

## The Digital Electronic Games Revolution and its Relationship to Children's Social Behaviors: A Field study on a local Community in the Kingdom of Saudi Arabia

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### Abstract

*In recent years, there has been a significant proliferation of electronic games in diverse formats, dimensions, and genres. This expansion has coincided with a growing desire among children and adolescents to possess these games, which have garnered considerable popularity and appeal among players. For many individuals, electronic gaming has become a predominant pastime. However, it is important to recognise that electronic games possess both drawbacks and benefits, rendering them a complex phenomenon. But with the large size of the problem, it was necessary to know the extent of the spread of the digital revolution in the process of transition from the traditional life of children to the new digital life, so a sample of children's families was selected through their primary schools as a random sample in the city of Al- Bada'i in Qassim Governorate, Saudi Arabia. From the statistical analysis, the researcher verified the validity of the study questions and made sure that there is a relationship between electronic games and the formation of the child's personality, and the study also concluded that the spread of these digital games may affect children either negatively or positively. The researcher recommended a set of recommendations, the most important of which was the need to pay attention to the educational achievement of the child, and the need to work to alert parents to monitor their children and what they are playing within the electronic platforms.*

**Keywords:** digital revolution - electronic games - children's social personality.

### 1. Introduction

We express our gratitude and reverence towards the divine being, acknowledging our reliance on His assistance, seeking His pardon, and seeking protection from the negative aspects of our own selves and actions. Those whom God directs cannot be led astray, and those whom He leads astray cannot be guided. I affirm my testimony that Muhammad is not a deity, but rather Allah alone, without any associates. Additionally, I bear witness that Muhammad is a servant and messenger of Allah.

God Almighty said (Send him with us tomorrow so that he may feed and play, and indeed we will protect him). According to the noble verse, it explains the importance of play in the lives of children and the formation of their social lives, but in our modern digital age, electronic games have spread in many Arab and foreign societies, or barely. There is no home or store without it, and electronic games are no longer limited to children, but rather have become an obsession for many, and this has extended to adults.

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As for electronic games, children have become increasingly interested in drawings, colors, and adventures, because they have strong effects on the child's health and behavior in general. But no one can prevent his children from spending hours in front of the computer. But can these games be considered only harmful, or do they have benefits? It is important to know how to avoid the harm of these toys. In the beginning, the child should not use these toys and play should not exceed one hour maximum.

He then exercises for half an hour, or at least he must stop playing and move around and talk to those around him to communicate.

## **2. Research Problem**

Electronic games are considered one of the most important modern ways to focus learners' attention, and they are one of the most prominent educational means that achieve this positive role for the learner. Computers, phones, and various gaming devices have spread.

Electronic games have become the most prevalent in the lives of children and adults alike, so it was necessary for these games to be used in education and adapted to meet educational goals.

As a result of natural development, many of these developments have appeared in our society, including mobile phones, iPads, and computers, all of which contain electronic games, which have contributed to the formation of many desirable and undesirable behaviors in children.

Therefore, the study suggests that there are many aspects of personality formation for children, especially because they rely heavily on mental and motor concentration, which affects the formation of their social activity and personalities as well. Therefore, the research revolves around a main question, which is.

and the Main research question is:

What is the relationship of electronic games to children's behavior?

And Sub-questions is:

- a) How do electronic games affect a child's negative and aggressive behavior?
- b) What are the health and psychological harms resulting from the use of electronic games on children?
- c) What are the motivations for a child to play electronic games?
- d) Does the child prefer electronic games because of their ease when playing with friends?
- e) Do electronic games take up all of the child's time or part of it?

## **3. Objectives of the study**

The research aims to achieve a main goal, which is the relationship of the digital electronic game's revolution to children's social behaviors. While achieving this goal, we aim to achieve a group of other goals, which are:

- a) Educating parents about the danger of electronic games to their children.
- b) Explaining the negatives and positives of electronic games.
- c) Treating children's wrong behaviors.

- d) Observing the behavioral changes that occur in the child after playing electronic games.

#### **4. The importance of the study**

- a) Scientific importance:

This research derives its scientific importance from the importance of the topic it studies, which is the revolution in digital electronic games and its relationship to children's social behaviors. Electronic games have become available to most children around the world and are of great importance at the present time due to the large number and spread of cases of undesirable children's behavior. Studying this topic has become an obsession for many of these researchers, as it leads to maintaining children's behavior. This is also the first study, to the researcher's knowledge, in which this topic is addressed within Saudi society.

- b) Practical importance:

- That the games e she has antiquities Bad in acquisition some Behaviors And practice it and how much Danger some the games that it Reflect Valuable And culture the society
- Because phase Childhood she The basic stage In composition a personality Child And teach him some Methods that effect on His behaviors
- Games e with regards for the child she Not Just To play and signature the time And it grew she education And education some Ethics that

#### **5. Hypotheses**

Through the objectives of the study and its focus, the researcher develops strategies in her field.

