A comparison of aggression and irrational beliefs of the students on the basis of their using of computer games

Zahra Karami Baghteyfouni[1]**, Mehri Raoufi**[2]**, Mahnaz Asadihaghighat**[3]**,
Hamidreza Mahmodian**[4]**, Mohamad Khaledian**[1,*]

[1]Department of Psychology, Payame Noor University, PO BOX 19395 - 3697, Tehran, Iran

[2]Department of Psychology, University of Shiraz, Shiraz, Iran

[3]Roudehen Branch, Islamic Azad University, Roudehen, Iran

[4]Allameh Tabatabai University, Tehran, Iran

*E-mail address: mohamad_khaledian22@yahoo.com

ABSTRACT

The aim of the present research was to compare the aggression and irrational beliefs of the students who use computer games and those who do not use such computer games. The universe under research included all the high schools students of the city of Saghez studied in the educational year of 2012-2013. A sample size of 100 people at the high school levels was selected through the multi stage cluster sampling and then via simple random method. To collect the data, a 29 question aggression questionnaire by Buss and Perry and a Jones 100 question irrational beliefs questionnaire were used. To analyze the data, the t test was used. Findings revealed that there is a difference between the normal students and the students that use gaming with respect to aggression and irrational beliefs.

*Keywords***:** Aggression; Irrational beliefs; computer games

1. INTRODUCTION

Computer games, in recent years, as a social phenomenon along with other audio visual media in today's world and due to a substantial growth of communication technologies, select with extra ordinary attraction and gravity their own main audience from among children and adolescents. These games not only involve a considerable apart of the leisure time of this group, but they also involve times at which they should devote to do homework or in the companion of the family. Children and adolescents in the current era are intensively influenced by these games and having regard to the importance of games in the social life of this age group, these games have inevitable converted a part of children and adolescents'

sociability. On the other hand, the popularity of computer and video games have drawn the attention of researchers and experts, thereby engendering two major categories of theories thereof: some have considered these games specific to the age of communication and believe them to be functionally positive and helpful like the rest of other games. Some other researchers have come to a discovery of negative functions of computer games (Shawerdi and Shawerdi, 2008). Computer games could leave positive impacts such as a perfection of personality and behavior, development of talents, increase of IQ, expansion of worldview, enhancement of artistic taste, education of intricate concepts and transfer of culture. However, because of some reasons like: lack of proper training of children and adolescents, improper introduction of computer games, non familiarity of users to the computer language, the goals of compute games are not truly recognized and children and adolescents are directed at games that have destructive impacts. Experts have enumerated many destructive impacts of the computer games. As computer and electronic games replaced the media, the morale of collectivism has now been undermined and this has led to a weakened familial relation, impatience, aggression and restlessness among the children and adolescents.

Advancements in technology and increasing expansion of information in the new age , have from one hand facilitated life conditions and on the other hand rapid social developments, life style changes and life complexities of today's health pose a threat to the humans' mental health and cause to increase vulnerability among them. Computer games could leave positive impacts such as a perfection of personality and behavior, development of talents, increase of IQ, expansion of worldview, enhancement of artistic taste, education of intricate concepts and transfer of culture. Mentally speaking, it seems computer games are negatively correlated with the adolescents' mental health status and are directly influential on aggressive behaviors, anxiety, depression as well as isolation among the adolescents who play these games. One of the best learning styles in children and adolescents is the learning of observation and following others for children and adolescents to learn things through observation of others' behaviors and conduct than through a direct experience. Because of this, computer and television programs are believed to be major sources affecting the behavior of the children and adolescents as they offer attraction and lovely patterns. Discussion on the effect of computer games take roots from observational learning. Observational learning in its organized form is for the first time introduced by Albert Bandoura (Schultz & Schultz, 2008).

Psychologically speaking, aggression refers to some behaviors that the person in various ways inflicts physical harms to himself and others. Aggression is a conduct that leads to an international hurting of others. Of course, it is likely this infliction of pain is done in various ways and involves some mental harm like mental harms, humiliation, insult and vituperation. However, the sense of harm refers to a conflict of conducts (Berkoutiz, 2009). Research by scholars like Bandura (1973), Berkoutiz, (1991), Baron (1991), John Jarret (2000), Barton Heymer (2003), Myer Dickon and Adolson (2004) indicated that aggression involves social, mental and physical side effects, resulting in symptoms like feeling of insolvency, loneliness, social inadaptability, inattention to the rights and demands of others, stomachache, Migraine, Blood pressure disorder, depression, anxiety and educational dropout (Yavarian et al, 2010). Delvecchio and Olivery (2005), states that hostility refers to an aggressive attitude that leads the person to some aggressive conducts.

