

Electronic Games and its Relationship to School Violence Among Primary School Students in Salah Al - Din Governorate

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Abstract

The current research aims to identify the level of electronic games and its relationship to the behavior of violence among primary school students in the province of Salah Ladin. The researcher relied on descriptive descriptive approach to achieve the objectives of his research. The researcher adopted the tools of her research and extracted the cykometric properties. The tools were applied to a random sample of 100 primary and secondary students after collecting the data and analyzing the data by statistical bag for social sciences (Spss), the researcher reached the following results: 1. There is a level of violent electronic games for primary school students 2. There are statistically significant differences between males and females in the exercise of electronic games, which are in favor of males 3. There is a level of school violence among primary school students 4. There are statistically significant differences between males and females in school violence, which are in favor of males 5. There is a statistically significant relationship between the exercise of electronic games and school violence.

Keywords: Electronic games; School violence.



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1. Introduction

1. Chapter I: Definition of Research

1.1. Research Problem

As a result of the multiplicity of electronic games and their diversity, there were different effects on the behavior of children who practiced it in many ways, which contributed to the call to study this phenomenon to identify the different behavioral, health and social effects on children. Because of the spread of the game (Bubji) and the practice of many age groups, especially children and adolescents, and because it is a game based on violence and aggression, the researcher noted that many of the children who play this game appear to have violent behaviors, especially the youngest of them.

The researcher found the problem of her research by presenting an open questionnaire to a sample of mothers and fathers about the causes of violence shown by their young children. After emptying the responses, the researcher found that one of the main reasons behind violent behavior is the practice of electronic games.

In addition to the above, and because the researcher did not stand on a scientific study dealt with this subject in Iraqi society and Salah al-Din in particular, the problem of study can be identified in the main question:

What is the nature of the relationship between the exercise of electronic games and school violence among primary school students in the province of Salah al-Din.

A number of other questions stem from this question:

1. The degree of the practice of students of the elementary stage of electronic games in the province of Salah al-Din
2. Are there differences of statistical significance in the exercise of electronic games among primary school students according to the gender variable (male - female).
3. What is the level of school violence in primary school students in Salah al-Din Governorate
4. Are there statistically significant differences in school violence among primary school students according to the sex variable (male and female)?
5. Is there a statistically significant relationship between the exercise of electronic games and school violence among primary school students?

1.2. Second: The Importance of the Study

The importance of research is divided into

1.2.1. Theoretical Importance

- A. Enriching the National Library with a genuine research topic that has not been discussed before - according to the researcher.
- B. Interest in the study of recent variables occurred in the field of specialization and have psychological effects, educational and social

- C. School violence is a phenomenon prevalent in most schools and therefore it is necessary to identify the most important reasons behind them
- D. The importance of the sample are children, who must pay attention to them and study the variables that may affect their behavior.

1.3. Third: The Objectives of the Study

This study aims to:

1. The degree of the practice of students of the elementary stage of electronic games in the province of Salah al-Din
2. The differences are statistically significant in the exercise of electronic games among primary school students according to the gender variable.
3. The level of school violence among primary school students in Salah al-Din governorate
4. Differences of statistical significance in school violence among primary school students according to the gender variable (male - female).
5. A statistically significant relationship between the practice of electronic games and school violence among primary school students.

1.4. Fourth: Limits of the Study

The current research is determined by a study which deals with the practice of electronic games and school violence in a sample of primary school students in Salah al-Din governorate for the academic year 2018-2019.

1.5. Fifth: Study Terms

1.5.1. Electronic Games

Salen and Zimmerman (2004), defined it as "games that are available on an electronic basis" (Salen and Zimmerman, 2004).

von Salisch *et al.* (2011) It is a kind of games that are practiced on smart devices, which provide the individual with pleasure as a result of the use of hand and eye (visual and motor aches) (von Salisch *et al.*, 2011).

Procedural Definition: These are electronic games of a violent nature that require the game to practice the killing, theft or bombing of a unit or a special squad.

1.5.2. Second: School Violence

Gentile *et al.* (2011) It is a group of socially acceptable jealous behaviors which directly affect the public school system and lead to negative results regarding scholastic achievement and social relations with others, or may lead to moral or material damage to public property (Gentile *et al.*, 2011).

