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A descriptive study to assess the psychological impact of violent games among school going children (10-15) years in selected school at district Mohali

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Abstract

Background: Video games have become an integral part of human life, providing a range of benefits that go beyond mere entertainment. These games offer immersive experiences and foster social connections through online communities. They also provide educational opportunities in various subjects, while some games promote physical activity and mental well-being. The video game culture has evolved alongside the internet culture and the increasing popularity of mobile games, and many video game players identify as gamers, which can mean anything from someone who enjoys games to someone passionate about them. Furthermore, gaming serves both entertainment and competition, with a new trend known as electronic sports gaining wider acceptance.

Aim of study: The aim of the study is to assess the psychological impact of violent games on school going children (10-15) years in selected school at District Mohali, Punjab.

Design and Methods: A descriptive study approach, one group post-test research design was adopted to conduct the study. Convenient and stratified sampling technique was used to select 100 sample to assess the psychological impact of violent games on school going children. In this study the population consists of students of selected school age 10-15 years. Data was collected by questionnaire. Data analysis was done by using descriptive and inferential statistics.

Results: Based on the study, a significant majority of children participants (82%) had a moderate impact score (38-75 scores), while 17% had a severe impact score (76-112 scores), and only 1% had a mild impact score (-37 scores). This indicates that all participants were affected to some extent by violent games. The average impact score among children was 68.18%, with a standard deviation of 8.326%. In terms of the impact of violent games, the median percentage was found to be 67.5%.

Keywords: Assess, impact, psychological, violent games, school children

Introduction

A video game is a game where players can harm a human image. Games have been a popular form of play for entertainment, enjoyment, and even educational purposes. "They can be played for enjoyment or to achieve an award. "A violent video game is a game where players can harm a human image. However, in recent times, violent video games have become increasingly popular among children, despite the negative impact they can have. This has raised concerns about the potential impact of prolonged exposure to violent video games on the development of young children.

Technology has become an integral part of our daily lives in the 21st century. Over time, it has evolved and brought forth numerous innovative ideas, and video games are a remarkable result of this technological advancement. These games have been available to consumers for over three decades and have gained immense popularity among kids, teenagers, and adults alike. Although playing video games can be a fun experience, it's essential to understand that they can have physical and mental effects on the body. In recent years, video games have become increasingly popular, especially among children [2].

It is important to understand that spending extensive hours playing video games can have significant detrimental effects on one's mental well-being. These negative impacts can include depression, social anxiety, lack of motivation, poor emotional regulation, interpersonal conflicts, and even suicidal thoughts. Furthermore, children who are exposed to violent games may experience adverse impacts on their behaviour, cognitive development,

and social skills. A study conducted in Turkey aimed to investigate the effects of excessive gaming on students' social aspects, and it found that it negatively impacted four dimensions: low school performance, selective social relationships, problems in the classroom, and communication issues. Therefore, it is crucial to be cautious of continuous exposure to violent games, which may lead to a habit and eventually result in the high risk of developing violent attitudes. It is essential to establish a balance between gaming and other daily activities, such as physical exercise, social interactions, and academics, to maintain a healthy lifestyle and avoid the negative effects of excessive gaming^[3,1].

Video games have become a popular form of entertainment, especially among children and teenagers. However, there are concerns from some parents that playing video games can negatively impact their child's academic performance and lead to aggressive behaviour. To address these concerns, it is essential to choose video games that are both entertaining and educational. Numerous video games are available that are specifically designed to teach children important skills such as problem-solving, critical thinking, and decision-making. By selecting these types of games, parents can ensure that their children are not only having fun but also learning valuable skills that will help them succeed in school and beyond. It is important to keep in mind that not all video games are appropriate for all children. Therefore, parents should carefully research and select games that are age-appropriate and align with their child's interests and abilities^[4].

