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Children's Electronic Games and Its Relation to Family Control Techniques: An Empirical Study on Jeddah's Elementary School Students, Jeddah, Saudi Arabia

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Abstract:

The current study discusses the previous social, educational and psychological studies on children's electronic games that were based on the dissemination of latest products and cultural trends as a theoretical platform for interpretation. However, this study aims to explore the differences in the use patterns and motivations of elementary schools' students, as well as the differences in the impacts related and the family control techniques based on certain variables, e.g., sex, age, sequence of birth among brothers/sisters, domicile and number of family members. Moreover, it aims to explore if there is a relationship among such impacts and the family control techniques. The current study adapted the descriptive approach, thus used a questionnaire that was designed to gather such information of the 176 participants-sample of both genders. Thus, the results indicated that there are differences in use patterns, impacts and family control techniques based on such variables employed; in addition, it was found that, there is a positive relationship among the various family control techniques, social impacts, and a passive relationship between the family control techniques and schooling impacts on such children.

Keywords: Pattern, motivation, impact, family control techniques, relationship among impacts and family control techniques

1. Introduction

As early as the 80's of the past century, during which a tremendous technological breakthrough took place worldwide, new electronic games introduced on the internet thus become a cornerstone to the children's free-time. However, such electronic games introduced, or in other words forced on us through various cultural effects designed for children as the main target. These games involve images, colors, imagination and adventure (Almuhsen, 2003; p11).

The tremendous invasion of E-Games led to increased game-play hours by children, thus attracted the attention of educators as well as sociologists in relation to social, psychological and educational impacts. However, some looks at such phenomenon as positive as such enhances monitoring and focus skills, self-learning, exploring, trial and error, fast reading and writing acquisition, where others consider it a negative tool as to children's development and school achievements (Alhailah, 2005, p28). Those who sees E-Games as a negative tool, believes that E-Games encourages aggressive behavior, enhances obesity, Osteoporosis, spinal deformities, hands pain and shrinking the child's social circles, time and money wastage (Anderson, 2001, p353). Moreover, E-Games reduce the other important activities that the child may perform such sports, which necessary for health life (Namroud, 2008, p45).

In fact, it is obvious that E-Games take important portion of the child's free time, and in many cases it becomes addiction. As a result, many studies tackled such phenomenon including the current study in order to determine the differences in children's patterns and motivations to play E-Games online, including the family's control difference based on certain variables, as well as the relationship among such impacts.

2. Conceptual & Theoretical Framework

E-Games is defined by Alshahrouri (2008, p45) as an interactive dispute among the players, thus is controlled by certain rules thus such is quantifiable. E-Games are those available on any electronic means such as computers, TV, internet, video, mobile and smartphones. In the current study, however, E-Games are defined as all such electronic games including those on PlayStations applications. All E-Games, however, are meant to win or to loss. As similar to traditional games in real life, anthropologists tended to claim that such E-Games are developed based on the themes of traditional games. Hence, the current study relied on such concepts to understand and to analyze the problem of the current study.

2.1. Theory of the Spread of Innovations (Karl Rogers)

Such theory was developed stage after another, commencing by Development Communication that dates back to Roger's studies on Rural Sociology, e.g., modernization of the American countryside so to keep abreast with social and economic changes following

World War II. Rogers' studies, however, based on previous empirical studies concluded that the spread of innovations is achieved through five milestones.

Milestone 1 – Understanding: The first time an individual hears or learns directly or indirectly about a new innovation.

Milestone 2 – Interest: Where the individual tends to learn more or obtain more information about the new innovation.

Milestone 3 – Assessment: Where the individual decides whether it is worth to acquire and test such new innovation.

Milestone 4 – Testing: Where the individual tests the innovation, briefly or temporarily.

Milestone 5 – Adoption: Where the individual is convinced it is worth to acquire such new innovation and use it in person or in groups.

However, it was found that the recipients' acceptance of such new innovations varies, thus Rogers classified them as follows:

1. Early Adopters: Those obsessed with new products either for show-off or to demonstrate pioneering among others.
2. The Opinionated: Those who learned, tested and convinced of the benefits of such new product, and tend to convince others directly to follow course.
3. The Deliberate: The majority of the public who takes the opinionated decision for granted.
4. The Hesitant: Those who wait, for long time, as of such new product sold in the market thus becomes an old version (Aldahmashi, 1435H, pp203-205).

