IMPACT OF INTERNET AND VIOLENT GAMES ON VIOLENT BEHAVIOR AMONG STUDENTS: DIFFERENCES IN SEX, AGE AND RESIDENCE

SAMIRE BLLACA
Faculty of Social Sciences
UET - Albania

ABSTRACT

This research with quantitative approach, main to highlight the differences in gender, residence and age, the impact of Internet use and violent games in the emergence of violent behavior among students of eighth and ninth grade in upper scondary schools. We raised the hypothesis that there will be differences in gender, age and residence of the impact of violent games internet on violent behavior. There were 497 students from the surrounding municipality of Prishtina who participated voluntarily in this research. 245 or 49.3% were female and 252 or 50.7% of them were males. 150 of them are 13 years old; 231 of them or 46.5% are 14 years old and 116 students are 15 years. 66.4% of them are living in the city and 33.6% or 167 students are living in the village. The instrument to ensure the collection of data, it was determined to be the structured questionnaire. The instrument was piloted, and corrected before taking its final form. Analysis of the reliability of the questionnaire, provided the value of the Alfa Croanbach .897. To analyze the quantitative data collected statistical package SPSS for Windows, version 19 was used. Since our data were not normally distributed, non-parametric tests were used. Mann-Whitney U test and Kruskal-Wallis H test were used to compare differences between two or more independent groups. The results showed no statistical differences between the variables available in the study. Such results determine the need to involve more cultural variable in studies, in order to create a more extensive and clear picture on factors involved in violent behavior in this age group.

Keywords: Students, violent games, internet, differences, violent behavior.

INTRODUCTION

The World Health Organization defines violence as: "Use of intentional physical force or power, threatened or its use real, against yourself, another person or against a group or community that either results in or is likely to lead to injury, death, psychological harm, maldevelopment or deprivation "(WHO, 2000: 29). In accordance with the WHO definition, violence in our country in schools is considered a very worrying phenomenon (Unicef, 2005). There are already several definitions for this term. The term 'violence in school' means the presence of violence in the school building, on school grounds or at a school bus. (Henry, 2000); Furlong and Morrison (2000) define this term when such violence occurs at school, on school premises, on the way to or from school, or during organized events of the school. In Kosovo, the definition of the term 'violence in school' is used in the report of the Kosovo Centre for Gender Studies, "The prevalence of violence in relationships of adolescents' (2012), according to which:" Violence in schools, different types of violent incidents occurring within the school building, school yard and in its vicinity. Experiences of violence involving student violence against students, pupils and teachers to teachers to students "(p.11).

This research is based on the theory of Bandura (1977), Anderson and colleagues (Anderson and Dill, 2000; Anderson and Bushman, 2002) who developed the Model of Aggression General to explain the development of cognition, attitudes and aggressive behaviors including that how exposure to media violence can contribute to an increase or decrease these constructs aggressive.

There are a number of studies (Mayer and Leone, 2007; Osher and others, 2004, 2006) have shown that violence is due to a myriad of risk factors and social processes, both in terms of individual, family, school and national. Research shows that the presence of violence in schools significantly impedes teaching and learning (Centers for Disease Control and Prevention, 2004).

LITERATURE REVIEW

Research conducted in different countries of the world have reported that bullying of pupils in elementary schools ranges from 11.3% to 49.8% (O'Moore and Kirkham, 2001; Pellegrini and others, 2001; Karatzias and others, 2002) . Experiences of violence in school peak in early adolescence and decrease in high school (Espelage and Swearer 2003; Nansel and others, 2001; Pellegrini and Long, 2002; Pepler and others, 2010).

Regarding gender differences, some studies have found that men are more likely to be perpetrators of violence at school (Rigby, 2005). The literature suggests that although teenage boys and girls can show violence in different ways, they tend to be mutually violent towards each other (Foshee, 1996). However, some research has suggested that female adolescents are more likely to hit or push, while male adolescents are more likely to use violence to cause serious injury such as blows or kicks (Swahn et al., 2000).

A meta-analysis focused on violence prevention programs in the years 1990 to 2007, found that smaller programs may lead to changes in knowledge and attitudes about the violent behavior (Ting, 2009). International data offer some intriguing statistics. Craig et al. (2009) showed that the injury harassment order, as part of aggressive behavior, differs between countries, with estimates ranging from 8.6 to 45.2% among boys and from 4.8 to 35.8% among girls. A total of 53.249 participants from teenagers from 40 countries, 26% of them reported being involved in bullying behavior with injury purposes.

The World Health Organization (WHO) reports that among children of school age in many parts of the world, about a third of them reported having been involved in physical fighting, with males being two to three times more likely than females to have fought. Most 13-year-olds in most of the 27 countries studied were found to have been brought in bullying at least sometimes (Krug et al., 2002). This research with quantitative approach, has as main aim to highlight the differences in gender, residence and age, the impact of Internet use and violent games in the emergence of violent behavior among students of eighth and ninth grade. We raised the hypothesis:

H.1. There will be differences in gender, age and residence of the impact of violent games internet on the emergence of violent behavior.

METHOD

The participants

There were 497 students from the surrounding municipality of Prishtina who participated voluntarily in this research. 245 or 49.3% were female and 252 or 50.7% of them were male. 150 of them are 13 years old; 231 of them or 46.5% are 14 years old, and 116 of them are 15 years. e 66.4% of all students are living in the city and 33.6% or 167 students are living in the village. Full details are presented in the following table.

