

Impact of Electronic Games on the Behavior of Children and their Academic Achievement upon Schools in Mosul City

Radhwan Husain Ibrahim¹, Abdul Kareem Ghanim², Hana A. Alkhaderjameel²

¹Community Health Nursing Department, ²Pediatric Nursing Department,
College of Nursing, University of Mosul

Abstract

The research aims at finding the effects of electronic games on the behavior of children and finding the relationship between the demographic information and the impact of these games on their behavior and educational achievement. A descriptive and analytical study of the effects of electronic games on the behavior of 60 children in the schools of Mosul city, conducted for the period from Feb.2019 to March 2019. (Non-probability) The sample was chosen according to us of phone or computer and other smart devices for the purpose of playing. Boys and girls equally chosen after fill a questionnaire which was used with a semi-guideline for collecting information. Results of the study revealed that time taken by the students to play a daily or intermittent basis is less than two hours, at 45.7%, and that higher than who spend one to two hours are 32.6% and those who spend more than two hours are 21.6%. Students playing electronically at the age of 3-6 are 19.5% at 7-8 years at 43.5% and, at 9 years are over 37.0%.

Yes, No, sometimes are answers of questionnaire. χ^2 value was less than $p < 0.05$. The study showed differences between males and females in use of games. The study recommends Ministry of Higher Education, with assistance and participation of Ministry of Education, should develop an educational program for parents about electronic games and their harm to children.

Key words: *Effect of electronic games on children, Damage electronic games.*

Introduction

Children often have an inclination to play instinctively; definition play is an important and necessary activity in their lives because it reveals my inner self and personality, as well as emotional and other hidden aspects. Through play, personality is formed, and their emotional, social, The studies and psychologists have confirmed that play enhances the personality of the child, as well as is one of the basic means of learning in the present time, especially in the past, the concept of play was related to physical and motor activities only [1]. Today and the scientific and technological are developed in way that has been accompanied by changes in the concept of play than it was in the games, which attracted the attention of all age groups in the community [2].

On the other hand, these games helped the child how to deal with modern font engineering science such as computing machine internet and electronic devices, and

other modern and modern applied science introduced child technology cosmos and virtual world [3]. It also brands him more determination to achieve success and win and achieve ambition his victory in Plot and his insistence on win generate. This will achieve success and win, which affect his ambitions for hereafter and his finding to achieve his goals and planning, liveliness [4]. This is what we explored through this study often parents do not want video games for their children because they think it is wasting time. Some experts believe that these games are possible to have been spoiled by the brain [5, 6]. Violent media also play a role and easily blame violent video games as the reason why some teens turn violent or engage in aggressive anti-social behavior [7]. "According to the survey of national institute on media and family in the United States, find that 92% of children and adolescents between 2-17 old playing video games" [5]. Terri K. and Susan C (2013) said that because of the different types of electronic games that children engaged in various forms, such as television and electronic games

on the Internet, video and computer, iPod, movies, magazines, newspapers. The media has a big role that does not affect the children negatively or positively, according to the pictures displayed and the information contained therein which are not useful to children or always in their interest [6].

AL-Gamidy A.,(2010) state Some evidence of video games that reduce the size of boys and girls, or among researchers who participated in the US Senate, “found violent video games to increase violent behavior by 13% -22% for awareness”. A study by Stanford University researchers found that it is time to reduce violence with violent games and television programs that encourage violent behavior to 50 hours a week, reducing physical violence to 40% in third and fourth grade. The objective of the study is finding effect of electronic games on children’s behavior and Discover association between children’s behavioral problems and the educational level in school. The effects of the electronic games among school age children on health status [2].

Methodology

A descriptive and analytical study on behavior of children in the schools of Mosul city was conducted for the period from February 2019 to Murch 2019. A sample (non-probability) was chosen of 60 students for the schools from which the sample was taken. For boys and AbiDharGhaffari and for girls in the city of Mosul left coast. The sample was chosen according to the controls: children who use the phone or computer and other smart devices for the purpose of playing boys and girls equally after taking their consent and help them fill out the questionnaire for the specific research. A questionnaire was used in the study with a semi-guideline for collecting information. The for data collection is used as a tool questionnaire, which includes the following: Part 1: This part contains information about biographical data which is consisted of 6 items which include Age, sex, educational level, the number of student in same classroom, the number of students in the school, the sample size and the date of test done.

Part 2: This part consisted of 19 questions about electronic games, how they are used, the times, periods, and effects that these games cause on children’s health, their educational level, and the behaviors used by children using these games.

Statistical analysis

The research data were analyzed bydescriptive statistical analysis using SPSS p<0.05

Results

Results of statistical analysis of the questionnaire (theimpact of electronic games on the behavior of children and their academic achievements).

Section One

Conduct descriptive statistics on students’ information such asage, duration of student play, and duration of the electronic games.

