



# Violent Video Games, Aggression and Personality Change Among Young Adults

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## **ABSTRACT**

The aim of the present study was to examine the violent video games impact on aggression and personality change. The sample of the study consisted of 100 young adults (50 males and 50 females) aged from 18 to 25 years. The tools used were Aggression Questionnaire by Buss and Perry, Gaming Addiction Scale, and the short version of Eysenck Personality Questionnaire (EPQ-R). Data was analysed using the Descriptive Statistics and the Pearson Correlation. The findings showed that there was a significant relationship between violent video games and aggression among the young adults.

**KEYWORDS:** AGGRESSION, VIOLENT VIDEO GAMES AND PERSONALITY

## **INTRODUCTION**

Playing violence game consoles like Doom, Wolfenstein 3D or Mortal Kombat, Grand Theft Auto can advance a person's aggressive ideas and emotions as well as behaviour. Violence game consoles offer a platform for education as well as practising aggressive measures to conflict circumstances. The opinion shared by organisations such as the American Academy of Pediatrics (AAP) as well as the American Academy of Child & Adolescent Psychiatry (AACAP) is that contact with video games and other violent media can influence aggressive behaviour in real life as well as hurt kids in additional ways.

The majority of young people, they contend, are not impacted by violence game consoles. In contrast to those with healthy households, those with unhealthy families saw both direct as well as indirect effects of violence gaming console exposure, which were mediated by normative attitudes towards aggression. It is all but obvious that putting the blame for mass shootings on violence game consoles will distract lawmakers and other government officials from the urgent need to address more fundamental causes. Federal as well as state legislators, government representatives, as well as everyone else concerned about lethal violence must, morally, confront the root causes rather than finding solace in blaming violent video game systems.

Many people worry that playing violence game consoles makes players more aggressive, decreases prosocial behaviour, increases impulsivity, as well as messes with their mood as well as cognition.

### 1.1 Positive effects of Violence Game Consoles

1. Violence game consoles exacerbate animosity, bullying, and violence.
2. Violence game console plays that are similar to hand fighting as well as gunplay can encourage aggressive behaviour in real life.
3. Murders in large numbers were frequently carried out by players of violence game consoles.
4. Violence game play leads to players being less sensitive towards real-life violence.
5. Young adolescents who are addicted to violence consoles do mimic the actions of such characters and struggle to distinguish between reality as well as fiction.
6. Exposure to violence game consoles has been linked to lower empathy and less compassion.

### 1.2 Negative effects of violence game consoles

1. According to studies, violence game consoles may promote aggression rather than violence. Additionally, any competitive video game or activity might lead to aggressiveness.
2. Violence game consoles are frequently used as a convenient scapegoat by those who would rather avoid addressing the underlying violence-causing factors in the United States.
3. Some of the facts do not support the suggestion that violence game consoles are a leading cause in large numbers of shootings or other violent crimes.
4. As the buying of violence game consoles have increased tremendously, violence related youth crimes have fallen down greatly.
5. Studies show that playing violence game consoles can encourage helping qualities like high-mindedness as well as metropolitan assurance.
6. Playing video games is not one of the many contingency means for young adult ferocity.

Innovation has progressed significantly during the course of the last 20 years, particularly in the area of computer gaming. You may either play the game, be in the game, or watch someone else play by using streaming services and virtual reality (VR). Gaming is now more accessible than ever thanks to cell phones that can run computer-like games, and being away from a console or PC no longer prevents you from playing online.

Aggression can be induced by video games by cognitive priming, disinhibition, and desensitisation.

In order to better understand the nature of aggressiveness, Anderson and Bushman (2002) developed the General aggressiveness Model (GAM), which offers a framework for the various variables that may affect aggression (such as social and cognitive components).

GAM contends that attitudes are bits of learnt information that, after being exposed to aggressive schemas, become ingrained and automatic, predicting aggressiveness.

Some people also assert that learning theory has something to do with aggression. By the way of imitating as well as observing, aggressive behaviour is learned as well as either positively or negatively reinforced. Playing aggressive video games and studying how your favourite individuals act and respond might make someone more aggressive.

When the villains are punished, the hero gets rewarded. Players in video games are rewarded by moving on to the next level, generally by acting aggressively. The Bobo doll research by Bandura demonstrates that aggressiveness can result from imitation.

