

**Citation:** Iqbal, A., Maqbool, N., & Hussain, T. (2023). Impact of Video Games on the Behavior of High School Students. *Global Educational Studies Review*, VIII(II), 1-14.  
[https://doi.org/10.31703/gesr.2023\(VIII-II\).01](https://doi.org/10.31703/gesr.2023(VIII-II).01)

## Impact of Video Games on the Behavior of High School Students

Ashraf Iqbal<sup>\*</sup>Nimra Maqbool<sup>†</sup>Tanveer Hussain<sup>‡</sup>

**Corresponding Author:** Tanveer Hussain (Assistant Professor, Department of Communication and Media Research, School of communication studies, University of the Punjab, Lahore, Punjab, Pakistan. Email: [tanveerlabar.dcmr.scs@pu.edu.pk](mailto:tanveerlabar.dcmr.scs@pu.edu.pk))

**Abstract:** *Video games are frequently viewed to be exciting instructional methods and instruments. Although some of these video games may be helpful in particular educational settings, the vast majority of students use them for entertainment purposes and have thus grown attached. This investigation sought to determine how violent video games shape the conduct of Faisalabad's pupils in school. In this investigation, the investigator used quantitative techniques and a deductive method to determine and assess the effect of video games on the conduct of high school students.*

**Key Words:** Video Games, Students, Schools, Aggression, Behaviour, Social Learning Theory, Script Theory, Academic Behaviour, Psychological Behaviour, PUBG, GTA, Taken 3, Violence

### Introduction

Due to the constant increase in production and the creation of new technologies in all walks of life, some technologies that used to be considered fun are now important to our everyday existence. One of the most important new tools is the new media, which is having a major impact on how we live our lives today. Smartphones, computers, virtual worlds, websites, mobile devices, and video games are all types of new media. Video games are computer games that can be played by several people at the same time. Players can connect to 2D or 3D virtual worlds while following a set of

rules and boundaries that change from game to game. Video games are like any other form of entertainment. This grouping is based on a number of things, e.g. B. How the game is played and how it works with other players. Every computer game is different from the others in many ways, and some are more popular than others. People all over the world play many different types of video games like action, adventure, combat, platform, racing, role-playing, shooter, simulation, sports and strategy. There is a link between playing violent video games and aggressive behaviour. Although some studies (Charles, 2013;

<sup>\*</sup> Assistant Professor, Department of Mass Communication, Government College University, Faisalabad, Punjab, Pakistan.

<sup>†</sup> MPhil Scholar, Department of Mass Communication, Government College University, Faisalabad, Punjab, Pakistan.

<sup>‡</sup> Assistant Professor, Department of Communication and Media Research, School of communication studies, University of the Punjab, Lahore, Punjab, Pakistan.

Engelhardt, 2015) did not find significant effects, meta-analyses (Anderson, 2010; Greitemeyer & Mugge, 2014) found that VVE makes aggressive thoughts, hostile feelings, and aggressive behaviour much more likely. These effects have been observed in experimental, cross-sectional and longitudinal studies (Anderson, 2007, Anderson, 2004). So it seems to show that playing violent video games has an impact on how people behave in real life. Because these changes affect how subjects' developing personalities change, these behavioural changes are easy to spot in teenagers' personalities. (Steinberg (2005) p. 6974.) Charles (2013) says that violent video games can cause these people to act in anger rather than trying to find a peaceful way to solve their problems. There is a link between playing violent video games and aggressive behaviour. Although Engelhardt (2015) did not find any significant effects, meta-analyses (Anderson, 2010, Greitemeyer and Mugge, 2014) found that VVE makes aggressive thoughts, hostile feelings, and aggressive behaviour much more likely. These effects have been observed in experimental, cross-sectional and longitudinal studies (Anderson, 2007, 2004). A second sign that video games are having an effect on people is that after playing them they start behaving or feeling differently. For example, playing fantasy/role-playing games can make people shy away from other people and worry. While shooting games can make people more hostile and aggressive, fighting games can have the opposite effect. Since there are so many deadly video games out there, people have been talking about how they affect society. Greitemeyer and Mugge (2014) say that VVE has a small impact on crime, but when many people are exposed to it, even small impacts can have a negative impact on society. This definitely applies to VVE. So it has been said (Anderson, 2010) that VVE could pose a threat to society. A performer's comeback after playing a video game depends on how the game's content is presented and interpreted in the player's mind. How a player or other person thinks and acts in a given situation depends heavily on their personality. So your actions during the game should reflect

this. Several studies have found that internet games behave similarly to humans in the real world. Bayraktar and Amca found in another study (p. 263269) that the effects of playing computer games on the human body are the same as the effects of the real world.

