

The degree of reflection of electronic games on the physical, psychological and academic aspects in light of the Corona (Covid-19) pandemic in point of view of students candidates for intermediate Education Certificate Exam

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Received date 13/10/2022

Acceptance date 13/11/2022

Abstract:

The study aimed at identifying the degree of reflection electronic games on physical, psychological and academic aspects for pupils who are going to take the Intermediate Education Certificate Exam. The researcher used descriptive method for the purpose of the study. The sample of the study consisted of 100 male and female pupils in the intermediate fourth year. The researcher applied a questionnaire contents 29 statement that was adopted after calculating its psychometric properties. The results showed that electronic games are reflected in a high degree on the physical and educational aspect, and to a low degree on the psychological aspect.

Keywords: Electronic games; physical psychological and educational reflections; Corona (Covid-19) pandemic; intermediate education certificate exam.

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Introduction:

The great productions of the technological revolution in various fields contributed to changing the lifestyle of man, enabling him to employ the innovations of this technology, to perform his activities with ease and in a short time. It did not end with serving adults, but even in creating diverse environments for play, enabling young people, according to their age, to discover their abilities, prove their presence or have fun, and share with others emotionally and socially.

In this context, play is considered as one of the most important activities that a child engages in, as it fascinates him, stimulates his thinking, expands his imagination, and plays a vital role in the formation of the child's personality with its various dimensions and characteristics. He is an important educational mediator, working on his education and growth, satisfying his needs, and revealing to him the dimensions of social and interactive relations that exist between people. It is a free and directed activity that is in the form of a movement or an activity that is practiced individually or collectively, with peers from friends, siblings or even colleagues in different social spaces. It exploits the body's mental and kinetic energy, and is characterized by speed and lightness, as it is linked to the individual's inner motives. (Ekofan, 2016, 94)

It also plays a major role in developing the higher functions of mental activity and stimulating creativity, and both Al-Lbabidi and Khalila (1993) explain that it has a great role in the growth of cognitive mental activity, and it is important in the growth of higher functions-such as perception, thinking, memory, imagination, reconnaissance and creativity in the child, starting with The simplest functions to the most complex, and thus the child's mind opens when he plays, and his creativity develops through his interaction with games, and this is confirmed by Taylor, 1999 that the imagination that children show when playing computer games, may have great values in the ability to Creativity (Dowaydi, n.d)

Dewey pointed out - as Al-Nashef mentions (2003, 68) - that play that does not lead to growth is nothing more than entertainment, as play or activity must involve experience and lead to growth in order for it to have a place in the school curriculum. However, he saw in playing a good opportunity for students to learn because it was in line with their interests and tendencies. (Ben Mazall, 2010, 112)

With the tremendous and accelerating technical and electronic progress in this era, the methods of playing and entertainment have developed at the present time, so electronic devices and games have appeared in a large way and their growth is remarkable, so the markets have become teeming with various types of these games, due to the popularity they enjoy by children and youth, and they are taking a large space From their times, and affected their behavior and morals, so the forms of these games gradually and developed significantly and clearly, until they reached a point of brilliant technical progress, and they are called the types of social behavior that are appropriate for each, synthetic and plastic...etc(Al-Sawalha et al., 2016, 180)

A number of educators and educational researchers have recognized that games can be an important component of both formal and informal education, and this has become a legal field of study and research. There are many games now available in electronic format and many of them are commercially distributed, freely available on the web from other games, and some can be downloaded at no cost. Some electronic games are just computerized versions of games that were on computers. Others are only in computer format. Computer networks allowed many players to participate simultaneously. The animation and computerized interaction in these games brought another dimension to the games.(Noemí α Maximo,2014,6)

This wide spread of electronic games, and the increase in the hours spent by children and adolescents in playing, has begun to raise by educators, psychologists and sociologists about their effects, whether psychological or social, and this topic has become a subject of controversy among scientists regarding its negatives and positives, the electronic game Not an innocent amusement.(Queider, 2012)

On the positive side, some considered that the practice of children and adolescents with electronic games filled with movement and visual effects, contributes to improving their ability to see, as the study conducted by American researchers at the University of Rochester (Rochester), confirmed that children who played these games for a few hours a day for a whole month , they showed signs of improvement in their ability to see by 20% because it affected the way the brain deals with visual information, and Professor of Brain and Cognitive Sciences, Dr. The analytical ability of their eyes after 30 intermittent hours of playing these games, where they were able to accurately identify symbols and letters in vision tests¹². (Ayadi, 2018 ; 197-198).

