

Effect of Video Games on Psychological Development of the Child in Primary Schools in Baghdad

Siham A. Hammo

Dr., BSN. MSP. DPR, PhD, Psychiatric Mental Health Nsg. \ Specialist, High Health Institute \ Baghdad al-russafa

Abstract

Objectives: To review scientific studies of the effect of video games on child psychological development. And to examine the evidence that playing video games plays a role on child psychological development.

Design: A descriptive analytical study starting from December 2016 to May 2017 such an assessment approach is apply to achieve the objectives of the study.

Methodology: A simple random sample of 300 students selected from a probability-stratified sample of primary school for both sexes in Baghdad Al – Rasafa, starting from December 2016 to May 2017. A questionnaire constructed for the purpose of the present study throughout a review of relevant literature, previous studies and consultation from panel of experts. To begin, answer the questions using the scale, Know, Uncertain, Don't Know. The questionnaire consist of two main parts, Part one included the demographic information (15) items, part two included the items of psychological effect which consist of (13) items. The overall items which were included in the questionnaire were (28) items. Reliability and validity of the questionnaire were determined through a pilot study. Data collected using the questionnaire from February 27 2017 to 14th of March 2017 through the utilization of the semi - structured technique as a mean of data collection. Data analyzed through descriptive statistical data analysis approach (frequency, percentage and mean) and inferential statistical data analysis approach.

Results: The results showed that the effect of video games on the psychological development of the child had a mild significant effect resulting from playing video games.

Conclusion: It is clear that the effect of video game is a serious problem for the generation of children and future builders in our society, when there is no aware towards the impact of the problem.

Recommendation: Educating children about media effects generally and about video game effects specifically, so that children can learn to make informed choices. In addition, encouraging children to play pro-social and educational video games in preference to violent games.

Key words: *Video Games, Psychological Development, Baghdad*

Introduction

A game is a structured form of play, usually undertaken for enjoyment and sometimes used as

an educational tool ⁽¹⁾. Games are distinct from work, which is usually carry out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. However, the distinction is not clear-cut, and many games are also considered to be work (such as professional players of spectator sports

or games) or art (such as jigsaw puzzles or games involving an artistic layout such as Mahjong, solitaire, or some video games) ⁽²⁾. Video games are computer- or microprocessor-controlled games. Computers can create virtual spaces for a wide variety of game types. Some video games simulate conventional game objects like cards or dice, while others simulate environs either grounded in reality or fantastical in design, each with its own set of rules or goals ⁽³⁾.

Many studies seeks to know how serious video game uses among school student is, and will explain the negative consequences of video game addiction. Besides that, these studies also important to let the people who are involve to take care of it such as parents and teacher. Through this study, they may start too aware of this problem so that can try to control their children or student. This study can provide much information about video game uses and can provide information on the symptoms of the effect of video game addiction. The important effect that needs to be investigating in this study is whether the video game addiction will affect the child development and the academic performance of students in schools. However, According to Joeng (2005), video game addiction significantly and negatively related to child psychological development and students' academic performance. Besides that, academic performance of the students impaired by the addiction to the use of the video game ⁽⁴⁾. The present study conducted to investigate the effects of video games on child psychological development (including, anxiety, and depression and impaired social functioning).

Objectives

1. To review scientific studies of the effect of video games on child psychological development.
2. To examine the evidence that playing video

games plays a role on child psychological development.

Methodology

A simple random sample of 300 students selected from a probability-stratified sample of primary school for both sexes in Baghdad Al – Rasafa, starting from December 2016 to May 2017. A questionnaire constructed for the purpose of the present study throughout a review of relevant literature, previous studies and consultation from panel of experts. To begin, answer the questions using the scale, Know, Uncertain, Don't Know. The questionnaire consist of two main parts, Part one included the demographic information which consist of (15) items, part two included the items of psychological effect which consist of (13) items. The overall items which were included in the questionnaire were (28) items. Reliability and validity of the questionnaire were determined through a pilot study. Data collected using the questionnaire from February 27²⁰¹⁷ to 14th of March 2017 through the utilization of the semi - structured technique as a mean of data collection. Data analyzed through descriptive statistical data analysis approach (frequency, percentage and mean) and inferential statistical data analysis approach.

