

# Knowledge And Attitude Regarding the Impact of Video Games Among Parents of School Going Children in Selected Urban Areas of Guwahati, Kamrup (M), Assam with A View to Develop an Information Booklet: A Descriptive Study.

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## Abstract

Video game culture is a worldwide new media subculture formed around video games and game playing.(1) Adolescents and children are the group of people who are mostly engrossed to video games in society. The vulnerability of these groups especially children is prominent, as they are at such crucial stages in their development that they are highly influenced by their environment.(2) The COVID-19 pandemic during 2020-2021 gave further visibility to video games as a timepass to enjoy with friends and family online as a means of social distancing.(1) The present study was conducted with the aim of finding out the knowledge and attitude regarding the impact of video games among parents of school going children in selected urban areas of Guwahati, Kamrup (M), Assam and is there any correlation between knowledge and attitude. Quantitative research approach and descriptive research design was used in the study. Non-probability purposive sampling technique was used to select 120 samples. The study was conducted in selected urban areas of Guwahati, Kamrup (M), Assam who fulfilled the inclusion criteria. The tools used for the study were structured knowledge questionnaire and 5 point Likert Scale to assess the level of knowledge and attitude regarding the impact of video games. The analysis revealed that overall majority i.e. 80% had moderate knowledge, 14.17% had adequate knowledge and 5.83% had inadequate knowledge regarding the impact of video games. With respect to attitude majority 65.83% had desirable attitude, 34.17% had moderately desirable attitude regarding the impact of video games and there was a moderately positive correlation between knowledge and attitude.

**Keywords:** Knowledge, Attitude, Impact, Video Games, Parents, School Going Children

## Introduction

The popularity of video games grew rapidly in the 1970 and the 1980s when they reached the mainstream population as game consoles and computers were introduced to the public (3). Video games are also believed to be beneficial to the mind and body. It has been shown that action video games players have better hand – eye coordination and visual – motor skills, such as their resistance to distraction, their sensitivity to information in the peripheral vision and their ability to count briefly presented objects, than nonpayers,(4) gamers adopt an attitude while playing that is of such high concentration, they do not

realize they are learning, and that if the same attitude could be adopted at school, education would enjoy significant benefits.(5) Student are found to be “learning by doing” while playing video games while fostering creative thinking. Video game addiction is a real problem that affects millions of gamers over the world (6)

Video game addiction is a real problem that affects millions of gamers over the world . more than 2 billion people play video game globally, 150 million in the United States Several survey indicate that Internet Gaming Disorder (IGD) affects between 1-10% of Europe and North America(7)

India recorded about 365 million online gamers in financial year 2020(4). The media has a disturbing potential to negatively affect many aspects of children’s healthy development, including weight status, sexual initiation, aggressive feelings and beliefs, consumerism and social isolation. (8) Dr Sanjay C a senior consultant psychiatrist from Delhi says that when a child is only into gaming, the neurological circuits associated with that activity get stronger but everything else becomes weak, such as social interaction, academic prowess, personal functioning, sleep, appetite etc. The number of online gamers grew from close to 300 million in 2019 to 433 million in 2020 – 2021(9)

Many parents worry about the time their children spend on video games and debates concerning the impact of video games on . Extreme limit of screen time is unhealthy and its vital to limit the screen timing among the young generation. Keeping this things in mind the researcher felt the need to conducted the study with the following objectives

1. To assess the knowledge of parents of school going children regarding the impact of video games.
2. To assess the attitude of parents of school going children regarding the impact of video games.
3. To find out the correlation between knowledge and attitude of parents of school going children regarding the impact of video games.

## Research Methodology

Quantitative research approach is adopted for the study . Research design adopted is descriptive research design . The Research variable is knowledge and attitude and Age, Gender, Religion, Type of family, Education of father, Education of mother, No of children, Age of children who played video games aggressively, Monthly family income, Occupation of father, Occupation of mother, Duration for playing video games per day, Device which child play video games are the demographic variables in the study .The study was conducted at selected urban community area of Guwahati, Assam among 120 number of parents whose children are between (10 to 14 years) of age and are going to school in selected urban community Guwahati (M), Assam and who fulfills the inclusion criteria . The samples are selected using purposive sampling technique . Structured knowledge questionnaire was used to assess the knowledge and 5-point likert scale is used to assess the level of attitude and the technique adopted for data collection was self report.Ethical permission was obtained before conducting the study .

The data were grouped and analysed under following sections

**Section 1:** Frequency and percentage distribution of the demographic variables

**Section 2:** Frequency and percentage distribution of level of knowledge of parents regarding the impact of video games

**Section 3:**Frequency and percentage distribution of level of attitude of parents regarding the impact of video games of school going children

**Section 4:** Correlation between knowledge and attitude scores of parents regarding the impact of video Games of school going children

