



ANALYTICAL STUDY OF MENTAL HEALTH AND PLAYING VIDEO GAMES AMONG STUDENTS

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ABSTRACT :

Background: - This study aimed to investigate the difference and effects of video games on the various areas of mental health of urban and rural students. Methods: - This study was done on the 9th class students who were studying in various government schools (age group 13 to 15 yrs,) of Ahmednagar district (N=160) through random sampling technique. Mental health Battery by A.K.Singh and Alpana Sen Gupta (2000) (MHB-SS, Hindi version) were used to collect the data. Various statistical methods including Mean, S.D. and 't'- test were used to analyse the data. Statistics were done using SPSS.

Conclusion: - The focus of the study was to determine the effects of video games on children's mental health, those children playing mobile game maximum one hour in every day. In the conclusions of this research, no significant negative effect and difference are seen in the mental health of boys and girls student of a government school. As well as no significant negative effect and difference is seen in the mental health of urban and rural areas students of the government school.

KEYWORDS : Mental Health, Video Games and Students.

INTRODUCTION:

Mental health is an essential part of students' overall health. It is a complex interactive relationship with their physical health and their ability to succeed in school, at work and in society. Both physical and psychological state affects however we predict, feel and act on the within and out of doors.

Psychological state issues have an effect on concerning one in ten youngsters and tykes. They embrace depression, anxiety and conduct disorder, and are typically a right away response to what's happening in their lives.

Today's youngsters, ages eight to eighteen, consume multiple styles of media (often simultaneously) and pay longer (44.5 hours per week) ahead of pc, television, mobile and game screens than the other activity in their lives except sleeping.

The purpose of this study is to deliberate upon the impacts of taking part in video games on the student's psychological state.



STATEMENT OF THE PROBLEM: -

'Analytical Study of Mental Health and Playing Video Games among Students'

REVIEW OF PREVIOUS RESEARCHERS:-

The researchers have been reviewed various literature with mental health of single and dual employee married couples. Ahmadi (1998) studied the effects of

computer games on adolescents of the city of Isfahan. The aim of his study was to find out if computer games have social effects. The results showed that violence and aggression in students who played these games were higher than those who did not play. Also, the social participation of students who were playing computer games was low.

Payne et al (2000) studied the role of computer games on social isolation, low self-esteem, and violence. The results showed no relationship between playing computer games and self-esteem in girls, but there was a negative relationship between the two in boys. Also, the scores of violence had a positive correlation with the amount of exposure to computer games.

The effect of violent video games on children has been a public health concern for many years. No quantitative analysis of video game contents for games rated as suitable for all audiences was made until 2001 (Thompson KM, Haniger K, 2001).

The study concluded that many video games rated as suitable for all audiences contained significant amounts of violence (64% contained intentional violence and 60% rewarded players for injuring a character). Therefore, current ratings of video games leave much room for improvement (Wals D, Gentile D. A, 2001).

The available literature establishes link between mental health and video as well as computer games. Therefore it was thought that a comparative study on mental health of students of urban and rural areas as well as boy and girls.

Objectives:-

1. To study the mental health of boys students of government school.
2. To study the mental health of girls students of government school.
3. To compare the mental health of boys and girls students of government school.

Hypotheses:-

1. There is no significant difference between boys and girls students of government school in the various areas of mental health.
2. There is no significant difference between urban and rural areas students of government school in the various areas of mental health.

Research Methods:-

Sample and data:

All the 9th class students who were studying in various government schools (age group 13 to 15 yrs,) of Ahmednagar district (N=160) were selected as random sampling technique of the present study. But, to include the students into our study, we have put the following qualifying conditions:

1. They should come from a household which has access to computer, television and android mobile.
2. They should spend maximum one hour's time of every day in front of computer and mobile video game screens.
3. They should be studying in a government school (English or Hindi medium school).

Areas	Boys	Girls	Total
Urban	40	40	80
Rural	40	40	80
Total	80	80	160

Data collection tool:-

- **Mental health Battery by A.K.Singh and Alpna Sen Gupta (2000)** (MHB-SS, Hindi version) was utilized to examine mental health of students. Six popular dominations of mental health were selected by this battery which was Emotional Stability, Adjustment, Autonomy, Security-Insecurity, Self-Concept and Intelligence.

Statistical Treatment:

Various statistical methods including Mean, S.D. and 't'- test were used to analyze the data. Statistics were done using SPSS.