Results

Part 1: General information of the students

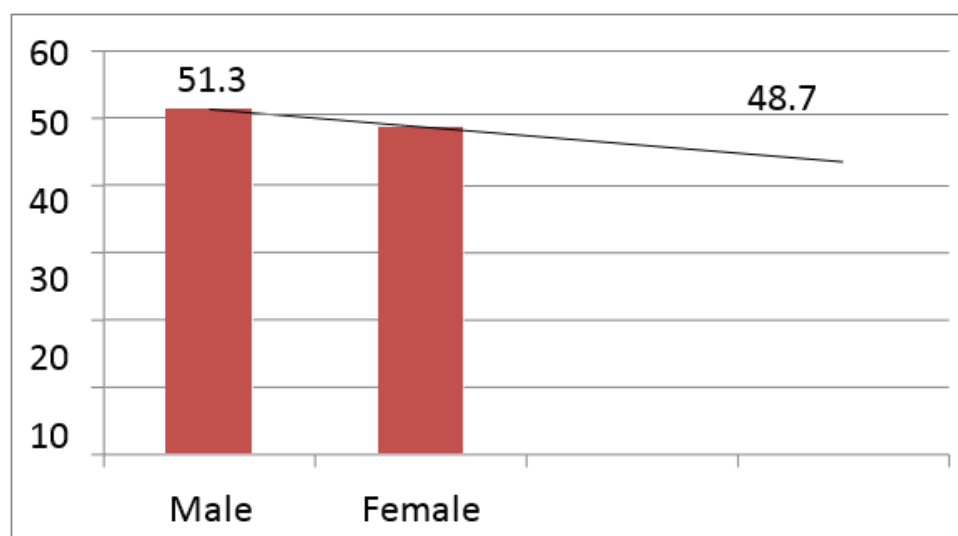


Figure 1: Distribution of students regarding their Gender

The findings revealed that 51.3% of students were male and 48.7% were females.

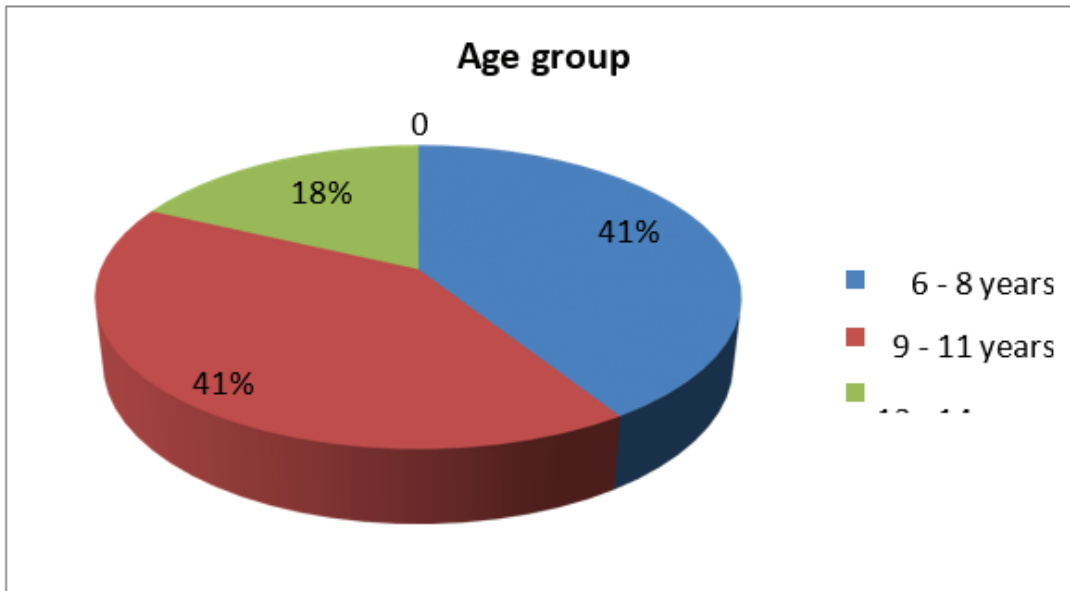


Figure 2: Distribution of students regarding their age group

This figure indicated that the majority of the students 41% were found for each age (6 – 8 and 9 -11) years old whereas the minority 18% of them was 12-14 years old.

