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IMPACT OF VIOLENT VIDEO GAMES ON CHILDREN MENTAL AND PHYSICAL HEALTH

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ABSTRACT

Children that engage in violent video game play are more likely to grow angry and dangerous as a result of their experiences. It is common to observe an angry emotional shift in their behaviour as well as a drop in academic success. The purpose of this study was to investigate whether or not playing violent video games has an impact on the behaviour of school-aged youngsters. Using a structured questionnaire, a survey research was conducted among a random sample of 400 teenagers who were recruited by convenient sampling from three selected boys' English medium schools. The findings reveal that when playing violent video games, children become abusive as a result of parental intervention. The majority of the children were able to put aggressive video game acts into practice in real life. Children's emotional and physical health is negatively affected by violent video games. This study analyzes the impact of video games on boy's behavior and comparison effects of video games on boys and girls still investigable.

KEYWORDS: Violence, Video Games, Mental Health, Physical Health, Children

1. Introduction

Video games have evolved into one of the most widely available forms of display-based media abuse. According to current research, fantasy and human violence video games are the most common (Bajovic, 2006). Almost all young people in the developing world now play video games, and their immense popularity has sparked concerns about the possible negative repercussions of this leisure activity. The fact that video games have become a very popular activity for youngsters cannot be denied. "A Kaiser family basis survey in united states of America discovered that 77% of boys in grades seven to twelve had performed a sport within the Grand robbery automobile collection and almost 1/2 (49%) had performed a sport inside the famous Madden NFL collection" (Roberts, Foehr, & Rideout, 2005). In a recent survey of middle school students' media habits (Olson et al., 2007), 94 percent of those polled admitted to playing video games at least once in the six months prior to the survey. According to Beentjes et al. (2001), 0.33 percent of boys and 11% of girls reported playing video games practically every

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day, and 49% reported playing a lot of Mature-rated titles (meant for players aged 17 and older) in the preceding six months (Beentjes *et. al*., 2001).

The media's portrayal of violence towards children and adolescents, especially on television and in films, may have a negative effect on their morals, as well as their mindset and actions when it comes to real-life problems (Anderson, et al., 2003; Anderson & Bushman, 200). Following that, it should be investigated if video games have a similar or worsening effect on adolescents. This study examines the link between gaming violent video games and children's questioning patterns and behaviour.

The current research seeks to raise awareness and provide more information about the issues around violent video game gambling. Before now, most of the research on violent video games has been focused on the effects of violent video games on children's competitive habits and perceptions. There has been little attention paid to the relationship between violent online game play and children's ethical development and attitudes, and only a few studies have looked at the effects of media violence on children's health and life.

2. Literature Review

Funk (1993) looked at online game gambling by 357 college students in the seventh and eighth grades. The adolescents were asked to rank their preferences for five distinct video game genres. The two most popular categories were fantasy violence video games, which were preferred by almost 32% of respondents, and sports video games, which included some with violent subplots and were preferred by more than 29%. Nearly 20% of pupils stated that they preferred games with a chic recreational theme, while another 17% said they preferred video games that dealt with human brutality. According to recent studies, the most common video games are those that include deception and human abuse (Federation, 2005; Pollon, 2003). “Mortal War, Grand Theft Auto, Grand Turismo, and NHL 2004” were among the most successful video games, according to Pollon and Bajovic (2006). These video games are violent in any way, whether it's myth violence, human violence, or game violence. One of the boys explained that he prefers to play computer games like “Grand Theft Auto: Vice City”: “I really like to play Grand theft vehicle due to the fact you could shoot little youngsters and the high-quality part is when you beat up the hookers” (Bajovic, 2006, p. forty). As alarming as it was, it seemed that one of the possible draws to violence in video games could be the leisure of committing a violent crime without being disciplined.

Olson et al. (2007) discovered that boys and girls who often engaged in at least one mature-rated sport title were more likely to provide four motives for playing: to succeed and win, to decompress, to have fun, and to enjoy utilising guns and firearms (Olson et al. 2007). In addition to a project, any other rationale often cited by players as a motive for gambling video games was also included (Olson et al., 2007).

> “while we requested boys in attention companies what made a video game fun to play more than as soon as, mission became a key aspect. A clean sport that does not require a lot time or cognizance to conquer is not as plenty a laugh. Video

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games with a couple of storylines are appealing due to the fact after finishing one storyline, a participant can "beat it again" (p. 180).

In other research, resistance was also found to be the most powerful motivator for video game gambling in a sample of eighth to eleventh grade students (Williams & Clippinger, 2002). According to Williams and Clippinger, computer games are only likely to be fun if there is a decent range of aggressive environments. In video games, players attempt to solve a problem by making successful actions, which can result in either success or failure. In any situation, the participant's emotional state is influenced. If you excel, this will give you a lot of inspiration to keep on to the next level and evoke a lot of happy feelings, so if you fail, it will give you a lot of disappointment and resentment, which will motivate you to keep playing until you can finish the assignment in the next sprint. Among both cases, rivalry is a major source of stress in ongoing gambling video games (Greenberg et al., 2008).