Data analysis and its Interpretation:-

The main purpose of the present study was investigating the effect of video games on mental health among between urban and rural areas students of government school. For this purpose investigator formulated two different hypotheses. Results are shown in below given tables.

Hy.1. There is no significant difference between boys and girls of government school on the various areas of mental health.

Table- 1:-

Showing the mean, S.D. and 't' values of boys and girls on different areas of mental health.

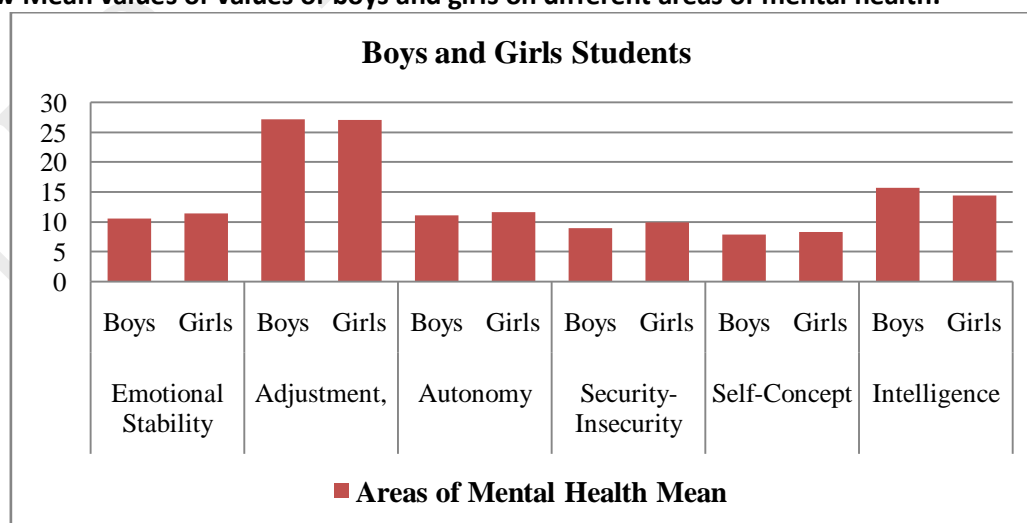
Areas of Mental Health	Gender	N	Mean	SD	't' value	Level of Significance
Emotional Stability	Boys	40	10.65	1.30	.67	NS
	Girls	40	11.45	3.78		
Adjustment,	Boys	40	27.22	4.69	.45	NS
	Girls	40	27.14	5.70		
Autonomy	Boys	40	11.11	2.28	.97	NS
	Girls	40	11.66	1.75		
Security-Insecurity	Boys	40	8.95	1.85	1.10	NS
	Girls	40	9.94	3.20		
Self-Concept	Boys	40	7.92	2.69	.52	NS
	Girls	40	8.37	3.13		
Intelligence	Boys	40	15.75	3.22	1.20	NS
	Girls	40	14.48	5.75		

N.S. – Not Significant

df (1,78) Significant level 0.05= 1.66, 0.01 = 2.37

df (2,78) Significant level 0.05= 1.99, 0.01 = 2.63

Fig.1. Show Mean values of values of boys and girls on different areas of mental health.



Above table and chart indicates the difference on six areas of mental health between both the groups (boys and girls). It is evident that the on six dimensions of mental health of boys and girls, who have playing video games on mobile maximum one hour among every day. It has no significant difference on all areas of mental health. Therefore in the light of the result, hypotheses no 1, that there is no significant difference between boys and girls on the basis of the mental health is invalid in the present study. Kumar, Gerwal (2014) and DeeptiDhurandher, Alka Agrawal (2015) was also found his research that no significant difference on the mental health of boys and girls of higher secondary school. **Important point found this study no negative impact on mental health of students, those children playing video game maximum one hour in the every day.**

Hy.2. There is no significant difference between urban and rural areas students of government school on the various areas of mental health.

Table- 2
Showing the mean, S.D. and 't' values of urban and rural areas students on different areas of mental health.