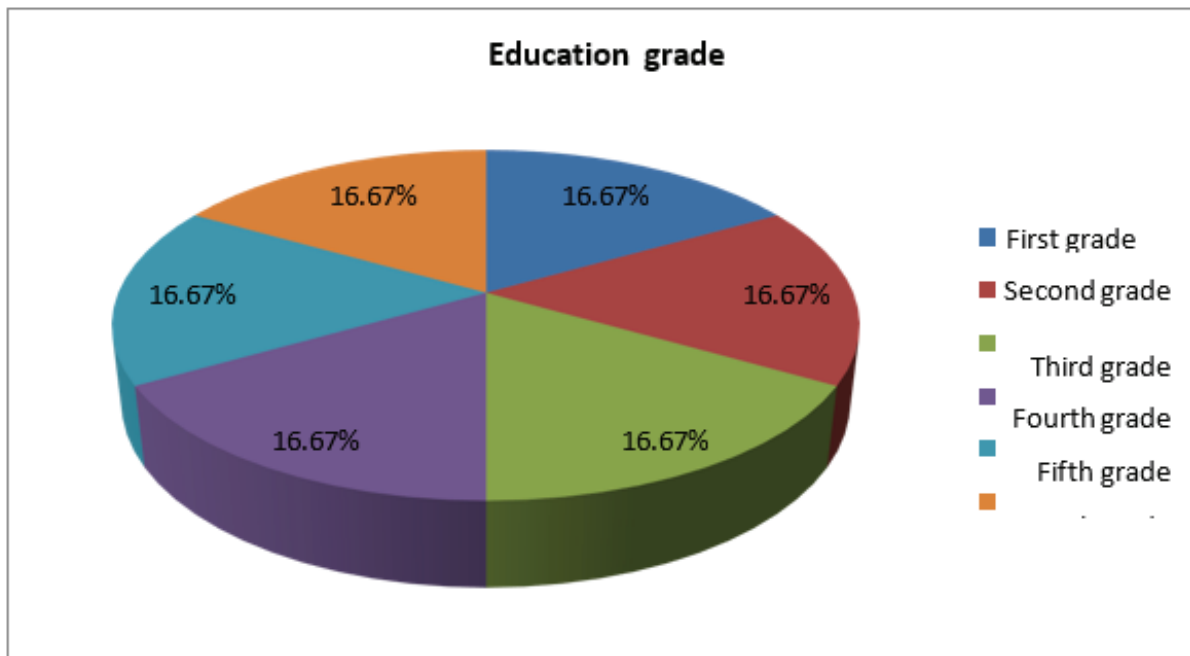


Figure 3: Distribution of students regarding their education grade

The findings revealed that the distribution of the students regarding education grade was 16.67% for each grade.

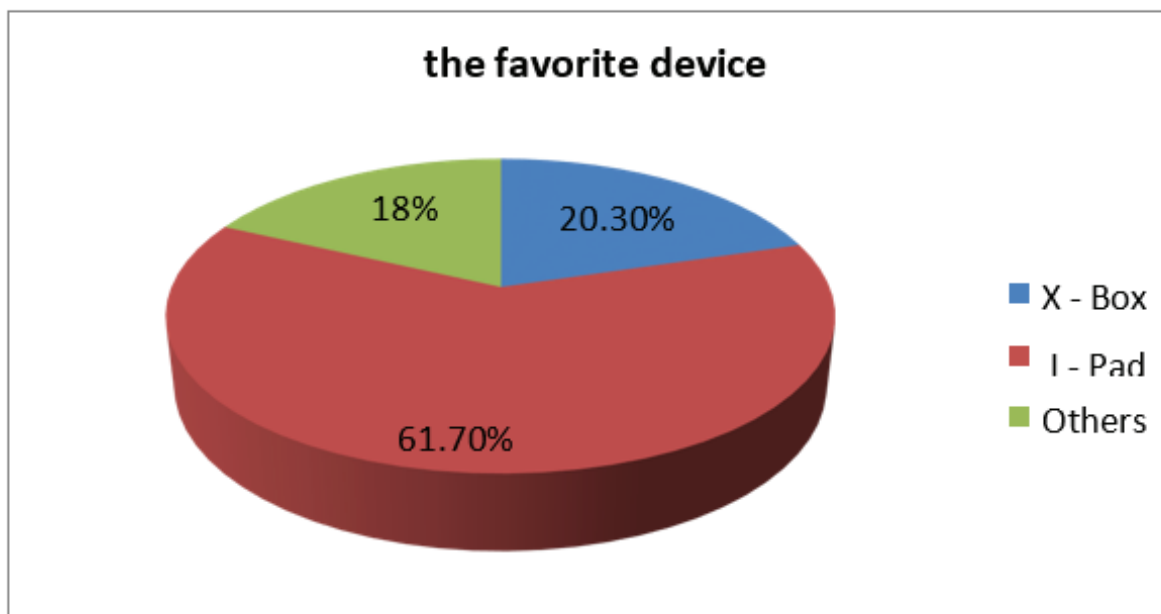


Figure 4: Distribution of students regarding their favorite device

The findings revealed that the majority of the sample 61.70% was favorite I – Pad device, While only 18% were favorite others device.

