

Effect of Electronic Games on Children Behaviors who Attending Teaching Hospitals in Baghdad City

أثر الألعاب الإلكترونية على سلوكيات الأطفال القاصدين للمستشفيات التعليمية في مدينة بغداد

Maryam A. Ismail, MScN*

Hassan A. Hussein, PhD**

* Student, Psycho-Mental Health Nursing Department, College of Nursing, University of Baghdad. marry94ad@gmail.com

**Assistant Prof., Psycho-Mental Health Nursing Department, College of Nursing, University of Baghdad . faun_79@yahoo.com

المستخلص:

الهدف: يهدف البحث إلى إيجاد تأثيرات الألعاب الإلكترونية على سلوكيات الأطفال وإيجاد العلاقة بين المعلومات الديموغرافية وتأثير هذه الألعاب على سلوكيات الأطفال.

المنهجية: دراسة وصفية-تحليلية لأيجاد أثر الألعاب الإلكترونية على سلوكيات الاطفال القاصدين للمستشفيات التعليمية في مدينة بغداد. أجريت للمدة من ٢٠١٧-١٠-٢٠ ولغاية ٢٠١٨-٤-١. اختيرت عينة غرضية (غير احتمالية) مكونة من (٥٠) طفل قاصدين للمستشفيات النفسية في مستشفى الطفل المركزي في الاسكان وفي وحدة الطب النفسي في مستشفى حماية الطفل التعليمي. تم اختيار العينة حسب ضوابط: الاطفال الذين يزورون وحدة استشارية الطب النفسي لأول مرة، الطفال في اعمار ٧-٢ سنة من الولاد والبنات مع ابائهم الذين يجب ان يكونو موجودين للمساعدة على مليء الاستبانة. استعملت في الدراسة استبانة مع مقابلة شبيهة توجيهية لجمع المعلومات. خللت بيانات البحث باستعمال إجراءات التحليل الإحصائي الوصفية (التكرار والنسب المئوية والمتوسط والانحراف المعياري) وإجراءات التحليل الإحصائي الإستدلالية (مربع كاي لإيجاد العلاقة بين الصفات الديموغرافية والمشاكل السلوكية للاطفال).

النتائج: كشفت نتائج البحث بأن ٧٠% من عينة البحث كانوا أولاد و٤٥% منهم كانوا بين ٩-١٠ سنة، وان ١٠٠% من عينة البحث يمتلكون أجهزة ألعاب الكترونية وكان ٧٤% منهم يلعبون بها يوميا، وان ٢٤% منهم كانوا يلعبون لساعة واحدة او ثلاث ساعات وان ٥٢% من عينة البحث لديهم مشاكل في الدراسة. بينت النتائج ان هنالك علاقة احصائية عند ($P=0.026$) بين نوع العينة والمشاكل السلوكية لدى الاطفال.

التوصيات: توصي الدراسة حاليا بأهمية توعية الاباء والمربين للطرق الصحية لاستخدام اطفالهم للألعاب الإلكترونية وضرورة مراقبتهم وتوجيههم اثناء الاستخدام لتقليل اثارها السلبية على الاطفال.

الكلمات المفتاحية: الألعاب الإلكترونية، فوائد الألعاب الإلكترونية، مضار الألعاب الإلكترونية

Abstract

Objective(s): current study aims to find the effect of electronic games on children's behavior, and find the relationship between child demographic data and the effect of electronic games on the child's behavior.

Methodology: A descriptive-analytic study was conducted for assessing the Effect of electronic games on children's behaviors that attending to teaching hospitals in Baghdad city during the period of (October/ 20th /2017 to March/1st /2018). A (50) purposive (non- probabilistic) sample from: Child Protection teaching Hospital, Child Central Hospital in AL-Iskan. The sample is selected according to the criteria: Children who visited the consulting unit of children in the hospitals in the first visit, children in the age between 7 and 12 years, boys and girls and their parents must be founded with them to help in the fill of the questionnaire. The data are collected for the present study through the use of the questionnaires and semi-structured interview technique. The data have been analyzed by using the descriptive statistics (Frequencies, Percentages, Means and Standard Deviations (SD) and the inferential statistics (Chi-square to find out the relationships between the socio-demographic and the effect of electronic games on the child's behavior).