- a) Main Hypotheses

There is a statistically significant relationship between simple games and children's behaviors.

- b) Sub - Hypotheses

Through this hypothesis, the researcher developed a set of sub-hypotheses, which are as follows.

- There is a statistically significant relationship between electronic games and children's misbehavior.
- There is a statistically significant relationship between electronic games and children's aggressive behavior.

#### **6. Study model:**

The following figure shows the analytical model of the study variables.



## 7. Study Methodology:

Given the nature of the study, we will rely on the descriptive analytical approach in order to analyze the concept of children's behavior and address its various aspects and ideas related to it, and we will try to shed light on its various aspects. Aspects of the relationship between it and electronic games.

The SPSS system will also be used for statistical analysis to try to prove the validity or error of the study hypotheses that we previously identified, and some statistical processes will also be used.

## 8. Limitations of the study:

This study was conducted according to the following limitations :

- a) Spatial boundaries: The field study was determined by conducting a field study on children in the Badia region in the Kingdom of Saudi Arabia
- b) Objectivity border: The subject of this study is limited to identifying the relationship between electronic games and children's behaviors.
- c) Human limits: This study is limited to children under the age of 18 in the Badia region.
- d) Time limits: The field study was carried out during the year 2022 to 2023, and the data collection process was limited to that period only.

## 9. Curriculum Search:

Type The study Descriptive analysis and the curriculum the user Scanning Comprehensive on road the sample that Follow her researcher in His study To discover the truth And the answer on Questions that Cheer it up problem search.

## 10. Concepts of the study

- a) Defining behavior:

all actions and activities that come from an individual, whether apparent or not. John Stone emphasizes that the practical definition of behavior must consider the interaction between the individual and the relationship.

b) Definition of play

It is an agent who works or learns to transform the information received to suit the needs of the individual, and play, as stated in the Encyclopedia of Psychology, is a form of playing.

Physical activity involves a main goal, which is the pleasure and enjoyment resulting from that activity.

c) Definition of child:

He is small in every way, and he is a living being whose experiences are limited and linked to his chronological age. He depends on others for many things for him to grow organically, functionally, and socially.

d) Definition of the electronic digital revolution:

It is the information and communication technology revolution, and it is one of the greatest scientific wealth in terms of scope and spread.

The proposed increase in knowledge is extremely rapid, allowing us to turn the pages of books faster. Predictions regarding future technology may range from

The world of the Intranet is considered an entire universe of space that includes commerce, electronic offices, and virtual universities.

## 11. Literature review

Many studies have reviewed the relationship of electronic games to children's behaviors, and the researcher agreed with some studies in that games have the effect of increasing aggressive behavior, making them inclined to crime and murder, and negatively affecting their intellectual, personal, and social development. The researcher also disagreed with the study of Abdullah bin Abdul Aziz Al-Had Laq, in the pros and cons of electronic games. One of the pros of electronic games is that they improve some skills, such as searching for information and the writing skill. That is, these skills are most likely ready and do not require searching. They are for entertainment and not for learning, such as the skill of writing, research, etc.

The researcher also agreed with researchers Abu Al-Rub and Al-Qusairy, regarding the behavioral problems resulting from the use of smart phones, and in the recommendations that the role of parents should be strengthened in making the child aware of the harm caused by smart phones, that the time allocated to them should be after completing his studies, and that time should be organized and adhered to. Imposing a punishment appropriate to the child's age. The researcher agreed with researcher Hind Sulaiman Al-Rumayyan. In the results, the use of the PlayStation game and aggressive behavior shows that there is a direct relationship between playing the game and aggressive behavior.

## 12. The theoretical framework of the study

In order to provide more elucidation of the theoretical framework, it has been partitioned into two distinct axes. The first component of the study examines electronic games with regard to its conceptualization and underlying motivations. The researcher examined children's behavior's within the framework of the second axis.

In the end, the researcher clarified the relationship between electronic games and children's behaviors. Below is an explanation of these topics.

The first axis: Electronic Games

a) What are Electronic Games?

The recreational activity in question emerged during the latter half of the 1960s. It mostly encompasses cognitive engagement and encompasses many forms such as private video games, computer games, cell phone games, and other electronic games that function as information programmes.

For games, this activity is practiced in a way that differs from the way other activities are practiced because the means on which the latter depends are specific to them, and by that we mean portable and stationary computers, mobile phones, and animated video games. It is a recreational activity that appeared in the late sixties, and it is a primarily mental activity that includes...

Each of private video games, computer games, mobile phone games, in general, includes all games that have an electronic nature, which is an information program for games. This activity is practiced in a way that differs from the way in which other activities are practiced because the means on which the latter depends are specific to them. By this we mean portable and stationary computers, mobile phones, mobile and portable video games, television, and other media. The latter may be practiced collectively via the Internet or individually, and the latter also depends on a program and information processor and means of output, in general, consisting of The following elements: inputs (operating and playing commands are carried out via the keyboard, operating buttons, helicopter or plane joysticks for flying, car steering wheel for racing games, mouse, mask and other tools), game programs, outputs (screens).

