Effects of excessive playing of online games on anxiety and violent behavior among adolescents–pilot study

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Abstract

Background: Computer games are the most popular entertainments in modern societies and they target a variety of people in different ages. The addiction to the rivalry and excitements of the games make them the most common recreational programs for today's teenagers, so that they do anything to reach a higher level of the game, they immerse in the game so much that they completely separate from their surroundings.

Objectives: To assess the effects of excessive playing online games on anxiety and violent behaviours, to find out correlation between anxiety and violent behaviour related to excessive playing of online games and to find association between level of anxiety, violence behaviour among adolescents with their selected demographic variables.

Methodology: A quantitative approach with descriptive co-relational survey design was adopted for the study. The samples from the selected areas of Baramati district were selected using purposive sampling technique. The sample consisted of 50 adolescents. The tools used for data collection were Beck Anxiety Inventory (BAI) and violence behaviour assessment scale.

Results: Majority 49(98%) of participants were had mild level of anxiety and remaining 1(2%) of participants were not had anxiety. Majority 40(80%) of participants were had mild level of violence and remaining 10(20%) of participants were had moderate level of violence behaviour. The correlation between anxiety and violence behaviour scores is found positive and not significant at p< 0.05 levels. No significant association found between anxiety, violence behaviour and selected socio demographic variables.

Conclusion: There is a need for the education for the adolescents and their parents for the prevention of excessive playing of online games and making them to engage in other physical activities.

Keywords: Anxiety, violent behaviour, online games, adolescents

Introduction

Computer games are the most popular entertainments in modern societies and they target a variety of people in different ages. The addiction to the rivalry and excitements of the games make them the most common recreational programs for today's teenagers, so that they do anything to reach a higher level of the game, they immerse in the game so much that they completely separate from their surroundings. Challenging with the obstacles and reaching a higher level in the game, make the players excited and losing the game make them anxious. Computer games started in 1972 with Pang, a computer tennis game, and then developed in hardware and software systems. Improvement of quality and variety of games increasingly spread it in the society especially adolescents. It is believed that computer games like watching TV provides opportunities for visual learning. Especially because these games are more active compared to watching TV, they are considered more effective. Since these games are known as the second entertainment after TV, opponents of these games emphasize on their negative effects such as stimulating anger and violence, costing a lot of money and having negative effects of physical and mental health, which are much higher than the positive effects of the games such as increasing the coordination of eyes and hands. As Klein and Keepers mentioned in their research reports in 1990, students who prefer computer games to other entertainments have more behavioral problems those other students. Development of electronic and computer games are a great threat for youth and adolescents and can lead to psychological disorders and depression in these groups. In previous times, kids were involved playing with other children, but children of today spend most of their time on computer games as soon as they understand and acquainted with them, while these games cannot create any emotional and human relationship. Children's and adolescents attractions to the computer games cause many mental, physical and social problems for them. These effects are stimulating anger and violence, obesity, epilepsy due to games, social isolation, and other physical and mental damages. Many psychologists and mental health professionals have paid attention to the effects of this games. Researcher need this study, today’s generation spend their most of time on technology. Online video games have become a very popular activity among children and adolescents. Impact of this activity affects their behaviour. Personality, and mood, so they suffer from aggression, violence and many more problems. Investigator wants to
assess the impact on behaviour.

Objectives
1. To assess the effects of excessive playing online games on anxiety and violent behaviours among adolescents of selected areas.
2. To find out correlation between anxiety and violent behaviour related to excessive playing of online games among adolescents of selected areas.
3. To find association between level of anxiety among adolescents with their selected demographic variables
4. To find association between level of violent behaviour among adolescents with their selected demographic variables.

Hypothesis
H1: There will be significant association between levels of anxiety among adolescents and their selected demographic variables at 0.05 levels of significance.
H2: There will be significant association between levels of violence behaviour of adolescents and their selected demographic variables at 0.05 levels of significance.
H3: There will be a statistical significant correlation between anxiety and violence behaviours scores of adolescent students at 0.05 level of significance.

Methodology
Research Approach: Quantitative Research Approach
Research Design: Descriptive-correlational research design
Sampling technique: Non-Probability, Purposive Sampling Technique
Sample size: 50
Setting of study: Selected areas of Baramati district
Method of data collection: Interview technique

Tools Used
Part 01: Demographic data
Part 02: Beck Anxiety Inventory (BAI)
A Beck anxiety inventory consists of 21 symptoms related anxiety. It assesses the how much participants have been bothered by that them during the past month, including today. There are four alternative response columns; No, mildly, moderately and severely. Each item is scores as:

Not at all = 0
Mildly = 1
Moderately = 2
Severely = 3

Total Scores: 0-63
Level of anxiety is divided as follows
- Score of 0 = No anxiety
- Score of 1-21 = low anxiety
- Score of 22-35 = moderate anxiety
- Score of 36 and above = potentially concerning levels of anxiety

Part 03: Violence Behavior assessment scale
For assessment of violence behaviour among students a violence behaviour assessment scale is used. It consists of 17 symptoms related violence behaviour among students. It assesses the how much participants have been bothered by that them during the past month, including today. There are five alternative response columns; Never, rarely, occasionally, often and always. Each item is scores as:

Total Score: 0-68
- Score of 1-23 = Mild problem
- Score of 24-46 = moderate Problem
- Score of 47 and above = Severe problem

Procedure of Data Collection
Data was collected after obtaining administrative permission from health authority of selected areas of Baramati district. The investigator personally explained the participants the need and assured them of the confidentiality of their responses. Data was collected by face to face interview by researcher. The data analysis was done by using both descriptive and inferential statistics.