People who play video games can improve their social skills, brain power, and problem-solving skills, among other things. It can also have a negative impact on participants, making them angry, tense, anxious, or aggressive. In the next two parts, we're going to talk about how player personality is affected by these two things. The study's aim was to find out how playing computer games affects the performance of school children in the classroom. The study has been carefully conducted and it has been established how the dangerous video games played by children in the Faisalabad area are affecting them.

### Negative Impact of Video Games

A large number of methods, such as Reports such as the Youth Self Report (YSR) have been developed to assess mental health and behavioural problems based on a variety of characteristics while maintaining a consistent structure and style. She examined both the inner and outer problems of the patients. such as anxiety, despair, and highly regulated behaviour, among others. Problems arising from the external environment included hostility, restlessness, disobedience, and out-of-control behaviour. Data from self-reports, such as B. the youth self-report, as well as data collected during the game, are used to determine whether or not internal or external variables are the main reasons for behavioural and mental health problems. In this section, we will discuss the mental and behavioural problems that playing video games can cause and the internal and external elements that can contribute to these problems. The body of research suggests a link between playing massively multiplayer online role-playing games (MMORPGs) and experiencing psychological issues such as anxiety and withdrawal has increased as the number of MMORPGs has increased. Players of massively

multiplayer online role-playing games (MMORPGs), commonly referred to as fantasy games, are presented with a list of fictional characters from which to choose one to play the role in the game. Each character has unique skills that help them complete their assigned tasks. Several studies have shown that gamers prefer to interact with fictional characters that most closely resemble people they know in real life. Studies have also shown that the return of some virtual identities can have an impact on the player's actual personality, particularly when the player is a teenager and especially while the player is playing the game. Playing as violent characters in video games such as massively multiplayer online role-playing games (MMORPGs) has been found to increase the likelihood of violent behaviour in real life (Strasburger, [2013](#)).

### **Video Games with Positive Impact**

---

At the moment, a large body of research focuses on the adverse effects that playing video games could have on participants, such as: B. violent behaviour and social isolation. However, there is a need for more studies on the positive benefits of video gaming. There is no question that playing video games has a significant impact on gamer motives, social impact, and gamer mental health. The vast majority of today's most popular video games involve dynamic changes to the game environment. Because of this, the actions players take while playing the game are subject to fluctuations depending on the state of the game. It gives the player time to adapt to the changes, which over long periods of time can cause the player to behave differently.

This increases the possibility that the player's disposition will change and become more flexible in the actual world.

### **Problem Statement**

---

Determine the positive and negative effects violent video games have on the conduct of Faisalabad schoolchildren

### **The Rationale of the Study**

---

This research aims to examine the effects of violent video games on adolescents as they move away from a phase where such things are more alluring and their primary focus. Modern media, which includes television, films, computers, video games, and more recently the Internet, have increased the number of violent material children and young people are exposed to. While we believe that children's homes and the socioeconomic environment in which they grow up are the main drivers of violent behaviour, media and other activities, such as playing video games, have a major impact in many countries. Hence, the media and video games have become sources of information, enjoyment, and education, along with fear, sadness, violence, and hostility.

### **Objectives of the Study**

---

By providing a thorough investigation of the long-term relationship between violent video games and adolescent aggressive behaviour, the current study's major goal is to further the relationship between high school students' use of violent video games and aggressiveness.

1. To determine how long pupils spend playing bloody video games?
2. To ascertain how violent video games affect high school students' behaviour?
3. To critically assess how violent video games affect high school students' conduct in the classroom.
4. To examine how violent video games affect high school students' psychological health.

### **Literature Review**

---

The study aims at examining the empirical research of the various specialists involved in the present investigation. Multiple sources of research information, including blogs, journals, and websites, were reviewed in the process of identifying, selecting, and clarifying the issue. Numerous studies have linked video game play to increases in violence. Physical education teachers and academics have come to understand the benefits of active video gaming

(Trout & Christie, 2007). The interactive nature of video games has been the subject of many theories as to their negative effects, particularly the risk that players would mimic the actions shown in the game. The General Aggressiveness Model (GAM) offers a popular explanation for these results; It is postulated that frequent exposure to violent media could lead to the development of hostile mental scripts that are activated when the player perceives aggressive behaviour on the part of others. Aggression is fueled by playing these games and then spills over into real life. According to research conducted by Dietz (1998), 80 per cent of popular Sega and Nintendo games have violent material. Surprisingly, she discovered that 21% of these games contained female aggression (Anderson & Dill, 1999). Some games are educational, but the most popular spread harmful messages such as drug and alcohol abuse, criminal behaviour and disobedience to authorities and the law, sexual exploitation and violence against women, racial, sexual and gender stereotypes, and offensive language and gestures.