Game consoles are becoming a popular activity for people of all ages. Game consoles is a multi-billion dollar sector that brings in more money than the combined DVD as well as silver-screen multinationals. In contrast to girls, who play motion consoles for over an hour each day, boys play them for over two hours everyday. Adolescents spend more time playing consoles than younger children. Prevailing video games are extremely realistic as well as sophisticated. Some games incorporate an internet connection, allowing children as well as adolescents to play them as well as be in touch with strangers as well as their peers.

Retail computerised games are evaluated as well as measured by the Electronic Software Ratings Board (ESRB) for their suitability for students as well as adolescents. The classifications are perceivable on the game box.

Younger kids, those who are unveiled to violent media may become immobilised to ferocity, reflect the destructiveness, as well as act more oppressively. Younger kids as well as those with temperamental, cognitive, or learning challenges may be more affected by ferocious replicas.

Milestone-adaptive game play can be enthralling as well as healthy when done in toleration. Some video games may promote rationality, learning, as well as the development of fine motor as well as coordination skills. However, there are worries about how excessive video game playing affects young people.

Computerised Game addiction is a risk that can affect younger kids as well as adolescents. It can be prohibitive for them to keep their playing time under check. They can push back against any undertakings by their parents to delimitate the amount of extent they spend playing computerised games. Spending much extent in playing these games could lead to:

- fewer social interactions with family and friends
- inadequate social skills
- time spent away from family, studies, and extracurricular activities
- reduced grades
- fewer readings
- losing fitness and gaining weight
- decreased sleep and sleep of poor quality
- aggressive attitudes and actions

### 1.3 Parenting Advice

Relatives can help their children play computerised games relevantly as well as abstain doubts by:

1. Limiting kids' access to gaming consoles
2. Using the ESRB ratings to select games that are appropriate in terms of one and the other gratified as well as level of maturation.
3. Interacting with their children through the experience of playing video games as well as discussing the story
4. Defining clear boundaries for game content as well as play extent both inside as well as outside the home

### 1.4 Three Theoretical Models

There are three primary theoretical frameworks that attempt to explain how violent video games and aggressiveness are related in the field violence in the media study.

The so-called General Aggression Model, or GAM, is the most often used model (Anderson & Bushman, 2002). According to this approach, which is based on the socialisation hypothesis, prolonged exposure to violent media causes an increase in hostility. Excitation transfer, social learning, and cognitive neoassociation are all combined in the GAM. Briefly put, GAM contends that regular exposure to violent video games leads to the development of hostile expectations, convictions, and actions as well as a desensitisation to violence. All of these processes eventually lead to an elevation of the aggressive attitude and predisposition to act aggressively in social circumstances.

The Catalyst Model is a substitute hypothesis (Ferguson et al., 2008). The selection hypothesis, which refers to the notion that more aggressive people have a propensity to seek out more violent media material, is the foundation of the Catalyst Model. In this paradigm, social environment characteristics and genetic components are given more attention. In essence, the Catalyst Model suggests that interactions inside the family and among peers have an impact on the causes of violent and aggressive conduct. Furthermore, aggressive behaviour is not significantly influenced by distal social influences, such as media violence. This shows that, despite the possibility that individuals with higher aggressive inclinations may act violently as a result of what they have witnessed in the media, this tendency is unconnected to or unaffected by violent media. This model's main disadvantage is that it is very difficult to evaluate due to the difficulties in measuring the genetic as well as social contingency factors that contribute to the greater inclination for ferocious behaviour.

The Downward Spiral Model, often known as the negative feedback loop model, is the third model. According to Slater et al. (2003), this model takes into consideration both the socialisation and selection hypotheses. According to this hypothesis, violent media and aggressive dispositions are mutually reinforcing. In other words, someone with an aggressive disposition will look for violent media, which will subsequently encourage their aggressive behaviour. This model's lone drawback is that it ignores any additional variables that potentially lessen the connection between animosity and violence game consoles.

### **REVIEW OF LITERATURES**

Devilly G.J., et.al (2023) examined the impact of four media forms- violence game consoles, non-violence game consoles, violence related books, as well as violence associated television programs about emotional rage as well as aggressive conduct. Between the four media types, analysis found no differences in behavioural aggression or state anger. According to regression analysis, those who are more impulsive, emotionally reactive to the media, and dissatisfied with media content, there is a greater likelihood to experience a higher state of rage after being exposed to the media. The participants who were less upset by the media and who had greater trait anger levels exhibited more aggressive behaviour. Overall, these findings imply that, when it comes to media exposure, personality and dissatisfaction are stronger indicators of rage and violence.