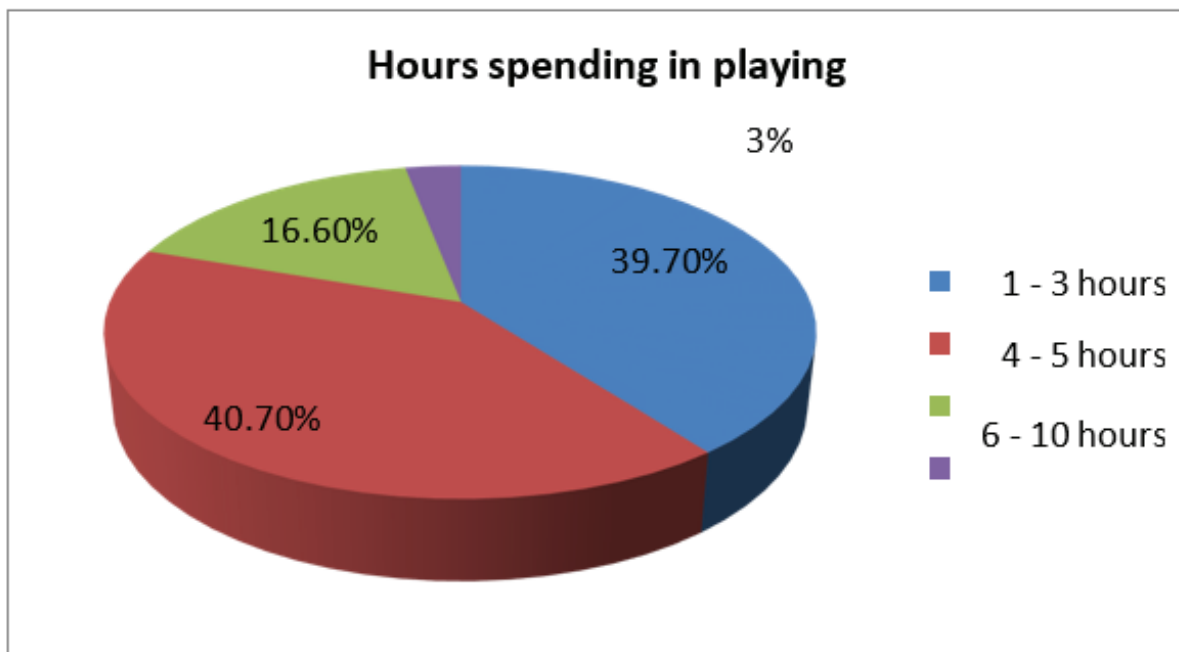


Figure 5: Distribution of students regarding hours spending in playing

This figure indicated that the majority of the students 40.70% spending 4 -5 hours in playing, while only 3% spending 11 – 20 hours.