Both correlational research (Gentile, Lynch, Linder, & Walsh, 2004) and experimental research (Anderson & Dill, 2000) have attempted to objectively confirm that playing violent video games is associated with increases in aggressive behaviour. However, there has been no correlative or experimental research into the effects of playing violent video games on aggression. Only recently has some in-depth research investigated the link between violent video games and actual violent behaviour. The vast majority of studies have shown an association between playing violent video games and increased aggression in real life. Anderson (2007) conducted a 6-month study of the effects of violent video games on aggression in fourth and fifth graders. He found that after controlling for initial scores, more time spent playing violent video games in the first wave of assessments predicted more physical and verbal aggression and less practical behaviour in the second wave of assessments. In a 30-month longitudinal study of German adolescents (age M 13.34 at time 1),

Möller and Krahe (2009) examined the association between playing violent video games and both overt and covert aggressive behaviour. Results showed that playing violent video games at time 1 predicted direct (but not indirect) hostility at time 2 when direct violence at time 1 was accounted for. (Consider also Hopf, Huber, and Wei (2008). Additionally, video games involving anger and violence have been the subject of considerable sustained research in Japan. Anderson (2008), for example, observed that even after controlling for gender and history of violence, adolescents, those who played violent video games were more hostile than those who played less violent video games 3 to 6 months later. After accounting for direct aggressiveness ratings at Time 1, Wallenius and Punamaki (2008) showed that frequent Game 1 play did not predict Game 2. Adolescents ages 12 to 15 participated in the study, however, virtually all studies examining the relationship between playing violent video games and hostility are short-term in nature, with subjects tested only twice in two years, as Anderson et al conducted a meta-analysis of the studies examining how often people who played violent video games also showed increased hostility toward others.

Longitudinal studies should, as von (2010) argues, allow more time between initiation and completion. Previous longitudinal research has also focused on extrapolating aggressive behaviour from a history of playing violent video games. While the study's findings were useful, they failed to shed light on the link between playing violent video games and actual aggression. Although Moller and Krahe (2009) found that adolescents who played violent video games in Wave 1 were more hostile in Wave 2. After correcting for aggressiveness at time point 1, it is unclear whether persistent gamers or adolescents who played violent video games in both periods were also more aggressive. Playing violent video games regularly for long periods of time is likely to have a cumulative impact on people's aggressive behaviour. As far as we can tell, there is a serious lack of studies examining the link between excessive gaming and hostility. Throughout the 21st century, video

games are making great strides in terms of speed and visual abilities that allow for levels of realistic brutality never seen before. Due to the tremendous speed at which video games are evolving, several competing companies have released video game consoles that have helped the industry expand over the past five years (Sega Dreamcast in 2000, Sony Play Station 2 in 2000, etc.).

### **Violent video Games Exposure and Aggression**

---

Despite the fact that several recent studies (Ferguson & Kilburn, 2010; McCarthy, Coley, Wagner, Zengel & Basham, 2016; Pan, Gao, Shi, Liu & Li 2018) could not find any significant association between VVGE and aggression, experimental, Overall, cross-sectional and longitudinal studies have uncovered a fairly strong association between the two. For example, the majority of these studies have concluded that playing violent video games increases physiological arousal, increases aggressive thoughts and feelings, and decreases empathy and helpful behaviours, while increasing aggressive thoughts, feelings, and behaviours (e.g., Anderson et al., 2010; Gentile et al., [2017](#); Hasan, Bgue & Bushman, [2012](#); Verheijen, Burk, Stoltz, Van & Cillessen, 2018). According to meta-analyses (e.g. Bushman, 2016; Greitemeyer & Mugge, [2014](#)) and imaging research in cognitive neuroscience (e.g. Gentile, Swing, Anderson, Rinker & Thomas, [2016](#); Montag et al., 2012). The consequences of Playing violent video games have also been associated with increased aggressiveness.

### **Anger and Hostility as Potential Mediators**

---

Both hostility and anger refer to the emotional or affective component of behaviour, with hostility describing thoughts of malevolence and injustice and anger constituting physiological arousal and preparation for violence (Buss & Perry, [1992](#)). Anger and hostility are both examples of the emotional or affective component of behaviour. This article provides a summary of research that has

examined the associations between VVGE, anger, hostility, and aggressive behaviour. Anger has been shown to moderate the association between VVGE and aggressiveness, as noted by Engelhardt, Bartholow, and Saults ([2011](#)) and Giumetti and Markey ([2007](#)), while hostility mediates the association between VVGE and aggressiveness. Adachi and Willoughby ([2016](#)); Bartholow and Sestir ([2005](#)); Gentile, Lynch, Linder, and Walsh ([2004](#)). Adachi and Willoughby ([2016](#)); Bartholow and Sestir ([2005](#)). However, GAM claims that anger and hate can also play a role in resolving conflicts.