Gentile *et al.* (2011) This behavior is characterized by aggressive aggression, which leads to physical or moral damage to the student by his colleagues in the school environment (De Aguilera and Mendiz, 2003).

The procedural definition: All psychological, emotional and physical practices, which appear as a result of frustration accompanied by signs of tension, carried out by the student within the school environment, through the use of force, whether physical or moral, to inflict damage and material or verbal harm to his peers or public property or Special

1.5.3. Third: Primary Students

Students between the ages of 6-12 who continue the morning study at the elementary level in Salahuddin Governorate.

2. Chapter Two: Theoretical Framework and Previous Studies

2.1. First: Theoretical Framework

2.1.1. The Concept of Electronic Games and Their Classification

The game is defined as an activity in which players engage in an artificial conflict, governed by certain rules, in a way that results in quantifiable results. A game is called electronic if it is available in a digital format (Salen and Zimmerman, 2004) digital. They are usually run on the computer platform, the Internet, television, video, mobile phones, and handheld devices.

According to Salen and Zimmerman (2004), electronic games can be classified according to their nature to the following categories:

Conqueror: The aim of this category is to compete and win whatever the losses. Players of this type seek to achieve predetermined goals, so that they have the pleasure of controlling the events of the game, or controlling the social events around them or the game.

Category II Manager Manager: This category aims to develop specific skills to the degree of mastery. Processes are developed to a level that makes them continue to play to the end by enabling them to use the skills they previously mastered in the same game and to employ them later in order to master other skills that are more thorough, comprehensive and detailed in the game itself.

Wanderer: This category presents new and interesting experiences and experiences, but the degree of challenge in this category is lower than that of the previous two varieties. The players in this genre are mainly looking for fun and relaxation.

Participant: In this category, players enjoy games of a social nature, or participate in virtual worlds (Gentile *et al.*, 2004).

Virtual worlds are virtual 3D virtual worlds. The user can create virtual characters, such as avatars, as well as building and designing buildings and models, doing various kinds of activities, and getting to know other people from around the world.

There are virtual worlds in cyberspace, there is there.com and there is virtuallife (secondlife.com). When a player registers in one of these virtual worlds, he will feel that the world is his imagination and his imagination. In a binary or three-dimensional image that perfectly simulates real life. The player is asked to choose his own avatar, a virtual virtual character representing the player in the virtual world, through which the user can interact with the surrounding virtual environment and with each avatar representing another user, He left behind all the enemies of a real man lying in a spot of The patches of the globe sit behind the screen of his computer (Gentile *et al.*, 2004).

2.2. The Pros and Cons of Electronic Games

2.2.1. The Positives of Electronic Games

Electronic games are characterized by positive aspects, they develop memory and speed of thinking, and developed a sense of initiative and planning and logic. This type of games contributes to the harmony with new technologies, so that children are good at running the steering wheel, and using the joystick, and dealing with these machines professionally, and teach them to perform defense and attack at the same time and stimulate these games focus and attention, and activates intelligence, Solving puzzles or creating imaginative worlds is not only that, but also helps to participate (Gentile *et al.*, 2004).

Al-Jaroudi (2011), says that when a child is playing he is often alone. But to find solutions and solve puzzles, he needs to ask his friends and sellers about games before buying them. It needs to establish arguments, ask questions, get explanations and share information. These dimensions of participation are important, even if parents do not notice them.

As Al-Anbari (2010) finds, electronic games have many advantages, including recreation in leisure time. The game also has an expansion of the player's thinking and imagination, as some games carry puzzles that help develop the mind and the mind. One of its advantages is that it is a competition between friends by playing multiplayer games. They may also inform players of new ideas and up-to-date information.

McGonigalM (2011), believes that electronic gaming is productive, producing positive emotions, strong social relationships, a sense of accomplishment, and an opportunity to develop the capacity to build a sense of useful and productive work.

As noted in 2010: (54), Allen to some of the advantages of electronic games as follows:

- Raise meditation and reflection.
- Encourages creative solutions, adaptation or adaptation.
- Enable the application of important ideas and ideas in the facts and events of real life.