Results: study results show that 70% of study sample was boys and 45% of them was between 9-10 years and 100% from the study sample have electronic game devices and 72% of them was playing every day, 24% play for one hour or three hours. And that 52% of study sample have problems with the study, and their significant statistical association in ($p\text{-value}=0.026$) between gender and behavioral problems of children.

Recommendations: study recommended for the importance of awareness of parents and educators to the right way for using electronic games and supervise and guide theme to reduce the its negative effect on children.

Keywords: Electronic Game, Electronic Games Advantages, Electronic Games Disadvantages.

Introduction:

Video games are frowned upon by parents as time-wasters, and worse, some education experts think that these games corrupt the brain. Playing violent video games are easily blamed by the media and some experts as the reason why some young people become violent or commit extreme anti-social behavior⁽¹⁾. According to the survey of national institute on media and family in the United States, find that 92% of children and adolescents between 2-17 old playing video games. The main studies pointed that 2-18 old spend 20-33 mint per day on playing video games⁽²⁾. Researchers find that most of electronic games that children and adolescents played tend to aggressive, war and fighting. This type of electronic games is widespread in the last years in the Arabic countries, this spread back to the ability of these games to abolish the geographic borders between youth and childhood and reduce the distances through its entertain features⁽³⁾.

“Video games change the brain,” according to University of Wisconsin psychologist C. Shawn Green. Playing video games change the brain’s physical structure the same way as do, learning to read, playing the piano, or navigating using a map. Much like exercise can build muscle, the powerful combination of concentration and rewarding surges of neurotransmitters like dopamine strengthen neural circuits that can build the brain⁽⁴⁾. While some games have educational content, many of the most popular games emphasize negative themes and promote:

- The killing of people or animals⁽⁵⁾
- The use and abuse of drugs and alcohol⁽⁵⁾
- Criminal behavior, disrespect for authority and the law⁽⁵⁾
- Sexual exploitation and violence toward women⁽⁵⁾
- Racial, sexual, and gender stereotypes⁽⁵⁾
- Foul language and obscene gestures.⁽⁵⁾

For that electronic game became a world that attract millions of people around the world and spend on it in the year, billions of dollars, video games considered as the most spread home devices in the world⁽⁶⁾.

An electronic games environment not effect on its users, but their effect spread to the society and could clearly notice on it. For that electronic games have great interest in its different forms "video, computer, internet and mobile phone" from the researchers because of the great effect on children's mental, social educational and activity development as equation⁽⁷⁾.

There are directories that using of video games can reduce the individual differences between boys and girls and according to one researcher testified in front of American senate, he found that violent video games increase the violent behavior by 13%-22% for adolescence. One of studies that make it one researcher at Stanford University discovered that the reduction of time spend in front of video games and television to 7 hours per week, can lead to reduce verbal violence to 50% and reduce bodily violence to 40% in third and fourth class (9). Positive effect of electronic games:

1. Give sensation for performance,⁽⁸⁾
2. Increase educational and perceptive ability,⁽⁸⁾
3. Develop the ability to planning and deal with complex situation.⁽⁸⁾

And negative effect: spending long time in front of games lead to;

4. School delay⁽⁸⁾
5. Children play aggressive electronic games appear in their behavior the declination to aggressive behavior in the real life⁽⁸⁾
6. Family problems because of decrease the communication between child and family⁽⁸⁾
7. Effect on child's language⁽⁸⁾
8. Increase weight with other related health problems because of decrease in activity and movement⁽⁸⁾.

Objectives of the study:

1. Find the effect of electronic games on children's behavior
2. Find out the association between children's behavioral problems and parents' and children's demographics characteristics and the variables that related of use electronic games.

Methodology:

A descriptive-analytic study was conducted for assessing the Effect of electronic games on children's behaviors that attending to teaching hospitals in Baghdad city during the period of (October/ 20th /2017 to March/1st /2018).