Large screens, computer screens, mobile phone screens, speakers, electronic glasses the player may be alone or in partnership.

b) Classification of electronic games

The first category is characterised as the invader, specifically referring to a warrior archetype. The Conqueror archetype is characterised by a relentless pursuit of victory, prioritising competition above all else, even in the face of potential setbacks or defeats. Individuals that engage in this particular kind of activity strive to attain predetermined objectives, therefore experiencing the gratification derived from exerting influence on the course of the game or the social dynamics associated with or included within the game.

The following classification pertains to the role of a manager. The objective of this category is to cultivate and refine certain abilities to the extent of achieving mastery. The players' cognitive abilities are honed to a degree that permits them to persist in gameplay until its conclusion, as they are empowered to use the proficiencies they have previously acquired.

The use of the same game for the purpose of acquiring advanced, comprehensive, and intricate abilities inside the game.

The third classification: Wanderer: This topic encompasses the presentation and explanation of various experiences. The category of new and delightful experiences is characterised by a lesser degree of difficulty compared to the preceding two groups. Individuals under this particular category mostly seek enjoyment and leisure.

The fourth type, referred to as "Participant," encompasses those who get pleasure from engaging in social games or immersing themselves in virtual environments.

c) Types of electronic games

- Action games: The emergence of action games coincided with the emergence of games represented on fixed devices. These games were the first of their kind and were very popular among young people. We find them in halls specializing in electronic games (amusement parks), for example using tennis rackets (the ball represented by a square was These games are present on toys with the brand " Mario , " "Mario," " Pac Man ," and more recently the "Mac Man" series ( TITRI ), then ATARIS . Atari focuses on

movement control, and its characteristics include successive testing of speed and fitness, as the level becomes more difficult. All of these games require control of manual devices and buttons, and each one has a special movement such as jumping, running, bending, flipping...etc.

- Intelligence games: They are divided into four subtypes:
  - Adventure and thinking games.
  - Games of an economic strategy nature.
  - Games of a military strategy nature.
  - Traditional games.
- Training games : They are an exact copy of real-life activities, especially sports ones, and their rules are representative Accurately and derived from reality, such as football, basketball, tennis, car racing, and driving training games One of the most famous and oldest " Microsoft" , for example, is a game produced by Microsoft " Fly simulation ", the aircraft game Its games, where the pilot takes his place at the front of the plane, as is the case in the real one, has several control devices in front of him Leadership all needs to be monitored, and reprogramming requires special knowledge and a theoretical basis to determine the role of each of them The observation panel of the fuel tank, altitude, wind speed, direction, etc., must be controlled by trial And readaptation through mental focus.

d) Ethical classification of electronic games

- American game classifications, and the body responsible for them is the ESRB.

The ESRB is an abbreviation for the word Entertainment Software Rating Board, or as it literally translates to the Entertainment Software Rating Board.

It is funny that the ESRB does not oblige game producing companies to place classifications on their games, but companies use them to avoid any legal issues. Some companies also consider it a way to gain customer trust, considering that classification is one of the criteria for company transparency.

After submitting the game to the ESRB and receiving the appropriate rating, you are obligated to place the rating in two places on the game cover. The first position is in the lower left corner of the game's front cover, while the other position is in the lower right corner of the game's back cover. Of course, the forward and backward classifications are identical in terms of content, but the form differs. The front rating contains only the age group, while the back rating contains the age group with some hints as to why it received this rating.

List of game ratings (ESRB)

series	code	the meaning
1	EC	It is an abbreviation for: Early Childhood This means that the contents are suitable for children aged three years and above
2	E	It is an abbreviation of the word Everyone. This means that the contents are suitable for ages six years and above, but it contains more violent scenes than the previous category
3	T	It is an abbreviation of the word Teen. This means that the contents are suitable for ages 13 and above, but it contains more violent scenes than the previous category
4	M	It is an abbreviation of the word Mature

		This means that the contents are suitable for an age group over seventeen years of age. It also contains scenes of violence and sexual scenes, and the language is more powerful
5	AO	It is an abbreviation for my word: Adults Only This means that it is not allowed to be played by anyone under the age of eighteen, as it contains violent sexual scenes, in addition to other violent scenes.
6	R. P	It is an abbreviation for: Rating Pending This means that the game was received by this association while it is still under classification (meaning that they have not taken a decision regarding it yet).

- PEGI, the European Games Information System:

The abbreviation for this system stands for The Pan European Games Information, which means the European Games Control System. This system is a new classification system for interactive games. (Pan European Games Information) PEGI What is a system?

It is a system that helps parents and educators distinguish the suitability of a computer game for the child's age through symbols placed on the covers of these games.