### **Violent Video Games can Increase Aggression**

---

Two studies have shown that playing violent video games like Doom, Wolfenstein 3D, or Mortal Kombat can increase aggression in both simulated and real environments. These research articles appeared in the April issue of APA's Journal of Personality and Social Psychology. Scientists have found that because of their immersive, interactive, and aggressor-identifiable nature, violent video games make them potentially more dangerous than violent television and movies. According to researchers, a study shows that young men who are naturally aggressive may be particularly prone to aggression -amplifying the effects of repeated exposure to violent games. This is based on the findings of a study conducted by psychologists Craig A. Anderson, PhD, and Karen E. Dill, PhD. The second study shows that even brief exposure to violent video games can lead to an overall increase in aggressive behaviour. In the first study, 227 college students performed a trait aggressiveness test and discussed their experiences of actual acts of hostility (crime). They also revealed the regularity with which they engaged in video games. We found that students who reported playing more violent video games in junior high and high school behaved more aggressively, said Anderson, the study's lead author from Iowa State University. Our research also found that a history of playing video games correlated with poorer GPAs in higher education. In the

second experiment, 210 students were given a choice between two video games: the peaceful *Myst* and the terrifying *Wolfenstein 3D*. After that, those who played the violent game avenged an opponent for a longer period of time than students who played the nonviolent game (received a sound wave of different strength).

### **Theoretical Framework**

---

The importance and merits of the current research investigation are supported by a supporting theory that is part of the theoretical framework. The theoretical framework of the current study is based on a fictitious process that selects the independent and dependent variables of the study. Video games are an independent variable in current research, while student behaviour is a dependent variable. Video games impact students' academic behaviour through psychological effects, self-awareness, fear, and enjoyment acquisition. The effect of video games on students' attitudes has been studied in previous research using a variety of fictitious methods. To study the effect of video games on students' views, some researchers use transactional methods that combine cognitive-behavioural and psychodynamic theories with some children's exposure to video games. Instead, to examine how video games can affect students' academic behaviour based on factors such as self-awareness, psychological behaviour, anxiety, and entertainment acquisition, the current study uses theoretical approaches that engage children in their learning activities while playing video games. Additionally, previous research has used a variety of hypotheses to examine how video games affect high school students' views, including:

#### **Social Learning Theory by Bandura, Mischel & Shoda**

---

Based on observations and learning from others, Bandura (1978) presented an aggressiveness hypothesis. According to the social learning hypothesis, people engage in violent behaviour by watching or actually experiencing it. Bandura, It was acceptable for

children to see an adult interacting with a Bobo doll. The adult either responded aggressively or non-aggressively to the puppet when angry. Social learning theories (Bandura 1983, 2001; Mischel 1973, 1999; Mischel and Shoda 1995) claim that people learn violent responses the same way they acquire other complex social behaviours: by engaging in them firsthand or by observing how others behave. Social learning theory provides useful guidelines for understanding and expressing the expectations and beliefs that shape social behaviour. It describes how violent behaviour develops through processes of observational learning. In particular, key concepts dealing with the construction and modification of expectations and the interpretation of social reality are particularly helpful in understanding the acquisition of violent behaviour and in explaining instrumental aggression. For example, this approach is used primarily in Patterson's study of family relationships and the development of antisocial behaviour patterns.

#### **Script Theory by Huesmann**

---

Script theory is largely based on Bandura's theory of social learning and is geared towards the study of other people's behaviour. Huesmann (1986) said that adolescents pick up aggressive behaviour patterns from the media. When an adolescent is exposed to the media, they absorb scripts and apply them to real-world situations. The child acts out a role from the script they have learned. A youth uses his memory when confronted with a situation that may require reliance on a learned script. According to the authors, a child's script memory is ingrained and interconnected. With repetition and practice, the connections between events and appropriate behaviour become stronger.

#### **Research Methodology**

---

The methodology is the study of the procedures for conducting research in the social and natural sciences. Methods such as content analysis, survey methods, interviews, documentary reviews and focus groups are

often used in communication science. Case studies, questionnaires and experiments are the most popular study techniques for media violence. Each of these approaches has its own advantages and disadvantages. The survey method was chosen by the researcher for the study.

### Quantitative Research Design

---

To identify and study the impact of violent video games on high school student behaviour, the researcher used a quantitative research design method in the following research study. This was done because the researcher wanted to collect data unbiasedly by respondents' individual viewpoints. In addition, the quantitative research design technique generalizes the results using statistics and numbers, which increases the reliability and objectivity of the study. These were some of the considerations the researcher had when deciding on the quantitative research design approach for the study.