However, there is strong evidence that children who spend long periods of time playing electronic games, especially violent games, have a weak academic achievement in school and thus have more negative ratings than teachers compared with children who play less games Violent or not practicing electronic games at all 2007: 78), (Anderson

2.2.2. The Disadvantages of Electronic Games

Despite the benefits that some of the games may contain, their disadvantages are more than their advantages, because most games used by children and adolescents have negative implications for them at all stages of their growth. In addition, a large percentage of electronic games rely on entertainment, As well as children and adolescents learn the methods of crime and its arts and tricks and develop in their minds the abilities and skills of violence and aggression and the result of crime and these abilities are acquired through the habit of practicing these games.

"According to many studies and research, electronic games have been the cause of some tragedies. The results of these games in the last 35 years have been linked to increased violent behavior, high homicide, rape and serious assaults in many societies, the common denominator in all these countries is the violence presented by the media or electronic games and is presented to children and adolescents as a kind of entertainment and fun.

2.3. Damage to Electronic Games

Through the study of relevant literature, the researcher was able to classify the negative effects of electronic games to the following:

2.3.1. Behavioral and Security Damage

Research has shown a link between violent behavior of the child and scenes of violence seen on television or practiced in electronic games. Studies have shown that violence multiplies by playing the high-tech games of today's games that a large proportion of electronic games are based on entertainment, enjoying killing others, destroying their property and attacking them unlawfully, and teaching children and adolescents ways to commit crime Arts and

tricks and develop in their minds the abilities and skills of violence and aggression that ultimately leads them to commit crimes. For example, a Canadian study was conducted to review and evaluate the content of three hundred electronic games. In the results, 222 games were recorded, 222 of which are directly dependent on the idea of crime and murder:

2.3.2. Health Damage

In a study, she noted that over the past 15 years, with the spread of electronic games, a new set of injuries related to the skeletal and musculoskeletal system has emerged as a result of rapid repetitive movement, indicating that sitting for many hours in front of a computer or television causes severe pain in the lower back, And the frequent movement of fingers on the keyboard caused severe damage to the thumb and wrist joint as a result of bending them continuously.

The electronic games also negatively affect the children's eyes, as the child may be impaired by the exposure to the areas of electromagnetic radiation short-frequency emitted from television screens or computer, which sits in front of hours long while playing, and the movement of the eyes are very fast during the exercise of electronic games, Of the chances of stress, which in turn lead to redness of the eye and dryness, itching and irritation, all symptoms give a sense of headache and a sense of physical stress and sometimes anxiety and depression. This is what Hosny (2002) confirmed in her study. She also added that her risks include the emergence of a range of injuries in the musculoskeletal system. Many children complained of neck pain, especially the left side, if the child was using the right hand. As a result of the rapid use of the hand and tighten the neck muscles and the bone of the board and the session is not sound.

Al-Anbari (2010), believes that the night-time exercise of children and adolescents directly affects their personal efforts the following day. It also increases the body's fatigue and headaches, and continuous play without interruption for up to seven hours May negatively affect the brain cells, and that the less the area of the television screen or computer increased the focus of the person on the screen, which straining the eyesight and cause headaches. The wrong way of sitting during a game, such as sitting in a reclining position and having a bad neck, may cause harm. Also sitting on his side after eating for the game may affect the stomach.

2.3.3. Social Damages

In his study, Abu (2005) pointed out the danger of the use of electronic characters far from reality. These figures, while developing the child's imagination, are at the same time developing the space of separation from reality. Even when he embraces this reality, he deals with the logic of these imaginary characters, Tensions, violence, challenge, and permanent rivalry with the surrounding society.

These games may also lead to negative ethics and thoughts, further family separation and human interdependence with others and the child's attachment to Western values and ethics that separate him from his community and originality. From the point of view of Majzoub she makes a selfish child who thinks of nothing but satisfying his need for this game, and often the problems are raised between brothers and sisters around who plays? Unlike the mass popular games in which the child invites his friend to play with him (Abu Jarrah, 2005).

In addition, the electronic games may teach children about fraud. The child is cheating on his parents to steal from them the money he needs to spend on electronic games, either by taking the expenses of his private lessons to play with them or claiming that the class teacher asked them for money to beautify the class or to buy gifts for those who excel in the exam.

