The relationship between the use of computer games and mental health and academic achievement of students of elementary school in Zahedan

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Abstract: Aim of this study is to investigate the relationship between the use of computer games and mental health and academic achievement of students of elementary school in Zahedan. Descriptive research method used was Correlation. The study population consisted of all sixth grade students of elementary school in Zahedan with 9600 people in academic year 2013. In this study, random - cluster procedure and Morgan table is used. Data were collected through a) questionnaire including demographic characteristics, the rate of playing computer games Questionnaire 90-item Symptom Check List (SCL-90-R) and took the student average. The validity of this study is content and Cronbach's alpha to determine reliability coefficient for was obtained 0.97. Pearson's correlation coefficient was used to analyze the hypotheses. Results of correlation coefficient also showed that more playing with computer game students engage, their mental health is at greater risk and will have academic failure. Also results showed between playing computer games with Somatization - Obsession - sensitive relationships - depression - anxiety - anger - phobias (fear of disease) - thoughts of paranoia and psychosis of the students there was a direct and significant relationship.

Key words: computer games, mental health, academic achievement

1. Introduction

Today human has been in the world that earned the academic, industrial, amazing technical gains and in particular communication technologies make it very small. So it has been called global village (Haghighat, 2003). In today's world that is known to the information and communication age, always the face of society has been changing. Increasing progress of science and technology and human sensitivity and attention to the fate of their children every day brings hundreds of new issue in the context of children's growth and education in front of researchers (Ahadi and Bany Jamali, 1999). Today, means of mass communication, especially electronic means as an amazing phenomenon in information age assigned most of impact on the expression of a variety of methods and techniques affecting human behavior (Abdulrahmani, 2006). Nowadays, computer is as an electronic friend to many children, adolescents and young people and the influence and popularity of small computers in the collection of toys for children all stress that with computers as an effective educational tool face accurately (Amin Warzli, 2003).

The game is the most important and the main activity of the child. Child trains a variety of social and educational skills unconsciously through the game. Some experts will not include computer games as toys and some knows it as a new form of the game that to do that, various forms of technology are used. Due to the importance of that area of toys, dolls, cars and... In the sight of the sociologists of growth, but the figures and statistics reflects the increasing growth of computer games fans. «Garner» knows computer games as a sight of technology developments in the age of the computer revolution. This game can be a new way of informal education. There isn't a lot of time from production of the first computer games in the world. The history of generated computer-computer games returns to the eighties decade, appeared in 1977; with the arrival of Apple2 computer, people's tendency grew to buy more computers. According to Bowman, "and "Router", half of the personal computer in the West, was purchased only for the use of computer games. Now computer games, as a means of leisure, are not limited to a particular age. The designers of computer games, with various researches carried out in the case of young children; want to extend the domain of the audience in order to earn more profit. On the other hand, due to mass production, cheap price, easy access, apartment living, and various other factors, every day new fans added on this hobby around the world, and also the audience these games every day with purchase, rent or play in clubs, spent more hours of their time on these games. Computer games are log on to the world of information technology (IT). Undoubtedly this technology with the use of facilities

and planning can capture the user's mind in addition to the learning skills and familiarity with computer user details, cause competition and cooperation. These games, if used appropriately to the nature and in direction of educational purpose, can be very effective in training people, because the trial and error and the possibility of correcting it, is a good strategy for gaining skills in daily living. Nowadays a computer game is as a relatively wide and an attractive media around the world and like any other media can facilitate, deepening, acceleration of teaching and learning, can cause effective training (Fazlollahi and Maleki Tavana, 2011)

