EFFECTS OF VIOLENT VIDEO GAMES ON STUDENTS BEHAVIOR IN THE CLASSROOM

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Abstract

Recently, it is an increasing agreement in social sciences that experiences to violent media enhances violent behavior (Anderson, Shibuya, Ihori, Swing, Bushman, Sakamoto, & Saleem, 2010).The main purpose of the study was to examine and observe the impact of Violent Video Games on learners behavior in the classroom. It is harmfully effecting on the behavior of students at secondary school level. A mixed method research design was adopted for this study. The target population of this study was the secondary schools of Rawalpindi. Sixty eight students were conveniently selected from five secondary schools of Rawalpindi city. A five point Likert scale type questionnaire was used to collect the quantitative data. The questionnaire was consisted of Twenty one items. Qualitative data was collected through semi-structured interviews. Semi-structured interviews were conducted with five secondary school teachers. Interview guide consisted of fourteen questions. Quantitative data was analyzed through descriptive statistics by calculating frequencies and percentages. The qualitative data was analysed thematically. Major findings of the study was that majority of the students play violent video games. Students' time, focus and preferences have been changed by the invasion of video games culture. Violent Video Games have changed their lifestyle and directly affect their studies and behavior in classroom.

Keywords: Violent Video Games, Students behavior, secondary school

1. INTRODUCTION

According to Psychological Bulletin (2010) violent video games are fundamental risk factor for increased aggressive thoughts and aggressive behavior. Teen age itself is the age of energy without direction. If a student selects violent video games she/he will become aggressive which makes him/her more imbalance in thoughts, response, and hinders creative and independent thinking. A violent video game addict can never be a good reader because he is much vulnerable to animations than still words written on books such as their brain starts working at unnaturally remarkable speed. They lose their focus while sitting in passive and reading books. When playing online games students can pick up bad language and behavior from others (Konijn, Nije Bijvank, & Bushman, 2007). Violent video games also have bad effects on some children' health including muscular, obesity, postural, eyes problems and eyesight problems (Ferguson, Rueda, & Ferguson, 2010). Frequent use of violent video games makes learners' socially isolated. They might spend less time to do other activities like doing homework and interacting with family and friends (Green & Seitz, 2015). Students who play violent video games frequently, develop aggression in their behavior toward other class fellows Olson, Kutner, & Warner, 2008).

Academic accomplishment may be negatively related to the time spend in playing violent video games. Studies have shown that the more time a kid spends playing video games, will result in poorer performance in the school (Gentile, Lynch, Linder, & Walsh, 2004).There are bad effects of violent video games on students' attitude and behaviors. In some games, children are rewarded for being more violent. If children keep this practice frequently, they would indulge in those activities such as shelling, kicking etc. Research indicated that there is relationship between playing games and violent behavior, moreover violent video

games are linked to aggressive behavior (Unsworth, & Ward, 2001; Gentile, Lynch, Linder,& Walsh, 2004).

Therefore, this study was planned to examine the impact of playing violent video games on students' behavior in the classroom at secondary school level.

2. LITERATURE REVIEW

2.1 Violent Video Games

There are different types of fighting games such as 'street killer', 'the king of fighters' and 'killer instinct' etc comes under violent video games. "Video games are constituted in part by distinct forms of interactivity, and these forms of interactivity represent a particularly valuable area of investigation"(Corliss, 2011, p.8). Due to their interactive nature and leading the players to assume a violent role, violent video games and movies lead to the learning of aggressive scripts, attitudes and self-reviews. Previous research has described that video games have negative impacts on human psychology, they make students socially isolated which ultimately reflects in the aggressive behavior of the children and adolescents (Anderson, Shibuya, Ihori, Swing, Bushman, Sakamoto, & Saleem, 2010). It increases annoyed feelings, aggressive thoughts and psychological stimulation such as blood pressure, heart problem and aggressive actions. Violent video games also decline empathy, feelings and good deeds for others. Male and female both suffer the different effects of violent video games (Anderson, 2010). Violent video games make the player's personality bad and aggressive, they totally become dumb from violence, they always exhibit violence as common behavior, and this transform them into an aggressive personality (Barlett, Anderson, & Swing, 2009). If a child devotes more than one or two hours a day on television or video games, he may have trouble falling asleep, have problems paying attention and have lower test scores than other children who don't spend much time in front of television or video game console. (Christopher, 2015).

