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The impact of electronic games on the Jordanian Basic/ Secondary school students during the COVID- 19 Pandemic(*)

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The impact of electronic games on the Jordanian Basic/ Secondary school students during the COVID- 19 Pandemic

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Abstract:

This qualitative study aimed to investigate the direct impact of playing video games on Basic/ Secondary students during lockdown caused by COVID-19. A total number of 16 selected participants who were basic/secondary school students and one of each students' responsible parents were interviewed. Findings of the study suggest Corona Virus has contributed to the creation of an opportunity for students to play electronic games more than ordinary days until playing e-games became an addiction among some students, as it is the only means available to them to fill their free time during the lockdown and to get rid of their complaining and keep them busy as this negatively affects Students' interest, behaviors, and health. This study recommended that parents and leading experts should take initiatives (comprehensive programs, plans, and proper training) to support students get rid of addiction to video games during the lockdown and enable them to return to normal life and be prepared to attend schools once it is re-open.

Keywords: COVID-19, Education, Electronic games, E-Learning, Pandemic, School students.

الملخص:

هدفت هذه الدراسة النوعية إلى معرفة تأثير ممارسة ألعاب الفيديو على الطلاب في المرحلة الأساسية والثانوية أثناء الإغلاق الناجم عن COVID-19. تمت مقابلة ما مجموعه (16) طالباً من المدارس الأساسية/الثانوية وواحد من أولياء الأمور المسؤولين عن كل طالب. أشارت نتائج الدراسة إلى أن فيروس كورونا قد ساهم في خلق فرصة للطلاب للعب الألعاب الإلكترونية أكثر من الأيام العادية حتى أصبحت ممارسة الألعاب الإلكترونية إدماناً لدى بعض الطلبة، حيث أنها الوسيلة الوحيدة المتاحة لهم لملىء وقت فراغهم خلال فترة الاعلالت. إضافة الى التخلص من تدمير الطلبة وإبقائهم مشغولين من قبل الوالدين إلا أن هذا أثر سلباً على اهتمامات الطلاب وسلوكياتهم حالتهم الصحية. أوصت الدراسة بضرورة قيام الآباء والخبراء باتخاذ مبادرات تشتمل على (برامج شاملة وضع خطط وتدريب مناسب) لدعم الطلاب للتخلص من الإدمان السلبي على ألعاب الفيديو أثناء الإغلاق وتمكينهم من العودة إلى الحياة الطبيعية والاستعداد للمدراس عند إعادة فتحها.

Introduction:

The widespread dissemination of the new Coronavirus has rendered a visible and substantial difference in the environment, actions, and desires of individuals in society, by imposing constraints on the wealth, rights, mobility, and other behaviors of many citizens, including the benefits of the population, and including the damage that could not be overlooked, particularly the consequences that have been demonstrated on the students. The development witnessed in the twentieth century in the field of technology constituted a major challenge for the various groups of society because of its advantages and disadvantages affect the formation of personality and attitudes of individuals (Bogadom & Baraka, 2019), their interests, behaviors, priorities and even educational attainment when it comes to students in schools and universities. Resorting to electronic games to fill leisure time was one of how some students and their families found a way to fill their free time during unprecedented times in this pandemic due to (lockdown). The phenomenon of playing electronic games is widespread in the world, especially because of the issuance of many games of different goals, levels, and languages. In addition to the spread of cafes, electronic games targeting all age groups without exception, which resulted in a change in the concept of play taking place in the world in the field of technology and communication.

(Sulistyaningtyas & Fauziah, 2019) argued that “the process of providing stimulation for early childhood was through playing games. One of the game activities that can be done was a traditional game”. The games that were played by children previously who are adults today were characterized by simplicity and spontaneity that reflects the environment surrounding them and the resources, possibilities available, therefore playing in the neighborhoods extends to bring together children from different neighborhoods of all ages and took the character of the movement, interaction and the use of different vocabulary, emotions, emptying energies and acquiring the system with maintaining social values such as respecting and observing others and observing time.