Table (1): Frequency, percentages and averages of the data of the study members

Items		F	%	Mean± SD
Sex	M	30	50	1.50±0.504
	F	30	50	
Hours of daily play	>2 h	21	45.7	1.76±0.794
	1- 2 h	15	32.6	
	More 2 h	10	21.6	
Age of started electronic games	3-6 y	9	19.5	2.20±0.778
	7-8 y	20	43.5	
	<9 y	17	37.0	

Section two:

Understanding and analyzing the opinions of the students participating in the study focusing onquestionnaire (the effect of electronic games on children’s behavior and educational achievement.

The questionnaire was divided into a three-dimensional scale as follows:

Table (2): Estimation scale according to the triangular Likert scale

Response	Weighted average	Intervals	Level
Yes	1 to 1.66	0.66	High
Sometimes	1.67 to 2.33	0.66	Average
No	2.34 to 3	0.66	Low

The following is an analysis of the views of the study members on the focus of the questionnaire

Table (3)Analysis of the responses to the first axisA:average, L: Low, H: high

	Item s	Yes	%	No	%	S. time	%	mean	SD	Level
1	play on your phone or computer?	28	46.7	14	23.3	18	30	1.83	0.867	A
2	feel weak in focus and attention?	18	39.1	14	30.4	14	30.4	1.91	0.839	A
3	having difficulty in memorizing and studying during this period?	20	43.5	13	28.3	13	28.3	1.85	0.842	A
4	Do you feel weak social relationships with family and friends?	7	15.2	23	50	16	34.8	2.20	0.6	A
5	feeling heavy in head and headache after you finish playing	6	13	25	54.3	14	32.6	2.22	0.696	A
6	Do you wear glass	8	17.4	33	71.7	4	8.2	1.96	0.595	Av
7	Do you feel pain in your back or muscles?	3	6.5	25	54.3	17	39.2	2.35	0.640	L
8	Do you plan to leave the electronic games and devote to study in the future	24	52.2	14	30.4	8	17.4	1.65	0.766	H
9	Have you ever been advised to leave the games altogether?	37	80.4	7	15.2	2	4.3	1.24	0.524	H
10	Do you fight with your friends for the games?	22	47.8	21	45.7	3	6.5	1.59	0.617	H
11	Are you trying to break down the property of others?	11	23.9	31	65.4	4	8.7	1.85	0.556	A
12	Are you trying to hurt your friends without hurting you?	4	8.7	38	82.6	4	8.7	2.0	0.422	A
13	Do you respond to physical abuse with the strongest of them?	24	52.2	12	26.1	10	21.7	1.70	0.813	A
14	Do you prefer the electronic games wrestling and fighting?	14	30.4	21	45.7	11	23.9	1.93	0.742	A
15	Do you think of harming those who are older than you?	1	2.2	42	91.3	3	6.5	2.04	0.295	A
16	Are you subjected to violence and beatings by parents at home?	7	15.2	17	37	22	47.8	2.33	0.732	L
17	Do you cheat classmates?	7	15.2	30	65.2	9	19.6	2.04	0.595	A
18	Do you think about leaving school and prefer games to study	4	8.7	36	78.3	6	13	2.04	0.460	A
19	Have you ever thought of stealing to buy a favorite game?	2	4.3	40	87	4	8.7	2.04	0.462	A
	Total							1.9482	1.1946	A

Table 3 shows the frequency and percentage of respondents’ responses to the questionnaire (the effect of electronic games on children’s behavior and educational attainment). The first paragraph, which states: “Are you subjected to violence and beating by parents at home?” With an average of 2.33 and a standard deviation of 0.732 of 17 answers (no) and 22 answers (sometimes) out of 60 which corresponds to the answer (no) and low level as in table (2) and came last in the paragraph that states 1.24 and a standard deviation of 0.524 at a high level, which corresponds to the yes (in the Lycert triangular scale of Table 2). This indicates that the majority received tips for leaving the electronic games altogether.

The weighted mean weight of the entire questionnaire was 1.948 and a measurement deviation.

(0.1446), which corresponds to the answer (sometimes) by reference to the scale. This indicates that the reality of the effect of electronic games on children’s behavior and achievement is average for the target population in the study. The following figure shows the averages of the sample around the sections of the questionnaire.

Section three:

Know the relationship between respondents’

responses to the questionnaire and the gender variable (male and female).

I used the χ^2 of independence to determine the extent of a statistically significant relationship between two variables. This type of test is applied if both variables have class data representing the community.