2.2. Theory of Cultural Spreading

The early anthropologists are who came up with the term "cultural spreading" (Tyler, 1871) who believes the similarity among cultures is as a result of transmission of cultures among nations, thus the origin of such cultures was originated in one place, gradually, partially or totally (Kazem, 1993, p86).

The spreading of cultures, however, relays on innovation, which is the core of the new culture which finally leads to continuation of culture buildup and preserving such cultures. Nonetheless, the mechanism of spreading includes migration, colonialism, and revolution among others. However, the spreading of cultures faces many obstacles, such as resisting the culture of the colonialist thus reducing the pace of changes. Such fact can be noticed clearly by the public resistance to accept new rules that may merge or replace existing rules within a given society (Kazem, 1993, p91).

Cultural spreading is achieved: 1) when a given individual is convinced that such element introduced is of value materially, socially or psychologically, 2) If material resources available to transmit such element, and 3) The community is fairly ready to accept such element (Kazem, 1993, p102).

As culture represent a cornerstone to the social structure of any community, it is vital for the community advancement and moving from a milestone to another. Nonetheless, culture spreading depends also on the individual's social nature. Through culture, people interact, learn from and accept each other (Alkhateeb, 2002, p81)

The supporters of such theory believe that culture spreading is the backbone of creating new changes and passing such changes from a generation to another as well as from a country to another up to the rest of the world. TRANSMISSION refers to heritage and cultural buildup, SPREADING, refers to copying and external factors that enhances such changes.

Higgins concept as to cultural spreading is one of the most important, as he sees it as transmission of a cultural aspect or aspects from a country to another, provided such transmission is aided by certain factors, including acceptance/rejection of the community which are based on the benefits or returns of such new cultural aspects moved into the people's community in order to accept such new ideas or patterns or behaviors. In addition, most communities take sophistication into consideration, e.g., use viability and trail of such new products, and finally the extent of familiarity with such new products (Alosaymi, 2004, pp79, 85).

However, pioneers of such theory believe that changes in communities is either influenced by cultural components that came from other communities or are attributed to other cultures, regardless if such changes materially or morally, hence impact social behavior or impacts custom and traditions. It is not necessarily that changes are initiated due to internal factors but through borrowing, communication, migration or other interactions among different communities.

Personality is also a vital contributor to behaviors, trends, beliefs or habits that acquired by a given individual through social interaction in a given environment. Moreover, the culture of the individual is a cornerstone in acquiring or accepting other cultures, e.g., we can say that the child's personality is a product of a "cultural background" (Alhayti, 1988, p37). Hence, culture impacts the children's behavior, thinking and aspirations even objectives in life. In short, culture impacts mental and emotional, social and behavioral trends (Alhayti, 1988, pp38-40).

Therefore, we can make use of such early theories to understand the cultural spreading, which involve also E-Games in modern times as a new culture lives by a new generation. Not only that, the e-culture involves imaginations, perceptions, emotions, values, orientations, situations and behavioral approaches thus reflects the core of culture as it depends on both visual and hearing that highly impacts the individual.

2.3. Previous Studies

Previous studies in the area of social, educational and behavioral sciences discussed the E-Games, thus more knowledge and references are available; however, there is a further need to tackle the impact of E-Games use by children and the relationship of such impact on the family variables. Among the previous studies is Alhadlaq (2011) that aimed to determine the motivations from the stand point of a selective sample of Riyadh city's students. It was found that eagerness for winning, challenge, curiosity, imagination and hitting different worlds were the motivations for playing E-Games on the internet. These results are in line with Almbireek (2003), which concluded also that males prefer violent E-Games where females seek puzzling E-Games, thus both genders play E-Games for

fun, competition and killing spare time. On the other hand, the study conducted by Brown (1989) concluded that children prefer moving pictures and talking E-Games. However, Sebti (2013) which aimed to raise awareness among parents, stated that children play E-Games 3+ hours per day and that parents are concerned with such time dedicated for E-Games, which in turn impacts negatively the children's schooling achievements. In addition, Qwaider(2012) study on Algerian's children concluded that children play E-Games during holidays and weekends because parents in Algeria exercise enough control over their children. As to the time dedicated for E-Games on the internet among the Algerian children it was found that 5+ hours per days, and the majority of children prefer sports games, war or fighting games.