Al-Hila believes that electronic play has a significant role in the growth of mental and cognitive activity, and it is important in the growth of higher functions such as perception, thinking, imagination and creativity of the learner, starting from the simplest to the most complex functions; Thus, the learner's mind opens when he plays, and his mental ability develops through his interaction with games.(Abd al-Maqsoud, 2016, 174)

In a study on the benefits of active video games from an educational and physical activity approach, the results demonstrated that active video games increase abilities in terms of physical activity and education.(Merino-Campos & Fernández, 2016)

While some studies confirm the positive effects of electronic games on the behavior of children and adolescents and their academic achievement, there are negative effects on them and then on society after that. In their view, some electronic games are violent and lead to a doubling of functional physiological agitation, accumulation of feelings, aggressive thoughts, and a decrease in proper and disciplined social behavior, and have negative effects on the health of children and adolescents, such as excessive obesity.(Al-Sawalha et al., 2016,181)

Hosni (2002:34), Professor of Pediatrics at Ain Shams University, indicates in a study that “with the spread of electronic games over the past fifteen years, a new group of injuries related to the musculoskeletal system has emerged, as a result of rapid repetitive movement, explaining that sitting for many hours In front of the computer or the TV, it causes excruciating pain in the lower back, and the frequent movement of the fingers on the keyboard causes severe damage to the thumb and wrist joint as a result of constantly bending them.” In this regard, Mansi (2012: 185) indicated that children’s playing electronic games for long hours a day has many negative effects, including: weight gain, osteoporosis, deformities of the child’s spine, pain in the hands and eye damage, as well as weakness in the child’s social behavior. (Al-Zeyoudi, 2015, 17)

Calvert, Staiano, and Bond (2013) believe that electronic games have academic damage, for example, the practice of these games negatively affects academic achievement and leads to learning disorders, neglect of school duties, and truancy from school during school hours. One of the negative aspects of electronic games that researchers have proven is that when a child “under the age of ten” relates to these games, it negatively affects the scope of his thinking and study. Also, children and adolescents who stay up all night playing electronic games affect their performance the next day directly, which Makes it difficult for the players to get up to go to school, and if they do go they may fall asleep in lessons, instead of listening to the teacher.(Ibrahim, 2016: 29-30)

One study indicated that electronic games develop in children’s minds abilities and skills that depend on violence and aggression, and kill their feelings of guilt, or remorse, and

increase aggressive thoughts and behaviors due to a large percentage of games on harming others, assaulting them, and their property without a face. (Al-Obaidi, 2017, 422)

The results of the study revealed that the teachers of late childhood and adolescence children unanimously agreed that there are a large number of advantages resulting from children playing electronic games, most notably that it works to strengthen their visual-kinesthetic synergy and accustom them to accuracy in work. It also develops a sense of the value of the time given to complete the task. The results revealed the similarity of the negatives of electronic games from the teachers' point of view, with the children's point of view in late childhood and adolescence, the most important of which is that it contributes to reducing children's academic achievement, leads to addiction to their practice, and leads them to feel isolated and introverted. (Mahmoud, 2016)

As electronic games are a modern means of the times that are resorted to by various social groups, especially children and adolescents, their use may positively or negatively affect the players, who are They are the students in the fourth year of intermediate education, who are preparing to pass an exam at the end of the year to move to a higher level, which may negatively affect their preparation for lessons during the year. It may cause them some physical, psychological, behavioral and educational damage, which may hinder the achievement of follow-up lessons and educational attainment at a good pace. All the damage to the student, may limit his success, or lead to failure. Accordingly, the study problem can be identified by asking the following questions:

a-What is the degree of reflection in playing electronic games on the physical aspect in front of view of students in light of the Corona (Covid-19) pandemic?

b-What is the degree of reflection of playing electronic games on the psychological aspect in front of view of students in light of the Corona (Covid-19) pandemic?

c-What is the degree of reflection of the practice of electronic games on the educational aspect in front of view of students in light of the Corona (Covid-19) pandemic?