Concerning children's play styles (Al-Shahrouri and Rimawi, 2011, p: 673) indicate that the concept of play has changed a comprehensive change as children previously spent time playing in the yard or the designated yards

outside the home with joy and fun. Playing is a way for individuals not only to acquire skills and behaviors, the most important of which is effective communication with others under the supervision of adults in most cases, but also enriches information and enhances personality as well as Promote the way of thinking, training, problem-solving, on the other hand, may require creativity, but electronic games have an unforeseen impact as many of them are violent. Electronic games lead to an accumulation of aggressive feelings, thoughts, and a disruption in the discipline of social behavior (Al-Sawalha, 2016. p: 181).

Several studies have confirmed that the negative side of electronic games outweighs the positivity due to the absence of official censorship, especially in the stores of electronic games and gaming centers, in addition to the absence of the oversight role of the family, especially those games that carry danger, negative values, destructiveness and violence (Mahmoud, 2018. P:39), which leads to a distorted culture and perspectives that lead to social, health, behavioral, religious and academic damages that work to isolate individuals from the real world, which contributes to adopting new behavioral patterns such as the lack of acceptance of the other and the difficulty in communicating with others (Gallagher, M Michale. D, 2011).

Electronic games:

-Play concept:

Proceeds within its own time and space limits following fixed rules and in an orderly manner. One of the earliest definitions of play in the 18th century was based on the notion of surplus energy. As the philosopher and poet Schiller define it as “the aimless expenditure of exuberant energy” (Takhvar, 1988). While (Sutton-Smith, 1999) defined Play, as a special type of adaptive variation. It encourages an imaginary yet healthy world through which mismatch conditions can paradoxically be replicated and give rise to satisfying results of anticipation and optimism. The genres of such play are comedy, talent, pretense, imagination, suspense, contest, and celebration, all of which are selective simulations of paradoxical variation. In another definition (Besio, 2018, p.9) defined play as seriousness and frivolity: reality and make-believe: rules and freedom. Within these antinomies lies the human experience of play, which must cope with a frustrating dichotomy that is always resolved through action. Sameha (2017) defined

play as a physical or mental exercise undertaken by individuals of all ages to fulfill various needs met by play, such as the emptying of surplus resources, leisure, or learning, and play is either individual or group.

Eberle (2014) assumed that scholars generally consider play challenging to define since the term is complicated, unclear and a roomy subject, broad in human experience, rich, various overtime and place. Gray (2107, p.219) argued that Play is a free activity that stands quite consciously outside "ordinary" life as "not serious," but at the same time absorbs the player intensely and completely. It is an activity linked to no material interest, and no profit can be derived from it.

-The concept of electronic games:

An electronic game is a game that employs electronics to create an interactive system with which a player can play (karapetsas et al. 2014, p.10). Esposito (2005) Demonstrated that a videogame is a game that we play to an audiovisual apparatus and which can be based on a story". "Computer game is an activity of playing in the pretended reality where participants try to achieve a challenging goal by acting following rules" (Kordrostami, 2015, p.2). Programmed games are included in video or computer game systems where they are shown on TV after connecting the device to it or on the computer itself. As for the input device in video games, it is usually a joystick, buttons, or a keyboard. These games can work on TV, computers, or mobile phones (Hijazi, 2010, p.70).

-Electronic game history

Mashri (2017) indicated that electronic games have gone through several stages. The stage started at the beginning of the sixties, which was developed by physicists with the emergence of games on the computer such as "space war" and "pong" games for technology review. It was followed by a second stage with the Japanese invention of new multiplayer games with new content represented by the VC 2600 of its effects. The third stage started in Europe and the United States with the development of large family devices, and this stage was marked by acoustics and media used. In the fourth stage, the advent of adventure games was marked by a Japanese victory, represented by the "Nintendo" and "Superness" device. The fifth, games spread over the local network's "LAN" and the Internet. The sixth stage started with the entry of Microsoft and its conflict with other

companies. As for the last stage, different devices appeared, as the games made a huge leap, returning with a very large income for the manufacturers. As it a very rapid development, which attracted millions to play and choose the games that fit them. This diversity and development affected an important segment of society, represented by students who should give priority to lessons, but it is not strange that games attract individuals, especially with the proliferation of computers in a large way, as these games have become prominent in society, where they have become a preoccupation and obsession among their fans (Hasan, 2017, p.231).

