameplay. Furthermore, supplementary analysis showed significant correlations positive emotional responses to game play and Intrinsic, Identified, and External motivation. The supplemental analysis aids in supporting the findings of increased motivation and positive emotions in frequent gamers. It supports that frequent gamers are more familiar with game stimuli; their experience may be different.

In support of my first hypothesis which predicted that frequent gamers would have a higher motivation despite competition and challenges, results show that there was a higher motivation in three out of four types of motivation: Intrinsic, Identified, and External. Intrinsic motivation is when behavior stems from internal based motivation. Extrinsic motivation was measured using the Identified and External subscales. It signifies an outside or external goal for behavior. There was a positive correlation between hours of video game play and the strength of a player's motivation. This relationship between higher motivation and playing more often indicates that there are enjoyable factors of the game and that the effect of competition or challenge can be situational based on how familiar a player is with the game. Research on the positive effects of video gaming focus on similar factors of motivation and social interaction (Halbrook et al., 2019) and show that these factors influence aggression tendencies and negative effects of video games. The significant findings on motivation and frequency of game play indicate that this topic needs more research on situational factors and frequency of gameplay to see how games affect players.

The second hypothesis was partially supported. Frequent game players correlated with positive emotional response but not negative emotional response. This means that players who reported play games more often also reported feeling positive emotions while playing competitive video games. This is very important in learning more about what contributes to video game players experiencing positive and negative emotions. With more frequency and a more likely familiarity with competitive video games, players who might experience more loss may not feel as much negative emotions such as aggression during gameplay. Past research shows losing in competitive games affects aggression tendencies more than violence or

competition alone (Dowsett & Jackson, 2019). This finding supports frequency of gameplay being an influential factor in whether or not a player experiences negative or positive emotions. The diversity of the industry demonstrates a complicated nature of the effects of video games (Porter & Goolkasien, 2019). Video games have evidence showing positive effects (Poppelaars et. al, 2018) and research moving forward needs to highlight both aspects of potential influence.

A supplementary analysis looking at the correlation between motivation and emotional response also showed that players who had more positive emotional responses also reported more motivation than those with less positive emotional responses. Furthermore, gamers who indicated having a significant positive emotional response also indicated having a significant negative emotional response. The significant findings in this literature indicate that more research and focus on both the positive and negative effects of video gaming is needed.

Limitations and Future Directions.

This study did find significant results however there were limitations to research. This study used one scale on frequency but could have included more questions on how time spent playing video games is defined as. A frequency scale that is more descriptive on the genre of video games that most time is spent on would be useful in understanding how familiar a player is with games that are more competitive or violent. Another limitation was that participants were over 18 years old despite a large number of gamers being under 18 years old. Research with more experienced and new gamers of all ages would be interesting.

In future studies, incorporating teamwork with a large video game corporation such as EA would be ideal in access to participants and game characterization. Working with a company that is more educated on the design elements will help characterize aspects of video games and situational elements such as challenge or violence. This information and a greater audience can

help support results found in past research and potentially create new ones. Future studies should also focus on measuring mental health, and the importance of video games on daily life. This would help further the research field in potential therapeutic benefits of video games and educate us on the significance of video games in lifestyle on a personal level.

The results also open up questions into what aspects of video games yield the most positive emotional responses. Results support positivity in frequent gaming but also supports there are significant negative emotional responses for gamers who experienced positive emotional responses. Future research should aim to learn more about the different aspects of video gaming including but not limited to violence, competition, challenge, threat, humor, and communication with other players. More research on these different aspects and the emotional response they yield should be conducted to continue the purpose of this research.

Implications and Conclusions

The results of this study support the field of research on video games by bringing together research that shows both positive and negative responses of video games. Findings include factors of motivation and frequency of gaming which are important in understanding the mentality of why players continue to play and an industry that is booming despite research focusing on more negative effects of video games. A player's response to gaming must consider other variables such as personality, lifestyle, and mental health (Tian et al., 2020). Creating bridges of research from the focus on the negative effects of video games into how they can be used in positive ways and better understanding a well-rounded point of view of gaming is how the research of video games can be whole. This study fills in the gap on positive emotional effects in the field of video games and works to influence other researchers in learning more about the effects of video games.

In conclusion, the results of this study play an influential role in better understanding how video games affect players. Findings can support research looking into the benefits of video games and how they can be useful for development, and spread positivity in a digital world that can often seem more judgmental than uplifting. With evidence supporting more positive effects of video games, hopefully stigmas can be put down about video games being bad for players. In such a big industry, learning about an activity and sport can help further our overall knowledge on how media and electronics affect our mental health and everyday lifestyle.

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Appendix A**Frequency Measure**

Do you know how to play videogames?

Yes A little bit No

How often do you play competitive video games?

less than once a month

once a month

a couple times a month

once a week

A couple times a week

daily

How many hours of gameplay do you partake in when you play?

less than one hour

one hour

two hours

three hours

four hours

more than five hours

Medición de Frecuencia

¿Sabes cómo jugar videojuegos?

sí

un poco

no

¿Con qué frecuencia juegas a videojuegos competitivos?

menos de una vez al mes

una vez al mes

a un par de veces al mes

una vez a la semana

a un par de veces a la semana

daily

¿Cuántas horas de juego participas al jugar?

menos de una hora

- una hora
- dos horas
- tres horas
- cuatro horas
- más de cinco horas

Appendix B

Positive and Negative Emotional Response

Please rate the following emotions on how strongly you feel them while you play competitive video games.