In the case of positive and negative effects of computer games on body, spirit and even social habits of kids, a lot research has done. Some researchers know computer games as nervous and mental stress, anxiety, and hostility and violence and some have attention to positive points, especially in the process of teaching and learning. But both groups are certain about this issue that correct choosing of computer games, can cut negative points. The audience of games ranging from children, teenagers and parents to achieve a perfect game, are more influenced by the propaganda that is the interests of the producers and the distributors. Awareness of the quality of the play and its fit with the age of the child makes the logical choice and negative and positive points of the game are not ignored. Parental awareness of the quality of computer games, especially at an early age, can reduce the negative influences of this game such as hostility, anxiety, nightmares and ... (Tafazoli Fard, 2006). One of the health assess axes in different societies, is mental health of the community. Mental health plays an important role in ensuring consistency and efficiency of every society. Adolescence period is as one of the most important and critical stages of growth and transformation process in humans and this era as a period of crisis, storms, stress, parity again, seek identity and so has been mentioned, however, the period of adolescence is often see as health period and this stratum of society with the same default lack prevention services. The Juvenile feature is maturity. A process of maturation is a process and a physical change that is different process from puberty that is a psychological change. Optimal conditions of these two processes will carry on simultaneous, but when the maturity and adolescence don't happen at the same time (which is so often) inevitably teen should tolerate this lack of balance that is the additional stress. A very important point is that many mental disorders during adulthood are actually a continuation of the problems in childhood and adolescence. If the period of adolescence is with no problem, teenager have turned to a healthy adulthood and teenager will play good role in adulthood but if in the way there was difficulties and mental health of teenagers have diversion from the main road, he has to be in astray (Sadeghian, et al., 2010).

Some studies indicate that the computer games more to be a useful, are harmful. In the mental aspect seems that a computer game has negative relationship with mental health status and have direct impact on the aggressive behavior, anxiety, depression and withdrawal of teenagers playing these games.

This will be the questions that; computer game and the amount of use of students had what impact on mental health and academic achievement of them?

The overall objective of the present study examines relationship between playing computer games with the mental health and academic achievement of students. Also, this study examines the relationship between playing computer games with dimensions of mental health.

Hypotheses:
The main hypotheses:
There is a relationship between playing computer Games and mental health and academic achievement of students.

Detailed Assumptions
1 - There is a relationship between playing computer games and Somatization of students.
2 - There is a relationship between playing computer games and an Obsessive - compulsive of students.
3 - There is a relationship between playing computer games and students' Interpersonal Sensitivity.
4 - There is a relationship between playing computer games and depression in students.
5 - There is a relationship between playing computer games and students' anxiety.
6 - There is a relationship between playing computer games and hostility in children.
7 - There is a relationship between playing computer games and students phobias.
8 - There is a relationship between playing computer games and students paranoia.
9 - There is a relationship between playing computer games and students psychosis

Literature review
Shairi and Atri Fard (2006) with a study on the mental health and academic achievement with a sample of 621 shahed University graduate students and random sampling method showed that in terms of mental health among male and female students, there is a significant difference, but in terms of the mental health and academic achievement, there is no

significant relationship.

Haddadi kohsar et al. (2007) study to investigate the relationship between mental health and academic achievement on the 300 of Shahed and non-Shahed students, reach to this results that there is a significant correlation between the mental health and academic achievement. It also showed that in terms of mental health between girls and boys, there is a difference and girl students have a higher rate of depression and lower level of mental health than boys.

A variety of evidence indicates the different dimensions of public health relevance with academic achievement. Based on studies, successful academic performance, increased self-esteem and public health (Rabinson and colleagues 1986) quoted Amini (2007).

Qterifi (2005) in the study entitled "the effect of computer games on mental health and academic performance of male and female elementary school students in Tehran" achieved this conclusion that computer game in addition to physical health has effect on antisocial behaviors and it cause academic failure of students.

Sadeghian (2003) in an article entitled "the effect of computers and the Internet on children and adolescents" came to the conclusion, computer technology is widespread in the society and has incorporated with all aspects of life, from school to the workplace, banking services, buy and sell, pay taxes and even vote. Nowadays this technology plays an important role in the life of children and this role increase quickly. Children with 2-17 years use computer at home, from 48% in 1996 increase to 70% in 2000. The use of the Internet, increase from 15% to 52% in 5-year e-round. But, does this technology improve the lives of children. Despite the positive aspects, such as the educational aspects and communication services, computer and Internet also has negative aspects. Non control use of computer, particularly when it is with other technologies such as television, child will be at risk of harmful effects on the physical, social and mental development. That they may be Visual problems, skeletal system injuries, obesity, affect on social skills, communication problems in family and e-addiction. If computer is used correctly, it has positive effects. With attention to some points, when using the computer, we can make sure that the use of the computer in the present and future improves lives of children. Since the computer is in all part of life, it is important that how are these technologies can improve the growth and development of children, improve or distracting.