-Advantages and Disadvantages of electronic games:

There is no doubt that any invention, tool, or phenomenon has its positive and negative effects on individuals and society. Several studies have discussed the positive and negative views on electronic games. The results have shown a contradiction in the impact of these games. On the one hand, some pointed to the negative impact of electronic games, especially in increasing the degree of aggression, increasing attention distraction, and lack of cognitive control in children. On the other hand, some studies showed that the degree of visual perception and attention is available, the age for those who play electronic games compared to those who do not (Al-Magothi, 2018).

Ibrahim (2016) believed that electronic games stimulated intelligence and developed thinking, especially discovery games as well as developing memory and leads to opening a greater horizon and imagination for the player. It is also an opportunity for discovery, planning, and a way to develop technical skills as well as the English language. It is also possible to explain the effect of electronic games on cognitive processes (problem-solving, remembering, and decision making), as this type of play has a strong relationship with thinking as a way of life. As it is an effective tool for learning, thinking, and training, as it uses organized steps that the player passes during his game, which is a system that seeks to give the player more knowledge that can only be reached through thinking (Al-shahreri & Al-Remawi, 2011, p. 647).

(Al-Misleni, 2017) believed that electronic games have several advantages, including leisure. Also, in the game, there is an expansion of the

player's thinking and imagination, as some games carry puzzles that help develop the mind and intuition. Another advantage is that it is the focus of competition between friends by playing multiplayer games. It may also inform new players of new ideas and information. Al-Hudayf (2010) added that in every virtual world there is a sale and purchase, and there is a currency that can be exchanged into a real currency such as Dollars or Riyals, and the player can get rich inside the virtual world by opening a clinic or providing advice, programming, or any profession that benefits from it. Al-Hudayf (2010) concluded that these environments work to communicate between people from different parts of the world and enable them to meet new friends, contribute to the process of creativity and innovation due to the feature of providing the ability to build models and embody characters using the tools provided by these virtual worlds for their users. Disadvantages of electronic games have proved in studies that the child under the age of ten addicts to these games. This is negatively affecting his study and the scope of his thinking. It also has stayed up all night directly affecting their efforts, so this is why they will not be able to wake up to school the next day. They feel sleepy and tired as it leads to disturbances in their ability to focus on study and adversely affect academic achievement by 72.5% as well as a waste of time (Al-Zudi, 2018).

Al-Hadlaq (2013) assumed that the practice of electronic games was the cause of some tragedies, the results of these games during the past thirty-five years have been linked to the increase in violent behavior and the high rate of murders, rape, and serious assaults in many societies. The common denominator in all these countries is the violence that is presented by the media or electronic games. AACAP (2015) considered that most electronic games depend on entertainment and emphasize negative themes and promote enjoying killing others, destroying their property, disrespect for authority and the law, threaten people, and foul language. (Hadlaq, 2012) he argued that electronic games may expose a child to a disruption in social relations if he or she addicted to playing e-games, and the reason for this is that a child who used to a rapid pattern in electronic games may have great difficulty getting used to a normal daily life in which the speed is much lower than that which exposes the child to a pattern of loneliness and psychological emptiness, both at school and home.