2.2 Characteristics of Violent Video Games

There are certain characteristics of violent video games that they may source to gain the attention of students and they effect more than the content. Violent video games tend to be extra act oriented and are more attracted to students, especially the adolescents (Rothmund, Gollwitzer, & Klimmt, 2011). The certain auditory level changeability, scene changes and a huge quantity of movement; these characteristics are well known to growth, and increases the students' attention (Adachi & Willoughby, 2011). Students give more attention if violence is shown good and in justified manner (Huesmann & Taylor, 2006).

2.3 Rationale of the Study

More and more young children around us have become addicted to electronic gadgets and found playing violent video games most of the time. After playing these games, they always start fighting with each other and this practice directly affects their behaviour, health and studies. For this reason, this research was conducted to explore the effects of violent video games on students' behaviour in the classroom at secondary school level.

2.4 Research Questions

- What type of games do students' play?
- How much time students spend on playing games, and what are the effects on their behavior?
- What are the views of teachers about students' behavior in classroom?

3. METHODOLOGY

The research study was mixed methods in nature. A standardized questionnaire was used to find out the effects of violent video games on students' behavior, yielded the quantitative data, and for qualitative data, semi-structured interviews were conducted from secondary school teachers to get their views about students' behavior in classroom, in connection with playing games.

3.1 Sample

Sample comprised of sixty eight (68) ninth and tenth grade students, and five school teachers teaching at secondary level.

3.2 Procedure

A questionnaire was used to collect the data from students regarding their choice, time spent on playing

video games, and its impact on their behaviour. This questionnaire consisted of 21 items, having five point likert scale type response options. Semi-structured interviews were conducted from five teachers, yielded qualitative data. The interview protocol had fourteen questions. The duration of semi-structured interviews was twenty to thirty minutes. Qualitative data was audio recorded and transcribed. Thematic analysis was done for the analysis of qualitative data.

4. QUANTITATIVE DATA ANALYSIS

The quantitative data was analysed descriptively, using the SPSS software. Frequencies and percentages were calculated for students' responses on questionnaire, wherein, 'agree' and 'strongly agree' responses are combined for the agreement, while 'disagree' and 'strongly disagree' responses are combined for the category of disagreement. Results are compiled and presented in different themes below.

4.1 Preferred Choice of Video Games

Results presented in Table 1 show the preferred choices of students for the type of video games. Here majority of students (33, 25 i.e. 48.5% and 36.8%) liked to play fighting games, racing games, and adventure games, while only few (1, 7 i.e. 1.5%, 10.3%) did not like to play violent games.

Table 1. Preferred choice of video games: (n =68)

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Q: You play video games like racing games, fighting games and adventurous games.	1 1.5%	7 10.3%	2 2.9%	33 48.5%	25 36.8%
Q: Playing video games relax you when you are depressed (sad , unhappy)	4 5.9%	12 17.6%	9 13.2%	30 44.1%	13 19.1%

4.2 Effects of Violent Video Games on Academic, Physical &Mental Health and Peer Interaction

Violent video games can cause mental and physical health problems, regarding this, results presented in Table 3, show, 47 students (68%) were agreed, while only 15 students disagreed to it. The information regarding the games cause academic, health and relationship problems, 35 students (82%) Agreed that playing games can affect their academic and relationship problems while just 26 students (11%) disagreed to it.