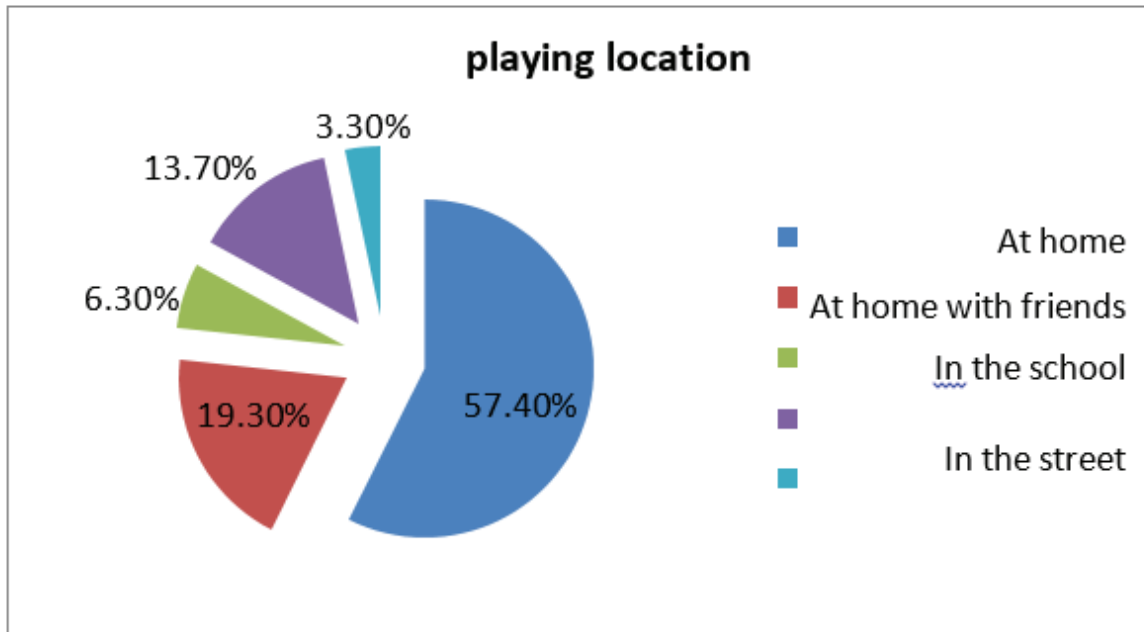


Figure 6: Distribution of students regarding their playing location

This figure indicated that the majority of the students 57.40% were playing at home, while only 3.30% of them have others playing location.

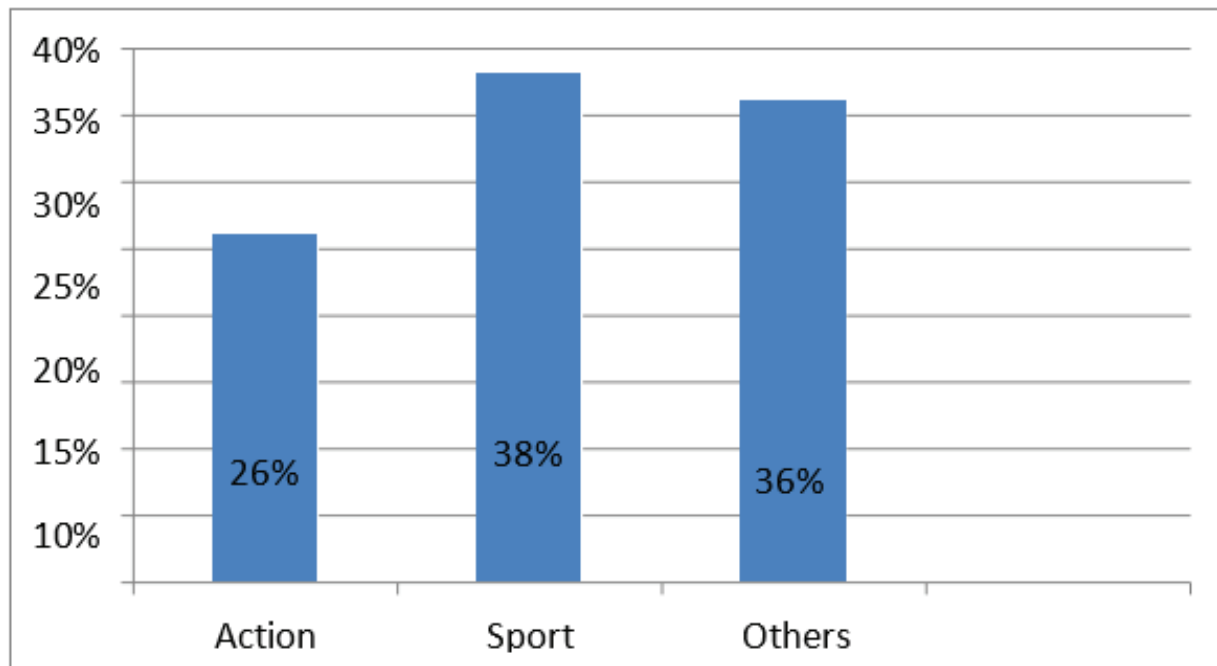


Figure 7: Distribution of students regarding their favorite type of games

The findings revealed that the majority 38% of the students were favorite sport game, While 26% of them were prefer action game.