However, aggression refers to an observable behavior meant at hurting the latter. Several theories concerning aggression:

   a. Zimbardo's theory of de individuality – aggression: Zimbardo maintains that de individuality is a complex process in which the social conditions lead to the

occurrence of transformations in the of recognition the "self" and that of others. On the basis of this process, peoples' awareness will decline and they are more likely to attribute severe impulsivity to external factors. The outcome of de individuality is increased emotional impulsivity and increased aggression (Motamedin and Ebadi, 2007).

b. Theory of inhumanness – aggression by Feshbach: On this approach inflicting aches and suffering to the latter is hard unless people find another way to inhumane their victims in such a way via declined empathy, commitment of aggression appear to be easier and more likely (Motamedin & Ebadi, 2007).

c. Aggression – aggression model: The misconduct and verbal insult by others is a major factor in revealing the aggressive actions in the latter person. When aggression begins, a process involving progressive trend will be ordinarily formed that would result in the appearance of grave stimulation conducts (Motamedin & Ebadi, 2007).

Ellis believes that emotional and cognitive disorder is greatly the result of unreasonable and irrational beliefs of a person and if he or she learns to increase his rational beliefs and decrease irrational thoughts, then he may be released of mental, emotional and behavioral disorder.

In Ellis view point, people are radically rational; dealing with their problems is possible by improving people's thoughts and their perception (Kaokebisiyoki et al, 2010). Irrational beliefs may intensify anxiety and make the person fall in to a vicious circle. Irrational assessment of an event in life, brings about misplaced anxiety in a person, then the person regards this anxiety as sign of a problem; and this problem, in turn, enhances irrational evaluation. Finally, the anxiety caused by an irrational belief, changes in to a big problem which has nothing to do with reality. When anxiety overcomes, the person enlarges (intensifies) the trouble so much that fear caused by anxiety debilitates the person more than real fear from the problem (Chambless and Gracely, 1989). Rational – emotive – behavioral theory of Ellis (1995) is one of the cognitive theories.

This theory introduces irrational beliefs as the main source of human problem. Feldman (1987), believes that Ellis attributes the root (source) of many problems and behavioral and mental disorders to different kinds of irrational beliefs about the world around him/her. For instance Ellis (1973) believes that when an activating event A, happens to someone, he or she may have two different but contrasting interpretation for A; Hear she may do so on the basis of her or his internal (innate) tendency.

If a person follows rational beliefs: he or she with come up with rational consequences (RC) and would have a normally personality: but if a person is prone to irrational beliefs (IB), he would encounter irrational consequences and accordingly he or she would have an abnormal and anxious character (Moetamedin & Ebadi, 2007). In Ellis viewpoint, there are ten irrational beliefs which are as follows: 1. demand for approval, 2. high self – expectation, 3. blame prone mess, 4. frustration reaction, 5. emotionality irresponsibility, 6. Anxious over concern, 7. Problem avoidance, 8. dependency, 9. help lessens for change, 10. perfectionism)Moradi et al, 2010).

Researchers have found a direct relation between gaming and negative conducts including violent and aggressive behaviors (Anderson, 1986). Bandora and Ross (1961) have shown that a presentation of violent models and patterns will increase the violent performance of the audience so that the audience will find himself in a violent personality form fully learns from it (Azari, 2009). The aim of the present research was to compare the

aggression and irrational beliefs of the students who use computer games and those who do not use such computer games.

2. METHODOLOGY

Here in this research the aggression and irrational beliefs of the students who use computer games and those who do not use such computer games was compared using the 29 question aggression questionnaire by Buss and Perry and a Jones 100 question irrational beliefs questionnaire**.**

A) **Buss and Perry aggression questionnaire:** This 29 question questionnaire measures four aspects including: physical aggression, verbal aggression, rage and hostility. This aggression questionnaire is a refined hostility list that was developed by Arnold, H Buss and Mark Perry since 30 years ago and has had a wide usage. The Buss aggression questionnaire has been extracted from a 52 question source where most of them have been selected from a list of hostility using the analysis of main components and approved factor analysis. This questionnaire measures the total aggression through the total questions and its subscales' scores represent different aspects of aggression. This questionnaire enjoys higher internal consistency. The alpha coefficient for the scales of physical, verbal aggression, rage and hostility are 0/85, 0/72, 0/83 and 0/77 respectively, while the total alpha coefficient of the questionnaire scores is 0/89. The buss and Perry questionnaire is a stable instrument with good retest reliability; The retest correlation after a 9 week period was 0/80, 0/76, 0/72,0/72 and 0/80 for the total questionnaire scores. The results of the preliminary administration of this questionnaire on the immigrant and non- immigrant first year high school students in the city of Bojnoord showed that the alpha coefficient for the scales of verbal and physical aggression, rage and hostility is 0/73, 0/58, 0/76 and 0/64 and the total coefficient for the questionnaire scores is 0/70 (Motamedin & Ebadi, 2007).