Supaket et al. (2008) in their research with the title of effective factors on addiction to a computer games and the mental health of the teenage

male in the state's Si Sa kt in Moing zone, which aims to identify the factors affecting the computer-game addiction, mental health and psychological state and relationship between the computer game addiction and mental health of teenage boys, The state's Si Sa kt in Moing zone, concluded that 23.1% of teen were addicted to computer games, and have been, 76.9% of them wasn't like this. Factors affecting to computer game addiction include household computer accessibility connected to the Internet and friends. Teens have the Internet in house, 2.3 times compared to peers without the Internet in house had a higher chance for computer-game addiction. Teens have a perverted buddy; 2.2 times had greater chance for addiction compared to teenagers with nonetheless friends with lower pervert. About the mental health of adolescent boys, this study showed that 61.0% kids addicted to computer games had a poor mental health care. This review suggests that the family should be fitted computers in a public room so parents can view and teen acts on the monitor it and thus prevented from doing unhealthy game made by children. The family must arrange a group of friends and know them, to observe content of game and to prevent addiction of children to computer games.

Shaffer (2000) in a study concluded that playing these games and rewards that aggressive behavior receive during game, may cause children follow this behavior and during time lose sensitivity to the question of violence.

Col and Paoner (2000) in his study on 204 London students evaluate relationship between computer games and social withdrawal; loss of confidence and hostility among teens. The results of this study showed that even though there was no direct relationship between social withdrawal games and computer games, but there is relationship between hostility and playing computer games.

Cooper and Maki (1986), Fisher (quoted Morteza Manteghi 2001) and Anderson and Dale (2000) indicate to the impact of computer games to create and update hostility and in their investigations have found that computer games can enhance children's hostility. Anderson and Dale as well as the role of computer games to create hostility, have stated that these games can impact on anti-social behaviors and conflict.

Murphy et al. (1986) and Gavin app et al. (1993) in their research have emphasis on the impact of computer games on anxiety.

Sters, et al. (1994) stated the impact of computer games as an obsession, addiction to inhuman behaviors play, growth of anti-social behavior, health problems and empty emotions.

Sakamoto (1994) believes that between compatibility and the use of computer games, there is

no relationship.

Research results Mark Grifins (1997) showed between violent computers games from each five games, which have been diagnosed suitable for children six years and older, in three games for killing or damaging to computer characters, earn points. Considering that this games after TV are known as a second fun, opponents of these games emphasizing its adverse effects, including addiction to the game, hostility, anger, and spend lots of money to purchase it and its high mental and physical abuse, state that the impact of cited damages is much higher than cases such as manual and elevated ocular coordination – and other positive aspects (Anderson and Buchman, 2001).

Hongsa-nguansri et al. (2003) in his study titled the relationship of computer games and the problems caused by addiction to computer games, between the second school students studied. About 16.6% of these students feel that they are addicted to computer games; these statistics for male students were 31.5% and 20.6% for female students. Griffiths et al. (2004) in a study determined that in England about 7.5% of teenagers ages 11-17 years play computer games, addicted to such games and teenagers ages 12-17 years this figure is equal to 19.9% .

Hongsa-nguansri et al. and ketmarn (2005), state that computer game addiction on adolescents after learning new technologies in recent years has increased by them. Until now, the standard condition has not yet been formulated to diagnose addiction to computer games. How to behave to computer games is that teens are able to control and limit themselves that to leave game at any time when they face an incident in the real world. For children and adolescents addicted to computer games, Hongsa-nguansri et al, and Ketmarn p. explores study with the theme of addiction to the game, such as dependence and gambling. They expressed that the players have a sense of satisfaction when they win. Teen tends to play all the time (desire).

Funk (2005) in a report pointed out that some of the people in Thailand or other countries who play a computer game, they play until it finish without interruption, and without going to bed or eating and drinking. Behavior of addicts about computer games affects both physical health and mental health. Phapoom P. (2004) in the investigation concluded that playing a computer games for a long period of time cause a risk of mental health problems for youth. Players usually ignore individual health, relationships with family and others, his education and work and tolerate the worse economic conditions. This article was shown sitting in a computer game for prolonged periods of time, cause stress, despair, anger

and hostility. Nantamonculari (2002) in a study concluded today, playing a computer games is inclusive. However, the number of reviews was taken related with the mental health of adolescents addicted to a computer game, in comparison with other media, are low. Boy teens like playing with computers more than girl teens because most computer games have more appropriate content for the boys.