A (50) purposive (non-probability) sample from: Child Protection teaching Hospital, Child Central Hospital in AL-Iskan. The sample is selected according to the criteria: Children who were visit the consulting unit of children in the hospitals in the first visit, children in the age between 7 and 12 years, boys and girls with their parents to help in fill of the questionnaire. The data are collected for the present study through the use of the questionnaires and semi-structured interview technique.

Study Instrument: A questionnaire is constructed through extensive review of relevant literature, The questionnaire is used as a tool for data collection, which includes the following: *part I:* This part contains information about Socio-Demographic

Characteristics which is consisted of (14) items which include :Age, Gender, With whom he/she live, adherence to school, Current Classroom, Problems of the study, Father's work, mother's work, The educational level of the father, The educational level of the mother, Monthly income of the family, Place of residence, Number of family members, child order between their brothers. *Part II:* The theme of electronic games, Is a standardized questionnaire which composed of (12) items. This items deals with the electronic games means, time that child spend in front of it, type that he/she favors, child's feelings about it and thinks he/she may learn from these games. *Part III:* measuring behavioral problems, it's adapted by (AL-Gamidy, 2010)⁽⁹⁾, which is composed of (30) items used to measure behavioral problems of children. The answer of the items is by chose one of three phrases (yes), (sometimes) or (no). The score ranged from 1-3 (1= Yes, 2=Sometimes 3= No) the score was interpreted as yes (2.68-3.00), sometimes (1.34-2.67), and no(1-1.33).

The data have been analyzed by using the descriptive statistics (Frequencies, Percentages, Means and Standard Deviations (SD) and the inferential statistics (Chi-square to find out the relationships between the socio-demographic and the effect of electronic games on the child's behavior).

Results

Table 1. Children's Demographic Characteristics

List	Characteristics	f	%	
1	Gender	Boy	35	70.0
		Girl	15	30.0
		Total	50	100.0
2	Age	7-8	12	24.0
		9-10	21	42.0
		11-12	17	34.0
		Total	50	100.0
		7-8	12	24.0
3	With whom the child live	Living with parents	42	84.0
		with divorced mother or widow	6	12.0
		with an absolute father or widower	2	4.0
		Total	50	100.0
4	Adhere to school	yes	45	90.0
		NO	5	10.0
		Total	50	100.0
5	Class	1-3	25	50.0
		4-7	20	40.0
		Total	45	90.0
6	Problems with studding	Yes	26	52.0
		NO	24	48.0
		Total	50	100.0
7	Childs order between his\her brothers or sister	First	15	30.0
		Second	7	14.0
		Third	17	34.0
		Fourth	3	6.0
		Fifth	5	10.0
		Sixth	1	2.0
		Seventh	1	2.0
		Ninth	1	2.0
Total	50	100.0		

f=frequency, %= percentage.

The results in table (1) indicate 70% from the sample are boys and, 84% of them are live with their parents and 90% adhere to school. 52% of the sample has problems with study, 60% in classes 1-3 in the school and 17% in third order between their brothers.

Table 2. Parents' Demographic Characteristics

List	Characteristics	f	%	
1	Fathers work	Work	43	86.0
		Without work	7	14.0
		Total	50	100.0
2	Mothers work	Employee	14	28.0
		housewife	36	72.0
		total	50	100.0
3	Educational level of father	doesn't read and write	2	4.0
		elementary	11	22.0
		intermediate	10	20.0
		preparatory	8	16.0
		diploma / university	15	30.0
		Postgraduate	4	8.0
Total	50	100.0		

4	Educational level mother	doesn't read and write	2	4.0
		elementary	16	32.0
		intermediate	10	20.0
		preparatory	11	22.0
		diploma / university	9	18.0
		Postgraduate	2	4.0
Total		50	100.0	
5	Monthly income of the family	Sufficient	21	42.0
		Barley sufficient	24	48.0
		Insufficient	5	10.0
		Total	50	100.0
6	Place of residence	Elegant neighborhood	12	24.0
		popular neighborhood	36	72.0
		Countryside	2	4.0
		Total	50	100.0
7	Number of family members	3-5	24	48.0
		6-8	24	48.0
		9-11	2	4.0
		Total	50	100.0

f=frequency, %= percentage.