In one of the most current papers on violent video games and violence, Adachi and Willoughby (2011) claimed that competition, not violent content, may be to blame for short-term increases in offensive behaviour. Adachi and Willoughby observed that online game aggressiveness did not significantly increase competitive activity in a series of experiments in which they compared video games primarily on the basis of competition, difficulty, and action speed. They discovered that video game aggression was no longer necessary to increase aggressive behaviour as opposed to a peaceful video game, and that more intense video games, regardless of the amount of violence in the games, resulted in higher levels of aggressive behavior. Rather than aggression, it appears as though resistance is the video game component that has the most impact on violent conduct. Therefore, the main research question of the study is

R.Q. is violent video games effect the children behavior and health?

3. Research Methodology

A school-based survey research was conducted for assessing the impacts of the video games on the mental and physical health of the children. A total of 100 students were randomly picked from each of these four schools, with equal representation from each of the specified classes (i.e., from fourth to sixth grades), yielding a sample size of 400 children by convenient sampling. The data for all of these randomly selected research individuals were gathered utilising a self-structured and pre-tested questionnaire as the study tool. The convenience sampling technique was used for data collection. Individuals who did not consent to participate in the study were replaced with additional randomly selected subjects to achieve the sample size. The data collected was put into Microsoft Excel and analysed using SPSS.

4. Result

The primary objective of this study became to determine the relationship between young people's violent online game gambling, their ethical reasoning abilities, and their views about actual violence. While previous research has examined the relationship between television and film violence (Wilson, 2008), there have been few studies examining possible family members among

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young people's violent online game gambling patterns and behaviour, their level of ethical reasoning, and their attitudes toward actual violence.

TABLE 1: MEANS, STANDARD DEVIATIONS, AND F VALUES FOR REPORTED LEVELS OF AFFECT

	Mean		**SD**	
Pre Condition Measure				
Violent Condition	61.39		10.63	
Boys	63.61		10.76	
Girls	60.17		13.70	
Nonviolent Condition	60.30		20.64	
Boys	63.91		20.96	
Girls	60.71		15.76	
Post Condition Measure				
Violent Condition	73.67		23.08	
Boys	68.41		13.10	
Girls	80.96		27.15	
Nonviolent Condition	72.71		24.14	
Boys	74.80		23.85	
Girls	75.62		24.41	
ANOVA (Within-Subjects)	**df**	**F**	**p**	**η 2**
Measure Difference	1	47.30	.000**	.289
Measure Difference*Condition	1	.002	.980	.000
Measure Difference*Gender	1	3.67	.053	.033
Measure Difference*Condition *Gender	1	6.19	.023*	.045
ANOVA (Between-Subjects)				
Condition	1	.13	.725	.002
Gender	1	.333	.579	.004
Condition*Gender	1	3.34	.077	.023

*p < .05
**p < .01

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The results of an ANOVA showed that violent video games, gender, and the difference between pre- and post-test measures on aggressive affect emotions had an influence on aggressive affect emotions. The overall effect, F (1, 120) = 47.30, has a significant p-value of.001, and also a p-value of 2, equal to.289. Measure differences, condition, and gender all interacted with each other, yielding a significant three-way interaction, F (1, 120) = 3.29, p = .05, and a significant interaction of a = .045. This data point fits the 3.67 (creative phrasing: "F(1, 120) = 3.67, p =.053, p =.033, p =.033.") According to the results of the F(1, 120) = 3.67, p =.053, 2 =.033. Measurement differences interacted with gender: The F-value of (1, 120) shows a significant three-way interaction, F(1, 120) = 3.67, p =.053, 2 =.033. No significant interaction was found between the two measurements and the varied conditions. None of the main effects (condition, F(1,120) = .13, p = .725, or gender, F(1,120) = .33, p = .579) were statistically significant. Before and after the assigned condition, a paired-samples t-test was done to see if there was a difference in measures. In the study, it was found that participants reported a statistically significant difference in their levels of aggressive affect, with those who received the post-condition being more aggressive (M = 73.67, SD = 23.08) than those who received the precondition (M = 61.39, SD = 10.63). To test for any changes in aggressive affect between boys and girls prior to and after playing the violent video game, two univariate analyses were conducted. overall result shows that violence in video games effects the mental health of the children's .

5. Conclusion

Violence in video games has an effect on the child's daily life, which may result in difficulty integrating into mainstream society. These violent video games not only enhance children's aggressiveness, but also impact their perceptions of reality, making it more difficult to differentiate between pretend and true violence. Additionally, praise and repetition can be damaging to a child's development, since they may encourage aggressive behaviour. Boys' reaction to losing a violent computer game is noteworthy, particularly their fighting with one another. This is a major worry for their behavioural development, and parents should evaluate their children's gaming habits and work with them to establish an appropriate timetable for video game play that does not interfere with their academic achievement. This study concluded that playing violent video games is detrimental to a child's behaviour and overall health.

Future research can enhance the significance of those findings in a variety of ways. Future research may also look at the effect of other personality traits, such as persona, socioeconomic popularity, and circle of relatives scenario. Additionally, the consequences of violent video game play on real-world aggressiveness may be mitigated. A new method for increasing such findings is to adopt a longitudinal approach that examines the effect violent video games may have on mental well-being. Childhood exposure to violent video games might make youngsters more vulnerable over time.

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