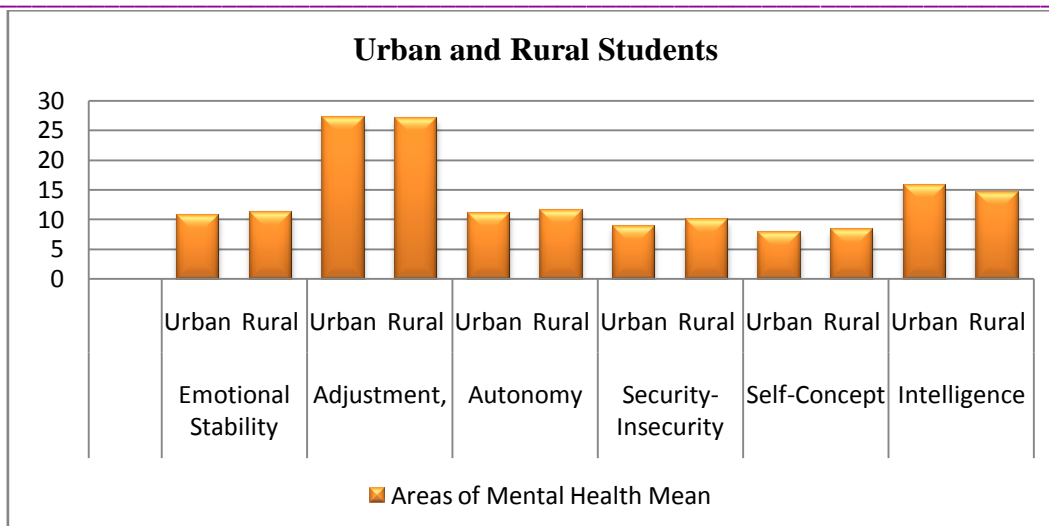
Areas of Mental Health	Gender	N	Mean	SD	't' value	Level of Significance
Emotional Stability	Urban	40	10.71	1.28	.74	NS
	Rural	40	11.22	3.64		
Adjustment,	Urban	40	27.09	4.55	.65	NS
	Rural	40	27.02	5.66		
Autonomy	Urban	40	11.12	2.35	1.06	NS
	Rural	40	11.62	1.70		
Security-Insecurity	Urban	40	8.87	1.80	1.12	NS
	Rural	40	9.96	3.18		
Self-Concept	Urban	40	7.94	2.48	.68	NS
	Rural	40	8.39	3.03		
Intelligence	Urban	40	15.77	3.12	1.32	NS
	Rural	40	14.58	5.62		

N.S. – Not Significant

df (1,78) Significant level 0.05= 1.66, 0.01 = 2.37

df (2,78) Significant level 0.05= 1.99, 0.01 = 2.63

Fig.2. Show Mean values of values of urban and rural areas students on different areas of mental health.



Above table and chart indicate the difference on six areas of mental health between both the groups (urban and rural areas students of government school). It is evident that the on six areas of mental health of urban and rural areas boys and girls, who have playing video games on mobile maximum one hour among every day. It has no significant difference on all areas of mental health. Therefore in the light of the result, hypotheses no 2, that there is no significant difference between urban and rural areas students of government school on the various areas of mental health is invalid in the present study. But Eshrat Zamani, Maliheh Chashmi, Nasim Hedayati (2009) found his study, addiction to computer games affects various dimensions of health and increases physical problems, anxiety and depression, while decreases social functioning disorder. **Important point found this study no negative impact on mental health of students, those children playing video game maximum one hour in the every day.**

DISCUSSION:-

The results of this study showed that there is a no relationship between various areas of mental health with mobile games user students. But this student spend his times on playing a mobile games only below than one hour. Other than that there is a direct relationship between physical health, anxiety and depression with computer games addiction (Eshrat Zamani, Maliheh Chashmi, Nasim Hedayati, 2009).

Computers amusements began in 1972 with Pang, a Computer tennis diversion, and afterward created in equipment and programming frameworks. Enhancement of value and assortment of recreations progressively spread it in the general public particularly adolescences (Anderson CA, Dill KE, 2000).

Adolescent student's attractions to the computer games cause many mental, physical and social problems for them. These impacts are animating resentment and viciousness, heftiness, epilepsy because of diversions, social detachment, and other physical and mental harms. Numerous analysts and psychological wellness experts have focused on the impacts of these recreations (Ahmadi S., 1998).

To sum up, I conclude that mental health plays an important role at every stage of life. However mental health is significant at adolescent as in this time one takes on new responsibilities and roles. Those students spend his times on playing a mobile games only below than one hour. It was not significant negative effect on mental health, but many researchers found of the video games should be discouraged because they have harmful effects on mobile game Addiction to children's mental development.

CONCLUSION:-

The focus of the study was to determine the effects of playing video games on student's mental health, those children playing mobile game maximum one hour in every day. In the conclusions of this researcher, no significant negative effect and difference is seen in the various areas of mental health among boys and girls as well as urban and rural areas students.

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