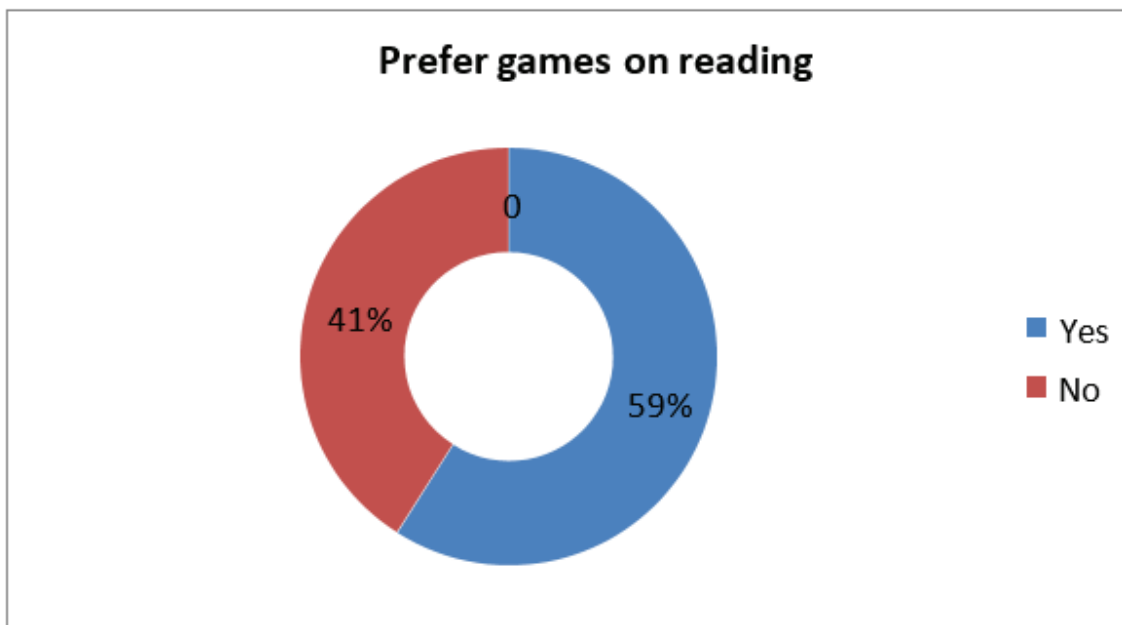


Figure 8: Distribution of students regarding their prefer games on reading

The findings show that the majority 59% of the students were prefer games on reading.

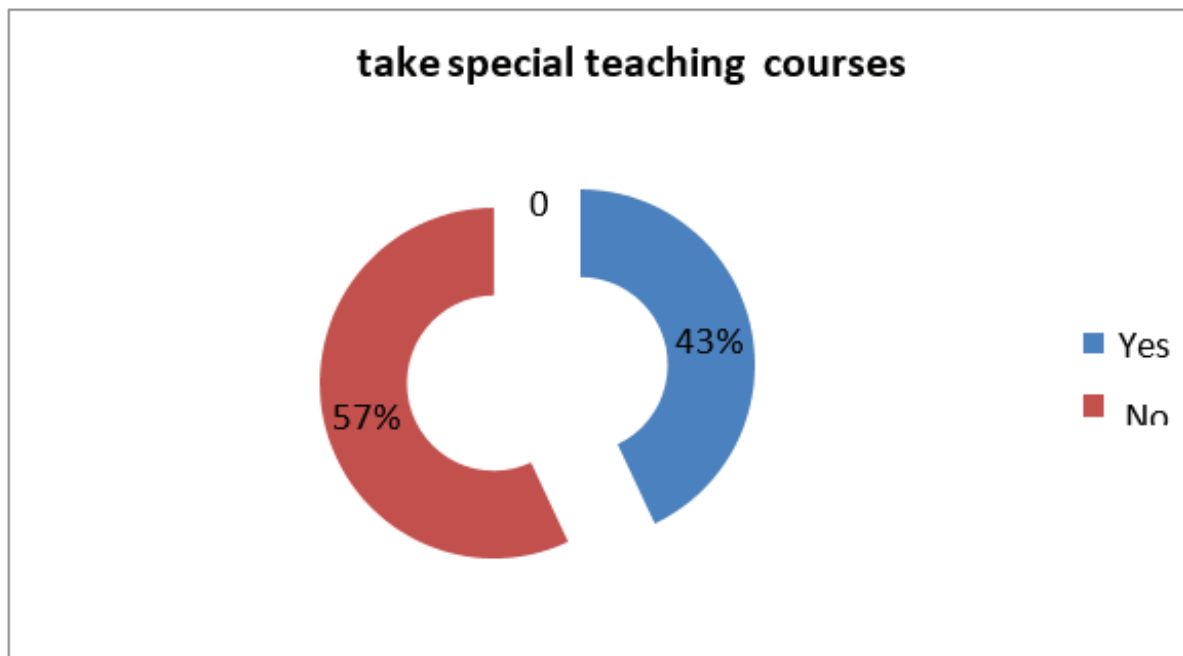


Figure 9: Distribution of students regarding taking special teaching courses

This figure revealed that the majority of the students 57% say no about taking special teaching courses, while 43% say yes about such item.