As to the impacts of E-Games on children, some of the previous studies focused on the health impacts, such as Lynnda (2008), which found that older children can accommodate health impacts, and such result is in line with Gillespie (2006), which concluded the more time children of all ages spends on E-Games the more health problems they experience, among of which headache, neck stiffness and the lower part of the spinal cord, obesity and eyes stress.

Hence, the study conducted by Nicolas (2004), which focused the health impacts of E-Games, it confirmed that obesity is a major impact as a result of playing E-Games on the internet. Moreover, Favaro (1983) indicated that children play E-Games for long periods of time tend to be aggressive as well as sexual appeal, and such results are in line with Mitrofan & Spenser (2008) that confirmed aggressive behavior among those children, who play E-Games for extended periods of time. However, Kunter (2008) study that aimed to determine the parents' views as to E-Games, it was found that such E-Games impacts negatively social skills, sports and ultimately schooling low scores.

Thus, few studies tackled the family control over children playing E-Games, as a result one of the main aspects of the current study is the family control, *i.e.* the more parents, relatives and friends around the children the less the children play E-Games, combined with the child's vision as to the future, home environment and the extent of the child's skills in playing E-Games.

2.4. The Current Study Questions

1. Are there differences in the patterns of E-Games on both genders – elementary schools,
2. Are there differences in the motivations of E-Games on both genders – elementary schools,
3. Are there differences in the impacts of e-gams on both genders – elementary schools, thus attributed to such variables (gender, age, sequence of birth, domicile, and family number)
4. Are there differences in the impacts of family control on both genders – elementary schools, thus attributed to such variables (gender, age, sequence of birth, domicile, and family number)
5. Is there a relationship between the family control over e-gams on both genders – elementary schools, and the control mechanisms, thus attributed to such variables (gender, age, sequence of birth, domicile, and family number)

3. Methodology

The current study adapted the descriptive approach, as such is capable of exploring the differences among the sample or correlations among such variables; moreover, to answer such questions as well as the nature of such relationship among such variables, and to conducts such comparisons necessary to determine the differences in the impacts of playing E-Games.

3.1. Population and Sample

A selective population of the study from two Jeddah's public schools(Boys & Girls:6-12 years of age). The researcher sought the help of two school supervisors from both schools in order to collect such data needed (Note: The Saudi Arabian educational system is not co-education. Also, males are not allowed to enter into females' schools and vice versa).

The total number of the sample selected was 176 of less than 7 years old, 69 of 7-9 years old and 88 of 10-12 years old.

The sequence in birth among the brothers: 48 the eldest, 69 the middle, 59 the youngest. The domicile: 41 lives in high-class district, 135 lives in middle-class district. The number of family members: 29 of less than 4 years old, 87 of 4-6 years old and 60 of more than 6 years old.

3.2. Data Collection

The researcher designed a questionnaire that is consisting of 5 sections: 1) contains closed questions as to variables, e.g., gender, age, sequence, domicile, number of family members, 2) contains 5 closed questions as to pattern (Yes or No) and the scoring 1, 2, 3, thus the E- Impacts consist of 25, e.g., health impacts 7 phrases, social impacts 10 phrases, religious impacts 3 phrases, schooling impacts 5 phrases, and family control mechanisms 8 phrases each of which independent.

3.3. Validity and Reliability

The validity and reliability of the questionnaire/data collection tool through: 1)A panel consisting of a number of sociologist, psychologists, statisticians and educators consented on the questions, phrasing and wording, 2) The reliability of internal consistence of both the 4th and 5th sections of the questionnaire, e.g., impacts and family control mechanism, where it was evident that the coefficients, total scoresand the grand total at .001, and 3) The stability using Cronbach's Alpha, at 0.572 in spite of an indicative rate of 0.01 as to all dimensions. However, the social and religious impacts were low but other dimensions were fairly stable.