### Deductive Approach

---

The researcher used a deductive strategy in the present study to assess how violent video games affect the behaviour of high school students. The main reason for choosing this strategy for the present study is that it allows the researcher to consider the previously performed needs research and make a proposal

to extend the already existing phenomena. The deductive is the most appropriate and ideal option for a research technique because, in the present study, the researcher is trying to work on existing phenomena rather than creating one.

### Research Question

---

- Q 1:** Do high school kids play violent video games the majority of the time they are free?
- Q 2:** What effect do violent video games have on high school pupils' behaviour?
- Q 3:** Do violent video games have an impact on kids' academic performance?
- Q 4:** Do violent video games have an impact on the psychological behaviour of students?

### Research Hypotheses

---

- H1:** The majority of high school students' free time is spent playing violent video games.
- H2:** High school kids' conduct is significantly impacted by playing violent video games.
- H3:** The academic performance of high school kids who play violent video games is significantly impacted.
- H4:** Playing violent video games has an impact on pupils' psychological behaviour.

### Analysis and Interpretation

---

**Table 1**

*Classification of Frequencies with Respect to Institution*

Institution	Frequency	Percentage
Beacon House School	30	16.7%
Lahore Lyceum	30	16.7%
Allied School	30	16.7%
City Cadet School	30	16.7%
Govt. MC High School	30	16.7%
Govt. Technical High School	30	16.7%
Total	180	100%

Table 1 displays the frequency distribution for the information gathered from 180 respondents from 6 different Faisalabad

institutions. The study featured two government schools, two schools serving the upper middle class, and two schools serving the

lead class. Students from the lead class school sectors Lahore Lyceum (30 (16.7%) and Beacon House School System (30 (16.7%) and the middle-class school sectors Allied School (30 (16.7%) and City Cadet School (30

(16.7%) participated in the study. Similarly, 30 students (16.7%) from Govt. MC High School and 30 students (16.7%) from Govt. Technical High School participated in the study.

**Table 2**

*Classification of the Frequency with Respect to Age*

Age	Frequency	Percentage
Below 13 year	26	14.4
13-15 years	52	28.9
15-17 years	49	27.2
17-19 years	33	18.3
Above 19 years	20	11.1
Total	180	100%

The frequency distribution of respondents by age is shown in Table 3. Thus, out of a total of 180 participants, 26 (14.4%) respondents are under the age of 13, 52 (28.9%) are between

the ages of 13 and 15, 49 (27.2%) are between the ages of 15 and 17, 33 (18.3%) are between the ages of 17 and 19, and 20 (11.1%) are over the age of 19.

**Table 3.**

*Classification of Frequency with respect to Gender*

Gender	Frequency	Percentage
Female	90	50%
Male	90	50%
Total	180	100%

Table 2 shows that from a total number of 180 respondents, 90(50%) participants were

female and 90(50%) were male respondents who participate in the survey.

**Table 4**

*Classification of the frequency with Respect to Education*

Class	Frequency	Percentage
5-6 <sup>th</sup> class	20	11.1
7-8 <sup>th</sup> class	33	18.3
9-10 <sup>th</sup> class	68	37.8
11-12 <sup>th</sup> class	34	18.9
Others	25	13.9
Total	180	100%

The frequency distribution for the respondents' education level is shown in Table 4. Twenty (11.1%) students were in grades 5-6, 33

(18.3%) in grades 7–8, 68 (37.8%) in grades 9–10, 34 (18.9%) in grades 11–12, and 25 (13.9%) in other grades.



**Table 5**

*Classification of the Frequency with respect to Playing video games by Students*

Days	Frequency	Percentage
Everyday	73	40.6
Once a week	38	21.1
Twice a week	30	16.7
Every week	25	13.9
Never	14	7.8
Total	180	100%

Table 5 reveals that the frequency distribution of playing video games daily was 73 (40.6%), once a week was 38 (21.1%), twice a week was 30 (16.7%), every week was 25 (13.9%) and never was 14 (7.6%).

**Table 6**

*Classification of the frequency with respect to the kind of video games being played by students*

Kinds of games	Frequency	Percentage
Shooter games	38	21.1
Adventure games	43	23.9
Action games	49	27.2
Fighting games	35	19.4
Platform games	15	8.3
Total	180	100%

Table 6 frequency results illustrate the types of video games played by students. 180 individuals have responded 38(21.1%) were shooters, 43(23.9%) were adventure games, 49(27.2%) were action games, 35(19.4%) were combat games, and 15(8.3%) were platform games.