Addo. P.C., Fang J., et.al (2021) studies that young adults' aggressive behaviour is linked to violent video game play. 3,219 youngsters betwixt the ages of 18 and 35 were drawn from universities as well as gaming facilities in Ghana as well as China. According to a parallel moderated-mediation regression analysis, playing violent video games is linked to fewer issues with empathy, more aggressive thoughts, and aggressive behaviour.

Coyne S.M., Stockdale L., (2021) examined the effects of ferocious gaming on aggressiveness. The trajectories of ferocious computerised game play in prior studies, however, offer little opportunity for individual variation because long term studies are infrequent. The prevalent study used a person-centred approach to explore the movements, predictors, as well as after-effects of ferocious computerised game play across a ten-year measure. Three kinds of people --those who engaged in high early ferocity (4%), considerate ferocity (23%), as well as ground-level increases (73%), surfaced. In the high beginning ferocity as well as considerate groups, playing violent video games had a propensity to develop a curvilinear pattern over time; however, the low increasers group had a slightly stronger propensity to do so.

Dugarin M.L., Romo L., et.al (2021) examined the link between personality characteristics, emotional reactivity, and playing motives and toxicity (a type of verbally abusive behaviour directed towards other players) in multiplayer online video games. In order to evaluate video gaming habits, impulsivity, empathy, emotion reactivity, and motives to play (such as socialisation, accomplishment, and immersion), a large-scale survey of adult French-speaking gamers (n = 816) was carried out. Results indicated that higher levels of achievement, being a man, playing frequently, and being younger all raised the chance of reporting toxicity and altering behaviour in games. The chance of toxic behaviour was raised by possessing high elevations of two impulsive beliefs (negative urgency as well as sensation seeking) as well as high degrees of emotional reactivity.

Mezquita L., Etkin P., et.al (2021) examined that the cross-sectionally and over time, deviant peers, personality, and VVGE play an additive and interacting influence on adolescent aggressive behaviours. A cross-lagged autoregressive model and several regression analyses were conducted. At both waves, having errant peers and particular personality traits, particularly low agreeableness, were predictive of aggressive behaviour. VVGE also showed a small but substantial influence at both waves, but it lost significance when other factors were taken into account. The relationship between VVGE and aggressive behaviours was not shown to have any long-term repercussions. Both waves revealed some moderating effects: the influence of poor agreeableness and VVGE on violent behaviours considerably increased when individuals reported having more deviant peers.



## **METHODOLOGY**

### **Aim**

- To examine the violent video games, aggression and personality change among young adults

### **Objective**

- To study the impact of violent video games on aggression among young adults.
- To study the impact of violent video games on personality change among young adults.

### **Hypothesis**

- There will be significant relation between violent video games and personality change among young adults.
- There will be significant relation between violent video games and aggression among young adults.

### **Variables**

- a) Independent Variable- Aggression, Personality change
- b) Dependent Variable- Violent Video Games

### **Research Design**

- Correlational design without control group, a subtype of quantitative research design will be used.

### **Sample Design**

- Nature of sample: Sample will be representative of adolescents (18-25 years)
- Size of Sample: 100 (Male, Female)
- Sampling Technique: Simple Random Sampling
- Inclusion criteria: Individuals who are between 18-25 years
- Exclusion criteria: Individuals who are below 18 years and above 25 years.

### **Procedure**

- Survey design conducted online as well as in person.

## Statistical Design

- Pearson correlation
- Descriptive Statistics

## Tools

- a) **Aggression Questionnaire (AGQ)** - 29 items which are rated on a 7-point likert scale from 1 (extremely uncharacteristic of me) to 7 (extremely characteristic of me).
- b) **Gaming Addiction Scale (GAS)** - It is a 7-item questionnaire, a brief instrument based on DSM criteria to assess gaming addiction on a five-point scale: 1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = very often and should be considered endorsed when rated 3 or higher (15)
- c) **EPQ-R Questionnaire** - This personality test (EPQ-R) consists of 48 items for the assessment of personality.

## RESULT AND DISCUSSION

- a) Descriptive Statistics
- b) Pearson Correlation

**Table:1- Correlation among Violent Video Games and Personality**

Correlations			
		EPQ	addiction
EPQ	Pearson Correlation	1	.002
	Sig. (2-tailed)		.989
	N	80	80
addiction	Pearson Correlation	.002	1
	Sig. (2-tailed)	.989	
	N	80	80



**Table:2- Correlation among Violent Video Games and Aggression**

<b>Correlations</b>			
		addiction	Agression
addiction	Pearson Correlation	1	.414**
	Sig. (2-tailed)		.000
	N	80	80
Agression	Pearson Correlation	.414**	1
	Sig. (2-tailed)	.000	
	N	80	80

\*\* . Correlation is significant at the 0.01 level (2-tailed).