Table 1: *The data according to gender, age, and residence for students*

		N	*%*
Gender	Female	245	49.3
	Male	252	50.7
	Total	497	100
Age	13 years	150	30.2
	14 years	231	46.5
	15 years	116	23.3
Residence	City	330	66.4
	Village	167	33.6

In accordance with the research question and the hypothese for the research, gender, age and place of residence the chi-square test was used. Values obtained, $\chi 2$ (1) = .099, p = .754, showed that there is no valid statistical differences between boys and girls participating in the research. Regarding the age, values obtained from chi-square, $\chi 2$ (2) = 42,137, p = .000, showed statistical differences in the number of students 13, 14 and 15 years old. Statistical differences have also been found for residence [$\chi 2$ (1) = 53,459, p = .000].

The instrument and method of data collection

The instrument to ensure the collection of data, it was determined to be structured questionnaire which contained questions on the general demographic data, such as gender, age, residence, etc. and a set of questions with answers' alternatives. The instrument was piloted, and corrected before taking its final form. Analysis of the reliability of the questionnaire, provided the value of the Alfa Croanbach .897. The values obtained show that the questionnaire can be considered quite reliable.

Table 2: *Internal Consistenca (Cronbach α)*

	Male	Female	Total
	Cronbach α	Cronbach α	Cronbach α
Students questionnaire	.909	.867	.897

Data were collected through direct meetings with students, who previously has been announced for the purpose of the study and agreed to voluntarily participate in the research. The questionnaire was completed by each participant individually and returned to researcher within one week of receiving it. The questionnaire was anonymous.

The procedure of analyzing the data

To analyze the quantitative data collected statistical package SPSS for Windows, version 19, was used. During the analysis, it is used a specific code to identify a specific source of information for each student. Since our data were not normally distributed, non-parametric tests were used. Mann-Whitney U test was used to compare differences between two independent groups.

Test Kruskal-Wallis H (sometimes also called "ANOVA order") is an analysis nonparametric that can be used to determine if there are differences statistically significant, valid between two or more groups in a variable / variable and an independent variable with a continuous or ordinal variables. It is considered a non-parametric alternative to the ANOVA's direction, and an extension of the Mann-Whitney U test

RESULTS

In the table below, descriptive data on the number and percentage of time students spent for watching television and using the internet every day, are provided. As seen from the table, students are presented with the greatest number of the option of 2-3 hours a day in both variables.

Table 3: *Data for time spent watching TV and the Internet*

		N	*%*
Time spent watching TV	Less than 1 hour a day	137	27.6
	2-3 hours a day	206	41.4
	More than 3 hours a day	88	17.7
	Don't know	66	13.3
Time spent in internet	Less than 1 hour a day	161	32.4
	2-3 hours a day	173	34.8
	More than 3 hours a day	93	18.7
	Don't know	70	14.1

The following table shows the values of the arithmetic mean and standard deviation for influencing factor in violence among students by sex, age and residence. As the table shows, this factor showed higher values of the arithmetic average for girls, for students who live in the countryside and for students older.

Table 4:*Mean and Standard Deviation for Influential Factor by several variables*

	Gender		Residence		Age		
	Female	Male	Village	City	13 years	14 years	15 years
	MA *SD*	*MA* *SD*	*MA* *SD*	*MA* *SD*	*MA* *SD*	*MA* *SD*	*MA* *SD*
Internet and violent games	2.59 0.57	2.46 0.67	2.59 0.56	2.54 0.58	2.58 0.57	2.52 0.56	2.59 0.60

To view the differences between students by sex, by residence and age, with our data analysis were conducted Mann - Whitney U and Kruskal-Wallis H test, the results of which are presented in the following table for relevant factor.

Table 5: *Differences according to gender, age and residence.*

The factor			Mean Rank	Mann-Whitney U / Kruskal-Wallis H	Sig.
Internet and violent games	Gender	Male	240.30	28678.000	.118
		Female	257.95		
	Residence	Village	258.78	25921.000	.218
		City	244.05		
	Age	13 years	254.42	.876	.645
		14 years	243.35		
		15 years	253.25		

Differences between students by gender and location was determined by analysis Mann - Whitney U. As seen from the table, the differences are not statistically valid in determining factor. In the variable age three age children have shown, therefore more appropriate analysis to see differences between the three groups is the Kruskal Wallis test. Test results Chi-square test for degree of freedom 2 by the values of statistical significance, showing that there are no differences valid statistically among students of different ages in the impact of the Internet and viewing of violent video games to the emergence of violent behavior among students Grades 8 and 9.

DISKUTIM

The results of this study show much interest in discussing them. Although it is expected that there will be differences depending on sex, age and residence of the impact of the Internet and viewing of violent video games to the emergence of violent behavior to pupils of eighth and ninth grade, our research did not substantiate a thing. If we refer to the literature review, boys and girls involved in violent behavior and are impulsive, low-skill to control yourself and with a high degree of frustration (Baldry & Farrington, 2000). Also, Craig and others (2009) provided statistically significant differences between boys and girls.

The result of our study is inconsistent with these studies. However, these results are in line with the outcome of Zaplluzha author (2016), in which there are no differences in the rate of victimization when gender is treated as a variable. In fact, if one takes into account the fact that Kosovo is a country in transition and expectations of gender behavior are under pressure to change their social roles, finding such challenging social expectations and provide space for further studies. Since the study has been made in Kosovo, the results of our study reinforce such a finding and at the same time reinforce the need for more extensive studies and more inclusive to argue findings.

Even if we refer to two other variables, residence and age differences are not significant. Developing rapidly technology and the trend of our teenagers to use the technology in several ways and for many purposes, often not closely related to the preparation of their school or tracking programs that provide models of behavior socially acceptable, there making that although internet use is shown with a significant impact on adolescent violent behavior, this impact should not depend on where you live or the age of the student him / her. Inevitably, such results necessitate preventive programs for violent behavior of students that have already proven to the extent that even their younger ensure improvement of the situation ((Ting, 2009).

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