Please mark each emotion

- | Very slightly or not at all | A little | Moderately | Quite a bit | Extremely |
|---------------------------------------|----------|------------|-------------|-----------|
| <input type="checkbox"/> Interested | | | | |
| <input type="checkbox"/> Distressed | | | | |
| <input type="checkbox"/> Excited | | | | |
| <input type="checkbox"/> Upset | | | | |
| <input type="checkbox"/> Strong | | | | |
| <input type="checkbox"/> Guilty | | | | |
| <input type="checkbox"/> Scared | | | | |
| <input type="checkbox"/> Hostile | | | | |
| <input type="checkbox"/> Enthusiastic | | | | |
| <input type="checkbox"/> Proud | | | | |
| <input type="checkbox"/> Irritable | | | | |
| <input type="checkbox"/> Alert | | | | |
| <input type="checkbox"/> Ashamed | | | | |
| <input type="checkbox"/> Inspired | | | | |
| <input type="checkbox"/> Nervous | | | | |
| <input type="checkbox"/> Determined | | | | |
| <input type="checkbox"/> Attentive | | | | |
| <input type="checkbox"/> Jittery | | | | |
| <input type="checkbox"/> Active | | | | |
| <input type="checkbox"/> Afraid | | | | |

Valore las siguientes emociones en la fuerza con que se sienten durante el juego:

Marque cada emoción:

muy ligeramente o nada un poco moderadamente bastante extremadamente

- Interesado/a por las cosas.
- Estresado/a, tenso/a
- Emocionado/a, ilusionado/a
- Disgustado/a, molesto/a
- Con energía, con vitalidad
- Culpable
- Asustado/a
- Hostil
- Entusiasmado/a
- Orgullosa/a (de algo), satisfecho/a conmigo mismo/a
- Irritable, malhumorado/a
- Despejado/a, despertar/a
- Avergonzado/a
- Inspirado/a
- Nervioso/a
- Decidido/a
- Atento/a (a las cosas), concentrado/a
- Intranquilo/a, inquieto/a
- Activo/a
- Con miedo, miedoso/a.

Appendix C

Motivation

Directions: Read each item carefully. Using the scale below, please circle the number that best describes the reason why you play competitive video games.

Answer each item according to the following scale:

- 1: corresponds not at all
- 2: corresponds a very little
- 3: corresponds a little
- 4: corresponds moderately
- 5: corresponds enough
- 6: corresponds a lot
- 7: corresponds exactly

Why are you currently engaged in video games?

- 1. Because I think that gaming is interesting
- 2. Because I am doing it for my own good

3. Because I am supposed to do it
4. There may be good reasons to do this activity, but personally I don't see any
5. Because I think that this activity is pleasant
6. Because I think that this activity is good for me
7. Because it is something that I have to do
8. I do this activity but I am not sure if it is worth it
9. Because this activity is fun
10. By personal decision
11. Because I don't have any choice
12. I don't know; I don't see what this activity brings me
13. Because I feel good when doing this activity
14. Because I believe that this activity is important for me
15. Because I feel that I have to do it
16. I play video games, but I am not sure it is a good thing to pursue it.

Instrucciones: Lea cada artículo cuidadosamente. Usando la escala siguiente, por favor marque con un círculo el número que mejor describa la razón por la que juegas videojuegos competitivos.

Responda a cada elemento de acuerdo con la siguiente escala:

- 1: No corresponde a todos
- 2: Corresponde a un poco
- 3: Corresponde a un poco
- 4: Corresponde moderadamente
- 5: Corresponde suficiente
- 6: Corresponde a un lote
- 7: Corresponde exactamente

¿Por qué estás actualmente involucrado en videojuegos?

1. Porque creo que los juegos son interesantes
2. Porque lo estoy haciendo por mi propio bien
3. Porque se supone que lo hago
4. Puede haber buenas razones para hacer esta actividad, pero personalmente no veo ninguna
5. Porque creo que esta actividad es agradable
6. Porque creo que esta actividad es buena para mí
7. Porque es algo que tengo que hacer
8. Hago esta actividad pero no estoy seguro de si vale la pena
9. Porque esta actividad es divertida
10. Por decisión personal
11. Porque no tengo ninguna opción

12. No lo sé; no veo lo que me trae esta actividad
13. Porque me siento bien al hacer esta actividad
14. Porque creo que esta actividad es importante para mí
15. Porque siento que tengo que hacerlo
16. Juego juegos de video, pero no estoy seguro de que sea una buena cosa para seguir.

Appendix D

Demographics

1. Are you of Hispanic, Latino, or Spanish Origin?

yes

no

2. How would you describe yourself (select all that apply)

American Indian/Alaska Native

Asian

Black or African American

Native Hawaiian or Pacific Islander

White

Other: _____

Prefer not to answer.

3. What is your gender?

Male

Female

Other: _____

4) What is your age?

5) What is your first language?

English

Spanish

Other

1. ¿Es de origen hispano, latino o español?

sí

no

2. ¿Cómo se describiría (seleccione todas las opciones que correspondan)

Indios americanos/nativos de Alaska
Asiáticos
Afroamericanos
Nativos Hawaianos o Isleños del Pacífico
Blancos
Otros:
Prefiero no responder.

3. ¿Cuál es tu sexo?

Hombre

Mujer

Otr@:

4) ¿Cuál es su edad?

5) ¿Cuál es tu primer idioma?

Inglés

Español

Otra