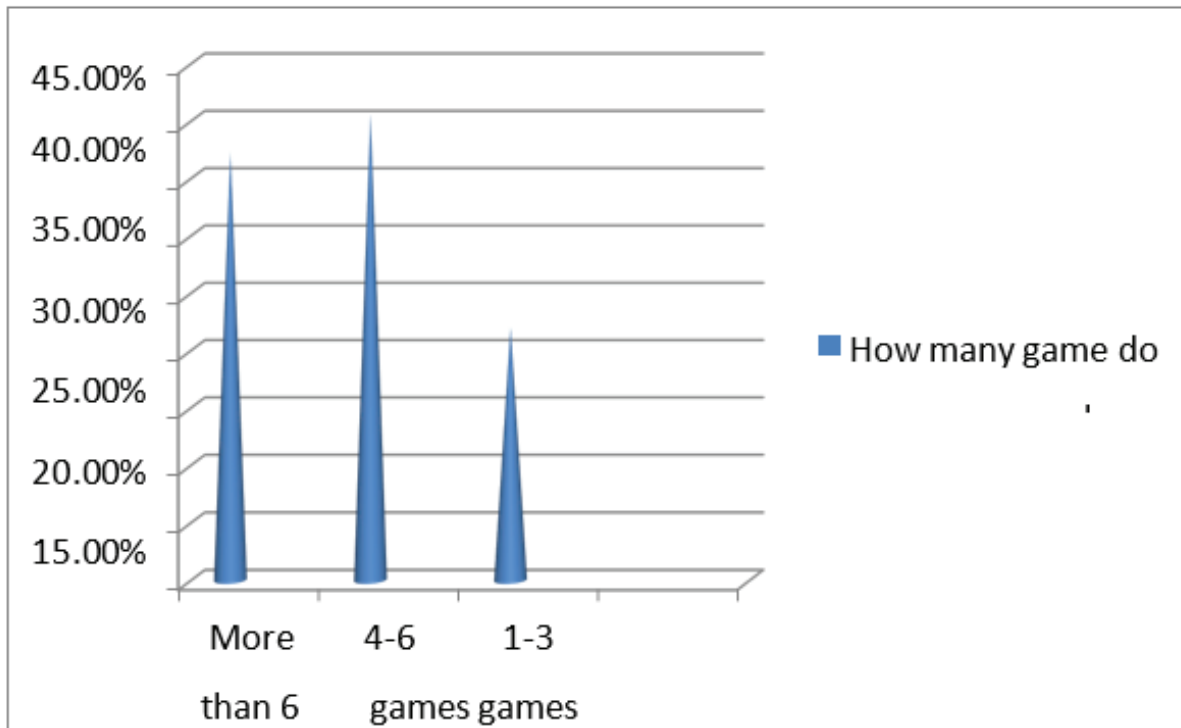


Figure 10: Distribution of students according to the number of games they have

The finding indicated that the majority 40.7% of the students have 4 -6 games, While 22% of them have more than six games.

Table 1: Distribution of the student’s general information

No.	Variable		F	%
1.	parents keep child away from playing	Yes	156	52
		No	144	48
		Total	300	100.0
2.	talking about the electronic games	Yes	207	69
		No	93	31
		Total	300	100.0
3.	Do you let your mind of in the class	Yes	68	22.7
		No	232	77.3
		Total	300	100.0
4.	Do you postpone your homework	Yes	126	42
		No	174	58
		Total	300	100.0
5.	Do you felt that your degrees is decreased	Yes	62	20.7
		No	238	79.3
		Total	300	100.0

The findings indicated that 52% of the sample say yes regarding their parents keep them away from playing. 69% of the sample says yes for the item regarding talking about the electronic games. 77.3% of the sample says no for the item concerning if they let their mind of in the class. 58% of the sample says no for the item regarding postpone their homework. 79.3% of the sample says no for the item concerning their felt if that their degrees is decreased.