B) **IBT test was developed by Jones (1968):** The test has ten scales and each of these scales includes 10 questions based on Likert five – point scale (Jones, 1968). Total score of IBT ranges from 100 to 500. Low scores show rational beliefs and high score shows irrational beliefs (Bridges & Sanderman, 2002). Scoring of IBT test in Likert five – point scale ranges from strongly disagree to strongly agree. The amount of scores in each scale shows the amount of irrational beliefs in a person. The total scores related to sub – scale phrase constitute its score and total scores of a person, in all scales, shows the total scores of a person's irrational beliefs (Jones, 1968). He reported the reliability of test, using test – retest, was 92% and reliability of each of the it's ten sub – scales ranged 66 % to 80 %. He also achieved average reliability of all sub – scales as 84 %. IBT test validity was achieved by correlating with Depression Test of (Beck) and it was 77% which was significant at 99 % (Taghipour, 1994). Reported test reliability coefficient on the sample of 106 college students of Tabatabaei University by using kronbach & method it was 71 %. Its content validity was supported in different research and by various psychologists and counselors (Moradi et al, 2010).

The research is an ex post facto one and The universe under research included all the high schools students of the city of Saghez studied in the educational year of 2012-2013.A

sample size of 100 people at the high school levels was selected through the multi stage cluster sampling and then via simple random method. It should be noted that the entire questionnaire were completed.

3. FINDINGS

Table1. Group differences for the irrational beliefs and aggression scales among the normal students and the students playing computer games.

Variable	Normal students		Computer games users		df	t	Sig
	Mean	SD	Mean	SD			
irrational beliefs	197.11	12.44	210.21	13.58	98	5.04	0.001
aggression	72.18	7.47	79.17	8.1	98	4.5	0.001

Table (1) shows that the average students that play games in terms of irrational beliefs and aggression is higher than that of the normal students which means the normal students are in a better situation. Also, results are indicative of significant differences in terms of irrational beliefs and aggression between the normal students and the students that play computer games.

4. DISCUSSION

The aim of the present research was to compare the aggression and irrational beliefs of the students who use computer games and those who do not use such computer games. The current research shows that the average students that play games in terms of irrational beliefs and aggression is higher than that of the normal students which means the normal students are in a better situation. Also, results are indicative of significant differences in terms of irrational beliefs and aggression between the normal students and the students that play computer games. These findings are in line with those of research by (Anderson, 1986), Bandura and Ross (1961). To explain these findings, we can say that computer games are followed with a shortage of social skills of the students and problems in dealing with the social setting. As a result, social adaptability will be reduced and social dysfunction will arise. Additionally, this will cause declining decision making processes, reduced ability to accept responsibilities for persona affairs, feeling of physical health and mental-physical comfort, as well as anxiety and depression among the students. We can say that people using the computergames, experience a higher degree of anxiety an irrational beliefs where this anxiety will overshadow daily life, behavior, thinking, judgment and understanding and life happiness and cheerfulness. To explain the data, we can also say that these computer games will have such repercussions as: anger and rage, aggression, conflict, frustration and failures and in some cases a collapse of the families.

Thus, we can by replacing other games and using role play processes enhance the morale of the students. In computer games, the person while gaming puts himself instead of

the main persona of the gaming and mingles with hem. In some cases, it is hard for him to distinguish the virtual world from the real world and if he experiences violence duringgaming, this will result in real anger in him. Attraction is one of the other features of gaming that distinguish it from other media. Currently, computer games have become a socializing institution that reduce the age of influence in such a way if the child aged 7-8 reacts to TV programs and understands the meaning of personalities and narratives this age level reaches 5 about a child doing computer game s. Totally, violence is basic to all computer games because the makers of these games believes that fear of death and ache is the most important motivation for rapid reactions of the playersagainst the virtual scenes and it is through such a feelings that the audience are mixed with other characters in the computer games. The programmers of these games introduce as hero the most violent charactersof the game who kills and destroys and the gamer loves to be in the shoe of the protagonist.

Of the bets explanations regarding the difference between the normal students and those playing computer games with relation to irrational beliefs is the rational-emotional – behavioral theory by Ellis (1969). She maintains when an activating event occurs (A) the behavior done by him will not directly originate from this event, rather between the activating event and the personal behavior (B) there are personal thoughts and his beliefs system that affect the way he acts. Thus, some conducts like aggression could be an outcome (C) of the personal irrational beliefs. WE can say that people using computer games will imitate aggression and violence and they might expose such behaviors while making relations with their peers (Shafeeabadi, 2008).We can also refer to the theory by Lorenzo (1966) who states humans are born prone to aggression ,but through the environmental acquisitions, they can develop or alleviate this (Berkoutiz, 2009).

5. CONCLUSION

It is recommended that in accordance with higher interest the youths have in gaming, this attention is taken benefit of and those games are transferred to education to the students. It is also recommended that designing games with an educational and scientific charge could be helpful in enhancing the mental and cognitive skills of the students and is applied as an instrument for their education. Of the limitations of the research is that this research was done in the city of Saghez and in generalizing the results to the whole, one has to consider caution. Of other limitations of the research we can say unawareness of the students' IQ regarding the education process, organized ass to sufficient and appropriate education and also, lack of access to documents on the emotional problems of the students. The findings of the research are of high importance for the schools' counselors, psychologists, and those in charge of education affairs as well as for the parent's o the students.

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