This table shows that 86% of fathers work while 72% of mothers are housewife, 48% of family income is barely sufficient. 72% of study sample living in popular neighborhood and 48% of families members either 3-5 or 6-8.

Table 3. Theme of Electronic Games

List	Themes	%	f	
1	own electronic gaming devices at home	50	100.0	
2	How often do the child exercise electronic games	Every day	37	74.0
		twice a week	4	8.0
		once a week	2	4.0
		In holidays and events	7	14.0
		Total	50	100.0
3	Number of hours spend in playing	One hour	12	24.0
		two hours	5	10.0
		three hours	12	24.0
		four hours	10	20.0
		more than five hours	11	22.0
		Total	50	100.0
4	The cause of use these games	Knowledge	1	2.0
		entertainment	38	76.0
		filling the void	11	22.0
		Total	50	100.0
5	What the child learn from these electronic games	using computer	8	16.0
		using internet	42	84.0
		Developing educational skills	4	8.0
		multiple languages	1	2.0
		Love challenge and adventure	4	8.0
		love excitement and enthusiasm	10	20.0
		Good morals and courage	3	6.0
other	1	2.0		
6	What the child like about electronic games	Ware and fighting games	27	54.0
		Educational games	2	4.0
		Adventure games	33	66.0
		Strategy games	5	10.0
		sport	27	54.0
		other	3	6.0

f=frequency, %= percentage.

In table (3) All samples 100% have electronic gaming devices at home, 74% of children in the sample play electronic games every day. 76% of the cause for playing electronic games is entertainment, and 84% of children learn from electronic games how to use internet. 54% of children like ware and fighting games and also 54% like sport games but 66% of them like adventure games.

Table 4. Children's Behavioral Problems

No.	Children's Behavioral problems	yes		sometimes		NO		M.S	Evaluation
		f	%	f	%	f	%		
1	I cry for the simplest reasons	29	58.0	8	16.0	13	26.0	2.32	M
2	I have failed to complete my work	19	38.0	10	20.0	21	42.0	1.96	M
3	I became forgetful	22	44.0	8	16.0	20	40.0	2.04	M
4	I behave badly	21	42.0	19	38.0	10	20.0	2.22	M
5	Give some things more importance than they deserve	38	76.0	7	14.0	5	10.0	2.66	S
6	I was stubborn	28	56.0	14	28.0	8	16.0	2.40	S
7	Get confused in the simplest of things	38	76.0	4	8.0	8	16.0	2.60	S
8	My colleagues describe me arrogantly	13	26.0	5	10.0	32	64.0	1.62	L
9	I argue a lot during the dialogue	33	66.0	10	20.0	7	14.0	2.52	S
10	I suffer from doing many mistakes	27	54.0	12	24.0	11	22.0	2.32	M
11	I often miss school	17	34.0	3	6.0	30	60.0	1.74	M
12	I run away from school	8	16.0	1	2.0	41	82.0	1.34	L
13.	I often get dressed at some of my colleagues	11	22.0	7	14.0	32	64.0	1.58	L
14	I took some of my colleagues' property without their garment	8	16.0	9	18.0	33	66.0	1.50	L
15	I do not tell the truth at many times	24	48.0	14	28.0	12	24.0	2.24	M
16	I lie when I talk about myself	20	40.0	12	24.0	18	36.0	2.04	M
17	I lie until I Hide my default	22	44.0	10	20.0	18	36.0	2.08	M
18	I do the opposite of what I am asked	22	44.0	8	16.0	20	40.0	2.04	M
19	I push my colleagues to harass supervisors and teachers by speaking	2	4.0	4	8.0	44	88.0	1.16	L
20	Cheating in the performance of homework	5	10.0	2	4.0	43	86.0	1.24	L
21	Cheats in tests in the final exam sometimes	1	2.0	4	8.0	45	90.0	1.12	L
22	I have already brought sharp tools to the school	6	12.0	0	0.0	44	88.0	1.24	L
23	I use not appropriate words and phrases in dealing with my colleagues	20	40.0	17	34.0	13	26.0	2.14	M
24	I ruin the furniture of the house or the school furniture	10	20.0	6	12.0	34	68.0	1.52	L
25	I tend to instability in my place for a long time	18	36.0	12	24.0	20	40.0	1.96	M
26	I have a lot of agitation	18	36.0	11	22.0	21	42.0	1.94	M
27	Sometimes I Suck my fingers	8	16.0	4	8.0	38	76.0	1.40	L
28	I sometimes bite my nails	7	14.0	3	6.0	40	80.0	1.34	L
29	Shorten in the performance of my duties	18	36.0	10	20.0	22	44.0	1.92	M
30	I sleep in class during the lesson often	3	6.0	3	6.0	44	88.0	1.18	L