3.4. The Study Variables

- a. Independent Variables: Gender, age, sequence in birth, domicile and number of brothers/sisters.

- b. Ancillary Variables: Health, social, religious, schooling and family control mechanisms' impacts.

3.5. Statistical Methods Used

Such methods include recurrence and percentages to describe the sample's characteristics and to determine patterns and motivations of E-Games playing on the internet, as well as the critical ratio so to determine the differences. The Pearson Correlation was used to confirm measurements and also to determine the relationship among the impacts and the family control mechanisms, and the T-test was used to determine the differences as to the gender variable as well as analysis of variance (ANOVA) to determine the differences as to the gender variable, and Scheffe's Test was used for dimensional comparison and the trend of differences as to such variables.

4. Results and Discussion

The study aimed to answer such questions indicated, thus the statistical analysis confirmed the following:

4.1. Firstly: Differences in Patterns

Through answering 5 questions related to playing-patterns, it was found that:

1. Children, who possess electronic apparatus at home, represent 95.5% which is the highest, hence males 96.7% and females 94.2%, and there were no differences between males and females as to who possess apparatus more than the other gender. The critical ratio was at 1.6 for those whose answers (yes) and 0.8 for those said (No), which below the required value so attain statistical value of 0.05 at least in both cases.
2. The Daily Time Spent on E-Games, represent 51.7% which is the highest, 3 minus hours per day, distributed for males 47.8% and 55.8% for females, which means both genders possess apparatus that are handy for them, and the differences were in favor of the females, the critical ratio was 2.6 and the statistical value was 0.05 which means males spends more time on E-games more than females.
Hence, there were difference between both genders as to 6+ hours' time spent, where the it was in favor of males, the critical ratio was 3.1 which at the statistical value of 0.01, which means males spends more time on E-games more than females. As to time spent more than 6.3 hours, it was found that there were no differences between both genders as to playing E-Games on the internet.
3. The Preferred Time for Playing E-Games, the result was 56.3% prefers weekends, so 55.6% for males and 57.0% for females, and 43.8% for those prefers during the other days of the week – 44.4% males and 43.0% females, so there were no differences as to weekend or the week days, the critical ratio was 4.1, which below the required values, and the statistical indicative as 0.05 for both cases.
4. The Preferred E-Games, there were differences between males and females thus in favor of males, e.g., war games, fighting and racing, the critical ratio was 3.4 and 3.6 respectively, at 0.01 which means males prefers such games more than females. However, there were difference between both genders as to dressing, in favor of females, the critical ratio was 4.2, which at the statistical value of 0.01, as well as imaginative and quiz games where the critical ratio was at 2.9 and 2.5 respectively, which means females prefers such games more than males.
Thus, there were no differences between both genders as to educational and adventure E-Games preferences.
5. The Preferred Names of E-Games, there were no differences among both genders as to "GRAND THIEF" hence in favor of males, critical ratio was 3.8, which indicative at 0.01, which means males play the Grand Thief more than females. There were differences as to choosing "SUWAY SURF", in favor of females, critical ratio was 4.7, indicative at 0.01, which means females play such more than males; moreover, there were differences between both genders as to choosing "HAY DAY, ANGRY BIRD and FUN RUN" in favor of females, critical ratios were 2.1, 2.2 and 2.4 respectively, and the indicative at 0.05 which means females prefers such games more than males.
However, there were no differences among both genders as to preferring "CALL OF DUTY, BEN TEN, WAR CRAFT, SPIDER MAN and ZOMBIE", thus the results in general as to the pattern indicates that the majority of children possess computers or mobile devices hence the majority owns such devices. However, there were differences in the playing- patterns between both genders, e.g. the females less than 3 hours and 6+ hours for males, hence this indicates females are under more control by the family more than males. As to time preference, there were not differences between both genders in relation to playing E-Gams during the week days or weekends. As males prefer war games and racing, males are interested in the Grand Thief thus females prefer Subway Surf, which means social and psychological aspects influences the patterns, which in turn necessitates promotion of attraction and educational games.

The results of the current study are in line with the outcomes of Sebti (2013) which confirmed that children play E-Games 3+ hours per day, (Qwaider, 2012) 5+ hours a day thus most children play E-Gams during holidays and weekends, and Almubireek (2003) confirmed that males prefer quiz games more than females.