2.4. School Violence

2.4.1. The Concept of Violence

Violence is a behavioral problem known to man since ancient times. The history of this subject and this behavior may be attributed to the killing of Abel by his brother Cain. Humanity has also witnessed many cases of violence and barbarism. Violence breeds violence only because it contradicts human nature (Muhammad, 2005: 49)

Violence has existed in the young child as well as in the adult, the patient and the patient. It takes various forms of verbal and nonverbal language. Violence is one of the most serious and serious behavioral problems that have taken place. The scholars and researchers from ancient times, because of their effects on the psychological, mental, educational and social aspects (Akkad, 2001).

2. The Difference Between School Violence and School Bullying: Violence is more general than bullying, and therefore bullying is a form of violence. Every developmental behavior is a behavior that includes violence and not vice versa. It is not necessary that all forms of violence are negative. The individual resorts to violence in order to protect himself, while all forms of bullying are mutilated.

Bullying is a form of violence that involves the imbalance between two extremes, the bullying and the victim in a specific place. This does not always happen with violence. Violence includes the equal of the combatants against one another, unlike bullying, which requires an imbalance of power between the parties. Bullying is the tradition of the tiger in its power and brutality, an aggression that includes a psychological attack, verbal and physical starting at the early age of the lives of individuals and reaches the top in the last three grades of primary school and continues during the secondary level and begins to decline when the student enters the university, Developmental behavior is not directed at the self at all, but directed at others, it is a deliberate behavior consciously aimed at harming others, a form of aggressive behavior negative, and the aggressor does not provoke the bully and urged to attack as the bullying begins to attack to highlight its strength and show off, Behavior is a sense of pleasure and control over other

students. The developmental behavior is characterized by persistence and repetition, with a significant difference between the bullying and the victim. This leads to the absence of sympathy from the bullying towards its victims. This difference in strength is the real criterion for determining developmental behavior. Developmental behavior in some cases is positive, including self-defense in the event that it occurs under injustice. The negative is directed towards the self to destroy it or others or their property with the aim of subverting it.

2.4.2. Violence in Schools

The most important manifestations of school violence suffered by our schools are:

1. Riots and disruption of the school system, especially between school classes
2. The distortion of school walls
3. Refusal to submit to school authority
4. Disable teachers from completing the lesson
5. Damaged school furniture
6. Stole the students' things and their private property
7. Sarcasm, ridicule and imitation of teachers or those who represent the authority in the school (Hanna, 1998: 36)

2.5. Second: Previous Studies

2.5.1. Previous Studies of Electronic Games

Virtual violence and its impact on the behavior of the Algerian child.

The current research aims to identify a set of television programs and electronic games that are shown on television screens that can generate violence in children. The study pointed to the need to codify the television programs and electronic games played by children because of their obvious impact on their violent and aggressive behavior, whether these behaviors are phenomenon or not visible.

B- Study (Murad, 2012): electronic games and their role in reducing the practices of sports in adolescents

The current research seeks to identify the effect of the electronic games on physical activity in a sample of adolescent students. To achieve this goal, the researcher followed the scientific steps. He relied on the descriptive approach by taking a sample of the adolescent students who play electronic games, The extent of their tendency towards physical exercise, and after building the questionnaire and verification of the characteristics of cykometric, and the application of the tool on the sample research, the researcher found a negative relationship between the exercise of electronic games and the tendency to exercise physical activities

2.5.2. Previous Studies on School Violence

Ninth: The study of the causes of school violence and the means of reducing it from the point of view of the parents of the students of the primary stage in Jordan. Field study in the district of Ira and Burqa.

The study sought to identify the causes of school violence from the point of view of the parents in the district of Ira and Burqa in Balqa Governorate. The study was conducted using the social survey method of the sample, which consisted of (100) parents of whom (28) fathers and (72) And the length of class (7), and the instrument of measurement consisted of (18) paragraph distributed in two areas of social violence and social responses by a triennial, and the study reached the most important social causes of school violence is the inability of the family to provide the needs of the student comes after bad guys, School reasons ranked first as weak management The study shows that the most important means of reducing school violence is to provide playgrounds and yards in the school. Then the activation of the role of psychological guidance and then training teachers to deal with students within Class

Tenth study the relationship between school violence and the achievement of study from the point of view of teachers.

