

*Ministry of Higher Education  
& Scientific Research  
University of Babylon  
College of Nursing*



***Impact of Electronic Games on Elementary School  
Children's Behaviors at Schools of Al- Hilla City***

*Done by*

**Hussein Alaa Jassim**

**Hussain Muhammed Abdelkazem**

**Haider Muslim Mohsen**

**Hawra Abbas Hani**

*Partial Fulfillment of the Requirements for the Bachelor degree in  
nursing science*

*Supervised by*

**Lecturer. Dr. Ameer Salah Aldeen**

*April (2023) A.D.*

*Shawal (1445) A.H.*

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

((وَأَنْفَقُوا فِي سَبِيلِ اللَّهِ وَلَا تُلْقُوا بِأَيْدِيكُمْ إِلَى التَّهْلُكَةِ وَأَحْسِنُوا إِنَّ اللَّهَ يُحِبُّ  
الْمُحْسِنِينَ))

صِدْقَ اللَّهِ الْعَظِيمِ

## الإهداء

أهدي هذا العمل المتواضع إلى أبي الذي لم ييخل علي يوماً بشيء

وإلى أمي التي زودتني بالحنان والمحبة

أقول لهم: أنتم وهبتموني الحياة والأمل والنشأة على شغف الإطلاع والمعرفة

وإلى إخوتي وأسرتي جميعاً

ثم إلى كل من علمني حرفاً أصبح سناً برفقه يضيء الطريق أمامي

## الشكر والتقدير

بداية الشكر لله عز وجل الذي أعاننا وشد من عزمنا لإكمال هذا البحث ، ونشكره راعين ، الذي وهبنا الصبر والمطاوله والتحدي والحب لنجعل من هذا المشروع علما ينتفع به .

" من لم يشكر المخلوق لم يشكر الخالق " . ومن هذه المقولة نتقدم بأجمل عبارات الشكر والامتنان من قلوب فائضة بالمحبة والاحترام والتقدير له ، ونقدم أزكى تحياتنا وأجملها وأثناءها نرسلها لك بكل الود والحب والإخلاص :الدكتور الفاضل/ امير صلاح الدين شاكرين لك كل ما قدمته وما نصحت لنا به في إشرافك على هذا البحث ، ولك منا كل التقدير والامتنان.

## Abstract

**Background :** A background study on the growth of the video industry shows that it is one of the fastest growing industries in the entertainment industry with the video games of all genres becoming the most popular form of media. The children are one of the most players in the industry and as a result, its effect on children cannot be ignored.

**Objectives:** The study aimed to assess the level of electronic games addiction, the effects of electronic games on children behavior, find out the relationship between electronic games addiction with their socio-demographic characteristics, and find out the relationship between behavioral disorder and electronic games addiction

**Methodology:** A non-probability "convenience" sample had been consisted of (80) elementary school students of both gender have been selected to obtained represent and accurate data. To achieve the aims of the study, descriptive design was used throughout the present study " Impact of electronic games on elementary school children's behaviors at schools of al- hilla city " from the period of 15 th October 2022 to 1 st April 2023.

**Results:** The results of the study indicate that children have moderate addiction on electronic games also have moderate behavioral disorder most of them 47.5% were playing fighting games, 71.3% were playing at home. Most of those children who participate in the study were playing electronic games continuously and every day, most of them 47% were started to play these games in the age between (9-11) years old.

**Conclusion and Recommendation:** the level of addiction is moderate in children, and they have moderate level of behavioral disorders. Regarding to the difference in gender , Male gender addicted electronic games more

than female. there is highly significant relationship between electronic games addiction and behavioral disorder, it means that the behavioral disorders in those children were related to their addiction of electronic games.

the gaming addiction is a most common serious problem that lead to many negative consequences on children such as health problem, lower academic achievement, addiction, and behavioral disorder, the found of families is very important in the care. They should restrict their children from using electronic device and game for long time. Children and their families should be engaged in programs to increase their knowledge toward the negative impact of electronic games.

## Table of Contents

No.	Subject	Page No.
1	Acknowledgment	I
2	Abstract	II- III
3	List of Contents	IV-V
<b>CHAPTER ONE INTRODUCTION</b>		
1.1	Introduction	2
1.2	Importance of the Study	2
1.3	Objectives of the Study	3
<b>CHAPTER TWO METHODOLOGY</b>		
2	Methodology	5
2.1	Study Design	5
2.2	Setting of the study	5
2.3	Ethical Considerations	5
2.4	Sample of the Study	5
2.5	Study Instrument	6
2.6	Validity of the Questionnaire	6
2.7	Rating Scores	7
2.8	Data collection	7
2.9	Statistical Analysis	7
<b>CHAPTER THREE RESULTS</b>		
3	Results of the Study	9
3.1	Distribution related demographical characteristics	9
3.2	Distribution of study sample related to play information	9
3.3	Distribution of study sample related to video game addiction	11
3.4	Distribution of study sample related to behavioral disorder	13
3.5	The relationship between electronic games addiction and socio-demographical characteristics.	14
3.6	The relationship between electronic games addiction and behavioral disorder	15

CHAPTER FOUR DISCUSSION		
4.	Discussion of Study Results	17
4.1	The Study Sample Socio-Demographics	17
4.1.1	Age	17
4.1.2	Gender	17
4.1.3	Residence	17
4.2	Distribution of study sample related to play information	17
4.3	Distribution of study sample related to video game addiction	18
4.4	The relationship between electronic games addiction and socio-demographic characteristics	19
4.5	Distribution of study sample related to behavioral disorder	19
4.6	The relationship between electronic games addiction and behavioral disorder	19
CHAPTER Five: Conclusion & Recommendation		
5.	Conclusion & Recommendation	21
5.1	Conclusion	21
5.2	Recommendation	22
References		24 - 27





***Chapter One***  
***Introduction***

## **Chapter One**

### **1.1 Introduction**

A video game can be enjoyed by children, adolescents, and adults of any age. From a historical perspective, video games of all genres have quickly become the most popular form of entertainment. More than 45 million American households have a video game system. Games and digital media have a significant impact on many children's lives. Schools are taking advantage of the growing popularity of video games in the classroom by incorporating educational video games into their curricula to help students learn. Few studies have been done on the impact of video games on children's brains, research shows that exposure to educational video games and apps positively affects children's brain development, although While children and adolescents have a greater sensitivity to the negative effects of electronic games (Sherry et.al, 2012)

Technology seems to have a dark shadow behind its benefits. Effects of computer games on the behavior of children is one of the most debated topics in psychology studies because of the robust growth in video game industry in the last few years. A background study on the growth of the video industry shows that it is one of the fastest growing industries in the entertainment industry with the video games of all genres becoming the most popular form of media. The children are one of the most players in the industry and as a result, its effect on children cannot be ignored (Boxer et.al, 2015).