It is a voluntary system supported by major console operators, known as Console, and includes Play Station, Xbox, and Nintendo games, publishers, and developers of interactive games across Europe.

PEGI system has been in operation since the beginning of the spring semester of 2003. It replaced the systems in force at that time for classifying films with the aim of creating a single system applied in most countries of the European continent. In the United Kingdom, the PEGI system replaced the Elspa rating system that existed until now on games made before 2003.





PEGI system consists of two separate but complementary components. The first element classifies based on age, which is similar to some existing systems. The age divisions for PEGI are 3+, 7+, 12+ , 16+ , and 18+ years .

. While the second element in this new system is to give a description of the game. We find icons displayed on the game cover that describe the content.

The following table shows the description tags depending on the type of game.

serial number	code	the meaning
1		The game contains scenes of violence
2		The game contains inappropriate words
3		The game may be scary for young children
4		The game may contain sexual connotations



5		The game suggests, or refers to, drug use
6		The game contains elements that encourage racial discrimination
7		The game encourages or teaches gambling
8		The game is available online through the Internet or other networks

second axis: Children's Behaviors

first: Behaviors

a) What is Children's Behaviors?

Human behaviour encompasses all behaviours and activities undertaken by a person, regardless of their visibility. Alternative definitions characterise it as any kind of activity originating from... Human behaviours may be systematically watched and quantified, including physiological processes. Unconscious processes include a range of cognitive phenomena, including but not limited to thinking, remembering, and obsessions, which transpire without conscious awareness or deliberate intention.

Behaviour is a dynamic phenomenon that is subject to change and is influenced by the surrounding environment. It encompasses both involuntary and automatic actions, such as breathing and coughing, which occur without conscious control. Voluntary actions are characterised by their purposeful and aware nature, and they may be acquired and shaped by external variables and the individual's surrounding environment.

b) types of behavior

There are two types of behavior:

- Responsive behavior:

The behaviour in question is influenced by the stimuli that precede it, wherein the occurrence of the stimulus triggers the behaviour. For instance, the presence of milk in a child's mouth leads to the release of saliva and the flow of tears. The act of cutting onion slices, like other activities, involves the perception of sensations that serve as antecedents to behaviour, sometimes referred to as sensory stimuli.

The responsiveness of behaviour is unaffected by subsequent stimuli, rendering it akin to an automatic behaviour. When an individual immerses their hand in hot water, they promptly retract it. This behaviour is inherently stable and remains constant, whereas the input that governs this behaviour undergoes modifications.

- Procedural behavior:

Behaviour is influenced by several environmental influences, including economic and social considerations. Various categories may be identified, including educational, religious, and geographical, among others.

Additionally, the execution of procedural behaviour is influenced by its outcomes, since the impact of peripheral inputs may be diminished. The implementation of procedural behaviour may either enhance its efficacy or provide negligible outcomes.

Procedural behaviour may be seen as closely approximating voluntary behaviour.

c) Behavior characteristics:

- Predictability

Human behaviour is not an arbitrary occurrence and does not arise due to random chance. However, it is governed by a certain framework. By using scientific methods to identify and analyse the many features and components of this system, it becomes feasible to make accurate predictions about its behaviour and outcomes. Behaviour modifiers propose that an individual's behaviour is determined by the environmental factors including their past and current material and social circumstances, hence allowing for predictability. The actions and conduct of an individual are influenced by our understanding of their past and present environmental circumstances. The extent of our understanding of these factors and the level of objectivity in our knowledge directly influence our capacity to make accurate predictions about behaviour. Nevertheless, it is important to acknowledge that despite our efforts, it remains challenging to accurately forecast human behaviour due to the inability to account for all the many contextual factors that influence an individual. Regardless of the temporal context,

- Adjustability:

Control within the realm of behaviour modification often entails the arrangement or rearrangement of environmental stimuli that precede or follow a certain behaviour. Self-control within the realm of behaviour modification is an individual exerting control over their own actions by using the same concepts and rules used to regulate the behaviour of others.

The desired outcome of behaviour modification is to achieve positive control rather than negative control. Hence, the primary approach embraced by professionals in the area of behaviour modification is augmenting the use of reward techniques while minimising the reliance on punitive measures.

- Measurability:

The complexity of human behaviour arises from its dual nature, consisting of both observable and measurable aspects, as well as unobservable and non-measurable aspects. Consequently, the scientific community has yet to reach a consensus on a unified theory that comprehensively accounts for human behaviour. However, the practise of science necessitates the analysis and measurement of the phenomena under investigation in order to maintain its scientific nature. Psychologists have devised several methodologies to quantitatively assess behaviour, including both direct approaches, such as observation, rating scales, and cross-validation, as well as indirect approaches, such as IQ and personality assessments. If direct measurement of behaviour is unfeasible, an alternative approach involves inferring behaviour from its many expressions.

d) The main dimensions of behavior:

- The human component pertains to the study of human behaviour, which is influenced by rational and active forces. In the majority of instances, it demonstrates efficacy and is emitted by the neurological system.