1. Objectives of study

The current study aims to:

- a) Detecting the degree of reflection of the practice of electronic games on the physical aspects of the study sample members.
- b) Detecting the degree of reflection of the practice of electronic games on the psychological aspect of the study sample members.
- c) Revealing the degree of reflection of the practice of electronic games on the educational aspect of the study sample members.

2. Importance of study :

The importance of the study is reflected in:

- The current study reveals the positive and negative repercussions of electronic games on the student, from the physical, psychological and educational aspect, and this contributes to creating the conditions for these students to continue studying in the best conditions.
- Providing a scientific addition and encouraging this type of studies, and deepening it to address the phenomenon in detail, and find solutions to it in order to serve the community and ensure the safety of individuals.
- The results of the study help push the family to know the dangers and advantages of these games, to follow up on their children, and to monitor their behavior during electronic games by setting up an organization to play these games without exaggerating them, and to encourage children to engage in sports activities, to remove the negative effects, especially in the physical aspect.

- The results of the study help push teachers and directors of educational institutions to pay great and intense attention to organizing the review of students from the beginning of the year, monitoring behavior, and securing a stimulating study environment.
- Studying such topics and their impact on behavior makes us more in control of the phenomenon, which helps in alleviating its severity and expanding its spread.
- The adolescence segment is one of the most important segments of society, and therefore playing electronic games for them is considered an outlet for them in their spare time or escape from school duties. Therefore, school counseling should be involved in organizing information and guidance sessions in introducing the pros and cons of electronic games, and providing ways to play games at the destination. Healthy, without excessive or addictive.

.3. Definition of Terms :

3.1. Electronic games:

Before addressing the definition of electronic games, we seek to define the concept of playing linguistically and terminologically, and then resort to providing a theoretical and procedural definition of the term electronic games, as follows:

The Dictionary of Psychology defines play as “an activity that humans do individually or collectively for the purpose of enjoying without another motive.” By analyzing the content of this definition, we conclude that play is an activity that is practiced in an individual and group manner. It is a free and pure human activity that serves the purpose of enjoyment only, and this activity may be kinetic or mental. (Nimrod, 2008, 33)

It is also defined as a directed or undirected free activity that is practiced individually or collectively and exploits the body's kinetic and mental energy, and is characterized by speed and lightness because it is linked to internal motives, and it does not tire its owner, and with it the individual develops his awareness and becomes an essential component in his life, and therefore games can be considered as a motor and mental activity In its comprehensive development Children Games and teaching children new information and skills. (Hamal, 2012, 16)

Through the previous definitions, it is possible to distinguish between play, game and games. Balqis and Marei (2001, 44) mention that playing represents the abstract theoretical aspect, while the game is the practical aspect of playing in its executive form according to specific procedures, organized steps, and divided roles for those who play the same game individually or collectively, meaning The game is the practical experiences with which the player interacts to learn the content of the game in order to grow and achieve the goals of playing represented in its various features. (Al-Harbi, 2010, 118)

The electronic games are a type of games shown on a computer screen (computer games), or on the TV screen (video games) that provide the individual with pleasure through the use of a challenge to mental potential, or a challenge to the use of the hand with the eye (visual / kinesthetic synergy) and through the development of For electronic programs. (Ibrahim, 2016, 8)

Also electronic games in the information concept are software that simulates a real or virtual reality based on the capabilities of the computer in dealing with various means, displaying images, moving them and issuing sound, while in the social concept it is an interaction between man and machine to benefit from its capabilities in education, entertainment and entertainment, and from the practical point of view games represent Electronic is a tool that limits the capabilities of the investor, as it puts him in front of difficulties and obstacles ranging from simplicity to complexity, and from slowness to speed, and a tool for developing his culture and capabilities as it attracts his attention and conveys information to him easily and with pleasure. (Hamal, 2012, 17)

Electronic games have been classified in terms of their purpose and user segment into 3 main types:

A- **Fun and excitement games**: they generally aim for entertainment and fill the void and depend on the user's interaction with the game in cases that start with simple levels to become complex and fast and often exceed the ceiling of the user's capabilities no matter how well trained he is. From reality, such as car games and fighting games.