### **1.2 The importance of study**

Studies, literature reviews, and meta-analyses have found a link between a person's level of video game addiction and symptoms of depression and anxiety disorders like anxiety and aggression. According to a new study,

excessive video game use can cause stress and maladaptive coping, loneliness, decreased psychological well-being, psychosomatic problems, and lower academic achievement. Between studies, the magnitude of the effect varies greatly. Males are more likely than females to play video games, and younger gamers are more likely than older gamers to do so (Egloff, 2019).

Excessive video game play has altered the brain's reward centers, causing a compulsion to keep playing even if the consequences are negative. Gaming addiction can lead to a variety of health problems, including serious mental illness. Addiction to gaming has been shown to harm people's social lives, worldviews, career opportunities, and general well-being, according to reports (Farchakh et.al, 2020).

Several studies have found that some gamers have gotten into disagreements with their loved ones because of their gaming habits. Gamers' obsession with their games has led to arguments with partners, friends, and family members, as previously stated. Around ten percent of the parents who took part in the survey said they often got into arguments with their kids over gaming-related issues like game purchases and game time limits. Digital gaming was cited as a cause of intermittent issues for 54% of respondents' children. As opposed to this claim, 37% of parents claimed to have no arguments or disputes with their children over computer gaming (Khoo et.al, 2011).

### **1.3 Objectives of the study**

- 1- To assess the video games habits of children
- 2- To assess the level of electronic games addiction
- 3- To assess the effects of electronic games on children behavior
- 4- To find out the relationship between electronic games addiction with their socio- demographic characteristics.
- 5- To find out the relationship between behavioral disorder and electronic games addiction



***Chapter Two***  
***Methodology***

## **Chapter Two**

### **Methodology**

This chapter presents the research process and design which were used in this study ; it includes the research design, administrative arrangements, the setting of the study, the sample of the study, the study instrument, the rating and scoring system, the validity of the questionnaire ,the method of data collection and statistical data analysis

#### **2.1 :Design of the Study**

To achieve the aims of the study, descriptive design was used throughout the present study " Impact of electronic games on elementary school children's behaviors at schools of al- hilla city " from the period of 15 th October 2022 to 1 st April 2023.

#### **2.2:Setting of the Study**

In order to obtain valid and comprehensive data, The current study was conducted at different elementary schools in Babylon province.

#### **2.3: Ethical Considerations**

Students were asked for a voluntary participation. After they agree to be a part of the study, they were informed about the purpose, benefits, and procedures of the study. To maintain students' confidentiality, they were received anonymously questionnaire and informed that their information would be used for research purpose only.

#### **2.4: Sample of the study**

A non-probability "convenience" sample had been consisted of (80) elementary school students of both gender have been selected to obtained represent and accurate data.

## **2.5: The Study Instrument**

A questionnaire is adopted and developed after completing literature review and review the articles which were related to this field. The final study instrument consists of two parts:

### **Part I: Demographic Information**

This part was presented in a demographic data sheet which was comprised of different items which included socio-demographic data sheets consisting of many items categorized as general information about participants such as: (gender, age, and residence),

### **Part II: General information about video games habits.**

### **Part II: Video Games Addiction**

It was adopted and developed from related literature, which composed of (12) items measured in 3- point ( Never, Sometimes, Always).

### **Part III: Behavioral disorder tool**

It was adopted and developed from related literature, which composed of (7) items measured in 3- point ( Never, Sometimes, Always).

## **2.6. Validity of the Questionnaire**

The validity of the questionnaire means making sure that it will measure what it was prepared to measure, as is meant by honesty (the questionnaire's inclusion of all the elements that must be included in the analysis on the one hand, and the clarity of its paragraphs and vocabulary on the other, so that it is understandable to everyone who uses it.

In order to test the validity of the questionnaire, the instrument was presented to 15 experts in different fields to make it more valid. Experts were requested to provide their views and suggestions on each of the items of the study questionnaire in term of its linguistic appropriateness, its association with the dimension of study variables it was assigned to and its suitability for the study population context.

The experts responses indicated that minor changes should be done to some items and it's were made according to their suggestions , then the final draft was completed to be ready for conducting the study.

### **2.7 :Rating Scores**

In order to statistically analyze the score rating includes the following:

#### **For Video Games Addiction**

1× For never responses

2× for sometimes responses

3 × for always responses

#### **For Behavioral disorder tool**

1× For never responses

2× for sometimes responses

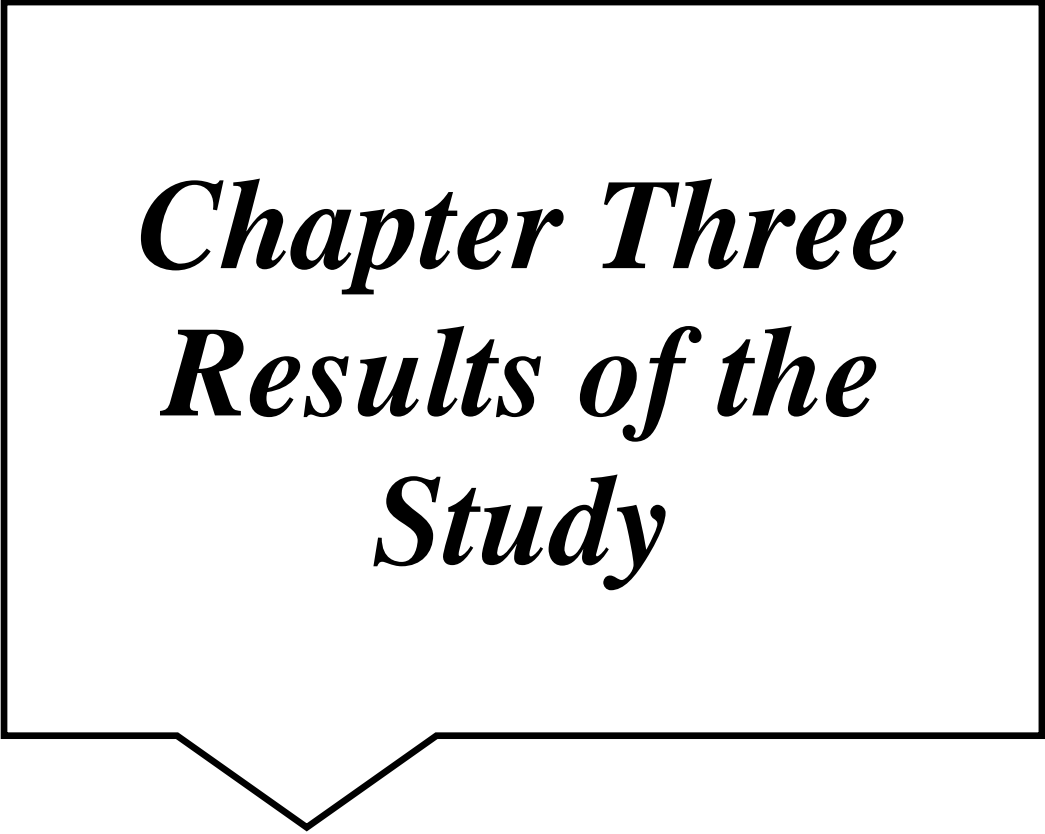
3 × for always responses

### **2.8: Data Collection**

Data were collected by utilizing the adopted and developed questionnaire and by means of self-report technique by students in the elementary schools in Babylon province by using of Arabic version of the questionnaire to achieve the subjects of the study. The data collection process had been carried out from Feb 12th 2023 until Feb 14th 2023. Each student had to take approximately (10-15) minutes to respond.

### **2.9: Statistical Analysis**

The data of the present study are analyzed through the usage of statistical package of social sciences (SPSS) version 24.



***Chapter Three***  
***Results of the***  
***Study***



## Chapter Three

### Results of the Study

The finding of data analysis systematically in figures and tables, which are corresponded with the objectives of the study as follows:

**Table1 : Distribution related demographical characteristics**

Variables		Frequency	Percent
Age	10-13 years	42	52.5%
	14-17 years	38	47.5%
	Total	80	100%
Gender	male	47	58.8%
	female	33	41.3%
	Total	80	100%
Residency	rural	12	15%
	urban	68	85%
	Total	80	100%

This table demonstrated the demographical characteristics of the study sample, the results recorded that the most of study sample (52.5%) were between age group of (10-13) years old, regarding to gender most of study sample (58.8%) were male ,also this table show the high percentage of sample (85%) were lived in urban area .

**Table 2: Distribution of study sample related to play information**

Items	Responses	F	Percent
How many hours do you spend on electronic games per day?	Less than half an hour	15	18.8%
	From half an hour to a full hour	19	23.8%
	From one to two hours	25	31.3%
	From two to three hours	12	15.0%
	more than three hours	9	11.3%
	Total	80	100%

your goals in playing electronic games ?	Relaxing	22	27.5%
	Entertainment	26	32.5%
	Learning	16	20%
	is spending time	16	20%
	Total	80	100%
Have you ever played some of the following electronic games listed below ?	anti-terrorism	6	7.5%
	Fighting games	38	47.5%
	Legends Game	22	27.5%
	Fireworks	14	17.5%
	Total	80	100%
Where do you usually play electronic games?	at home	57	71.3%
	At school	7	8.8%
	at work	1	1.3%
	In the café	5	6.3%
	at friends	10	12.5%
	Total	80	100%
How many times a week do you play electronic games?	every day	38	47.5%
	once a week	11	13.8%
	twice a week	21	26.3%
	more than twice a week	10	12.5%
	Total	80	100%
How old were you when you started playing electronic games?	6-8	36	45%
	9-11	38	47%
	12-14	6	7.5%
	Total	80	100%

Do you feel enjoyment and psychological comfort when playing this type of electronic game ?	Yes	49	61.3%
	a little	24	30%
	too much	7	8.8%
	Total	80	100%
Do you feel uncomfortable when you not playing ?	Yes	20	25%
	a little	46	57.5%
	too much	14	17.5%
	Total	80	100%

This table demonstrated demonstrate the distribution of study sample related to play information. Most of participants 31.3% play electronic games from one to two hours daily. In regard to their goals in playing, most of the participants 32.5% were answers for entertainment, most of them 47.5% were playing fighting games, 71.3% were playing at home. Most of those children who participate in the study were playing electronic games continuously and every day, most of them 47% were started to play these games in the age between (9-11) years old. most of them 61.3% feel enjoyment and psychological comfort when playing this type of electronic game. They have some kinds of uncomfortable feeling to those participants when they are not playing electronic games.

**Table 3: Distribution of study sample related to video game addiction**

		F	Percent	Mean	Level
Do you find ways to play when you are away from home?	never	29	36.3%	1.73	Moderate
	sometimes	44	55%		
	always	7	8.8%		
	Total	80	100%		
Have you ever had a poor grade in a test or failed a study task because you spent too much time playing electronic games?	never	40	50%	1.54	Mild
	sometimes	37	46.3%		
	always	3	3.8%		
	Total	80	100%		

Do you lose hours of sleep to play?	never	30	37.5%	1.73	Moderate
	sometimes	42	52.5%		
	always	8	10%		
	Total	80	100%		
Do you sometimes skip homework or work in order to play more electronic games?	never	38	47.5%	1.58	Mild
	sometimes	38	47.5%		
	always	4	5%		
	Total	80	100%		
Do you forget important responsibilities or appointments at work or school when playing?	never	42	52.5%	1.60	Mild
	sometimes	28	35%		
	always	10	12.5%		
	Total	80	100%		
Do you feel that games affect your life in a negative way?	never	39	48.8%	1.64	Mild
	sometimes	31	38.8%		
	always	10	12.5%		
	Total	80	100%		
Have you formed any friendships or relationships through games?	never	33	41.3%	1.91	Moderate
	sometimes	33	41.3%		
	always	14	17.5%		
	Total	80	100%		
Do you get very angry when someone interrupts your gameplay?	never	25	31.3%	1.75	Moderate
	sometimes	37	46.3%		
	always	18	22.5%		
	Total	80	100%		
Do you become angry or defensive when people suggest you may be playing too much?	never	37	46.3%	2.08	Moderate
	sometimes	26	32.5%		
	always	17	21.3%		
	Total	80	100%		
Do you have intense feelings such as (anger and fear) while playing?	never	20	25%	1.83	Moderate
	sometimes	34	42.5%		
	always	26	32.5%		
	Total	80	100%		
Have you tried to imitate your favorite game character?	never	32	40%	1.45	Mild
	sometimes	30	37.5%		
	always	18	22.5%		
	Total	80	100%		

Do you find ways to play when you are away from home?	never	49	61.3%	1.76	Moderate
	sometimes	26	32.5%		
	always	5	6.3%		
	Total	80	100%		
Overall mean				1.716	Moderate

This table demonstrate the video game addiction, the results recorded that the moderate level related to items (1,3,7,8,9,10, and 12) and mild level score related to items (2 4,5,6,and 11) , while the overall level of addiction was moderate with the mean of 1.716.