Based on the Spreading of New Innovations Theory (E-Games), children reach the 5th. Milestone (adoption), which means total acceptance after testing such new innovations, or in other words, children are convinced that such E-Games implies value and benefit especially if the child keeps abreast with latest editions, combined with financial capability to purchase such applications or the hardware, and finally the acceptance of the research community of such E-Gams.

4.2. Secondly: Motivations

Through answering 2 questions related to the motivations, it was found that:

1. Most Interesting Element in E-Games: It was found that males' motivations rely on the 'Hero', as the critical ratio was 3.4, which indicates 0.01, as well as the 'Theme', critical ratio 2.5, which indicates 0.05. Hence, the females' motivations relate to such 'figures and characters' used in such E-Games, as the critical ratio was 3.8, which indicates 0.01, as well as the Colors', critical ratio 2.4, which indicates 0.05.

2. As to the motivations, the higher rate was 72.2% belongs to entertainment and amusement; hence such percentage is distributed 72.2% for males and 72.1% for females, followed by killing spare time, 18.2% for both genders thus distributed as 15.6% for males and 20.9% for females.

As to the differences in motivations, there were no differences between both genders, as the critical ratio required below average so to reach 0.05 at least.

The results, in short, were in favor of males who appreciate the 'Hero', and in favor of females who are interested in 'figures and characters', which means personal traits influences the motivations; thus, there were no differences between both genders as to the motivations.

These results, however, concurs with the outcomes of Alhadlaq(2011) which indicated winning, competition, challenge, adventure and attraction forms the majority of motivations; Almbireek(2003) indicated that both genders play E-Games for entertainment and amusement, completion and killing spare time as well as copying friends; Brown(1989) study that stated children tend to prefer such games that contains moving pictures and talking more than the other E-Games.

Based on the Spreading of New Innovations Theory, e.g., communities borrow certain cultural aspects from other societies, it is evident that such new innovations create or leads to social and cultural changes and may affect prevailing custom and traditions, including interests of the individuals. In other words, once a given community accepts such new introductions to their social structure, such acceptance influences the development of the children's personality, choices and motivations.

4.3. Thirdly: Impacts of E-Games

Based on gender, age, sequence, domicile and number of brothers Variables:

As per the T-Test, it was found that there is social and religious impacts, 207 and 2.59 respectively, at 0.05, so the differences were in favor of males, who scored average 20.62 and 5.52 respectively, where the females 19.61 and 4.91 respectively, which means males are impacted socially and religiously more than the females. However, there were no differences as to the health and schooling impacts among both genders.

Moreover, based on the T-Test, it was found that there weren't differences as to domicile impact as to health, social, religious and schooling impacts,

As to the age and sequence in birth variables based on ANOVA analysis, there weren't differences as to domicile impact as to health, social, religious and schooling impacts.

However, based on ANOVA analysis, there weren't differences as to the number of family's members' impact as to health, social, religious and schooling impacts, based on F-Statistics it was found that 4.21 and 3.57 respectively for the number of the family's members, which is indicative at 0.05, and based on Scheffe's Test, religious differences were found among such families of less than 4 members and 4 to 6 members, and schooling differences in families of less than 4 members and 6+ members.

By answering the 3rd question of the current study gender, age, sequence, domicile and number of brother's variables, the results show differences in social and religious impacts in favor of males but there were no differences in health and schooling impacts, in favor of families of 6+ members, which means the religious impacts are more dominant among such families with few members, and the schooling impacts were in favor of such families of 6+ members. Hence, there were no differences as to domicile, age and sequence in birth variables.

These results, however, concurs with the outcomes of Gillespie (2006) which confirmed that age has no relation with health impacts; nonetheless, such findings differs with Lynnda(2008) indicated that elder children can cope with health impacts, as well as (Nicolas, 2004) study that stated E-Games bears health impacts to children.