**Table 7**

*Classification of the frequency with respect to an hour being spent by children playing video games per day*

Hours	Frequency	Percentage
Less than 2 hours	64	35.6
2-3 hours	47	26.1
3-4 hours	38	21.1
4-5 hours	19	10.6
More than 5 hours	12	6.7
Total	180	100%

The frequency results for the hour spent playing video games are displayed in Table 7. 64(35.6%) of 180 respondents play for less than 2 hours, 47(26.1%) for 2-3 hours, 38(21.1%) for 3-4 hours, 19(10.6%) for 4-5 hours, and 12(6.7%) for more than 5 hours per day.

**Table 8***Classification of the frequency with respect to Means/gadgets used by students to play video games*

Means of playing games	Frequency	Percentage
Mobile	81	45
Computer	39	21.7
Laptop	24	13.3
Play station	22	12.2
All the above	14	7.8
Total	180	100%

Table 8 frequency results illustrate how pupils (21.7%) use a computer, 24 (13.3%) use a play video games. Among a total of 180 respondents, 81 (45%) use a mobile phone, 39 laptop, 22 (12.2%) use a play station, and 14 (7.8%) use all of the above devices.

**Table 9***Classification of the frequency with respect to "Do children have a device to themselves"*

Responses	Frequency	Percentage
Yes	94	52.2
No	86	47.8
Total	180	100%

## Conclusion and Summary

In this article, we have reviewed all of the research that has been done on the psychological and behavioural consequences of playing video games for high school students, and whether those effects are beneficial or not. It has been shown that playing video games can lead gamers to engage in a range of behaviours, including those that are competitive, hostile, cooperative, and attentive. The data obtained from the player is believed to be the single most important factor to consider in a player disposition analysis to determine the impact of playing the game on school children. The data were collected using a questionnaire, which served as a survey tool. The vast majority of research concludes that playing video games has an impact on student behaviour. The results of this research lead the researchers to conclude that video games have an impact on participants' feelings, behaviour, motives, needs, thinking styles, and how they deal with internal and external circumstances. Some members of the scientific community are of the opinion that playing video games has absolutely no impact on the behaviour of high school students. According to the statistical

results of this study, although students who played computer-based MEGA games participated more actively in class, they did not show higher genetic knowledge. While this result is somewhat discouraging, it shouldn't put people off using this new technology. Instead, it emphasizes the urgent need for additional research that isolates and analyzes the cognitive impact of this technology. In addition to cognitive processes, effective learning is influenced by a variety of factors, including effective effects and motivational factors. In other words, the use and continued exploration of new and innovative technologies may be justified when students find new and innovative technologies (e.g. educational games) more interesting and engaging, and when it motivates them to interact with these learning environments longer than with conventional printing materials. For this study, 180 students were randomly selected. These students attended private (upper and middle class) and public institutions in the Faisalabad region. SPSS (Statistical Product and Service Solution) evaluates the data. The current investigation found that there is no significant difference between the results. The results show that school-age kids enjoy playing video

games, and their favourites are PUBG and Taken 3, which feature action, combat, and a variety of weapons. The study's data collection revealed that there is no difference between the demographic information (gender, age and class) collected from the students of Faisalabad's elite, middle and government institutions. The chi-square test was performed to look for statistically significant differences, and it found that violent video game series is the most played games among high school students ages thirteen to fifteen. Games are considered an integral part of their lives. According to this study, the majority of college students spend a significant amount of time (less than 2 hours per day) playing games for entertainment. In their free time, students from elite, middle class and government sector institutions play the same video game series. Furthermore, the majority of students at various institutions play video games on their mobile phones in their living rooms, while only a small minority have access to a laptop or other gaming device. The researcher

discovered that the majority of students play violent video games (action and fighting), with PUBG being the most popular. The survey aimed at showing the influence of video games and the resulting changes in behaviour and lifestyle among newer generations. The impact of video games on different age groups needs further investigation in order to conduct a more comprehensive investigation. We will examine which video games are most likely to negatively impact the behaviour and lifestyles of young people in the future. The influence of video games on student behaviour and emotions cannot be disregarded, according to our analysis of the available research in this area.

### **Conclusion and Recommendation**

This study was conducted to determine whether playing video games affects students' academic behaviour. How school-age students in the Faisalabad region are affected by the violent video game series they play was the subject of a comprehensive study.

