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<th><strong>Title</strong></th>
<th>Teens online: examining reward seeking behavior in cyberspace</th>
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<td><strong>Author(s)</strong></td>
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To test if different types of rewards (4x2 Factorial Design) affect children’s knowledge, attitude and behavior towards the game and themselves.

Objective

Independent Variables and Dependent Variables

- Motivation: Past Experiences
- Dependent Variables

Types of Rewards (4 Levels)
- Physical Tangible Rewards
- Recognition Reward
- Virtual Tangible Rewards
- No Rewards

Games Genres (2 Levels)
- Social Network Games
- Independent Games

Theoretical Framework

- Skinner’s Reinforcement Theory: The main idea that reinforcers can control behavior. Consequence which give reward increase a behavior.
- Expectancy Theory: Motivation to perform a given behavior is a product of the probability of reinforcement given effort, and of the incentive value of the reinforcer to the performer (Atkinson, 1958).
- Self-Fulfilling Prophecy: People autonomously change their behavior to agree with a prophecy (Bragg, 2002).

Methodology

- Sample: 400 students aged 13-16 years old
- Children will be asked to imagine various scenarios with game screenshots and a description & picture of the reward
- A questionnaire comprising of questions regarding attitude, behavior and knowledge will be answered by them
- Results will then be analyzed with SPSS

H1: Teens receiving Physical Tangible and Recognition Rewards will have lesser knowledge, and less positive attitude & behavior towards the game and themselves, as compared to the players receiving Virtual Tangible and No Rewards.

H2: Teens in Social game genre will be more motivated to play social game genre in the future as compared to those in the Independent game genre.

H3: In Social game genre, Recognition rewards will make teens to have more positive attitude and behavior towards the game and themselves as compared to recognition rewards given in Independent game genre.

Example of Recognition Reward in Social Network Game