Such results can be interpreted, based on two facts: Increased E-Games playing, which is in favor of the males, combined with inadequate family control leads to neglecting religious rituals in favor of males. From the other hand, mothers in social gatherings tend to take their daughters with them such as exchanging visits with relatives and friends so such activity mitigates the social impacts on females. As to the differences of the number of family members number variable in relation to religious and schooling impacts it was found such are in favor of such families with small number of members, but schooling impacts are attributed to large families where parents becomes incapable to control many children at the same time, which is in line the such behavior determined by the cultural aspect. However, behavior is not determined mostly by cultural standards but involves mental, emotional, social and behavioral trends as well.

4.4. Fourthly: Differences in Family Control

Based on gender, age, sequence, domicile, and number of brothers:

It was obvious that family control varies, as the T-value was at 0.35 and 0.63 respectively, which is below the required values as to the indicated variables, e.g., at 0.05, for both cases, which means there are differences in the family control mechanisms as to gender and domicile variables.

However, based on ANOVA analysis, there is an impact as to the age variable hence the F-value was at 6.43, which an indicative at 0.01, and based on Scheffe's Test for such variable, it was found that family control is limited to 7-9 years old and 10-12 years old children, thus in favor of 7-9 years old children.

Moreover, based on ANOVA analysis, there is an impact as to the brother's variable hence the F-value was at 4.868, which an indicative at 0.01, and based on Scheffe's Test for such variable, it was found that family control is directed on the first, middle child then the youngest and it was in favor of the youngster which means the first child takes rigid control by the family.

In addition, based on ANOVA analysis, there is an impact as to the number of members in a given family variable, the F-value was at 4.07, which an indicative at 0.05, and based on Scheffe's Test for such variable, it was found that family control was in such families with less than 4 members and 6+ members thus in favor of less than 4 members, which means the less members within a family the more control exist.

By answering the 4th, question of the current study as to the differences in the family control over children playing E-Games in relation to gender, age, sequence, domicile and number of brothers, it was found that differences exist in the age variable, 7-9 years, and for the youngest, within such families with less than 4 members; thus, there were no differences as to the gender and domicile variables.

Thus, such result can be attributed to the variable of 7-9 years' age, which is the most age category that needs family control and also which is the age, where parents begun teaching children how to use computers, so misuse comes later after learning and knowing well applications and systems. In addition, younger children within a given family are usually under more control by both of the parents and the eldest brothers and sisters. However, the result which attributed to such families with less than 4 members, that is because parents dedicated sufficient time for their sons and daughters.

4.5. Fifthly: Relationship E-Games Impacts and Family Control

Based on gender, age, sequence, domicile and number of brothers:

According to the gender variable, there are positive relationship and indicative at 0.05 among the family control mechanisms and social impacts on both genders, e.g., the more social impacts the family control. However, there is a negative relationship indicative at 0.01 between family control and schooling impacts for both genders, which means the more family control the less schooling impacts. Also, based on the age variable, it was clear that there is a negative relationship at 0.01 between the family control and the schooling impacts of both ages, e.g., 7-9 years and 10-12 years, which means the more family control the less schooling impacts; thus, there is any relationship between the family control and the remaining impacts of E-Games.

As to the relationship of family control in reference to the sequence of birth, it was clear that there is a negative relations at 0.01 for the first child and the youngest and the middle child at 0.05, meaning that the more family control the less schooling impacts regardless of sequence of birth; moreover, there is a negative relationship at 0.05 between family control mechanisms and religious impacts as to the youngest, which means the more family control the less religious impacts, there isn't a relationship as to health and social impacts.

As to the relationship of family control as to the domicile variable, results show there is a positive relation at 0.01 between family control and the social impacts for those living in high-class domiciles, and at 0.01 between family control schooling impacts, which means the more family control the less schooling impacts for those living in middle-class areas, hence there isn't a relationship as to health and religious impacts.

As to the relationship of family control as to the number of brother's variable, results show there is a positive relation at 0.05 between family control and the social impacts for such families of 4-6 members or 6+ members, which means the more family control the more social impacts. For those living in middle-class areas, hence there isn't a relationship as to health and religious impacts. Thus, results indicate there is a positive relation at 0.05 between family control and the schooling impacts for families consisting of less than 4 members or 4-6 members, and a negative relationship at 0.01 between family control schooling impacts, which means the more family control the less schooling impacts for such families of 6+ members, but there isn't a relationship as to health and religious impacts

Accordingly, the results in general, as to answering the 5th Question (Based on gender, age, sequence, domicile and number of brothers' variables), show that there is a positive relationship between the family control mechanisms and social impacts, but a negative relationship between the family control and schooling impacts, which means the more the family control the less schooling impacts.