## References

- Adachi, P. J. C., & Willoughby, T. (2017). The Link Between Playing Video Games and Positive Youth Outcomes. *Child Development Perspectives*, 11(3), 202–206.  
<https://doi.org/10.1111/cdep.12232>.
- Anderson, C. A. (2003, October). Violent Video Games: Myths, Facts, and Unanswered Questions. <https://www.apa.org>.  
<https://www.apa.org/science/about/psa/2003/10/anderson>.
- Anderson, C. A. (2004). An update on the effects of playing violent video games. *Journal of Adolescence*, 27(1), 113–122.  
<https://doi.org/10.1016/j.adolescence.2003.10.009>.
- Anderson, C. A., & Bushman, B. J. (2001). Effects of Violent Video Games on Aggressive Behavior, Aggressive Cognition, Aggressive Affect, Physiological Arousal, and Prosocial Behavior: A Meta-Analytic Review of the Scientific Literature. *Psychological Science*, 12(5), 353–359.  
<https://doi.org/10.1111/1467-9280.00366>.
- Anderson, C. A., & Bushman, B. J. (2002). Human Aggression. *Annual Review of Psychology*, 53(1), 27–51.  
<https://doi.org/10.1146/annurev.psych.53.100901.135231>.
- Anderson, C. A., Gentile, D. A., & Buckley, K. E. (2007). *Violent video game effects on children and adolescents: Theory, research, and public policy*. New York: Oxford University Press.
- Anderson, K. B., Anderson, C. A., Dill, K. E., & Deuser, W. E. (1998). The interactive relations between trait hostility, pain, and aggressive thoughts. *Aggressive Behavior*, 24(3), 161–171.  
[https://doi.org/10.1002/\(sici\)1098-2337\(1998\)24:3%3C161::aid-ab1%3E3.0.co:2-o](https://doi.org/10.1002/(sici)1098-2337(1998)24:3%3C161::aid-ab1%3E3.0.co:2-o).
- Bandura, A. (1978). Social Learning Theory of Aggression. *Journal of Communication*, 28(3), 12–29.  
<https://doi.org/10.1111/j.1460-2466.1978.tb01621.x>.
- Bandura, A. (1983). *Psychological mechanisms of aggression*. See Geen & Donnerstein pp. 11–40.
- Bandura, A. (2001). Social Cognitive Theory: An Agentic Perspective. *Annual Review of Psychology*, 52(1), 1–26.  
<https://doi.org/10.1146/annurev.psych.52.1.1>.
- Barlett, C., Rodeheffer, C. D., Baldassaro, R., Hinkin, M. P., & Harris, R. J. (2008). The Effect of Advances in Video Game Technology and Content on Aggressive Cognitions, Hostility, and Heart Rate. *Media Psychology*, 11(4), 540–565.  
<https://doi.org/10.1080/15213260802492018>.
- Bartholow, B. D., Sestir, M. A., & Davis, E. B. (2005). Correlates and Consequences of Exposure to Video Game Violence: Hostile Personality, Empathy, and Aggressive Behavior. *Personality and Social Psychology Bulletin*, 31(11), 1573–1586.  
<https://doi.org/10.1177/0146167205277205>.
- Berkowitz, L. (2001). *Affect, aggression and antisocial behavior*. In *Handbook of Affective Sciences*, ed. R. J. Davidson, K. Scherer, H. H. Goldsmith. New York/Oxford UK: Oxford Univ. Press. In press
- Bushman, B. J., & Anderson, C. A. (2001). Is it time to pull the plug on hostile versus instrumental aggression dichotomy? *Psychological Review*, 108(1), 273–279.  
<https://doi.org/10.1037//0033-295x.108.1.273>.
- Bushman, B. J., Jamieson, P. E., Weitz, I., & Romer, D. (2013). Gun Violence Trends in Movies. *PEDIATRICS*, 132(6), 1014–1018.  
<https://doi.org/10.1542/peds.2013-1600>.
- Bushman, B. J., Rothstein, H. R., & Anderson, C. A. (2010). Much ado about something: Violent video game effects and a school of red herring: Reply to Ferguson and Kilburn (2010). *Psychological*