**Table 4: Distribution of study sample related to behavioral disorder**

	Responses	F	Percent	Mean	Level
Some of my friends think I'm reckless	never	34	42.5%	1.69	Mild
	sometimes	37	46.3%		
	always	9	11.3%		
	Total	80	100%		
I have to resort to violence to protect my computer, I will	never	39	48.8%	1.61	Mild
	sometimes	33	41.3%		
	always	8	10%		
	Total	80	100%		
When I lose a game I get so angry that I break things	never	51	63.8%	1.43	Mild
	sometimes	24	30%		
	always	5	6.3%		
	Total	80	100%		
I threaten people I know when I disagree with them	never	40	50%	1.61	Mild
	sometimes	31	38.8%		
	always	9	11.3%		
	Total	80	100%		
In view of the provocation, I can hit anyone	never	23	28.8%	1.94	Moderate
	sometimes	39	48.8%		
	always	18	22.5%		
	Total	80	100%		
I find it difficult to control my temper.	never	37	46.3%	1.66	Mild
	sometimes	33	41.3%		
	always	10	12.5%		
	Total	80	100%		

My friends say that I am somewhat argumentative.	never	20	25%	2.08	Moderate
	sometimes	34	42.5%		
	always	26	32.5%		
	Total	80	100%		
Overall mean			1.717	Moderate	

This table demonstrate the behavioral disorder, the results recorded that moderate level related to items (2,5,and 7), and mild level score related to items (1,3,4,and 6). The overall level of behavioral disorder was moderate with the mean of 1.717.

**Table (5): The relationship between electronic games addiction and socio demographical characteristics .**

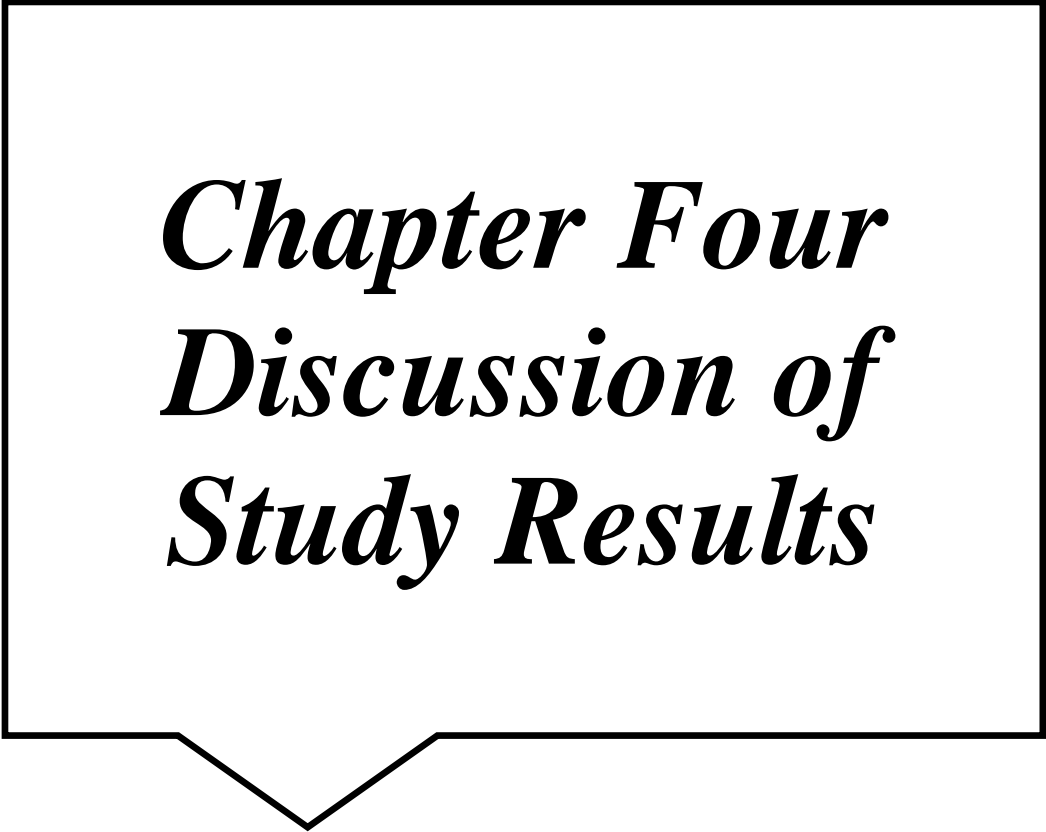
No	Parameters	Chi square value	DF	Significance
1	<b>electronic games addiction</b>	10.316 <sup>a</sup>	66	.850 NS
	Age			
2	<b>electronic games addiction</b>	93.294 <sup>a</sup>	16	.046 S
	Gender			
3	<b>electronic games addiction</b>	11.958 <sup>a</sup>	16	.621 NS
	Residency			

This table shows the relationship between electronic games addiction and socio demographical characteristics. This table shows there is significant relationship between electronic games addiction and gender. Male gender addicted electronic games more than female in the p. value of  $P < 0.05$ , while there is no significant relationship regarding to age and residency in p. value of  $P > 0.05$ .

**Table (6): The relationship between electronic games addiction and behavioral disorder**

No	Parameters	Chi square value	DF	Significance
1	electronic games addiction	225.962 <sup>a</sup>	176	.007 HS
	behavioral disorder			

This table shows that there is Highly significant relationship between electronic games addiction and behavioral disorder in  $P < 0.01$ , it means that the behavioral disorders in those children were related to their addiction of electronic games.



*Chapter Four*  
*Discussion of*  
*Study Results*



## Chapter Four

Results of the nurses attitudes toward family involvement in nursing care are discussed in this chapter. For the purpose of the study, the main findings will be discussed in details under the following headings:

### **4.1. The Study Sample Demographical Characteristics:**

#### **4.1.1 Age**

Findings show participants' age, the age group of (10-13) years old was recorded as the highest percentage. This finding is come with the study of (Marwa, 2022), while this result is not come in line with (Fairous et.al, 2022; Silver and Williamson, 2022).