Table 2. Effects of Violent Video Games on Academic, Physical &Mental Health and Peer Interaction (n =68)

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Q:Over use of video games has bad effects on students' physical and mental health	5 7.4%	10 14.7%	6 8.8%	28 41.2%	19 27.9%
Q:Playing too much games cause you to have academic, health and relationship problem	8 7.4%	18 14.7%	7 5.9%	17 63.2%	18 19.1%

4.3 Forget Responsibilities, Deadlines and Face Learning Difficulty due to Gaming

The students who are engaged in playing video games, they tend to forget their responsibilities, deadlines in studies and consequently faced difficulties in learning. According to the results shown in Table 3, thirty nine students (56%) agreed to that they usually tend to forget their responsibilities and deadlines in studies, while just 30% students disagreed to it, and thought that they never forgot their responsibilities. Alongside this, 30 students agreed to that after playing video games they started living in fantasy world and find more difficulty in learning.

Table 3. Forget responsibilities, deadlines and Face learning difficulty due to Gaming

(n =68)

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Q:Find difficulty in meeting the deadlines, given tasks at school when gaming	6 8.8%	15 22.1%	8 11.8%	25 36.8%	14 20.6%
Q:Forget responsibilities while playing video games	2 2.9%	14 20.6%	23 33.8%	17 25.0%	12 17.6%
Q:Find learning difficulty after playing video games	8 11.8%	15 22.1%	15 22.1%	22 32.4%	8 11.8%

4.4 Parents' Involvement and Students' Response during Gaming

The information regarding parent's scold when students spend time on playing video games, the results presented in Table 4, show that majority of students (73%, 58%) agreed that their parents scold and monitor the content, when they play video games. Likewise, 53 students (77%) become irritated and defensive when elders suggest that they might be gaming too much.

Table 4. Parents' involvement and students' response during gaming (n =68)

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Q:Your parents scold (shout) at you when you spend time on playing video games you play	0 0%	7 10.3%	11 16.2%	32 47.1%	18 26.5%
Q:Your parents monitor the content of the video games you play	7 10.3%	11 16.2%	10 14.7%	31 45.6%	9 13.2%
Q: You become irritated and defensive when people suggest you might be gaming too much	2 2.9%	7 10.3%	6 8.8%	30 44.1%	23 33.8%

4.5 Increasing Trend of Violence in Youth and Society

Table 5, presents results about increasing trend of violence in youth and society, for this 48 students (69%) agreed to that playing violent video games was the cause of increased violence in youth and society, while just 8 students (11%) disagreed that violence in youth was not due to violence video games. Playing video

games also a cause of aggression among people, to this 39 students agreed while only 18 of them disagreed to it.

Table 5. Increasing Trend of Violence in Youth and Society (n =68)

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Q:Thinks that increasing violence in youth is due to violence shown in video games	1 1.5%	7 10.3%	12 17.6%	52.9%	12 17.6%
Q: Violence is a part of our life, not only in video games but it appears everywhere in our society	0 0%	3 4.4%	7 10.3%	34 50.0%	24 35.3%
Q:You think violent video games are the cause of human aggression	5 7.4%	13 19.1%	11 16.2%	26 38.2%	13 19.1%

4.6 Gamer's Behavior with Peers/Class fellows

According to the results presented in Table 6, majority of the students agreed to that after playing violent video games they feel more active and strong, can easily commit violent acts with their class fellows. It is because these games encourage them feel that they are strong and can do anything.

Table 6. Gamer's Behavior with Peers/Class fellows (n =68)

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Q:Your fellows who usually playing violent video games torture you physically and mentally in class/school	8 11.8%	10 14.7%	7 10.3%	17 25.0%	26 39.2%
Q: After playing violent video games, would it be easier for you to commit a violent act with class fellows	9 13.2%	14 20.6%	5 7.4%	23 33.8%	17 25.0%
Q: After playing Violent Video games do you find yourself more active, strong and energetic.	6 8.8%	16 23.5%	14 20.6%	18 26.5%	14 20.6%
Q: After playing Violent Video games do you feel it would be easier for you to become more attacking (arguing)	13 19.1%	11 16.2%	6 8.8%	22 32.4%	16 23.5%

4.7 Imagine life Without Video Games

Almost 50-55% students were agreed that in order to finish the game, one has to skip his sleep, and if information regarding the violent video games removed from our society that does make people less aggressive, life become better and more peaceful. These results presented in Table 7 below.