Need of study

In today's world, playing video games has become a popular pastime among teenagers. However, excessive gaming can pose certain challenges, particularly for young children who may find it difficult to manage the amount of time they spend on gaming. Moreover, some video games are known for their intense and violent content, which can have a negative impact on children's behaviour, psychology, health, education, and career. Studies suggest that children who regularly play violent video games tend to display impolite, aggressive, and violent tendencies. They may also experience difficulties cooperating with others, maintaining focus, and communicating effectively with family members. As children are the future of tomorrow, it's essential to assess the psychological impact of violent video games and their effect on this age group. Parents and educators should encourage children to play outdoor and indoor games that help in their overall growth and development. They should also monitor the kind of games their children are playing and limit their screen time to ensure that they are not exposed to any adverse effects of violent video games.

Problem statement

A descriptive study to assess the psychological impact of violent games among school-going children (10-15) years in selected schools in district Mohali.

Aim of the study

The aim of the study is to assess the psychological impact of violent games among school-going children (10-15) years in selected schools in district Mohali.

Objectives

1. To develop a tool to assess the psychological impact of violent games.
2. To determine the association of the impact of violent games on school-going children with selected demographical variables.
3. To disseminate the findings.

Operational definition

Assess: It refers to process of evaluating the effectiveness of a structured psychological impact questionnaire among students at selected schools of district Mohali, Punjab.

Psychological Impact: Refer to any factor impacting or arising in the mind related to the mental and emotional state of a person.

Violent Games: Violent video games are those that represent violence as the best or only way to resolve conflict.

School Going Children: It refers to the age group from 10-15 years.

Assumptions

- School children will have psychological impact of playing violent games.
- School children will feel like playing violent games for their fun.
- School children will have a physical impact due to playing violent games.

Methodology

Research Approach

The research approach indicates the broad-based procedure for data collection in particular situation. The qualitative approach was used to assess the psychological impact of violent games among school going children (10-15) years in selected school at District Mohali.

Research design

The research design is the comprehensive approach used to obtain answers to research questions and test research hypotheses. It outlines the strategies employed by the researcher to gather accurate, objective and reliable information. For the present study, a descriptive design was used as the research design.

Study setting

The school was selected by convenient sampling technique. The study was conducted in the selected school: - Rayat Bahra international school Mohali, Anees international school Kharar. The written permission from the concerned authority of department was taken before starting the final study.

Population

Target population

In the present study the population consists of students of selected school age 10-15 years who was studying at selected school of Rayat Bahra international School, Mohali.

Sample size

100 School going children who were presently studying in Rayat Bahra International School, Mohali were selected for the research study.

Sampling Technique

Convenient sampling technique was used to select 100 students for assessment of psychological impact of violent games.

Sampling criteria

Inclusion criteria

- Students within age group between 10-15 years were selected.
- Students who are willing to participate in the study.

Exclusion criteria

- Students who was not present at the time of data collection.
- Students who were not are willing to participate in study.

Development of tool

Following tools was developed specially as per the need of the study by the investigator.

1. Part 1- Socio-demographic Profile
2. Part 2 - Questionnaire

Section A- Socio Demographic Variables

This section consists of information about demographic variables such as Age, Gender, Type of family, Educational status of parents, and occupation of parents, Monthly Income of family, Number of siblings, Habitat.

Section B- Self Structured Questionnaire

The data was collected through Self Structured questionnaire. It consists of 28 questions. This instrument was used to identify the assess the psychological impact of violent games.

Validity of tool

In order to measure the content validity. Research supervisor was consulted regarding content and language of the tool. The changes were made as per guidance of experts after discussion with research supervisor, the tool was finalized.

Reliability of tool

It is the degree of consistency or dependability with which an instrument measures the attributes. Reliability of tool was calculated by Split Half method and Karl Pearson method. Reliability of tool ($r = 0.73$). The tool was found to be reliable, valid, feasible and practicable.

Pilot Study

The pilot study was conducted to find out the practicality of the study. It was conducted on 10% of total sample size in concerned school i.e. Anees Senior Secondary School, Kharar. It was found that tool was feasible and reliable.

Data collection procedure

The data collection for the final study was carried out after the pilot study to find out the reliability and validity of the tool. Demographic variables and Self- structured

Questionnaire were used to assess the psychological impact of violent games on school going children.