- The spatial component of human behaviour pertains to its occurrence inside a particular location. It is possible for this phenomenon to take place inside a classroom setting, such as a lecture hall or seminar room.

- The temporal dimension of human behaviour encompasses the particular time at which it happens, such as morning or evening. The duration might vary significantly, ranging from a lengthy period to a little interval of a few seconds.

- The moral component of teaching involves the guide or instructor incorporating ethical ideals while altering behaviour, refraining from using psychological or physical punishment, injury, or any kind of harm towards the pupil they are instructing.

- The social component plays a significant role in influencing behaviour since it is influenced by prevailing societal values and conventions. Behaviour is shaped by the existing traditions of a certain culture. Certain behaviours might be deemed proper or inappropriate, as well as abnormal or abnormal, depending on the societal context. What is considered acceptable in one culture may be rejected in another one.

e) Criteria for determining normal and abnormal behavior:

Behavior may be acceptable or unacceptable, depending on the standards to which it is judged or the value system that we decide. Therefore, our judgments on behavior may differ among different human societies.

- Criteria for establishing appropriate conduct:

- Effectiveness refers to an individual's ability to exhibit proactive behaviour in order to get the desired outcomes necessary for resolving encountered challenges, even in the presence of hurdles or hardships.

- Efficiency refers to the ability to efficiently use one's talents in order to get the maximum potential outcome or utilise the resources that are available.

- Appropriateness: The behaviour exhibits congruence with the age of its possessor, as well as aligns with the attributes of the context in which the behaviour occurs.

- Flexibility: An individual has the capacity to modify their behaviour in response to evolving scenarios or circumstances.

- Gaining from experiential knowledge: through using one's past experiences and specialised skills to generate novel behavioural patterns.

- The capacity for human communication is considered a fundamental and essential need, and individuals with typical behaviour has the capability to engage in communication that is seen adequate and fulfilling.

- Self-esteem refers to an individual's ability to assess oneself in an objective manner, effectively discerning personal qualities and flaws, and actively striving to improve upon strengths while addressing and compensating for deficiencies.

- The criteria for defining abnormal behaviour: The cognitive activity criteria refers to the presence of a deficit in any of the cognitive functions, including perception, memory, attention, or communication.

- The standard of social behaviour refers to instances when conduct diverges from established ideals, practises, and traditions, or runs counter to dominant religious or ideological currents.

- The self-control criteria refers to a situation in which a person demonstrates an inability to regulate their behaviour, and this state persists or occurs with notable frequency.

Second: Behavioral disorders in children

a) Definition of behavioral disorders:

It is a general concept that refers to a form of abnormality that is not linked to a disease or specific organic symptoms and affects general and social harmony. It is characterized by being primary and is considered a response to an unsuitable environment. Its forms include unhealthy habits, disordered behavior, and misbehavior, such as quarreling, disobedience, lying, and theft. It may appear in certain neurotic traits, such as facial imbalances and habit contractions, such as hyperactivity and fears, or as academic and educational problems.

b) Determinants Disturbances Behavioral

- These disorders usually appear at an early stage of an individual's life, especially the stage Childhood and adolescence, whether it continues, disappears, or extends to later stages.

- It must be functional and not organic.

- It must be primary and not secondary as symptoms of other disorders.

- It must be relatively stable and permanent.

- It should not be limited to aggressive and violent forms.

- It should not be determined by its violation of prevailing values and standards.

- It must be observable and measurable.

- It must be a form of voluntary behavior that is controlled and guided by insight and intelligence.

c) classification Disturbances Behavioral:

Behavioral disorders can be classified into neurotic disorders, including nervous anxiety, obsessive-compulsive disorder, phobic neurosis, and hysteria, functional psychotic disorders such as schizophrenia and paranoia, organic psychotic disorders, including mental weakness and epilepsy, psychosomatic disorders, and psychopathic disorders, which are anti-social responses.

d) features People Whose They appear Disturbances in the behavior.

- Intelligence:

Unlike To believe the sinner prevailing from that children Whose They appear Disturbances in the behavior Smart, that Most of them They get on Transactions Intelligence less from Average comparison With their peers not troubled, So average Their intelligence no He increases About 90 though a lot who are they Located Their intelligence in border Slow Learning or Underdevelopment Mental The simple one. as that a lot from Troubled To a degree Severe from Difficult until application Tests Intelligence on them and average from maybe application the test on him no Increase about 50 degrees, and their cases Rare from these of whom They get Transactions Intelligence High, And maybe Back that to that Disorder impact on to provide Opportunities Occasion for them be informed Missions that Include it Tests Intelligence. from here The Tests may be no considered as suitable to measure Their intelligence and that As Biased Against them no give Indicators minute on Their intelligence Real that Affected Necessarily With turmoil.