Table 7. Imagine life without video games (n =68)

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Q: Skip your sleep just to finish your game.	9 13.2%	19 27.9%	6 8.8%	21 30.9%	13 19.1%
Q:If we remove violent video games from our society would it make people less aggressive and make life more peaceful	3 4.4%	16 23.5%	11 16.2%	26 38.2%	12 17.6%
Q: You think your life might be better without playing violent video games	6 8.8%	11 16.2%	6 8.8%	29 42.6%	16 23.5%

5. QUALITATIVE DATA ANALYSIS

In order to know the views of teachers towards the students' behavior in the classroom, semi-structured interviews were conducted with five school teachers teaching at secondary level. The major focus of interviews was to ask them about students' behavior in the class and during the parent-teacher meeting, what are the parents' concerns about their children behavior.

Regarding the behavior of the students in the classroom, three teachers mentioned in their interviews that students' behavior in the classroom was not good. Generally, they were not willing to do anything. The violent behavior usually observed from lazy bluffers. They fought with each other's. Fighting starts from petty things like poking each other, the first person responds rudely when the other child reacts to his mischievous etc. Mostly they abuse each other. In the absence of teachers and during break time, they abuse teachers as well.

During the parent teacher meeting, parents highlights that their children mostly spend time on social media especially using face book and playing video games. At home, children also exhibit aggressive and violent behavior.

Teachers discussed that this generation is unable to cope with the future challenges. They pointed out that students are unable to tolerate stress bearing attitude. They were mentally weak and apparently bold but they are confused with so many complexes. Teachers mentioned that students' preferred choice is electronic gadgets during their leisure time activities. Majority students remain online with their friends and strangers for chatting and texting from their mobile phones. In short everyone wants to spend their time with electronic gadgets. One teacher mentioned,

> "Today, youth is too much into electronic devices and internet that
> for them Wi-Fi connection is as an important as oxygen" .

6. DISCUSSION

The main aim of this research study was to investigate the impact of violent video games on students' behavior in the classroom. The major finding of the study was that majority of the students play violent video games. They tend to convert their passive routine into a more active and adventurous by adding video games into their daily activities. The excitement become double when their choice of games in violent and competitive. Students spent most of their time for playing violent video games and less time in any physical activities. Almost 90% students' mentioned that they spend 2-3 hours on computer games whether they had to sacrifice their sleep, which resulted in aggressive, irritated and psychologically disturbed human beings. They feel some mental and physical health problems after playing violent video games. Students usually shows irresponsible behaviors towards education, studies and also unaware of the value of their time. Students' wants to live in fool's paradise, in their imagination they are the heroes but actually they are going towards the complete failure

Teachers also pointed out that the parents have become irresponsible, they were crazier about their child's grades rather than for their brought up. Parents are not concerned to train and groom their children according to the true values needed to make them civilized and conscious individuals.

7. CONCLUSION

This research study concluded that through playing violent video games, students' time, focus and preferences have been changed. Violent video games changed their life style. Time that needs to be spend on physical activities has been replaced by these games. Apparently students are sitting calmly but their brain is working at a much greater speed. A sound soul lies in a sound body. Students skip their meals and sleep for their obsessions of violent video games which not only affect their health but their studies also suffer. Mentally, they are too sharp but the problem is, violent video games direct them to use their left over energies in negative direction. These games are badly affecting students' performance at school just because of they cannot focus on their studies. Findings of this research will be helpful for teachers and parents in the realization of the negative effects of violent video games on students' behavior. Teachers can provide guidance and counseling to students' to stop playing violent video games.

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