Ethical consideration

1. Written permission was taken from Principal of department of Rayat Bahra College of Nursing Mohali, Rayat Bahra International School Mohali.
2. Written permission was taken from ethical clearance committee of the college.
3. Written permission was taken from principal of different school.
4. Informed consent was taken from each study subject.
5. Confidentiality and anonymity of the subjects was maintained throughout study.

Plan of Analysis

Analysis and interpretation of data was done according to the objectives using descriptive and inferential statistics. The level of significance chosen was at $p \leq 0.05$.

Table 1: Demographic profile of the subjects

Variables	Opts	Frequency(f)	Percentage (%)
Age	10-11 years	13	13.0%
	12-13 years	64	64.0%
	14-15 years	23	23.0%
Gender	Male	49	49.0%
	Female	51	51.0%
Type of family	Joint	56	56.0%
	Nuclear	44	44.0%
Education of father	Primary	5	5.0%
	Secondary	7	7.0%
	Senior secondary	29	29.0%
	Graduate	59	59.0%
Education of Mother	Primary	5	5.0%
	Secondary	8	8.0%
	Senior secondary	34	34.0%
	Graduate	53	53.0%
Occupation of father.	Government employee	17	17.0%
	Private employee	45	45.0%
	Self employed	35	35.0%
	Labor	3	3.0%
Occupation of mother.	Government employee	8	8.0%
	Private employee	29	29.0%
	Self employed	59	59.0%
	Labor	4	4.0%
Monthly income of family.	5000 - 10,000	9	9.0%
	10,001 - 15,000	8	8.0%
	15,001 - 20,000	18	18.0%
	20,001 - 25,000	65	65.0%
Number of siblings.	One	50	50.0%
	Two	36	36.0%
	More than two	14	14.0%
Habitat	Rural	25	25.0%
	Urban	75	75.0%

Table 2: Frequency & Percentage distribution level of Impact.

Criteria measure of impact score		
Level of scores n= 100	Frequency	Percentage
Severe impact (76-112)	17	17.0%
Moderate impact (38-75)	82	82.0%
Mild impact (0-37)	1	1.0%

Maximum =112 minimum=0

Out of a total of 100 scores (N=100)

- Severe Impact (scores 76-112): This category includes 17% of the total, which corresponds to 17 individuals.
- Moderate Impact (scores 38-75): The majority, 82% of the scores fall into this category, totalling 82 individuals.
- Mild Impact (scores 0-37): Only 1% of the scores are in

- this range, representing 1 individual.

This section deals with the findings related to the association between score and selected demographic variables. The chi-square test was used to determine the association between the score levels and selected demographic variables.

Table 3: Table Showing Association of Scores and Demographic Variables

Demographic data		Levels of impact (n=100)			Association with psychological impact of violent games				
Variables	Opts	Severe impact	Moderate impact	Mild impact	Chi Square	P Value	df	Table Value	Results
Age	10-11 years	4	9	0	6.065	0.194	4	9.488	Not Significant
	12-13 years	11	53	0					
	14-15 years	2	20	1					
Gender	Male	13	36	0	6.947	0.031	2	5.991	Significant
	Female	4	46	1					
Type of family	Joint	11	44	1	1.491	0.474	2	5.991	Not Significant
	Nuclear	6	38	0					
Education of father	Primary	0	5	0	5.264	0.510	6	12.592	Not Significant
	Secondary	3	4	0					
	Senior secondary	4	25	0					
	Graduate	10	48	1					
Education of Mother	Primary	0	5	0	14.438	0.025	6	12.592	Significant
	Secondary	5	3	0					
	Senior secondary	4	30	0					
	Graduate	8	44	1					
Occupation of father.	Government employee	3	14	0	2.524	0.866	6	12.592	Not Significant
	Private employee	7	38	0					
	Self employed	6	28	1					
	Labor	1	2	0					
Occupation of mother.	Government employee	2	6	0	6.197	0.402	6	12.592	Not Significant
	Private employee	4	24	1					
	Self employed	9	50	0					
	Labor	2	2	0					
Monthly income of family.	5000 - 10,000	1	8	0	8.627	0.196	6	12.592	Not Significant
	10,001 - 15,000	4	4	0					
	15,001 - 20,000	1	17	0					
	20,001 - 25,000	11	53	1					
Number of siblings.	One	5	44	1	4.610	0.330	4	9.488	Not Significant
	Two	8	28	0					
	More than two	4	10	0					
Habitat	Rural	8	17	0	5.542	0.063	2	5.991	Not Significant
	Urban	9	65	1					

