

Effects of Video Games on Aggressive Behaviors of Adolescents

Dr.sc. Nehat Rrudhani

University "Fama" Pristina-Kosovo

Abstract

Based on the facts, a large number of adolscents in Kosovo use video games, and in general it is considered as an obvious matter, therefore, we decided to analyze this topic, particularly in the municipality of Vitia in the Republic of Kosovo.

New tendencies and rapid changes in technology can produce negative as well as positive results.

The beginning of adolescence is a period when an individual develops all aspects such as identity, adolescent relationship closeness and success. This period of maturity features with expectations, emotions, ideas, beliefs, attitudes, and behaviors. Video games represent a widespread activity from middle childhood until being an adult (Anderon & Bailey, 2010). Adolescence has many factors within itself dealing with the identity of a person and many issues connected to it.

Keywords: Video games, effects, adolescents, behaviour.

Introduction

In this phase youngsters are excited, have more courage, are more omptimistic, and for this reason they tend to take risks. The growth of Internet technology has brought popular deliberations because of the increase of agressive behavior on the internet and computer games (Yörükoğlu, 1989). As it seems, rapid growth and development of technology is affecting attitudes and behaviors of the people. On the other hand, there are not encouraging signs because while playing games, we can not achieve intelectual success, because when children play these agressive games, it seems that they are getting emotional, by changing their position and they become addicted to that game. We appreciate that teachers can see when children show great interest about the game, watching television as well as playing computer games. Playing games constantly can reduce the time of students' homework, that has a negative impact on students. It is academically proven that male are unsuccessful because they spend more time playing video games (Benton dhe Colwell, 1995). Based on the findings that computer games are helpful in ecouraging the learning, it is claimed that the use of video games can stimulate motivation, increase memory as well as encourage the development of social and cognitive skills, whereas on the other side it is claimed that the usage of playing computer games constantly can deteriorate psycho-social tendencies (such as social isolation as well as violence) (Mitchell & Smith, 2004). Video games play a remarkable role in the American culture of children and teenagers, taking into consideration the widespread of their impact, these games can affect in welfare and health of the children (Dorman, 2009).

Hypothesis

Male have higher levels of aggression compared with female. It is reported that adolescents that spend more hours playing video games have higher levels of aggression compared to adolescents that spend less time of playing video games.

Methodology

In this study 56 respondents took part, where 35 or 53, 64% were male, whereas 20 or 36,36 % were female, while 1 (one) of them did not show the gender. All of them were at high school, 55 of them were in the 12th class, whereas 1 (one) of them did not answer. Average age of the respondents was 16.98. As an instrument for this study was used a questionnaire that is in the level of Likert, that consisted of two parts. The 4 demographic questions have dealt with initials of name, age, gender, and class. The questionnaire was compiled from 20 declarations that respondents were obliged to show what fits them best, with alternatives. In this study the descriptive design was used, which means that the questionnaire that allows only to describe the data through the program for statistical analysis (PSA) was used.

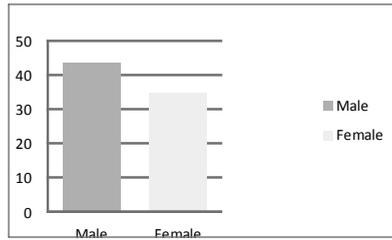
The reason for choosing this topic was our aim to seeing the impact of video games to adolescents, and to show whether there are differences in gender about the aggression. This study was implemented with students of (secondary school) "Kuvendi i Lezhës", in the municipality of Vitia.

Results

The number of male in this study was 35, and the percentage was (53,64%), whereas the number of female students is 20 with a percentage of (36,36%) and both of them with a total percentage of (100%). The standard of Likert was used to draft the questionnaire in order to analyze the used descriptive analysis such as average, standard deviation as well as Crombach Alpha, T-test, and Anoven. Reliability of the questionnaire was measured with 20 questions, where Cromba Alpha has been .74, and tells that questionnaire has had a sufficient reliability, with an average of $M=(40,27)$, and standard deviation from $DS=10,87$.

T-Test

We have come up with analysis of T-test, that reported that there were differences in gender in aggressive behavior, where male were more aggressive than female $t=(53) = 3$, $p = .00$. Results for male were ($M = 43.37$, $DS= 10.23$), meantime for female ($M = 34.85$, $DS = 9.99$).



When we analyzed the number of respondents, who played video game, we noticed that all the participants played video games, when within 56 participants - 55 or 98.21% played video games, whereas 1 (one) respondent did not indicate whether he/she plays video games.

Those who play video games less than an hour a day have an average of ($M = 38.49$, $DS = 10.81$), those who play two hours a day ($M = 42.80$, $DS = 9.09$), whereas those who play three hours a day have an average of ($M = 47.67$, $DS = 10.87$), those adolescents that play video games more hours show higher levels of aggressive behavior compared to those who report less hours of playing video games.

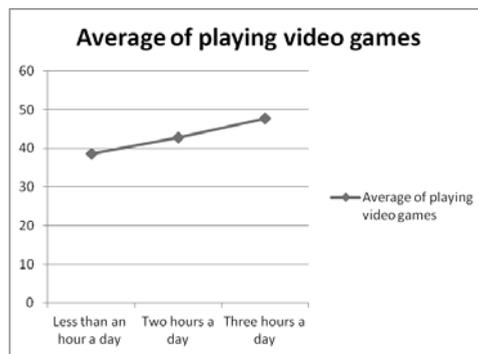


Fig.2.

Conclusions

This study is done with the purpose of verification on how video games affect the aggressive behavior of adolescents, and simultanesuly we tested two hypotheses:

- Male have higher levels of aggressive behavior compared to female.
- Adolescents that spend more hours playing video games show higher levels of aggressive compared to adolescents that spend less time playing video games.

These two hypothesis are supported by the T-test reported $t(53) = 3$, $p = .00$. Results for male were ($M = 43.37$, $DS = 10.23$), meanwhile for female ($M = 34.85$, $DS = 9.99$).

References

- Anderson, A. D., & Bushman, J.B. (2001). Effects of Violent Video Games on Aggressive Behavior, Aggressive Cognition, Aggressive Affect, Physiological Arousal, and Prosocial Behavior: A Meta-Analytic Review of the Scientific Literature.
- Anderson, A. C. (2003). An update on the effects of playing violent video games. Department of Psychology, W112 Lagomarcino Hall, Iowa State University, Ames 50011-3180, USA.
- Andresa.C & Bailey.K. (2010). A negative association between video game experience and proactive cognitive control.
- Bandura,A.(1965). Influence of models reinforcement contingencies on the acquisition of imitative responses. In Haith, M., Miller, S., Vasta,R.(2007).Child Psikology.The Modern Science.
- Bensley, L., & Eenwyk, J. (2001). Video games and real-life aggression: review of the literature. *Journal of Adolescent Health*. Vol. 29, pp. 244-257.
- Buchman, D. D., & Funk, J. B. (February, 2006). Playnig violent video and computer games and adolescent self-concept. *Journal of Comunication*. Vol. 46, issue 2, pp. 19-32.
- Caglar, M. (January, 2010). How the use of computer types and frequency affects adolescences toward anger and aggression. *The Turkish online Journal of Educational Technology* 89. Vol. 9, issue.
- Carnagey, N. L., Anderson, C. A., & Bushman, B. J. (May, 2007). The effect of video game violence on physiological desentization to real life violence. *Journal of Experimental Social Psychology*. Vol. 43, issue 4, pp. 684.