Mean: 1-1.66 low, 1.67-2.33 moderate, 2.34-3 sever, L=low, M=moderate, S=Sever.

This table shows that 76% of children give some things more importance than they deserve and get confused in the simplest of things and Get confused in the simplest of things. 66% of study sample argue a lot during the dialogue and 58% of study sample cry for the simplest reasons, 56% was stubborn but 48% do not tell the truth at many time. 54% suffer from doing many mistakes but 48% do not tell the truth at many times, 44% lie to hide their default and do the opposite of what they asked. 44% of study sample use inappropriate words and phrases in dealing with their colleagues, 44% became forgetful, 42% of them behave badly,

Table 5. Children's Behavioral Problems Distribution

Problems	f	%	Mean	Std. Deviation
Mild	9	18.0	1.84	0.422
Moderate	40	80.0		
Sever	1	2.0		
Total	50	100.0		

Average mean: mild 30-50; moderate 51-71; severe 72-90

This table show that 80% of children have behavioral problems in moderate degree with mean of score 1.84 and Std. Deviation 0.422 .

Table 6: Association between Children's Behavioral Problems and Parents' and Children's Demographics Characteristics and the Variables that Related of Use Electronic Games.

Children's Behavioral Problems		Low	Moderate	High	Total	Chi-square	df.	P-Value ≤ 0.05	Sig.
Demographic Characteristics									
Gender	Boy	3	31	1	35	7.262	2	0.026	S.
	Girl	6	9	0	15				
	Total	9	40	1	50				
Age	7-9	3	20	0	23	1.691	2	0.429	N.S
	10-12	6	20	1	27				
	Total	9	40	1	50				
Monthly income	Enough	4	16	1	21	3.598	4	0.463	N.S
	Partly enough	3	21	0	24				
	Not enough	2	3	0	5				
	Total	9	40	1	50				
Father's work	employee	3	11	0	14	7.273	10	0.699	N.S
	military	3	14	0	17				
	Soldier	2	5	1	8				
	A retired	0	4	0	4				
	Without work	0	2	0	2				
	Other	1	4	0	5				
	Total	9	40	1	50				
Mothers work	worker	2	10	0	12	0.941	4	0.919	N.S
	Employee	0	2	0	2				
	housewife	7	28	1	36				
	total	9	40	1	50				
The educational level of father	doesn't read and write	0	2	0	2	13.836	10	0.181	N.S
	elementary	1	10	0	11				
	intermediate	4	6	0	10				
	preparatory	1	6	1	8				
	diploma / university	1	14	0	15				
	Postgraduate	2	2	0	4				
	Total	9	40	1	50				
The educational level of mother	doesn't read and write	0	2	0	2	16.621	10	0.083	N.S.
	elementary	2	14	0	16				
	intermediate	3	7	0	10				
	preparatory	0	10	1	11				
	diploma / university	2	7	0	9				
	Postgraduate	2	0	0	2				
	Total	9	40	1	50				
How often do the child play electronic games	Every day	7	29	1	37	3.475	6	0.747	N.S.
	twice a week	1	3	0	4				
	once a week	1	1	0	2				
	In holidays and events	0	7	0	7				
	Total	9	40	1	50				
Number of hours spend in playing	One hour	3	9	0	12	5.744	8	0.676	N.S.
	two hours	1	4	0	5				
	three hours	3	9	0	12				
	four hours	1	8	1	10				
	more than five hours	1	10	0	11				
	Total	9	40	1	50				
Birth order of child between their brothers and sisters	First	4	10	1	15	12.465	14	0.569	N.S.
	second	1	6	0	7				
	Third	1	16	0	17				
	Forth	0	3	0	3				
	Fifth	2	3	0	5				
	Sixth	1	0	0	1				
	Seventh	0	1	0	1				
	Ninth	0	1	0	1				
total	9	40	1	50					
Number of family	3-5	4	20	1	25	1.703	4	0.790	N.S.
	6-8	5	18	0	23				
	9-11	0	2	0	2				
	Total	9	40	1	50				

df: degree of freedom, Sig: Significance, P: Probability value, N.S: Not significant