Abu Naser & Al-Bayed (2015) revealed that playing video games caused major health problem such as eye strain, headaches, dizziness, and even chances of vomiting from focusing on a screen, (Hosni, 2002) said that over the past fifteen years, with the spread of electronic games, a new set of injuries related to the bone and muscular system emerged as a result of repeated rapid movement, explaining that sitting for many hours in front of Computer or TV causes excruciating pain in the lower back, and the frequent movement of fingers on the keyboard causes severe damage to the thumb and wrist joint, due to their continuous bending. Ramadan (2020) confirms that video games and their implications for academic achievement and some sporting activities among teenage pupils / indicated that the level of academic achievement decreased when using video games as video games also lead to abstention from physical exercise among pupils aged (15-18).

COVID-19 pandemic:

-Meaning of corona disease (COVID-19):

World Health Organization defined Coronavirus disease (COVID-19) as an infectious disease caused by a newly discovered coronavirus that can spread from person to person (D. Rajput, 2020). Merriam Webster (2020) defined it as a mild to severe respiratory illness that is caused by a coronavirus (*Severe acute respiratory syndrome coronavirus 2* of the genus *Betacoronavirus*), is transmitted chiefly by contact with infectious material (such as respiratory droplets) or with objects or surfaces contaminated by the causative virus, and is characterized especially by fever, dry cough, shortness of breath which may progress to pneumonia and respiratory failure.

-Background of COVID-19:

At the end of 2019, a series of pneumonia cases of unknown cause emerged in Wuhan (the capital of the province of Hubei, China). While the outbreak in China is almost over, this highly contagious disease is currently spreading throughout the world, with a daily increase in the number of affected countries, confirmed cases, and infection-related deaths (European Center for Disease Prevention and Control, 2020). "Corona Virus Disease 2019 (COVID-19) is an RNA virus, with a typical crown-like appearance

under an electron microscope due to the presence of glycoprotein spikes on its envelope” (Gennaro et al.2020, p.1).

Electronic games impact on students during the pandemic:

The spread of COVID 19 wound on society, caused fear and various concern among citizens all over the world. A certain group that is affected is the students. Over 1 billion and 575 million students in approximately 188 countries have been affected by the closing of schools by protective procedures taken by countries to prevent the spread of COVID-19 (Duraku & Hoxha, 2020).

Al- Abasi & Jouda (2018) Smart means have become naturally available to children and school students, and teachers' talk has become that these methods and games have directly affected the scientific level of the student, and some students have retreated after learning about social networking programs, and grades have decreased for many students. Electronic educational games are one of the important programs to attract the attention of students and try to teach them different concepts. Educational games programs can also be used in all subjects, with all age and knowledge levels of learners (Al-Gazo, 2004).

Al-Zoyoodi (2015) referred to the significant effects of electronic games on children in general terms, such as religious, health, cultural, educational, psychological, social damages, and concerning academic effects, he sees that it has a role in incidents of school violence of all kinds, teachers do not find that the games have benefits in terms of developing capabilities, skills as well. Parents face problems with their student children as a result of addiction to electronic games. Wright (2011) discussed that students' scores decreased as time spent playing increased. Also, males are more prone to these results than females, because males tend to play video games more. Wright also added that gaming addiction physically impacts academic achievement; because the student is too involved in the game to do homework.

Methodology:

In this study, the “qualitative method” was adopted since it was aimed to study how electronic games affected students during lockdown caused by COVID-19 from students and their parent’s perspectives. Because this

method is a flexible structure as the design can be constructed and reconstructed to a greater extent” (Rahman1, 2017, 104). Besides, it allows a researcher to probe participants’ responses for elaboration and to explore key issues raised by respondents, which were useful for the study (Dako-Gyeke, 2013).

Sample of the Study:

Individuals who participated in this study were school students from basic/ secondary schools aged 6-17 years old and one parent of each student as the following:

Number	Students	Mother	Father
1	6	√	
2	7	√	
3	10		√
4	14	√	
5	15		√
6	15		√
7	16		√
8	17	√	

Data collection:

Interviews were conducted with consisted of 16 participants (School students and one of each student-parent). Those participants were selected randomly from a list prepared by a volunteer. Several questions on the effect of video games on students during the Corona pandemic were presented to the participants as follows: there were two sections of the questions (seven-questions were asked to each participant).