#### **4.1.2 Gender**

In respect to the gender, most of the children 58% are male . This finding is consistent with the studies done by (Marwa, 2022; Ismail and Hassan, 2018), while this result is incongruent with ( Dalal et.al, 2017; Muhammad et.al, 2014).

#### **4.1.3 Residence**

Regarding to residency, most of the participants 85% were lives in urban areas. This result is consistent with the study of (Qarib et.al, 2021).

### **4.2. Distribution of study sample related to play information**

Most of children play electronic games from 1-2 hours daily. This result is congruent with (Dalal et.al, 2017; Ibrahim et.al, 2020), while this result is inconsistent with ( Ahilam et.al 2018; Al-Maghribi, 2020; Elsayed, 2021). They found that most of children play for more than 3 and 5 hours respectively. Regarding to participants goals in playing electronic games, most of the participant in the current study are playing video games for entertainment. This result is come with the study done by (Alketabi et.al, 2022; Dalal et.al, 2017), while there is incongruent with (Ahilam et.al, 2018). With regard to games types, most of the participants play fighting

games. This result is come with ( Muhammed, 2018; Pellas, 2022; Ahmed et.al, 2019; Ayala et.al, 2023), while this result is incongruent with ( Marwa, 2022). Most of children in present study 71.3% play electronic games at home, and this come in line with ( Ahilam et.al 2018; Dalal et.al, 2017; El Tarbishi and Galal, 2021), while the result is inconsistent with (Al-Imbaby et.al, 2013). Regarding number of times a week they play, most of children in present study play every day in a week. This result is come with the studies of ( Al- Mahribi, 2018; El Tarbishi and Galal, 2021; Salceanu, 2014; Ismail and Hassan, 2018), while the result is not come in line with (Muhammed, 2018). With regard to age of the beginning of playing games, most of the participants are between (9-11)years old. This result is come with the study of ( Ismail and Hassan, 2018; Elsayed, 2021), while this result is incongruent with (Marwa,2020; Ibrahim et.al, 2020). With regard to pleasure and psychological comfort during the game, most of the participants 61.3% answered yes. This result is congruent with (Muhammad, 2018). Most of the participants 61.3% feel little discomfort when they are not playing electronic games. This result is consistent with (Marwa, 2022) and inconsistent with ( Fairouz et.al, 2022).

### **4.3. Distribution of study sample related to video game addiction**

The result demonstrate the video game addiction, the results recorded that the moderate level related to items (1,3,7,8,9,10, and 12) and mild level score related to items (2 4,5,6,and 11) , while the overall level of addiction was moderate with the mean of 1.716. This result is congruent with the studies done by (Pellas, 2020). The electronic games addiction was increased especially during covid- 19 pandemic ( Elsayed,2021; Ayala et.al, 2023).

#### **4.4. The relationship between electronic games addiction and socio demographical characteristics**

The result shows the relationship between electronic games addiction and socio demographical characteristics. There is significant relationship between electronic games addiction and gender. Male gender addicted electronic games more than female in the p. value of  $P < 0.05$ , while there is no significant relationship regarding to age and residency in p. value of  $P > 0.05$ . This result is congruent with ( Ibrahim et.al,2020; Ismail and Hassan, 2018). They found that male children addicted electronic games more than females leading them to more aggressive behaviors.

#### **4.5. Distribution of study sample related to behavioral disorder**

This result demonstrate the behavioral disorder, the results recorded that moderate level related to items (2,5,and 7), and mild level score related to items (1,3,4,and 6). The overall level of behavioral disorder was moderate with the mean of 1.717. This result is congruent with ( Ferguson, 2015; Salceanu, 2014; Silver and Williamson, 2002; Zhang et.al, 2021; Bushman and Auderson, 2002). Aggressive behavior appeared in those who played electronic fighting games especially male children.

#### **4.6. The relationship between electronic games addiction and behavioral disorder**

This table shows that there is Highly significant relationship between electronic games addiction and behavioral disorder in  $P < 0.01$ , it means that the behavioral disorders in those children were related to their addiction of electronic games. Game addiction lead to isolated, a sociality, affects general health status, poor academic achievement, and aggressive behavior ( El Tarbishi and Galal, 2021; Zhang et.al, 2021; priyadarshini et.al,2021).

***Chapter Five***  
***Conclusions &***  
***Recommendations***

## **Chapter Five**

### **Conclusions and Recommendations**

#### **5.1. Conclusions:**

**In light of the results discussion and their interpretations, our study concludes that:**

The recent study aims to assess the level of electronic games addiction, and to assess the effects of electronic games on children behavior. On the basis of the overall, the current findings revealed that the level of addiction is moderate in children, and they have moderate level of behavioral disorders.

Regarding to the difference in gender , Male gender addicted electronic games more than female. There is highly significant relationship between electronic games addiction and behavioral disorder, it means that the behavioral disorders in those children were related to their addiction of electronic games.

## **5.2. Recommendations:**

According to the findings and stated conclusions, the following could be recommended for future work:

1. Because the gaming addiction is a most common serious problem that lead to many negative consequences on children such as health problem, lower academic achievement, addiction, and behavioral disorder, the found of families is very important in the care. They should restrict their children from using electronic device and game for long time.
2. Children and their families should be engaged in programs to increase their knowledge toward the negative impact of electronic games
3. Researchers recommend further studies targeting this subject and comparing the results with another age group.

# *References*

## المصادر العربية:

القران الكريم , سورة البقرة , الآية ( 195).

الواعر, دلال, & بن برغوث. (2017). تأثير الألعاب الالكترونية على سلوك الطفل الجزائري

(الطرايبشي, م., & جلال, س. (2021). The impact of the excessive use of the violent video games on children behaviour. المجلة المصرية لبحوث الأعلام, 77 (الجزء الثالث المجلد الرابع), 97-119, 2021.

خميس محمد عثمان, أ. (2018). أثر الألعاب الألكترونية على سلوكيات أطفال المرحلة الابتدائية العليا. مجلة كلية التربية (أسيوط), 34(1), 127-160.

بن مبارك. تأثير استخدام الألعاب الالكترونية من طرف الأبناء التواصل الأسري من وجهة نظر (Doctoral dissertation, univ-ouargla).

زروال, فيروز, اعراب, & حكيم. (2022). الأثر السلبي للألعاب الالكترونية وعلاقتها بانحراف سلوك الحدث المراهق (عينة لتلاميذ متوسطة ببلدية عين التوتة). مجلة دراسات في سيكولوجية الانحراف, 7(2), 56-75.