- Collection:

that Most People Troubled Collect Them Academic in the school Low Measured with Tests Collection school Official And other Official.

that a lot from children Whose They suffer from Disturbances Severe They lack until for skills academy the basic that Include reading and writing and the account, And a little who are they from Whose they have like This is amazing Skills no They can Apply it And deal with her in life Daily.

- The Behavior Aggressive:

It is considered the behavior aggressive from Properties Behavioral Common I have children troubled, classified this the behavior within Behavioral T Directed Toward the outside Externalizing And within Disturbances Act Conduct Disorders.

indicate Studies to that Aggression or the behavior Router Toward the outside He appears I have Male more from him I have Females.

- The behavior Withdrawal:

And it is classified within what Known With behavior Router Toward Inside or Self Internalizing It includes the dimension from side Physical And emotionality when People And attitudes Social.

He appears a lot from People Troubled Withdrawal from Attitudes Social, And in isolation and absorption in dreams Vigilance And laziness and lethargy. that like these People no They respond for initiatives others no They look to People Whose They talk with them no They are Friendships because of Their lack for skills Social Occasion To do That. delusion no They represent any to threaten for others from People.

that the behavior Withdrawal he behavior contrary for behavior aggressive, and more severe Species this Type from the behavior he what Show it People Severe Disorder Which he claims with mind Childhood. and this is Type from the behavior A lot between Females comparison with males.

### 13. Analysis of the field study

In this section, the researcher will explain the methodological processes used in this study, with particular emphasis on the significance of scientific methodology as a framework of regulations and protocols that underpin scientific research. The system exhibits a degree of flexibility and openness, hence rendering it susceptible to potential errors. Nevertheless, the use of this approach remains crucial in systematising information and data that are important for researchers to successfully complete their study objectives. The scientific method compels researchers to adhere to correctness and ensures their relative, objective impartiality, so distancing themselves from personal biases. Therefore, it is incumbent upon the researcher to refrain from presenting personal beliefs without substantiating them with scientifically valid viewpoints, and to expose any perspective to rigorous scrutiny. Every viewpoint, regardless of the level of trust in it, is subject to criticism and dispute, since there is no inherent truth that has been universally established. The researcher used a series of methodological processes, whereby multiple phases were utilised, with particular emphasis placed on two key components: the population and the sample. This paper discusses several aspects of a research study, including the study's objectives, the dimensions considered in the investigation, the assessment of the research tool's validity and stability, and the statistical analysis techniques used.

a) Study population and sample

This research was applied to children in the Kingdom of Saudi Arabia. Given the geographic breadth and the large size of society, the researcher decided to take a random sample of the children of the Al-Bada'i region, which is one of the regions within the Kingdom of Saudi Arabia. The researcher selected a sample through statistical tables and estimated 384( individuals, distributed as follows.

#### Research population and sample

statement	research community	Research sample and distributed questionnaires	Excluded forms	Valid forms
<b>Under 10 years</b>	198	124	4	120
<b>Over 10 years</b>	186	100	2	98
<b>Total</b>	384	224	6	218

Source: Prepared by the researcher as part of presenting the results of the statistical analysis

The survey was administered to the participants of the study, and a total of 224 completed questionnaires were collected. Upon careful examination of the questionnaires, it was determined that six of them did not satisfy the necessary criteria for questionnaire completion, and so were eliminated from further analysis. Therefore, the total number of questions included in the research amounted to 218.

#### b) Study tool:

The questionnaire was selected as the primary data collection tool for this study due to its ability to gather information from a large number of individuals simultaneously. Additionally, the questionnaire allows participants ample time for thoughtful responses, free from psychological pressure typically associated with interviews. Furthermore, questionnaires are known for their objectivity in data collection. The researcher devised a questionnaire to investigate the correlation between electronic games and children's behaviours, yielding scientific findings.

### 14. Testing and discussing the study hypotheses:

This study is based on a main hypothesis, and the researcher tested it as follows:

Main hypothesis:

The first main hypothesis of the study, which was formulated by the researcher, is stated in the following image.

There is a statistically significant relationship between simple games and children's behaviors.

The researcher divided the first main hypothesis into two sub-hypotheses according to the elements of children's behaviors in each category as follows:

#### a) The first sub-hypothesis

"There is a statistically significant relationship between the use of electronic games and children's undesirable behavior."

In order to evaluate the hypothesis, the researcher used multiple linear regression analysis, specifically using the Ordinary Least Squares (OLS) approach. Additionally, the researcher conducted tests on the regression estimators (t-tests) and assessed the overall model (f-test). The outcomes of the statistical analysis conducted by the researcher are derived from the hypothesis under consideration.