Data analysis:

The raw collected data were carefully analyzed because they enable significant themes to emerge without the restraints imposed by the structure (Thomas, 2003). Transcribed data were classified into themes by looking for fits and recurring patterns in the data. The most illustrative quotations were extracted and used to support important points that emerged from the data gathered from respondents. The collected data were analyzed by classification and interpretation of the material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it (Flick, 2014).

Findings:

The participants described the perspectives into the following categories:

Electronic games and their influence as an attraction tool:

Participants brought attention to the importance of electronic games during the closure caused by COVID-19, as the main entertainment attraction tool especially by its sounds, illustrations, updates, variety, real feelings, the ability to play in teams, self-control, exploring, winning, and giving orders as some participants said:

“Electronic games are the best boring breaker ever.” (Student respondent).
“Previously I don’t have much free time, during the lockdown those games are filling my time and I like the sounds and illustrations”. (Student respondent).

“I am grateful to the person who invented electronic games its offer multiple levels, real sound, and excitement”. (Student respondent).

“I like the way those games are working; I don’t need to go out to play or requesting others to play with especially we are staying at home for a long time”. (Student respondent).

“I cannot believe how much variety there are in these games which attract anyone during this lockdown”. (Parent respondent).

The impact of COVID-19 as described by participants allows some of them to anonymously secure themselves from the real world, in the social and emotional sense. 3 students revealed that they were suffering from bullying at school but COVID- 19 do them a favor and secure them from “bad people”. Tow parents believed that in school there is a focus on a certain group of students, therefore their kids think that they are unwanted or less value and prefer to play electronic games rather than feel like not value individuals.

“I prefer to contact other players even if I don’t all of them. They treat me better and talk to me as an important person”. (A student respondent).

“When someone neglected you at school and when you always live in fear, I will search for a free of fear place”. (A student respondent).

“My daughter believes that her smart device is safer and friendly and teaches her more than her teachers”. (Parent respondent).

Interviewed students and parents made comments about the impact of electronic games on their way of thinking toward school and education future. Also, they felt distance learning better than go, classes because it gave them the chance to do what they like, without permission like earlier. Participants added that they find in electronic games what they need and cannot find in books and school, they believe these games are more interesting than classes because they can interact with what they like, not what they should obey like school instructions as it showed in respondents' thoughts below:

"Video games let me feel like a superhero, therefore I like it so much." (A student respondent).

"My child told me once – I hate orders. I like to give orders though. I can't get rid of my mobile because it gives me peace ...I wish if my teachers allow me to choose what I like rather than forcing me because they think they know what fits me more". (A parent respondent).

Several participants discussed the influence of electronic games as it available 24 hours during the pandemic, therefore some parents express that they lost control of their123 students' children who took advantage of the lockdown and spend extra time enjoying playing electronic games, which affected their mentality, ethics, health, perspectives, goals, behaviors, and social relations.

"Video games change my interests; I think it's the best way to learn from about techniques and discipline". (Student respondent).

"Electronic games thought me how to be patient, if I want to win, I must pass levels which takes time to achieve". (Student respondent).

"My daughter becomes a different person, she acts violence sometimes, and she has more confidence though". (Parent respondent).

"Entertainment meaning has been changed; it becomes electronic entertainment which is risky for the children". (Parent respondent).

Some respondents students believe that electronic games taught them certain skills and enhance what they already have better than books, also changed their awareness toward themselves and the community. Most participants think it is a good way to raise strong and confident. However, it

needs continual supervision and direction. In the words of some respondents:

"I don't need to be a police or soldier; I already learn how to use weapons". (Student respondent).

"I was thinking limitedly when I started playing games using my iPad, I discovered that I know nothing about many issues and learn about adventures and science". (Student respondent).

"At school, I failed to learn English as other students, now I know lots of words which some of my friends don't know". (Student respondent).

"I feel strong and I have my world, my parents check what games I am playing from time to time, but I hide some games from them". (Student respondent).