فقريش أحلام, & حويش فاطمة الزهراء. (2018). تأثير الألعاب الالكترونية على زيادة العنف كلية العلوم الانسانية والاجتماعية (Doctoral dissertation, جامعة محمد بوضياف بالمسيلة).

محمد المغربي, ر. (2018). أثر استخدام التكنولوجيا على سلوك الأطفال في مرحلة ما قبل المدرسة من وجهة نظر الوالدين. مجلة بحوث التربية النوعية, 2018(52), 155-176.

## References

## (A)

Ahmed , D., Tawfeek, A., Lafta, K. (2019). Effect of Violent Media & Video Games on Children's Behavior Paperback – August 28, 2019. 148 pages.



**(B)**

Boxer, P., Groves, C. L., & Docherty, M. (2015). Video games do indeed influence children and adolescents' aggression, prosocial behavior, and academic performance: A clearer reading of Ferguson (2015). *Perspectives on psychological science*, 10(5), 671-673.

Bushman, B. J., & Anderson, C. A. (2002). Violent video games and hostile expectations: A test of the general aggression model. *Personality and social psychology bulletin*, 28(12), 1679-1686.

**(E)**

Elsayed, W. (2021). Covid-19 pandemic and its impact on increasing the risks of children's addiction to electronic games from a social work perspective. *Heliyon*, 7(12), e08503.

**(F)**

Farchakh, Y., Haddad, C., Sacre, H., Obeid, S., Salameh, P., & Hallit, S. (2020). Video gaming addiction and its association with memory, attention and learning skills in Lebanese children. *Child and Adolescent Psychiatry and Mental Health*, 14(1), 1-11.

Ferguson, C. J. (2015). Do angry birds make for angry children? A meta-analysis of video game influences on children's and adolescents' aggression, mental health, prosocial behavior, and academic performance. *Perspectives on psychological science*, 10(5), 646-666.

**(G)**

Gentile, D. A., Choo, H., Liau, A., Sim, T., Li, D., Fung, D., & Khoo, A. (2011). Pathological video game use among youths: A two-year longitudinal study. *Pediatrics*, 127(2), e319-e329.

**( I )**

Ibrahim, R. H., Ghanim, A. K., & Alkhaderjameel, H. A. (2020). Impact of electronic games on the behavior of children and their academic achievement upon schools in mosul city. *Indian Journal of Forensic Medicine & Toxicology*, 14(1), 374-379.

Ismail, M. A., & Hussein, H. A. (2018). Effect of Electronic Games on Children Behaviors who Attending Teaching Hospitals in Baghdad City. *Iraqi National Journal of Nursing Specialties*, 31(1).

**( P )**

Pellas, (2022). The Effects of Video Gaming on Children's Mental Health. *Opinion - (2022)Volume 9, Issue 5*.

Priyadarshini, P., Ranjan, S. S., Bidnur, V., & Pol, M. (2021). A Study On Impact of Video Gaming On Children. *NVEO-NATURAL VOLATILES & ESSENTIAL OILS Journal| NVEO*, 10355-10361.

**( S )**

Sherry, J. L., Greenberg, B. S., Lucas, K., & Lachlan, K. (2012). Video game uses and gratifications as predictors of use and game preference. In *Playing video games* (pp. 248-262). Routledge.

Sălceanu, C. (2014). The influence of computer games on children's development. Exploratory study on the attitudes of parents. *Procedia-Social and Behavioral Sciences*, 149, 837-841.

Silvern, S. B., & Williamson, P. A. (1987). The effects of video game play on young children's aggression, fantasy, and prosocial behavior. *Journal of Applied Developmental Psychology*, 8(4), 453-462.

Scott, M. R. (2013). Psychosocial variables as predictors of gaming behaviors and gaming addiction in the massively multiplayer online game World of Warcraft. California State University, Fullerton.

(V)

Von der Heiden, J. M., Braun, B., Müller, K. W., & Egloff, B. (2019). The association between video gaming and psychological functioning. *Frontiers in psychology*, 10, 1731.

(Z)

Zhang, Q., Cao, Y., & Tian, J. (2021). Effects of violent video games on aggressive cognition and aggressive behavior. *Cyberpsychology, Behavior, and Social Networking*, 24(1), 5-10.



جامعة بابل / كلية التمريض

بسم الله الرحمن الرحيم

عزيزي الطالب /عزيزتي الطالبة

تحية طيبة.....

الاستبانة التي بين يديك خاصة ببحث

يروم الباحثون الى دراسة ( تأثير الألعاب الإلكترونية على سلوكيات الأطفال) وبما أن مشاركتكم في هذه الدراسة ذات قيمة كبيرة، فالرجاء اختيار الإجابة التي تحدد ما تشعر به بالفعل، علماً أنه لا توجد إجابة صحيحة وأخرى خاطئة، وإنما اجاباتكم تعد صحيحة فقط - طالما تعبر عن حقيقة شعورك تجاه ما تحمله العبارة. لاتضع أكثر من علامة أمام عبارة واحدة مع التأكد من عدم ترك أي عبارة بدون إجابة، علماً ان الاستبانة بدون اسم وسوف نتعامل مع أجابتك بخصوصية وسرية مطلقة وتستعمل الاستبانة لغرض البحث العلمي فقط....

. يرجى التحقق من أنك أجبت على كافة الأسئلة .

مع خالص الشكر والامتنان لتعاونكم معنا خدمة لأهداف الدراسة

الباحثون

جامعة بابل / كلية التمريض

رقم الاستمارة

مع اشارة صح ( ) في المربع المناسب

التاريخ: / / 2021

الجزء الأول: المعلومات الشخصية

1. العمر: سنة

2. الجنس: ذكر

ريف

3. مكان السكن: حضر

## Questionnaire

### الجزء الثاني | معلومات لعب ألعاب الفيديو

1- كم عدد الساعات التي تقضيها على الألعاب الالكترونية في اليوم الواحد؟

<input type="text"/>	اقل من نصف ساعة
<input type="text"/>	من نصف ساعة الى ساعة كامله
<input type="text"/>	من ساعة الى ساعتين
<input type="text"/>	من ساعتين الى ثلاث ساعات
<input type="text"/>	اكثر من ثلاث ساعات

2- ما هي أهدافك في لعب الألعاب الالكترونية؟

<input type="text"/>	ترفيه	<input type="text"/>	راحة نفسية
<input type="text"/>	قضاء وقت	<input type="text"/>	التعلم