Results
Section 1: Description of Selected Personal Variables of participants

<table>
<thead>
<tr>
<th>Table 1: Frequency and percentage distribution of participants according to socio demographic variables</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sl No</strong></td>
</tr>
<tr>
<td><strong>Age (in yrs)</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Course of study</strong></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Religion</strong></td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Section 2: Description of Beck’s anxiety inventory scale scores of participants

a. Description of mean, median, mode, standard deviation and range scores of anxiety scale

Table 2: Anxiety scores of participants N = 50

<table>
<thead>
<tr>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>Sd</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.08</td>
<td>10</td>
<td>10</td>
<td>3.58</td>
<td>0-16</td>
</tr>
</tbody>
</table>

Table 4: reveals the mean anxiety scores of participants, it shows that, anxiety scale mean was 10.08, median was 10; mode was 10 with standard deviation 3.58 and range score of 0-16.

b. Description of findings related to level of anxiety among participants

Table 3: Frequency and Percentage distribution of participants according to level of anxiety N=50

<table>
<thead>
<tr>
<th>Level of anxiety</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No anxiety</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Mild anxiety</td>
<td>49</td>
<td>98</td>
</tr>
</tbody>
</table>

The data presented in the Table 3 shows level of anxiety of participants, it reveals that, majority 49(98%) of participants were had mild level of anxiety and remaining 1(2%) of participants were not had anxiety.
c. Association between levels of anxiety of participants with demographic characteristics

Computed Chi-square value for association between level of anxiety of participants and their selected demographic variables is not found statistically significant for not found statistically significant for selected socio demographic variables. Hence hypothesis H1 is rejected inferring that there is no statistical significant association between level of anxiety and their selected socio demographic variables.

Section 3: Description of Violence Behaviour Assessment scale scores of participants

a. Description of mean, median, mode, standard deviation and range scores of violence behaviour assessment scale

Table 4: Violence behaviour scores of participants N=50

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>Sd</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild</td>
<td>18.38</td>
<td>18</td>
<td>8</td>
<td>8.69</td>
<td>0-39</td>
</tr>
</tbody>
</table>

Table 4 reveals the mean violence behaviour scores of participants, it shows that, mean was 18.38, median was 18; mode was 8 with standard deviation 8.69 and range score of 0-39.

b. Description of findings related to level of violence behaviour among participants

Table 5: Frequency and Percentage distribution of participants according to level of violence behaviour N=50

<table>
<thead>
<tr>
<th>Level of violence behaviour</th>
<th>f (%)</th>
<th>f (%)</th>
<th>f (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild</td>
<td>40(80%)</td>
<td>10(20%)</td>
<td>00</td>
</tr>
</tbody>
</table>

The data presented in the Table 5 shows level of violence behaviour of participants, it reveals that, Majority 40(80%) of participants were had mild level of violence and remaining 10(20%) of participants were had moderate level of violence behaviour.

c. Association between levels of violence behaviour of participants with demographic characteristics

Computed Chi-square value for association between level of violence behaviour of participants and their selected demographic variables is not found statistically significant for not found statistically significant for selected socio demographic variables. Hence hypothesis H2 is rejected inferring that there is no statistical significant association between level of violence behaviour and their selected socio demographic variables.

Section 4: Description of scores related to correlation between anxiety and violence behaviour scores of participants

In order to find out the correlation between anxiety and violence behaviour scores participants a correlation coefficient was computed by using Karl Pearson’s Co-efficient of correlated the findings are presented as follows-

Table 6: Correlation between anxiety and violence behaviour by Karl Pearson’s correlation coefficient method N=50

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Mean score</th>
<th>Correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety scores</td>
<td>10.25</td>
<td>0.08</td>
</tr>
<tr>
<td>Violence behavior</td>
<td>20.41</td>
<td>(P = 0.583)</td>
</tr>
</tbody>
</table>

*p<0.05

The data presented in Table 6 shows that the correlation between anxiety and violence behaviour scores is found positive and not significant at p<0.05 levels. Hence Hypothesis H3 is rejected indicating no correlation between anxiety and violence behaviour.

Conclusion

The findings revealed that adolescents of selected areas were had mild level of anxiety and violence behaviors related to excessive playing of online games. Prevention is better than cure, so, there is a need for the education for the adolescents as well as their parents regarding ill effects of excessive use of computers, playing online games etc. Children’s need counseling and supportive environment for the reduction of use of electronic gadgets and engage themselves in other physical activities.
References