*Significant at <0.05 level, NS: Non-Significant at $p>0.05$ level

After conducting a chi-square test, it was determined that there was no significant difference in the level of impact associated with various demographic variables. Further, the study found that the mean difference in impact levels regarding selected socio-demographic variables such as age, family type, education and occupation of parents, monthly income, number of siblings, and habitat were all non-significant at the $p<0.05$ level. The chi-square values for age, family type, education and occupation of parents, monthly income, number of siblings, and habitat were $p=0.194$, $p=0.474$, $p=0.866$, $p=0.402$, $p=0.196$, $p=0.330$, and $p=0.063$, respectively. Therefore, the study concludes that there is no significant association between these socio-demographic variables and the source of information. There is a significant association between the level of impact and demographic variables such as the gender and education level of the mother. The chi-square values for gender and mother's education are $p=0.031$ and $p=0.025$, respectively.

Discussion

A descriptive study was conducted to evaluate the psychological impact of violent video games on school-going children (ages 10-15) in a selected school in District Mohali, Punjab. The study's objectives were discussed. In the present study the findings show that the majority (68.18%) had an average impact score about violent video games. Children aged 12-13 years had an average impact score of around 61.24%, while those aged 14-15 had a slightly lower average impact score of about 58.73%. The findings of the study are similar to the study conducted by Salman Khail to assess the impact of violent video game playing among school-going adolescents. 83.75% of the participants played video games and 1/3rd preferred to play violent games. 72.24% of parents do not monitor the video game content of their children. Teenager and their parents should be informed about the negative impact of excessive video game playing on health and psychosocial functioning. In the present study the findings show a significant majority

of children participants (82%) had a moderate impact score (38-75 scores), while 17% had a severe impact score (76-112 scores), and only 1% had a mild impact score (-37 scores). This indicates that all participants were affected to some extent by violent games. The findings of the study similar to the study were conducted by D. Grace Prasad among 500 early adolescents in selected high schools of Krishna District, Andhra Pradesh to evaluate internet gaming addiction. The study found that 195 (39%) early adolescents had no internet gaming addiction, whereas 140 (28%) had mild addiction, 136 (27.2%) had moderate addiction, and 29 (5.8%) had severe addiction.

The findings of the study conducted by Ameena Sayed Hasan using purposive sampling, a descriptive study was conducted on fifty schoolchildren in the paediatric wards. Results showed that 72% of children wanted to play video games, 64% preferred violent video games, and 50% spent 5-6 hours playing video games weekly. Moreover, 80% of children felt like fighting after playing, with 47% developing an aggressive mood. The study highlights the need for parents to monitor their children's behaviour during play and to raise awareness about the side effects of video games.

Conclusion

The current study to assess the level of impact on children regarding violent games.

On the basis of finding, we conclude that: -

- According to the study, the majority of school-going children had an average impact when it comes to violent games.
- Around 68.18% of children aged 12-13 had some degree of impact related to the outcomes of violent games.
- Additionally, there was a significant association between demographic variables and the level of impact on children. Specifically, there was a correlation between the gender and education of the mother in relation to the impact of violent games.

Recommendation

- The study can be conducted on a larger sample to generalize the findings.
- The study can be done in different settings.
- Studies can be conducted to assess the psychological impact of violent games on school going children.
- An experimental study can be done to determine the impact regarding violent games in adolescents.

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Conflict of Interest

Not available

Financial Support

Not available

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