The study sought to know the relationship between school violence and scholastic achievement from the point of view of the teachers. In addition to the knowledge of the most violent types of student violence against the student colleague, the study used the descriptive approach to suit the current study. The sample of the study consisted of (50) teachers, the study used tools such as interview, form and observation to collect data and information. The study finally found a relationship between violence, collection and physical violence of the most common types

2.6. Comment on Previous Studies

The researcher benefited from these studies in:

1. To crystallize the problem of research and its importance
2. Definition of terminology and theoretical framework
3. Determine the type of curriculum and sample size
4. Identification of statistical means and comparing the results of the study with previous studies

3. Chapter Three: Research Procedures

This chapter includes an overview of the methodology of the research and its procedures in determining the size of society and the samples used, in addition to statistical tools and methods used in verifying the validity of the tools and their stability, in addition to the statistical means:

3.1. Research Methodology

The researcher relied on the descriptive approach due to its compatibility with the research objectives, in addition to the fact that this approach is one of the most widely used and widely used methods in human specialties.

3.2. Research Community

Society is all things or persons who make up the vocabulary or molecules of the phenomenon under discussion. The process of identifying the research community is necessary and important, since the research community depends on the researcher to determine the sample size selected. The current research community consists of all primary school students in Salah al-Din for the academic year 2018-2019.

3.3. The Research Sample

The researcher selected a random sample of primary school students in Saladin Governorate who practice violent electronic games. The sample size was 100 students. The following table shows the characteristics of this sample.

Table-1. Explains the research sample

Sample	Size
Males	50
Female	50
Total	100

3.4. Search Tools

To achieve the current research objectives, the researcher has adopted the following tools:

First: the scale of electronic games

3.4.1. Description of the Scale

The researcher adopted a scale and consists of (21) paragraphs with three alternatives (often, sometimes, rarely)

3.4.2. Virtual Honesty

The analysis is very necessary in the beginning of the preparation of the paragraphs of the questionnaire, indicating the extent of the representation of the paragraphs of the questionnaire of the attribute to be measured, although it is misleading because it depends on the opinions of experts and arbitrators and these views are subjective subjective opinions, sometimes objectivity, Which are inherently good, necessarily contribute to raising the discriminatory power of the paragraph and its honesty factor.

In order to verify this truth, the researcher presented the closed questionnaire to a group of experts and arbitrators to express their views on the validity of the questionnaire in the virtual problem. The researcher adopted a standard of (80%) of experts for the survival of the paragraph or its fall.

3.4.3. Stability of the Questionnaire

Stability is one of the important characteristics of standards, taking into account that honesty is the basis. The true measure is necessarily a constant measure and vice versa. Every honest measure is necessarily constant (Imam and others, 1990: 143).

3.4.3.1 The Researcher Extracted Two Types of Stability

- 1- The researcher used the Pearson correlation coefficient between the two applications. The researcher found that the coefficient of stability (0.87)
- 2- Alpha Kronbach method: To extract stability, applied the equation (Vkronbach) on the grades of the sample, and the value of the coefficient of stability (0.81). Another indicator of the stability of the questionnaire

3.5. Second: The Measure of School Violence

3.5.1. Description of the Scale

The researcher adopted a scale consisting of (35) paragraphs with three alternatives (often, sometimes, rarely)

3.5.2. Virtual Honesty

To verify this truth, the researcher presented the closed questionnaire to a group of experts and arbitrators to express their views on the validity of the questionnaire in the virtual problem. The researcher adopted a standard of (80%) of the experts for the survival of the paragraph or its fall. Accordingly, no paragraph was dropped.

3.5.3. Stability of the Questionnaire

3.5.3.1. The Researcher Extracted Two Types of Stability

The researcher used the Pearson correlation coefficient between the two applications. The researcher found that the coefficient of stability (0.85)

3.5.4. Alpha Kronbach Method

To extract stability, applied the equation (Vcronbach) on the grades of the sample, and the value of the stability factor (0.83). Another indicator of the stability of the questionnaire.

3.6. Application Tools

After verifying the reliability of the tools and their consistency, the researcher applied the tools on the research sample to achieve the current research objectives.

3.7. Statistical Means

To achieve the research objectives, the researcher used the following statistical methods

- 1 - The final test of one sample
- 2 - The test of two independent samples
- 3- Pearson correlation coefficient

4. Chapter Four: Search Results

In this chapter, the researcher reviews the findings, the most important conclusions, recommendations and suggestions

- 1 - Recognize the degree of electronic games for elementary school students in Salah ad Din province

The following table illustrates this

Table-2. Test for one sampling

Variable	Sample	SMA	Standard deviation	Average Satisfaction	Average Value T *	Significance (0.05)
Games	100	43,80	6,184	42	70,827	Function

It is clear from the previous table that the sample of the study has a high degree of exercise of electronic games since the mathematical mean of the sample is higher than the mean, and the value T calculated statistically significant at the level of (0,05).