These result, however, are in line with (Kunter, 2008) which confirmed a serious concern by parents in relation to E-Games contents as well as its role in weakening social skills as well as neglecting schooling achievement.

Such results, nonetheless, can be attributed to the individual's total believe in such new products, namely E-Games, which believe leads to replacement of traditional culture with the new trends. In fact, this is clear by a given community which replaces traditional social interactions by electronic interactions. As to the outcome that the more family control the less schooling impacts, such transformation is rational as children in elementary schools needs more control and also balancing between duty and entertainment so the children understands playing is justified but education is a must.

5. Conclusion

5.1. Firstly: Differences in Patterns

Results show there aren't differences between both genders as to owning E-Games devices. However, there are differences in the time spent on E-Games, e.g., 3 minus hours for females and 6+ for males, thus both genders' playing preferences whether during the week or weekends doesn't exist.

As to the types of E-Games preferred, there are difference in favor of males who enjoy war games and racing, and no differences among females who enjoy clothing trends, quiz and imaginative games.

As to the most preferred E-Games, there are differences between both genders, where males prefer the GRAND THEF and the females enjoy FUN RUN, ANGRY BIRD, HAY DAY OR SUBWAY SURF.

5.2. Secondly: Differences in Motivations

Results show there are differences between both genders as to preferences, in favor of females who enjoy figures, characters and colors, but there are differences in the motivations. However, there are differences in the time spent on E-Games, e.g., 3 minus hours for females and 6+ for males, thus both genders' playing preferences whether during the week or weekends doesn't exist.

As to the types of E-Games preferred, there are difference in favor of males, who enjoy war games and racing, and no differences among females who enjoy clothing trends, quiz and imaginative games.

5.3. Thirdly: Differences in Impacts

Results indicates that there are differences in the religious and social impacts in favor of males, as well as differences as to families with less than 4 members in favor of such families with 6+ members, but there were not differences as to the variables as to health, social, religious and schooling variables.

5.4. Fourthly: Differences in Family Control

Results how that there are not differences as to gender and domicile variables in relation to family control, but there are differences as to the age and sequence of birth, and the difference was in favor of such families with less than 4 members.

5.4. Fifthly: Relationship of E-Games and Family Control

Results indicates that there is a positive relationship between family control and social impacts, which means the more family control the less schooling impacts.

6. Recommendations

1. It is imperative for educators, parents and guardians to understand both of positive and negative aspects of E-Games so to enhance the positives and to reduce the negatives.
2. Creation of a local/national centers at the Arab World level, so to conducts such researches related to the prone and cons of E-Games, and also to maintain Islamic teaching as well as Arab culture, custom and traditions.
3. Creation of a classification system for E-Games, that is similar to the classification of entertainment programs' council.
4. Ensure attraction and adventure of such E-Games in line with Islamic teaching as well as Arab culture, custom and traditions.
5. Production of educational and learning applications that involves widespread E-Games' positive contents.
6. Encourage and reward such firms that produces E-Gams that maintains Islamic teaching as well as Arab culture, custom and traditions.
7. The Ministries of Education, Arab World-wide to consider a number of positive E-Games as part of the educational curriculums and also to hold contests that relates to E-Games.
8. Ensure balancing of the child's physical and mental activity, e.g., specify time for entertainment and the time needed for school, family gathering and community participation.
9. Direct involvement of parents in the purchase process of E-Games application thus to ensure such applications are free of negative aspects.
10. Parents are to specify time for playing so to ensure adequate time for educational achievement.
11. Parents are to prevent children from wasting time on E-Games unless educational requirements are finished first.
12. Concerned authorities are to create specialized committees that consist of sociologists, psychologists and religion to determine the good and the bad as deemed appropriate.
13. Finally – it is imperative to conduct more researches and studies, scientific and social, on E-Games in light of social and family changes by qualified cadres and contemporary research means and methods.

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