"I noticed that my daughter gains different information advance to her age, even I don't know some of this information". (Parent respondent).

From the above electronic games look like a kind of power to some participants, which they use to feel more confident and find themselves through electronic games. It gives them a secure space and freedom from school or society bounds and fills their free time. Attitudes and interests also witness changes, which indicates that awareness and behavior among students start to change.

School vs. electronic games:

Answers of 6 students indicate they wish if lockdown continues so they can enjoy their time playing electronic games. The other 2 students said they like electronic games but they don't wish lockdown to be continued because they miss their friends, some teachers, and some school activities. A respondent added that he prefers games on learning because he doesn't need to wake up early which means some students may use to stay home which could affect their ability to go to normal life when schools start again.

"I pray that lockdown extended, what I feel now I never feel at school". (Student respondent).

"To be honest, I don't prefer to go back early to school. I like school but it doesn't let me feel happy and exciting". (Student respondent).

"I practice my hobbies now as much as I like using my iPad, school am not allowed to have a mobile or iPad and I can't take photos there". (Student respondent).

"I miss my teachers. I like to see them in real not contacting them over the phone or through online learning". (Student respondent).

"If I have the choice. I would choose to play electronic games rather than wake up early every day to go to school". (Student respondent).

Also, answers showed that 5 of the students play electronic games before they start doing their homework, and 3 students take the chance while studying to play their favorite games secretly. Parents revealed that their children never stop playing electronic games during the day, while 2 respondents revealed that their children play few hours because they force them to involve in other activities at home.

"I know that my son hiding he plays during doing his assignments, however, I won't punish him because he has the whole day to study". (Parent respondent).

"I help my father in the garden, he said it's good for my health rather than spending hours on the computer or the mobile". (Student respondent).

"Assignments can wait but the games not, I have to be on time when my friends are online". (Student respondent).

"I play games and study at the same time. Trying to hide this from parents". (Student respondent).

"I have no word on my kids, they playing day and night, they never ask for permission like earlier, I can't say no for them because they can't practice any outdoor activities". (Parent respondent).

Parents believe that technology affects students in two ways. On one hand, some become lazier, and lost interest in studying, especially the assignment they did were done on behalf of the most of the time from others or they were cheating the answers from books, they added it's wrong to do so but it was a temporary solution to help their children not to get low marks since they were busy in playing most of the time. On the other hand, some

students gain extra knowledge, skills, and change from their way of thinking and interests.

“Ethically it is not acceptable to cheat, however, my daughter asks the help from others and opens the books too during the exams”. (Parent respondent).

“Technology in general and electronic games specifically has a negative influence on student. In general, my child lost the ability to do anything just want to lay down on the sofa and play games on his iPad”. (Parent respondent).

“no way to say e-learning is not good, the issue is that as a parent I don't have enough information on how to deal with this, so I help a bit during assignments”. (Parent respondent).

“From the positive side, my child thinking has been changed, the lockdown was a chance for her to rethink about what she wants to be in the future and which subjects she prefers, she told me I was thinking that physics is the most important subjects but I realized that languages matter since play games often during the curfew”. (Parent respondent).

From above it showed that school and electronic games compete, electronic games have become part of students' life and a haven from social interaction where they find electronic games as an integral source for emotional pleasure and excitement stimulation.

Experts to help to solve the problem:

Respondents argued since there are no outdoor activities, initiatives from specialist and experts should be taken to help parents and students to reduce the time students spent on playing electronic games. Also, they added there should be more determination from parents and follow a different plan to make their student's children pay actions to their studying as if they go to class at school and take care of their health as well. Answers showed that parents worry about their health and their children's health and behaviors, so they believe asking help from a specialist would help them in this issue.

“Meeting experts would be perfect to help during Covid-19 pandemic” (parent respondent).

"I followed another plan... but I need to consult a specialist, I wish if the mystery of education provides a kind of this service... these games not only harm their health and their life" (parent respondent).