B - **Intelligence games**: they depend on logical simulation in decision-making and require thinking about dealing with them, and their potential lies in the possibility of addressing a huge number of possibilities and choosing the optimal solutions according to certain criteria in a short time, such as the game of chess.

C- **Educational games**: aim at balancing fun and conveying information in an easy way to the beneficiary. They cover all ages. From simple games that teach the child to read and write numbers and letters, games that teach him to construct sentences, to games that are concerned with general education and the transfer of information in several fields, such as mathematics and science. History, geography and language teaching, as well as the possibility of conducting tests to assess the level of the learner. (Moayad, 2013, 4)

Through the above, electronic games can be defined procedurally as those games that the student plays using the mobile phone, computer or television through programs placed electronically in those devices, with the intention of recreation, filling the void and developing learning, which may have a negative reflection, both physically Psychological and educational. This hinders the interest in revising the lessons, whether to prepare for the official exam, or to obtain success in studies. It is the degree to which the study sample members obtain, through their responses, the questionnaire prepared for this purpose.

3.2. Physical- psychological and educational reflections

It refers to the positive or negative effects that electronic games have on the physical, psychological and educational aspect when played by the player. It is the degree to which the study sample members obtain by answering the questionnaire that includes the three dimensions represented in the physical, psychological and educational dimensions.

3.3. Corona (Covid-19) pandemic:

COVID-19 is the disease caused by the novel coronavirus called SARS-CoV-2. This novel virus was first detected by WHO on December 31, 2019, after a cluster of viral pneumonia cases were reported in Wuhan, People's Republic of China. He arrived in Algeria on February 31, 2019, which was sufficient reason to impose quarantine measures, and has a psychological dimension that negatively affects users of social networking sites through what you are promoting about this virus of alarming false news.

3.4. Intermediate Education Certificate Exam :

The Intermediate Education Certificate Exam is an official national exam, in which students of intermediate fourth-year are tested in all the prescribed subjects, and culminates in the Intermediate Education Certificate.

4. Methodology :

4.1. Study method :

The researcher has adopted the descriptive method, which collects facts and information in order to analyze and interpret them to reach acceptable generalizations. It can be said that the descriptive study seeks to formulate important principles and reach an understanding of the phenomenon. The descriptive approach aims to present an accurate picture of the features of the phenomenon, and to reveal the theoretical background of the research.

4.2. Data Collection :

The study begun in 2021 and finished in January 2022, and was carried out at the level of two educational institutions : Taleb Abd al-Rahman and Ibn Khatib in Rouiba, affiliated to the Directorate of Education of the state of Algiers, east.

The sample of the basic study consisted of 100 male and female students, 45 males and 55 females, in the intermediate fourth year, and the sample was chosen randomly by using numbers tables.

In addition, the researcher used a questionnaire in its initial form, which included 36 statements. Its psychometric properties were calculated by applying it to an exploratory sample consisting of 80 students in the fourth year of intermediate education, by presenting it to three experts, and calculating the content validity, whose correlation coefficient for the phrases with the total score ranged between 0.33 to 0.71, and the non-statistically significant phrases were deleted, which its consistency coefficient is weak, represented by (3,4, 6, 7, 9, 15, 20) and Cronbach's alpha coefficient, which was estimated at 0.78, this allows the questionnaire to be adopted and consists of 29 statements (9 statements representing the physical dimension, 13 statements representing the psychological dimension and 7 statements representing the academic dimension).

4.3. Data Analysis :

The researcher used the Statistical Group for Social Sciences (SPSS) to analyze the data, and the statistical methods that were employed according to the objectives of the study were arithmetic means, standard deviation correlation coefficient to calculate validity, reliability coefficient Alpha Cronbach.

5. Results and Discussion :

5.1. First Questions:

The first questions states the following: "What is the degree of reflection in playing electronic games on the physical aspect in front of view of students in light of the Corona (Covid-19) pandemic?"