**Results**

**Section I:**

**Table – I: frequency and percentage distribution of parents of school going children to their demographic variable**

**n=120**

Demographic Variables	Frequency (f)	Percentage (%)
Age		
25 – 30	19	15.8
31 – 35	59	49.2
36 – 40	25	20.8
>40	17	14.2
Gender		
Male	19	15.8
Female	101	84.2
Others	-	-
Religion		
Hindu	97	80.8
Christian	5	4.2
Islam	18	15.0
Education of father		
High school	36	30.0
Higher secondary	76	63.3
Graduate	7	5.8
Post graduate and above	1	0.8
Education of mother		
High school	81	67.5
Higher secondary	33	27.5
Graduate	5	4.2
Post graduate and above	1	0.8
Family type		
Nuclear family	66	55.0
Joint family	53	44.2
Extended family	1	0.8
Age of your children		
10 – 11 years	28	23.4
12 – 13 years	73	60.8
≥14 years	19	15.8
No. of children		
1	29	24.2
2	69	57.5
3	21	17.5
4 & more than 4	1	0.8

Demographic Variables	Frequency (f)	Percentage (%)
Monthly family income (Rs.)		
<Rs.10,001	42	35.0
Rs.10,002 – 29,972	60	50.0
Rs.29,973 – 49,961	14	11.7
Rs.49,962 – 74,755	2	1.7
Rs.74,756 – 99,930	1	0.8
Rs.99,931 – 199,861	-	-
>Rs.199,862	1	0.8
Occupation of father		
Unemployed	-	-
Business (Self employed)	101	84.2
Government employee	3	2.5
Private employee	16	13.3
Occupation of mother		
Unemployed	106	88.3
Business (Self employed)	9	7.5
Government employee	-	-
Private employee	5	4.2
Duration for playing video games per day		
Less than 2 hours per day	31	25.8
2 hours – 4 hours	61	50.8
More than 4 hours per day	28	23.4
In which media your child play video games		
Mobile phone	120	100.0
Computer	-	-
Laptop	-	-
Tablet	-	-

The above findings revealed the demographic distributions of the respondents as per the demographic variables

### Section II

**Table-II Frequency and percentage distribution of level of knowledge of parents regarding the impact of video games**

**n =120**

Level of knowledge	Inadequate (<33%)		Moderate (33 – 66%)		Adequate (>66%)	
	F	%	F	%	F	%
Advantages of video games	25	20.83	38	31.67	57	47.50
Disadvantages of video games	42	35.0	50	41.67	28	23.33

Impact of video games	3	2.50	65	54.17	52	43.33
Prevention and precaution	16	13.33	83	69.17	21	17.50
Overall	7	5.83	96	80.0	17	14.17

The analysis revealed that out of 120 respondents with respect to advantage of video games, 57(47.50% ) had adequate knowledge , 38(31.67%) had moderate knowledge and 25(20.83%) had inadequate knowledge .

Regarding disadvantage of video game , 50(41.67% ) had moderate knowledge , 42(35%) had inadequate knowledge and only 28(23.33) had adequate knowledge .

Considering the impact of video game , 65 respondents (54.17%) had moderate knowledge about the impact of video game , 52 respondents (43.33%) had adequate knowledge and 3 respondents(2.50%) had inadequate knowledge .

In regard to prevention and precaution towards video game 83 respondents (69.17%) had moderate knowledge , 21 respondents (17.50%) had adequate knowledge and 16 respondents (13.33) had inadequate knowledge .

The overall level of knowledge revealed that 96 respondents (80%) had moderate knowledge , 17 respondents (14.17%) had adequate knowledge and 7 respondents (5.83%) had inadequate knowledge

**Section III:**

**Table III Frequency and percentage distribution of level of attitude of parents regarding the impact of video games of school going children  
n=120**

LEVEL OF ATTITUDE	FREQUENCY (F)	PERCENTAGE (%)
UNDESIRABLE (<33%)	0	0
MODERATELY DESIRABLE ATTITUDE (33 – 66%)	41	34.17
DESIRABLE (>66%)	79	65.83

The analysis revealed that majority of sample i.e 79% have desirable attitude . They understand that video game playing is harmful for their children followed by 41% have moderately desirable attitude and none of the sample carries undesirable attitude towards the impact of video game

**Section IV**

**Table IV Correlation between knowledge and attitude scores of parents regarding the impact of video Games of school going children  
n = 120**

VARIABLES	MEAN	S.D.	KARL PEARSON'S CORRELATION VALUE
KNOWLEDGE	9.26	2.41	r = 0.330 p = 0.0001, S***
ATTITUDE	40.83	3.19	

NOTE: \*\*\*p<0.001, S – Significant

Table 4 revealed the relationship between knowledge and attitude scores regarding the impact of video . the table depicts that the mean score of knowledge was 9.26+2.41 and the mean attitude score was 40.83

$\pm 3.19$  . The calculated Karl Pearson's Correlation value of  $r = 0.330$  shows a moderate positive correlation between knowledge and attitude scores which clearly infers that when the knowledge regarding video game and its impact among parents of school going children increases their attitude towards it also increase .

### Discussion

The present study has highlighted that knowledge of parents about the impact of video games playing is poor and their attitude is also undesirable so there is a need to increase their knowledge and improve their attitude towards it . Awareness Programmes should be conducted among the community people regarding this. Information booklets can be prepared and distributed among community people to aware them about the impact of video game playing in their children .

### Recommendation

1. Similar study can be replicated on a larger sample for generalization of the findings
2. Similar study can be conducted in a different setting
3. Comparative study can be conducted among rural and urban settings

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