This table show that there are significant association between behavioral problems and gender of children in $P\text{-value}=0.026$. But there are no relation between psychological and behavioral problems and Age, school problems, monthly income, fathers and mothers work and the level of education of father and mother, how often does the child play electronic games, number of hours spends in playing, order of child between their brothers and sisters and number of family.

Discussion

This study deals with children play electronic games, table (1) reveals that 70% of children were boys, this construct that boys use electronic games more than girls, the findings of the presented study supportive evidence in the study that showed (boys are more than the half of specimen)⁽²⁾. 84% of children live with their parents that help parents to monitor their children when they play electronic games, while most of specimen between 7-9 years, young children in the early age affected by using electronic games and have behavioral problems but still in the early stage and could easily treated. 90% of specimen enrolled to school, but 10% does not enrollee to school because they have behavioral problems make theme unable to go to school, while 52% of children have study problems, my opinion this as a result of using electronic games. the findings of the presented study supportive evidence in the study that showed (kids who regularly play videogames are at slightly increased risk for developing attention problems at school)⁽¹⁰⁾.

In table (2) the result signify that 72% of mothers were housewife from my point of view this give the children the necessary supervision during using electronic games, but 86% of fathers was work, in my opinion this give the family an income to provide family needs. In my opinion Parents supervise their children during play electronic games when they have spare time and finish their work, the findings of the presented study supportive evidence in the study that showed (42.87% of parents supervise their children's activities only when they have spare time)⁽¹¹⁾. Educational level of fathers finished 22% elementary school and 20% intermediate school but mothers 32% of them finish elementary school and 20% intermediate. Monthly income of families in this study was

48% barley sufficient. The findings of the presented study supportive evidence in the study that showed (74.28% of study samples have semi sufficient income)⁽¹²⁾, 48% of children live with their families in popular neighborhood and 48% of families consist of 3-5 or 6-8 members this mean that families in study sample is nuclear family.

In table (3) when we see the result of playing electronic games, we find all study sample have electronic games devices 74% of theme play every day by electronic games and 76% play for entertainment. 66% of study sample prefer adventure games and 54% like sport and ware and fighting games. In my opinion because of most of study sample are boys and most of boys prefer this type of games, the personality of boys tend to adventure and discover new things and because of the articulation of our country of wars and terrors in the last when they born, while children are very interested in wars and fighting similar to their environment they are live in it. Table (4) show the comparison between electronic games on other activity they prefer like reading or talk to family and even watching television. But disagree with the study result that showed (that 76% prefer studding and playing sports on playing games)⁽¹³⁾

In table (6) 80% of study sample have behavioral problems in mean of score (1.84) and std. deviation (0.422), the findings of the presented study supportive evidence in the study that showed (academic problems and feelings of rejection are the essential features of school children's experience and expression of emotional and behavioral problems)⁽¹⁴⁾. And in my opinion this result due to; most of study sample was boys and they use electronic games more than girls and it effect on their behavior. And in table (7) there are significant association between gender and behavioral problems in ($p=0.026$) This disagree with the study result that

showed (that there are no significant association between using electronic games and gender of the sample)⁽¹³⁾, in my opinion most of study sample is boys and this make the association between boys who use electronic games more than girls have more behavioral problems.

Recommendation:

1. Ministry of education with the help of ministry of health can develop educational programs introduce for parents of students and for students them self about the effect of electronic games and the safe way to use it by children and adolescents.
2. Emphasizing the importance of parental involvement in their children use of electronic games devices and working to pick and choosing appropriate games for their children and determine the time of using an monitor what they exposed to values and trends.

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