To find out the degree of reflection of the practice of electronic games on the physical aspects in front of view student, the following is calculated:

Determining the ranges or categories (very low - low - medium - high – very high) by applying the following equation: $\frac{\text{The upper limit} - \text{the lower limit}}{\text{the number of the ranges}}$: $\frac{(\text{number of items} \times \text{the largest weight alternative}) - (\text{the number of items} \times \text{the least weight alternative})}{\text{the number of ranges}}$.

The ranges is 07.2: and accordingly it is divided as follows: [9-16.2] Very Low, [16.2-23.4] Low, [23.4-30.6] Medium, [30.6-37.8] High, [37.8-45] very High. Calculating the arithmetic mean of the statments as a whole, we find:

Table 01: "The calculation of the arithmetic mean of statments"

students	Sample Size	Arithmetic mean	Standard deviation
Dimension total Score	100	44.22	07.55

Source: prepared by the researcher based on SPSS 25 outputs

Through Table 1, the arithmetic mean of 44.22 exceed the range (37.8-45), which means that playing electronic games is highly reflected on the physical aspect aspect in front of view of students.

Several studies have confirmed the existence of negative repercussions of electronic games on the physical side of the student. Among these studies, we find a study of Mansi (2012,185) indicated that children playing electronic games for long hours a day have many negative effects, including: weight gain, osteoporosis, deformities of the child's spine, pain in the hands, eye damage, as well as weakness in the child's social behavior.

The study of Bartima Samiha (2017,177) also showed that there is a positive relationship between the student's desire for electronic games and his practice of physical violence within the school environment, which is also the deliberate use of physical force towards others in order to harm them and inflict physical damage to them, as an illegal means of punishment. Which leads to pain and aches and psychological suffering as a result of these damages.

Also, Hosni (2002:34), explained that sitting for many hours in front of the computer or the TV causes excruciating pain in the lower back, and the frequent movement of the fingers on the keyboard causes severe damage to the thumb and wrist joint as a result of constantly bending them.

6.2. Second Questions:

The fourth questions states the following: " What is the degree of reflection of playing electronic games on the psychological aspect in front of view of students in light of the Corona (Covid-19) pandemic?".

To find out the degree of reflection of the practice of electronic games on the psychological aspect, the following is calculated:

Determining the ranges or categories (low - medium - high) by applying the following equation:

The upper limit - the lower limit / the number of the ranges : (number of items x the largest weight alternative) - (the number of items x the least weight alternative)/ the number of fields.

- The length of the category or domain is: 10.4 and accordingly the domains are divided as follows : [13-23.4] Very Low,] 23.4- 33.8] Low,]33.8-44.2] Medium,]44.2-54.6] High,]54.6-65] High very. By calculating the arithmetic mean of the statements as a whole, we find:

Table 02: " The calculation of the arithmetic mean of statments"

students	Sample Size	Arithmetic mean	Standar deviation
Dimension Total Score	100	28.50	6.37

Source: prepared by the researcher based on SPSS 25 outputs

Through Table 2, the arithmetic mean of 28.50 belongs to the range (23.4-33.8), which means that playing electronic games is reflected in a low degree on the psychological aspect in front of view of students:

Several studies have denied this result, as they referred to the negative impact of electronic games from a psychological point of view, which was shown by some studies, such as the study of Larry Rosen (2001), which confirmed that exposure to violent video games may increase behavior disorders in adolescents, and a study concluded Kahena Allwash 2007 pointed out that video games reinforce and develop aggressive behavior in children, as they depend mainly on violence. (Nowishi, 2016, 10)

Other studies also confirmed that exposure to electronic games for a long time, and excessive playing, psychological and emotional effects, the most important of which are

addictive and obsessive behavior, dehumanization of the player, desensitization and feelings, several changes in his personality, the assassination of innocence, the emergence of psychomotor disorders and the decline of determination and will. (Anou, 2015, 230)

However, the results of the current study confirm the existence of a small degree of reflection of these games and may be due to the great interest in the study and focus on preparing for exams at the end of the school year related to the intermediate education certificate, because maintaining self stability and not being confused is an essential factor in reviewing lessons in a good way, and may return It is to consider these electronic games as a means to relieve study pressures, which are considered as an outlet for them to restore energy again, and to practice studying at a good pace. They no longer have an important flare up for the academic obligations associated with them. In addition, the family's interest in their children's success may restrict their children to play and set special periods for that without neglecting studies, as parents are looking to achieve their children's ambitions and ensure a sure future for academic and professional life. The school psychological counseling factor also plays a major role in the lessons offered to students focusing on success by organizing the review and psychological preparation for the exam without worry and pressure from the beginning of the year.