Table (4): Results of the Kay box test to identify the relationship between respondents' answers and sex variables

Table 4 shows the responses of male and female students and the value of the tables and the significant value of the questionnaire. The table shows a statistically significant relationship between the answers of male and female students to the following questions: Do you play electronic games on the phone or computer? During this period, you feel heavy in the head and headache after you finish playing

Do you feel the pain in the back or the muscles, do you prefer the electronic games wrestling and fighting, do you cheat colleagues in the class and the moral value of the test of χ^2 in these questions less than the value of moral = p value 0.05 and the value of χ^2 less than the value of the scale at df 2. The reason for this is that most children who use electronic games affect the concentration and attention and length of play cause them fatigue and head pain because of the length of play while the responses of male and female respondents did not record any statistical significance. The reason for this is that most males prefer violent electronic games such as wrestling and fighting, which develop aggressive behavior and harm their peers or close relatives without cause. Males are more than females at 19.49%

Discussion

This study deals with The impact of electronic games on the behavior of children and their academic achievement in schools table (1) Frequency, percentages and averages of study data table shows the majority that 79% of males play: approximately half of boys toys 45% of them play and spend one to two hours by 32.6% and for more than two hours by 21.6%, as opposed to females. In my opinion the type of games and parents life style Have a very significant impact on the behavior of the child used for those games. "It is important to emphasize how video games affect children's learning processes and adolescents, as well as their effects on the educational process in general. First thoughts on this

subject in the United States as early as 1978, the line was established Look for learning-driven, including"^[1]. This is Research spread somewhat in the 1980s, especially in the late 1990s. That time continued, scientific Search may already be links between video games and different worlds of the human began to examine the links between playing video games and Complex social processes that, in contemporary ^[5], so video games, as any other technological device, are simply media through which children people engage in numerous activities. Or, seen from another land site, they are no more than another feature with symbolic, economic, and technological attribute in a complex residential district circumstance that is constantly subjected to an intense and accelerated process of change ^[6].

"Kids who regularly play videogames are at slightly increased risk for developing attention problems at school"^[8]. In my opinion this result due to; most sample playing games was boys and they use electronic games more than girls and it effect on their behavior.

The study found that most children have been advised to leave the electronic games and this indicates the desire of the people to leave these games because of the negative impact on them. The results showed that the majority of children are exposed to violence in their own way by parents as well as have knowledge about the damage to the games on their health and school level. We also have a large percentage of students who are fighting their friends because of the games and this is evidence of the growing aggressive behavior they have. This indicates that the effect of electronic games on children's behavior and achievement is average for the target population in the study ^[9].

I used the χ^2 of independence to determine the extent of a statistically significant relationship between two variables. The study said that current research has no clear evidence continuously links exposure to violence in video games. Aggression or violence in societies, but other studies and research are necessary to assess impacts on vulnerable subgroups that are at risk as children ^[3].

The study has shown that prolonged eye sight on the small screen affects the health of the eye as well as prolonged use of the computer has a negative impact on the health of the joints because of the length of the sitting period for playing Do you feel the pain in the back or the muscles, do you prefer the electronic games

wrestling and fighting, do you cheat colleagues in the class) results was less than the value of the scale at the df [2]. The reason for this is that most children who use electronic games influence the concentration, attention and length of play cause them fatigue and head pain due to the length of the playing time, while the responses of male and female respondents did not record any statistical significance. The reason for this is that most males prefer violent electronic games such as wrestling and fighting, which develop aggressive behavior and harm their peers or close relatives without cause [10&4]. We also have a large percentage of students who are fighting their friends because of the games and this is evidence of the growing aggressive behavior they have. We also note the differences between boys and girls in playing electronic games, as boys were more likely to be counted boys are more than girls. two major trends can be observed towards the impact of electronic games; these games expose children to serious risks and these risks include injuries arising from repeated stress Obesity, social isolation and visual stress, and in the long term caused the destruction of psychological and emotional growth mental health of children. The results showed that students have difficulty in studying and understanding when playing for long periods during the day and this is evidence of the impact of these games on the level of academic achievement with some differences between females and males [11] And that the majorities who play the games suffer from headaches in the muscles pain if they sit for long periods [7].

The second trend is that electronic games have a positive impact on learning and education, It helps develop image reading strategies and increases the use of attention and speed strategies in processing Information and effectiveness in problem solving, and this shows the argumentative hypothesis posed by many researchers in science Psychology, sociology, and educational science on the impact of these games on behaviors in children [9].

Overall the boys more effects electronic game usage compared to girls. Statistically significant difference was also observed for electronic game addiction and age groups the results showed that the duration of the children's play has a negative impact on their health and that the majority feels a lack of concentration and attention. Also, the majority of them have been advised to leave these games. The growing aggressive behavior in some was due to violence by parents at home. While the responses of boy and girl respondents did not record any statistical significance. The reason for this is that most

males prefer violent electronic games such as wrestling and fighting, which develop aggressive behavior and harm their peers or close relatives without cause. Males are more than females that the majorities who play the games suffer from headaches in the muscles pain if they sit for long periods. This is evidence of the impact of games on health, behavior and learning achievement

The authors think that the Ministry of Higher Education, with the assistance and participation of the Ministry of Education, should develop an educational program for parents about electronic games and their harm to children. As well as, monitor their children constantly and identify specific times during the day without affecting their studies and social relationships.

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Conflict of Interest: None

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