Table for testing regression coefficients and correlation results for the first sub-hypothesis of the first main hypothesis

Independent variable	Regression coefficient	t value	Significance level	The resolution is $\alpha = 0.05$	Pearson correlation coefficient R	Dearbin Watson Dw Value
children's misbehavior	0.315	4.12	0.0	moral	0.476	1.923

Source: Prepared by the researcher as part of presenting the results of the statistical analysis

ANOVA analysis table for the first sub-hypothesis of the first main hypothesis

Sources of difference	Degrees of freedom	F value	Significance level	The resolution is $\alpha = 0.05$	Coefficient of determination $r^2$
Regression	1	23.14	0.0	moral	31.2%
The rest	98				

Source: Prepared by the researcher as part of presenting the results of the statistical analysis

The results of the researcher's statistical analysis of the hypothesis resulted in the following:

- From the regression coefficients test table:
  - The significance level used to assess the significance of the impact of children's unwanted behaviours on overall behaviour was found to be lower than the predetermined threshold of significance  $\alpha = 0.05$ . This finding indicates a statistically significant correlation between the use of electronic games and the manifestation of bad behaviour in youngsters.
  - The sign of the correlation and regression coefficients was positive. This means that the more electronic games are used, the more undesirable behavior among the children studied.
- The ANOVA Table.
  - The p-value of the overall model significance test (F) was found to be less than the predetermined significance threshold  $\alpha = 0.05$ . This implies that the estimated model may be considered reliable, and there is potential for generalising the findings from the sample to the larger population under investigation.
  - The coefficient of determination, denoted as  $r^2$ , was found to be 31.2%, indicating the level of strength shown by the model. This implies that the observed rise in the use of electronic games accounts for 31.2% of the variations seen in negative behaviours shown by youngsters, while the other 68.8% may be attributed to other variables, alongside the random error component.
- Verifying least squares (OLS) regression estimators:
  - autocorrelation between the autocorrelation residuals, the value of the calculated Durbin-Watson statistic was  $Dw = 1.982$  When looking at the tabulated values shown above, it becomes clear to the researcher that the calculated value falls between the two tabulated values. ( $Du,4-Du$ ) This means there is no perfect connection.
  - From the above, the researcher can accept the first sub-hypothesis in its form, which states:

“There is a statistically significant relationship between the use of electronic games and children's undesirable behavior.”

b) The second sub-hypothesis

“There is a statistically significant relationship between electronic games and children's aggressive behavior.”

In order to examine the hypothesis, the researcher used the Ordinary Least Squares (OLS) technique to conduct multiple linear regression analysis. In addition to the tests conducted on the regression estimator (t) and the overall model (f), the statistical analysis conducted by the researcher yielded the following outcomes for this hypothesis.

Table for testing regression coefficients and correlation results for the second sub-hypothesis of the first main hypothesis

Independent variable	Regression coefficient	t value	Significance level	The resolution is at $\alpha = 0.05$	Pearson correlation coefficient R	Dearbin WatsonDw Value
children's aggressive behavior	0.91	1.37	0.051	moral	0.189	1.835

Source: Prepared by the researcher as part of presenting the results of the statistical analysis

ANOVA analysis table for the second sub-hypothesis of the first main hypothesis

Sources of difference	Degrees of freedom	F value	Significance level	The resolution is at $\alpha = 0.05$	Coefficient of determination $r^2$
Regression	1	3.92	0.0	moral	16.12%
The rest	103				

Source: Prepared by the researcher as part of presenting the results of the statistical analysis

The results of the researcher's statistical analysis of the hypothesis revealed the following:

- From the regression coefficients test table:
  - The obtained significance level value for testing the impact of children's usage of electronic games on the escalation of their violent behaviour was found to be lower than the predetermined significance level  $\alpha = 0.05$ . This implies that there exists a statistically significant relationship between the corruption shown by those in positions of power and the occurrence of psychological burnout.
  - The sign of the correlation and regression coefficients was positive. This means that the greater the rate of use of electronic games among children, the greater the aggressive behaviors among the children under study.
- The ANOVA Table
  - The p-value for the overall model significance test (F) was found to be less than the predetermined significance threshold  $\alpha = 0.05$ . This implies that there is potential for the estimated model to be dependable, as well as the potential for extrapolating the findings from the sample to the broader population under investigation.
  - The coefficient of determination, denoted as  $r^2$ , was found to be 16.12%, indicating the level of strength shown by the model. This implies that the variations seen in children's violent behaviour may be attributed to 16.12% of the changes in their usage



of electronic games, while the remaining 83.88% can be attributed to other variables, excluding random error.

- Verifying least squares (OLS) regression estimators:

- To test the problem of autocorrelation between the autocorrelation residuals, the value of the calculated Durbin-Watson statistic was  $D_w = 1.923$ . When looking at the tabular values shown above, it becomes clear to the researcher that the calculated value falls between the two tabular values ( $D_u, 4-D_u$ ). This means that there is no complete correlation to the autocorrelation problem. Among the rest

- researcher can accept the hypothesis in the form that states: “There is a statistically significant relationship between electronic games and children's aggressive behavior.”

c) Testing the first main hypothesis:

To study the relationship of electronic games to children's behaviors, multiple linear regression was used, and three different models were produced. The third model was used, which met all model quality standards.