This research indicates that there is no meaningful connection. between violent video games as well as personality. There is a significant relationship between violent video games as well as aggression. Within the age of 18-25 years only the relationship between violent video games and aggression was found to be significant. Therefore, the relationship amongst violent video games and personality was a rejected null-hypothesis.

The aim of the study was to examine the violent video games impact on aggression and personality change among young adults. Only the hypothesis for the violent video games impact on personality which was predicted at the beginning of the study was proven wrong.

Further research should be done on large samples where detailed analysis should be done. Further research should not be depending on the particular age group and data should be done on the large sample sizes and different geographical regions for better results.

The significance of the aggressiveness as well as violence game console relationships lies in the consistent evidence of a positive correlation and experimental support for short-term increases in aggression. However, the impact is influenced by individual and contextual factors, and the long-term effects and real-world implications of this relationship require further investigation. Understanding the significance involves considering the multifaceted nature of aggression and acknowledging the limitations and complexities of the research in this area.

## CONCLUSION

The study of “violent video games, aggression and personality change among young adults” was conducted on an age group of 18-25 years. The data was conducted through questionnaires and the result came out to be significant for the connection between violent video games as well as aggression.

It is possible to contemplate that playing a ferocious game console can reduce prosocial behaviours like offering a helping hand and having empathy (the capacity to understand others), as well as reduce sensitivity to witnessing aggressive behaviour.

Aggressive behaviour, cognitions, and emotions all rise as a result of exposure to violence game consoles. Additionally, playing violence game consoles levels up the physiological desensitisation to actual violence and reduces prosocial behaviour.

There is no significance between violent video games and personality could suggest that the individual’s personality was not much affected by the usage of the violent video games, there was just the levels of aggression that were raised up but in some cases. The personality of the individual was as same as it was before getting involved in the video games usage. The individuals who were extrovert, became more mingled-up with other individuals and those who were introverts earlier, remained as introverts and played or made use of the violent video games in their leisure time or to express out their anger or feelings of frustration, sadness through gaming.

### • **Limitations**

There are various constraints that should be noted while investigating the relationship between violence game consoles, aggression, as well as personality development in young people. The generalizability and dependability of the results may be impacted by these restrictions. Here are a few typical limitations:

a) Correlational studies are frequently used in this field of research since they can show connections between variables but not causation. It is difficult to tell whether playing violent video games directly causes aggression or if other factors contribute to the association betwixt exposure to violent video games and increased hostility.

b) Generalizability: Numerous research on this subject have been carried out in controlled laboratory environments, which might not accurately reflect real-world gaming experiences or the variety of behaviours and backgrounds of young adults. Research study participants are frequently few in number and may not be fully representative of the population.

c) Long-term vs. short-term effects: Most studies have concentrated on the short-term effects that occur right after gameplay. However, less is known about the consequences of violence game consoles on aggression over time as well as personality modification. To further understand the long-term consequences, if any, longitudinal studies that follow people over a lengthy period of time are required.

d) Other contributing elements: In addition to playing video games, a number of other things can have an impact on aggression and attitude. It is difficult to separate the negative impacts of violent video games from the influence of other environmental, social, and psychological elements like socioeconomic position, peer interactions, and family dynamics.

When understanding and applying the results of studies on violent video games, aggression, and personality development, it is crucial to keep these limitations in mind.

### • **Recommendations**

Based on the limitations mentioned earlier, here are some recommendations to enhance the quality and relevance of your research on the relationship between violent video games, aggression, and personality change among young adults:

- a) Attempt to include a varied range of participants, such as people from various ethnic backgrounds, age groups, and gaming experiences. Use diverse and representative samples. This will increase the generalizability of your findings to a larger group of young people.
- b) Employ a variety of research techniques: To provide a more thorough picture of the relationship between variables, supplement self-report measurements with additional objective measures, such as behavioural observations or physiological examinations. This can lessen potential biases brought on by using only self-report metrics.
- c) Design of a longitudinal study: Take into account running studies that follow individuals over a lengthy period of time. This will provide you the chance to investigate the over time effects of violence game consoles play on aggressive behaviour and personality development, giving you a more complex understanding of the connection.
- d) Confounding variables should be controlled for by taking into account additional variables, such as family dynamics, peer interactions, and individual characteristics, that may have an impact on aggression and personality. You can account for these variables in your research design or examine their possible consequences using statistical methods.

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