3- هل سبق لك أن لعبت بعض الألعاب الالكترونية التالية المدرجة أدناه؟

<input type="text"/>	مكافحة الارهاب
<input type="text"/>	ألعاب قتالية
<input type="text"/>	ألعاب الأساطير
<input type="text"/>	ألعاب نارية

4- أين غالبًا ما تلعب الألعاب الالكترونية؟

<input type="text"/>	في المنزل
<input type="text"/>	في المدرسة
<input type="text"/>	

في العمل

في المقهى

عند الاصدقاء

5- كم مرة تلعب الألعاب الالكترونية في الاسبوع؟

كل يوم

مره في الاسبوع

مرتين في الاسبوع

اكثر من مرتين في الاسبوع

6- كم كان عمرك عندما بدأت لعب بالألعاب الالكترونية؟

7- هل تشعر بالاستمتاع والراحة النفسية عند لعب هكذا نوع من الألعاب

الالكترونية؟ ن  قليلا  كثير 

8- هل تشعر بعدم الارتياح او الانزعاج في حال عدم اللعب؟

نعم  قليلا  كثيرا 

دائما	بعض الاحيان	ابدا	الفقرة
			1. هل تجد طرقاً للعب عندما تكون بعيداً عن المنزل؟
			2. هل سبق لك أن حصلت على درجة ضعيفة في الاختبارات أو قصرت بأداء مهمة دراسية لأنك قضيت الكثير من الوقت في لعب الألعاب الالكترونية؟
			3. هل تفقد ساعات من النوم لغرض اللعب؟
			4. هل تتخطى في بعض الأحيان الواجبات المنزلية

			أو العمل من أجل لعب المزيد من الألعاب الالكترونية؟
			5. هل تنسى المسؤوليات أو المواعيد المهمة في العمل أو المدرسة عند اللعب؟
			6. هل تشعر ان الألعاب تؤثر على حياتك بطريقة سلبية؟
			7. هل شكّلت أي صداقات أو علاقات من خلال الألعاب؟
			8. هل تشعر بالغضب الشديد عند قيام شخص ما بمقاطعة اللعب؟
			9. هل تصبح غاضبًا أو دفاعيًا عندما يقترح الناس أنك قد تلعب أكثر من اللازم؟
			10. هل لديك مشاعر حادة مثل (الغضب والخوف) أثناء اللعب؟
			12. هل حاولت ان تقلد شخصية اللعبة المفضلة لديك؟

### الجزء الثالث/ مقياس الأدمان على ألعاب الفيديو

### الجزء الرابع / مقياس اضطراب السلوكيات

دائمًا	بعض الاحيان	ابدا	الفقرة
			1. يعتقد بعض أصدقائي أنني متهور
			2. اضطر إلى اللجوء إلى العنف لحماية حاسوبي الخاص ، فسوف أفعل
			3. عند خسارتي في اللعب قد أغضب لدرجة أنني أكرس الأشياء



			4. قد اهدد الناس الذين أعرفهم عند الاختلاف معهم
			5. في ضوء الاستفزاز ، يمكنني أن أضرب أي شخص
			6. اجد صعوبة في السيطرة على أعصابي.
			7. أصدقائي يقولون إنني جدلي إلى حد ما.

*Dear student / dear female student*

*.....good greeting*

*The questionnaire in your hands is for research*

*The researchers aim to study (Impact of electronic games on elementary school children's behaviors at schools of al- hilla city). Since your participation in this study is of great value, please choose the answer that determines what you really feel, noting that there is no right or wrong answer, but your answers are considered correct - only - as long as they express About how you really feel about what the phrase holds. Do not put more than one tick in front of one phrase, making sure not to leave any phrase without an answer, knowing that the questionnaire is without a name, and we will deal with your answer with absolute privacy and confidentiality, and the questionnaire will be used for the purpose of scientific research only....*

**Part I: Socio-demographic Information**

1. Age  years
2. Gender Male  Female
3. Residence **City**   **Rural**

Part 2 Video game play information

?How many hours do you spend on electronic games per day -1

Less than half an hour

From half an hour to a full hour

From one to two hours

From two to three hours

more than three hours

? What are your goals in playing electronic games-2

Relaxing

entertainment

Learning

is spending time

Have you ever played some of the following electronic games listed -3  
? below

anti-terrorism

Fighting games

Legends Game

Fireworks

?Where do you usually play electronic games -4

at home

At school

at work

In the cafe

at friends

How many times a week do you play electronic games<sup>5</sup> - ?

every day

once a week

twice a week

more than twice a week

How old were you when you started playing electronic games ?<sup>6</sup> -

Years 6-8

Years 9-11

Years 12-14

Do you feel enjoyment and psychological comfort when playing this type<sup>7</sup> -  
? of electronic game

Yes

a little

too much

Do you feel uncomfortable or uncomfortable when not playing -8

Yes

a little

too much

### The third part / video game addiction scale

List	Paragraph	Never	Sometimes	Always
1	Do you find ways to play when you are away from home?			
2	Have you ever had a poor grade in a test or failed a study task because you spent too much time playing electronic games?			
3	Do you lose hours of sleep to play?			
4	Do you sometimes skip homework or work in order to play more electronic games?			
5	Do you forget important responsibilities or appointments at work or school when playing?			
6	Do you feel that games affect your life in a negative way?			
7	Have you formed any friendships or relationships through games?			
8	Do you get very angry when someone interrupts your gameplay?			
9	Do you become angry or defensive when people suggest you may be playing too much?			
10	Do you have intense feelings such as (anger and fear) while playing?			
11	Have you tried to imitate your favorite game character?			
12	Do you find ways to play when you are away from home?			

### **Part IV / Behavioral Disorder Scale**

<b>List</b>	<b>Paragraph</b>	<b>Never</b>	<b>Sometimes</b>	<b>Always</b>
1	Some of my friends think I'm reckless			
2	I have to resort to violence to protect my computer, I will			
3	When I lose a game I get so angry that I break things			
4	I threaten people I know when I disagree with them			
5	In view of the provocation, I can hit anyone			
6	I find it difficult to control my temper.			
7	My friends say that I am somewhat .argumentative			

جمهورية العراق  
وزارة التربية



المديرية العامة للتربية في محافظة بابل  
قسم الإعداد والتدريب /شعبة البحوث والدراسات التربوية  
العدد: ٤٢/٤١ /  
التاريخ: ٢٠٢٢ / ١٢ / ١٩

الى / ادارات المدارس المتوسطة (بنين - بنات ) في مركز محافظة بابل  
م / تسهيل مهمة

السلام عليكم ...