- Correlation coefficient - coefficient of determination - goodness of fit:

Quality standards for a model of the impact of using electronic games on children’s behavior.

Sample	correlation coefficient	The coefficient of determination	Modified coefficient of determination	F test	Moral	Beta	t-test	Moral	Contrast inflation factor
Constant	0.812	0.741	0.698	241.182	0.00	0.092	0.771	0.435	
children’s misbehavior						0.418	9.219	0.00	1.989
children's aggressive behavior						0.316	9.863	0.00	1.836

Source : Prepared by the researcher as part of presenting the results of the statistical analysis

The above table illustrates the correlation between the impact of electronic games and the behaviours shown by youngsters. The study revealed a statistically significant association between the factors in the model and children's behaviours, with a confidence level of 0.92. Furthermore, the correlation coefficient of 0.812 indicates a strong and almost full correlation, highlighting the intensity of the effect between the variables. Subsequently, the hypothesis was deemed valid as it was supported by empirical evidence. Specifically, a statistically significant correlation was seen between the engagement in simple games and the behavioural patterns shown by youngsters.

The findings also indicate that the coefficient of determination has a value of 0.735, suggesting that the inclusion of electronic games in the model accounts for approximately 73.5% of the observed variations in children's behaviours. This high explanatory percentage signifies the degree to which these variables can elucidate changes in children's behaviours. Additionally, it is worth noting that other factors may also contribute to these changes. Furthermore, it is seen that the model has statistical significance at a confidence level of 0.99, indicating a strong match between the model and the data.

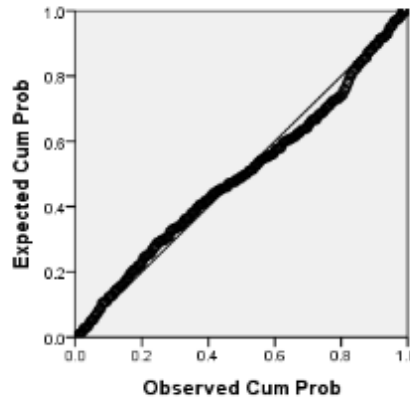
It is clear from the previous table that the beta coefficient for the dimensions is less than the error level (0.01). He must accept the assumption that these dimensions have a real impact on the variable (children’s behaviors).

- Regression model equation:

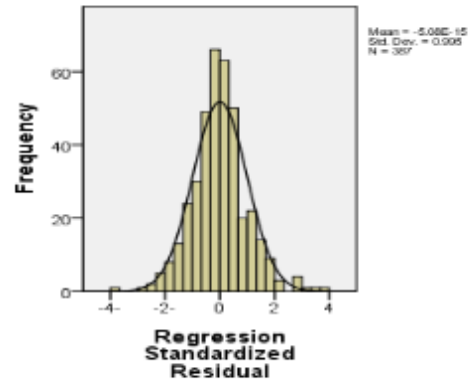
$$\text{Children's behaviors} = 0.266 + 0.418 + 0.316$$

This indicates that the more electronic games are used, the more unwanted and aggressive children's behaviors become.

The impact of using electronic games on children's behavior



**Linear form of data**



**The shape of the normal distribution of model error**

Source: Prepared by the researcher within the framework of presenting the results of the statistical analysis

It is clear from the previous figures that the model errors follow a normal distribution, the data are linear, and there is similarity between the values and the estimated values, and thus the model quality standards are met.

- Results:

- The findings of the study indicate a statistically significant association between the use of electronic games and the behavioural patterns shown by youngsters.
- The use of electronic games has been shown to have a statistically significant favourable impact on children's undesired and aggressive behaviours.
- Consequently, the primary study hypothesis, which posits a statistically significant correlation between electronic games and children's behaviours, was found to be supported.

15. The most important results and conclusions

a) The most important conclusions

Below is a collection of the most important conclusions reached by the study

- The use of electronic games has been shown to have a correlation with children's behaviours, which aligns with the findings of several prior research.
- There exists a positive correlation between the use of electronic games among youngsters and the incidence of violent behaviour in those children.
- There exists a positive correlation between the rise in electronic game consumption and the prevalence of negative behaviours among youngsters.

b) The most important recommendations

- There is a need for parental control over the type of electronic games that children play, since the nature of these games affects children's behavior.

- Work to reduce the time of children's use of electronic games until it reaches no more than two hours per week, which is the acceptable percentage, note.
- Maintaining monitoring and monitoring of children's behavior, even if it is found that there are unwanted behaviors, they are treated immediately.

In the end, the behavior of children is a very important and sensitive matter, especially considering the spread of moral corruption that currently exists, so the researcher recommends the necessity of increasing studies in this field due to the importance of sound education for children. As it is said, today's children are the men of tomorrow, so we must follow up on the behavior of children. Our children, especially in light of the communications revolution and the current technological development that shows us something new every day

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