- Bulletin*, 136(2), 182–187.  
<https://doi.org/10.1037/a0018718>.
- Buss, A. H., & Perry, M. (1992). The aggression questionnaire. *Journal of personality and social psychology*, 63(3), 452–459.  
<https://doi.org/10.1037//0022-3514.63.3.452>.
- Carnagey, N. L., & Anderson, C. A. (2004). Violent video game exposure and aggression: A literature review. *Minerva Psichiatrica*, 45(1), 1–18.  
<https://psycnet.apa.org/record/2004-14694-001>.
- Carnagey, N. L., & Anderson, C. A. (2005). The Effects of Reward and Punishment in Violent Video Games on Aggressive Affect, Cognition, and Behavior. *Psychological Science*, 16(11), 882–889.  
<https://doi.org/10.1111/j.1467-9280.2005.01632.x>.
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Los Angeles: Sage Publications.
- Dietz, T. L. (1998). An Examination of Violence and Gender Role Portrayals in Video Games: Implications for Gender Socialization and Aggressive Behavior. *Sex Roles*, 38(5/6), 425–442.  
<https://doi.org/10.1023/a:1018709905920>.
- Elmer-Dewitt, P. (1993, September 27). The amazing video game boom. *Time*, 66–73.
- Engelhardt, C. R., Bartholow, B. D., & Sauls, J. S. (2011). Violent and nonviolent video games differentially affect physical aggression for individuals high vs. low in dispositional anger. *Aggressive Behavior*, 37(6), 539–546.  
<https://doi.org/10.1002/ab.20411>.
- Eron, L. D., Huesmann, L. R., Dubow, E., Romanoff, R., & Yarmel, P. (1987). *Aggression and its correlates over 22 years*. In D. Crowell, I. Evans, & D. O'Donnell (Eds.), *Childhood aggression and violence* (pp. 249–262). New York: Plenum.
- Gabbiadini, A., & Greitemeyer, T. (2017). Uncovering the association between strategy video games and self-regulation: A correlational study. *Personality and Individual Differences*, 104, 129–136.  
<https://doi.org/10.1016/j.paid.2016.07.041>.
- Gentile, D. A., Lynch, P. J., Linder, J. R., & Walsh, D. A. (2004). The effects of violent video game habits on adolescent hostility, aggressive behaviors, and school performance. *Journal of Adolescence*, 27(1), 5–22.  
<https://doi.org/10.1016/j.adolescence.2003.10.002>.
- Giumetti, G. W., & Markey, P. M. (2007). Violent video games and anger as predictors of aggression. *Journal of Research in Personality*, 41(6), 1234–1243.  
<https://doi.org/10.1016/j.jrp.2007.02.005>.
- Greitemeyer, T., & Mügge, D. O. (2014). Video Games Do Affect Social Outcomes: A Meta-Analytic Review of the Effects of Violent and Prosocial Video Game Play. *Personality and Social Psychology Bulletin*, 40(5), 578–589.  
<https://doi.org/10.1177/0146167213520459>.
- Holtz, P., & Appel, M. (2011). Internet use and video gaming predict problem behavior in early adolescence. *Journal of Adolescence*, 34(1), 49–58.  
<https://doi.org/10.1016/j.adolescence.2010.02.004>.
- Hopf, W. H., Huber, G. L., & Weiß, R. H. (2008). Media Violence and Youth Violence. *Journal of Media Psychology*, 20(3), 79–96.  
<https://doi.org/10.1027/1864-1105.20.3.79>.
- Huesmann, L. R. (2007). The Impact of Electronic Media Violence: Scientific Theory and Research. *Journal of Adolescent Health*, 41(6), S6–S13.  
<https://doi.org/10.1016/j.jadohealth.2007.09.005>.
- Kirsch, S. J. (1998). *Seeing the world through Mortal Kombat-colored glasses: Violent video games and hostile attribution bias*. *Childhood*, 5, 177–184.

- Kraft, P., & Rise, J. (1994). The relationship between sensation seeking and smoking, alcohol consumption and sexual behavior among Norwegian adolescents. *Health Education Research*, 9(2), 193–200. <https://doi.org/10.1093/her/9.2.193>.
- Krahé, B., & Möller, I. (2004). Playing violent electronic games, hostile attributional style, and aggression-related norms in German adolescents. *Journal of adolescence*, 27(1), 53–69. <https://doi.org/10.1016/j.adolescence.2003.10.006>.
- Lemmens, J. S., Valkenburg, P. M., & Peter, J. (2010). The Effects of Pathological Gaming on Aggressive Behavior. *Journal of Youth and Adolescence*, 40(1), 38–47. <https://doi.org/10.1007/s10964-010-9558-x>.
- Mischel, W. (1999). *Personality coherence and dispositions in a cognitive-affective personality (CAPS) approach*. In *The Coherence of Personality: Social-Cognitive Bases of consistency, Variability, and Organization*, ed. D Cervone, Y Shoda, pp. 37–60. New York: Guilford.
- Mischel, W. (1973). Toward a cognitive social learning reconceptualization of personality. *Psychological Review*, 80(4), 252–283. <https://doi.org/10.1037/h0035002>.
- Rubin, H. (1984). *Applied social research*. Columbus, OH: Charles E. Merrill.
- Steinberg, S. (2011). The benefits of video games. <http://abcnews.go.com/blogs/technology/2011/12/the-benefits-of-video-games>.
- Strasburger, V. (Ed.). (2010). Children, Adolescents, and the Media. *Pediatric Annals*, 39(9), 538–540. <https://doi.org/10.3928/00904481-20100825-02>.
- Thomas, A., & Chess, S. (1977). *Temperament and development*. New York, NY: Brunner-Routledge.