اشارة الى كتاب جامعة بابل/ كلية التمريض ذي العدد ٤٥٨٧ في ٢٠٢٢/١٢/١٢ لرجو تسهيل مهمة الطلبة المدرجة اسمائهم ادناه لغرض اكمال متطلبات بحثهم الموسوم ( impact of electronic games on elementary schools children's behavior at schools of al-hilla city ) وايداء تعاونكم معهم عند زيارتهم مدارسكم على ان لا يتعارض ذلك مع برنامجنا التربوي.

الاسماء

- ١- حسين علاء جاسم
- ٢- حيدر مسلم محسن
- ٣- حوراء عباس هاني
- ٤- حسين محمد عبد الكاظم

مع التقدير.

  
عباس كافم حامد  
مدير قسم الاعداد والتدريب  
٢٠٢٢/١٢/١٩



نسخه منه الى:

- جامعة بابل/ كلية التمريض / كتابكم اعلاه للتفضل بالاطلاع .. مع التقدير..
- الاعداد والتدريب/ شعبة البحوث/ تسهيل المهمة مع الاوليات/ الملف الدوار.
- الطلبة اعلاه .. مع التقدير.
- الصادرة.

قائمة بأسماء السادة خبراء التحكيم  
على استمارة الاستبيان

ت	اسم الخبير	اللقب العلمي	الشهادة	محل العمل
1.	د. سلمى كاظم جهاد	أستاذ	دكتوراه تمريض صحة المجتمع	كلية التمريض /جامعة بابل
2.	د. وفاء محمد أمين	أستاذ مساعد	دكتوراه تمريض النسائية والتوليد	كلية التمريض /جامعة بابل
3.	د. علي أحمد كاظم	مدرس	دكتوراه تمريض الصحة النفسية والعقلية	كلية التمريض /جامعة بابل
4.	د. محمد طالب عبد	مدرس	دكتوراه تمريض الأطفال	كلية التمريض /جامعة بابل
5.	د. مريم عبد الكريم لعبيبي	مدرس	دكتوراه تمريض النسائية والتوليد	كلية التمريض /جامعة بابل
6.	م.م علي فاضل عبيد	مدرس مساعد	ماجستير تمريض الأطفال	كلية التمريض /جامعة بابل
7.	م.م زينب عبد الأمير	مدرس مساعد	ماجستير تمريض النسائية والتوليد	كلية التمريض /جامعة بابل
8.	م.م مها أحمد كاظم	مدرس مساعد	ماجستير تمريض الأطفال	كلية التمريض /جامعة بابل
9.	م.م زمن أحمد حريفش	مدرس مساعد	ماجستير تمريض الصحة النفسية والعقلية	كلية التمريض /جامعة بابل



## الخلاصة

الخلفية: تُظهر دراسة كثيرة حول نمو ألعاب الفيديو أنها واحدة من أسرع الألعاب نموًا في صناعة الترفيه ، حيث أصبحت ألعاب الفيديو من جميع الأنواع أكثر أشكال الوسائط شيوعًا. يعتبر الأطفال من أكثر اللاعبين في هذه الصناعة ، ونتيجة لذلك ، لا يمكن تجاهل تأثيرها على الأطفال.

الأهداف: هدفت الدراسة إلى تقييم مستوى إدمان الألعاب الإلكترونية ، وتأثير الألعاب الإلكترونية على سلوك الأطفال ، ومعرفة العلاقة بين إدمان الألعاب الإلكترونية وخصائصها الاجتماعية والديموغرافية ، ومعرفة العلاقة بين الاضطراب السلوكي وإدمان الألعاب الإلكترونية.

المنهجية: تم اختيار عينة غير احتمالية "ملائمة" من (80) طالب مدرسة ابتدائية من كلا الجنسين للحصول على بيانات ممثلة ودقيقة. لتحقيق أهداف الدراسة ، تم استخدام التصميم الوصفي خلال الدراسة الحالية "تأثير الألعاب الإلكترونية على سلوكيات أطفال المدارس الابتدائية في مدارس مدينة الحلة" من الفترة من 15 أكتوبر 2022 إلى 1 أبريل 2023.

النتائج: تشير نتائج الدراسة إلى أن الأطفال يعانون من إدمان معتدل للألعاب الإلكترونية ، كما يعانون من اضطراب سلوكي معتدل ، معظمهم 47.5% كانوا يلعبون ألعاب القتال ، 71.3% كانوا يلعبون في المنزل. معظم الأطفال الذين شاركوا في الدراسة كانوا يلعبون الألعاب الإلكترونية بشكل مستمر وكل يوم ، وقد بدأ 47% منهم بلعب هذه الألعاب في سن (9-11) سنة.

الاستنتاج والتوصيات: مستوى الإدمان عند الأطفال متوسط ولديهم مستوى متوسط من الاضطرابات السلوكية. فيما يتعلق بالاختلاف في الجنس ، الذكور يدمنون الألعاب الإلكترونية أكثر من الإناث. هناك علاقة ذات دلالة إحصائية بين إدمان الألعاب الإلكترونية والاضطراب السلوكي ، وهذا يعني أن الاضطرابات السلوكية لدى هؤلاء الأطفال مرتبطة بإدمانهم للألعاب الإلكترونية.

يعتبر إدمان الألعاب من أكثر المشاكل الخطيرة شيوعًا والتي تؤدي إلى العديد من العواقب السلبية على الأطفال مثل المشكلة الصحية ، وانخفاض التحصيل الدراسي ، والإدمان ، والاضطراب السلوكي ، فوجود العائلات مهم جدًا في الرعاية. يجب عليهم تقييد أطفالهم من استخدام الأجهزة الإلكترونية والألعاب لفترة طويلة. يجب إشراك الأطفال وأسرهم في برامج لزيادة معرفتهم بالتأثير السلبي للألعاب الإلكترونية.



وزارة التعليم العالي والبحث العلمي

جامعة بابل

كلية التمريض

## أثر الألعاب الإلكترونية على سلوك أطفال المدارس المتوسطة في مدارس مدينة الحلة

تقدم به الطلاب

حسين علاء جاسم  
حسين محمد عبد الكاظم  
حيدر مسلم محسن  
حوراء عباس هاني

هو جزء من متطلبات نيل شهادة البكالوريوس في علوم التمريض

بإشراف الدكتور

أمير صلاح الدين

شوال ١٤٤٥ هـ

نيسان ٢٠٢٣ م