The researcher believes that this result is expected especially with the fun and suspense of these electronic games and the loss of control of many families on their children and follow-up.

Second Objective: To identify the significance of statistical differences in the exercise of electronic games among primary school students according to the gender variable (male - female).

The following table illustrates this:

Table-3. TEST for two independent samples

Significance (0.05)	Average Value T *		Average Satisfaction	standard deviation	SMA	sample	variable
	Calculated	Table					
Function	1.98	91,388	70	8,284	75,71	100	School violence

It is clear from the above table that the research sample has a high degree of school violence because the sample mean is higher than the mean. The calculated T value is statistically significant at 0.05. The researcher believes that the practice of violence behavior is a reflection of the impact of the sample violent electronic games on smart devices, the child here is performing the same movements on the ground.

Forth Objective: To identify the significance of statistical differences in school violence among primary school students according to the gender variable (male - female). The following table illustrates this:

Table-5. TEST for two independent samples

Average Value T*	Average Satisfaction		standard deviation	SMA	sample	variable
	Calculated	Table				
Function	1.96	8,488	7,702	80,18	50	Males
			4,623	70,45	50	Female

In the previous table, the calculated T value is greater than the scale. This means that there are statistically significant differences between males and females in school violence. The researcher believes that violence is more characteristic of males than females, and this is what most previous studies have pointed out

Fifth Objective: To identify the relationship of statistical significance between the exercise of electronic games and school violence among primary school students. To achieve this goal, the researcher used the Pearson correlation coefficient to identify the relationship between the sample responses on the first and second scales. The researcher found a correlation coefficient of (0.78). This finding suggests that the practice of violent electronic games is a predictive factor in the child's practice of violent behavior on the ground.

5. Conclusions

1. There is a level of violent electronic games for primary school students
2. There are statistically significant differences between males and females in the exercise of electronic games, which are in favor of males.
3. There is a level of school violence among primary school students
4. There are statistically significant differences between males and females in school violence, which are in favor of males
5. There is a statistically significant relationship between the exercise of electronic games and school violence

5.1. Recommendations

According to the results of this study, the researcher recommends the following:

1. Educators and parents should be aware of the most positive and negative aspects of electronic games in order to promote positive aspects and reduce the negative aspects of school, home and outside the home.
2. Establish a national / national center at the level of the Arab world to conduct research related to electronic games and work on producing them in accordance with the religion, customs and traditions of Islamic and Arab societies.
3. Reduce school violence by guiding students to correct behavior
4. Instruct media to launch media programs that support peace and love among students

5.2. Proposals

1. The practice of electronic games and their relation to psychological unity among primary school students
2. Electronic games and health behavior among middle school students
3. School violence and its relation to the method of socialization among middle school students
4. School violence and its relation to rigid thinking among primary school students

5.3. Conclusions

1. The level of exposure to professional pressures of school principals is high and high
2. There are differences in professional pressures among managers according to sex and for females
3. There is a low level of functionality among managers
4. There are differences in job performance among managers according to sex and for males
5. There is a statistically significant negative correlation between occupational pressures and functional performance and this relationship is inverse.

5.4. Recommendations

1. The need to hold seminars and conferences that discuss ways to face the professional pressures of employees and managers
2. The development of cadres Walter B and Yeh to serve career
3. Conducting continuous workshops throughout the year and during the summer holidays in order to develop the managerial abilities of the managers
4. Altak me about the traditional methods of only da Rh and Trafficking e towards modern methods

5.5. Proposals

Updates to Current Research The researcher suggests the following addresses:

1. Professional pressures and their relation to the motivation of the principals of primary schools in Baghdad
2. Professional pressures and their relationship to the leadership behavior of the principals of junior high schools in Salahuddin province from the point of view of teachers and teachers
3. Organizational commitment and its relation to job performance among high school principals
4. Organizational success and its relation to job performance among high school principals in Baghdad from the point of view of teachers and teachers

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