"My daughter following my orders regarding the time playing video games, otherwise I won't buy what she wants from the supermarket". (Parent respondent).

Five parents revealed that their children don't listen to them when they ask them to stop playing electronic games and do their school assignments. They added that their children act as if they have the power at home not them. Some respondents showed that parents live stress and suffering due to the unacceptable behaviors from their children which represent in prefer e-games over their studying. Respondents said:

"I tried my best to make my child busy with healthy activities even while using smartphones, however, a better follow up from his teacher might make him feel serious toward his styling". (Parent respondent).

"She never listens to me when I request to stop playing video games, she starts crying and sometimes doesn't have her food, I need help". (Parent respondent).

"Headache and stress never leave me since the start of the pandemic, my child turns to another one, preferring e-games more than the books". (Parent respondent).

Discussion:

With the continuous improvements and advancement in gaming technology from graphics to different types of controllers to faster processors and due to the lockdown caused by COVID-19, one must define addiction on electronic games from students, Wang & Zhu (2011, p. 25) mentioned at their study that "The purpose of designing the games is to make the game players never want to stop playing". Students prefer playing electronic games rather than completing their school assignments, reading and prepare for exams, playing conventional games as they spend much of their time playing electronic games due to the effective techniques that electronic games offer.

Based on the mention discussion, parents are not formative enough with their children for a different reason; firstly, they feel sorry for them that they stuck at home and no outdoor activities they can do, secondly to get rid of this grumbling and to keep them under their eyes. Finally, they don't have enough knowledge or understanding of how to deal with their student's children during crises. Parents warn their children and keeping them in front of their eyes all day, encourage them to allow them to play electronic games. It also noticed that participants didn't mention traditional games which indicate that it's not in their mind anymore as the earlier generation, (Eskasasnanda, 2017, p: 200) emphasized that "After getting used to online video games, students tend to abandon traditional game".

E-learning has a positive influence on students as negative, however, the followed system should be improved to help more in student's discipline during e-learning. Also, the academic specialist should have more role in help people during the crisis as well as physicians. The good effect appears in protecting the students from bullying and enhancing their skills and language. Participants valued the cooperative skills and experience afforded by some electronic games. Also teaching them some resourcefulness techniques connect with the work of (Barr, 2018).

Students are taking advantage of the lockdown and playing extra hours and take help from others answering their exam questions or doing the assignment which indicates that students are not mature enough and responsible. This should guide the authorities to work on student's and parents' awareness and encourage them to be more responsible and serious toward e-learning. It is clear that students showed that they are glued to electronic games even while eating or studying or doing any other activity which makes them less social and becomes lazier, think poorly and limitedly, (Abrell,2016) revealed that "Students who play video games are typically seen as lazy or maintaining a poor work ethic". It also damages the health of both students and parents and caused stress and instability which reflected negatively on the family atmosphere, relations, and student's academic achievement.

Conclusion and recommendations:

Throughout the research where the researcher discussed many points regarding the impact of electronic games which is considered a popular issue worldwide during COVID-19. There is no doubt that play leads to psychological, motor, verbal and social development when it is targeted, and this is why constant supervision and monitoring by parents, specialists, or teachers is necessary to preserve the goals of traditional or electronic play, especially since it is hardly devoid of a place that supports electronic games specially COVID-19 crises. Childhood, which extracted various things such as the nature of games that were practiced in the past, which was overshadowed by the tempting technological development that invades the world with constantly new versions of games that attract millions of people, until the traditional games began to disappear. As for now, children are spending long silent hours playing electronic games without paying attention to one or respecting time or interest in eating or dealing with others, neglecting study and sports, as well as giving them vocabulary and behaviors that may not be appropriate for their ages, which affects their minds and the formation of their personality, especially at a stage Socialization. It is recommended that specialists and experts should take initiatives (comprehensive programs, plans, and proper training) to assist parents and students to sufficiently reduce students' time playing electronic games and enable them to return to normal life and be prepared to attend schools once it is re-open.

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