Table 2: Level of psychological effect on child development

No.	Items	Know	Uncertain	Don't Know	M.S	C.S
		F	F	F		
1.	Some games encourage violence	213	42	45	2.56	Moderate S.
2.	Playing games could lead to internet addiction	135	82	83	2.17	Mild S.
3.	Playing electronic games may reduce the time allocated for study	183	65	52	2.43	Moderate S.
4.	Playing electronic games may reduce the time allocated for study	144	68	88	2.18	N.S
5.	Playing electronic games may lead to sleep disorder	109	74	117	1.97	Mild S.
6.	Playing games could lead to the isolation of the players, for their family members	183	57	60	2.41	Moderate S.
7.	Playing games could lead some players to lie	154	81	65	2.29	Mild S.
8.	Do you develop electronic games memory and speed of thought	137	90	73	2.21	Mild S.
9.	Are electronic games encourage creative solution and adapt or cope with reality	82	113	105	1.92	Mild S.
10.	Do you develop games space Separation from reality	148	59	93	2.18	Mild S.
11.	The explosion of electronic games the spirit of tension anxiety and defiance and antagonism have	93	85	122	1.90	Mild S.
12.	Lead your electronic games to playgroup	170	90	40	2.43	Moderate S.

Cont... Table 2: Level of psychological effect on child development (continue)

No.	Items	Know	Uncertain	Don't Know	M.S	C.S
		F	F	F		
13.	Do you work electronic games to Eliminate differences between the sexes	129	68	103	2.08	Mild S.
Total		1880	974	1046	2.21	Mild S.
(> 2.99) high significant effect; (2.34 – 2.99) moderate significant effect; (1.66 – 2.33) mild significant effect; (< 1.66) no significant effect						

The results showed that the effect of video games on the psychological development of the child had a mild significant effect resulting from playing video games. (Mean of scores = 2.21).

Discussion

Part one: General information of the sample:

Throughout the course of the present study, it has noticed that 51.3% of students were male and 48.7% were females (figure 1). This result agrees with the study of ⁽⁵⁾ they found that the majority of the students 61% were male and 54% female student. Regarding age of the student, the majority of the students 41% were found for each age (6 – 8 and 9 -11) years old whereas the minority 18% of them was 12-14 years old (figure 2). This result agrees with the study of ⁽⁶⁾ who found that the majority of the students are between the ages 2-17 years old. Concerning education grade of the student the distribution of the students regarding education grade was 16.67% for each grade (figure 3). The interpretation for these results about the same percentage of the each grade that all students in this sample exposed to the same problem. About student's favorite device, the majority of the sample 61.70% was favorite I – Pad device (figure 4). The study of ⁽⁷⁾ deduced consistent finding with the present study results. Regarding hours spending in playing, the majority of the students 40.70% spending 4 -5 hours in playing, while only 3% spending 11 – 20 hours (figure 5). The study of ⁽⁶⁾ deduced consistent finding with the present study results. Concerning playing location, the majority of the students 57.40% were playing at home (figure 6). The study of ⁽⁶⁾ deduced consistent finding with the present study results.

Regarding students favorite type of games the majority 38% of the students were favorite sport game, While 26% of them were prefer action game (figure 7). The study of ⁽⁵⁾ deduced consistent finding with the present study results. Results shows that the majority 59% of the students were prefer games on reading (figure 8). The study of ⁽⁵⁾ deduced consistent finding with the present study results. Findings revealed that the majority of the students 57% say no about taking special teaching courses, while 43% say yes about such item (figure 9). And as the investigator point of view, this may due to the ability of students to use basic computer tools and internet-browsing resources to improve learning processes. The study of ⁽⁸⁾ agrees with the present study results. Results shows that the majority 40.7% of the students have 4-6 games, While 22% of them have more than six games (figure10). The study of ⁽⁵⁾ deduced consistent finding with the present study results.

Table 1: Distribution of the student's general information

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79.3% of the sample says no for the item concerning their felt if that their degrees is decreased. The study of⁸ agrees with the present study results.

Table 2: Level of psychological effect on child development

The finding revealed that the sample had mild significant effect of video games on the psychological development resulting from playing video games (mean of scores = 2.21). The present study results consistent with those other articles^{6, 9, 10}.

Conclusion

It is clear that the effect of video game is a serious problem for the generation of children and future builders in our society, when there is no aware towards the impact of the problem.

Recommendations

Educating children about media effects generally and about video game effects specifically, so that children can learn to make informed choices. In addition, encouraging children to play pro-social and educational video games in preference to violent games.

Financial Disclosure: There is no financial disclosure.

Conflict of Interest: None to declare.

Ethical Clearance: All experimental protocols were approved under the Psychiatric Mental Health and all experiments were carried out in accordance with approved guidelines.

References

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