In addition, playing is an opportunity for the student to escape from family and school pressures, make new friends in the context of competition, gain information, form impressions and trends, and at the same time entertain, and keep pace with the era's productions of advanced technologies, which prompts the student to interact with the new technology, to show this Keeping up, and not being backward in front of colleagues. (Grusser S.M et al, 2005, 5)

6.3. Third Questions:

The third questions states the following: "What is the degree of reflection of the practice of electronic games on the academic aspect in front of view of students in light of the Corona (Covid-19) pandemic?"

To find out the degree of reflection of the practice of electronic games on the educational side of the study sample members, the following is calculated:

Determining the ranges or categories (very low - low - medium - high - very high) by applying the following equation:

The upper limit - the lower limit / the number of the ranges : (number of items x the largest weight alternative) - (the number of items x the least weight alternative)/ the number of fields.

- The length of the category or domain is: 05.6, and accordingly, the domains are divided as follows:

[7-12.6] Very low,] 12.6-18.2] Low,]18.2-23.8] Medium,]23.8-29.4] High,]29.4-35] Very high.

By calculating the arithmetic mean of the statements as a whole, we find:

Table 03. "the calculation of the arithmetic mean of the statments"

students	Sample Size	Arithmetic mean	Standard deviation
DimensionTotal Score	100	26.25	3.31

Source: prepared by the researcher based on SPSS 25 outputs

Through Table 3, the arithmetic mean of 26.28 belongs to the field (23.8-29.4), which confirms that the practice of electronic games is highly reflected on the academic aspect in front of view of students.

The study (Hosni, 2002) agreed with the current result, as it concluded that the frequent practice of electronic games in the early years of a child's life, leads to some disturbances in the child's ability to focus in other work such as study and collection. Another study like (Calvert, Staiano, and Bond, 2013) study whom indicated that electronic games have academic damages, for example, playing these games negatively affects academic achievement. It leads to learning disturbances, neglect of homework and truancy during school hours.

Other studies have shown that children who spend a lot of time playing electronic games, especially violent games, lead to poor academic achievement in school. Thus, they receive lower ratings by teachers, compared to children who play less violent games or do not play electronic games at all. Children and teenagers staying up all night playing electronic games directly affect their study efforts, and may make children unable to get up to go to school, and if they go, they may fall asleep in their school classes.

Conclusion

As electronic games are products of modern technology, they have become a reality imposed on individuals in all societies, and their use has varied from one individual to another for certain reasons and goals. And what many studies have confirmed is that the difference of individuals in the duration of their practice may reflect positively or negatively on the player's personality, especially among children and adolescents, as the optimal use of it may be positive in the development of personality, abilities and relationships. On the other hand, excessive use may have negative effects on the psychological, physical and educational aspects. The result of our current study confirms that the practice of electronic games has negative repercussions on the student in terms of physical, psychological and educational aspects.

Through it, a set of proposals that may help to clarify the vision of how to deal with electronic games in the near or far future, the most important of which are:

- The necessity of activating the role of government organizations in monitoring what is offered in the market of these games, and not allowing the entry of materials or tapes that may harm the principles and morals of society.
- Activating the school counseling role in educating students and urging them to use the right methods in dealing with electronic games.
- The need for parents and children to participate when buying electronic games, and to help them choose them in proportion to their age and culture
- Be careful to limit the time of playing these games so that he does not exceed them in any way, so that normal use does not turn into addiction, and electronic games become the only means of entertainment.

Organizing cultural activities in the school to fill their spare time and direct them to the importance of other activities in their lives such as sports, reading, and attending seminars and family sessions.

- The role of the school in realizing the importance of awareness and guidance programs to educate students and their families about the harmful effects of violent electronic games, and help them overcome behavioral problems in their children.

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