Lee-anansaksiri (2005), Chaivasu (2004), Nirapath (2005), Senarak (2004) and Matavee (2005) in their research points about the relationship between addiction to computer games and mental health specify teens that play computer games had a set of problems in mental health. Teens that have an addiction to computer games have more poor mental health. These conditions can explain that probably teenage attracted computer games, can become aggressive and this thread on a different aspect of life, and influence on mental health.

Research methodology

In this study, according to the research on the relationship between the use of computer games with mental health and academic achievement of elementary school students in Zahedan, descriptive research method is correlation. The statistical population consists of the entire sixth grade students in 2013 with the number of 9600 people. In this study, the random-cluster method based on a table of Morgan and education area has been used, that mean from each of the two education district in Zahedan 10 school (5 girls school and 5 boys school) and 384 questionnaire (by Morgan table) were selected. In this study, for variables measurement, two tools were used.

1 – Demographic characteristics questionnaire and amount of playing computer games.

2 – The Symptom Check List 90-item questionnaire (SCL-90-R)

3- Students average

The Symptom Check List 90-item questionnaire (SCL-90-R) is one of the most popular tools for psychiatric diagnosis in the United States. This test contains 90 questions for psychological symptoms evaluation and will be reported by respondents. This test at the first was design for psychological aspects of physical and psychological patients. With the use of this test can diagnosis healthy people from patients. The experiments were introduced by Deragutis et al. in 1973 and based on the clinical experiences and Psychometric analysis of the revised and final version was produced in 1976 (Pasha Sharifi, 1997).

Each of the test questions has a range of 5 degrees of discomfort from zero to four grades (none to severe) is formed. Test questions include 9

different dimensions.
1 - Somatization (SOM)
2- Obsessive- compulsive (O-C)
3 - Interpersonal sensitivity (INT)
4 - Depression (DEP)
5 - Anxiety (ANX)
6- Hostility (HOS)
7 - Phobic Anxiety (PHOB)
8 - Paranoid (RAR)
9 – Psychotism (PYS)

Scoring this test is simple and consists of a simple mathematical operations mean the sum and division to two decimal places. To each of the questions depending on the answers given from zero to four score awarded. For 9 dimension scoring, first obtained scores from each dimension are calculated and then divided by the number of questions of that dimension, and then we will report the results to two decimal places (Abedi and Mashhadi, 1999).

Various studies have demonstrated the validity of this test. Table of reliability coefficients of SCL-90-R test were calculated and statistical population show each subscale.

Table of reliability coefficient of SCL-90-R divided to statistical population of study

Total	Psychotism	Paranoid	Phobic Anxiety	Hostility	Anxiety	Interpersonal Sensitivity	Depression	Obsessive -compulsive	Somatization	calculation	sample	Researchers
0.97	0.84	0.80	0.82	0.93	0.85	0.91	0.87	0.92	0.85	Cronbach Alpha	384 people	research
0.98	0.82	0.83	0.83	0.90	0.80	0.93	0.84	0.91	0.82	Cronbach Alpha	188 veterans	Marashi shokrkon (1996)
0.80	0.68	0.74	0.68	0.74	0.81	0.81	0.76	0.81	0.83	Retest	1412 Al Zahra	Reza pur and Salimi 1997
0.89	0.76	0.77	0.59	0.57	0.85	0.86	0.77	0.82	0.80	Cronbach	165 Esfahan students	Mousavi dehrvdi 1979

In this research for the analysis of hypotheses from inferential statistics of the Pearson correlation coefficient was used. It should be noted that all statistical analysis was performed by software SPSS, version 18.

Data analysis

Main hypothesis of the research: there is relationship between computer games with mental health and academic achievement.

To examine the relationship between computer games with mental health and academic achievement of students from Pearson correlation coefficients in advanced software SPSS 18 were used that the results described in table below were obtained.

Correlation coefficient between playing games with mental health and academic achievement

academic achievement	mental health	Playing computer games
-0.54	0.77	r
0.000	0.000	Sig

The results of above table also show that the correlation coefficient of playing games and mental health is equal to r =0.77, which is significant at a confidence level of 99% (p<0.01); therefore according to the grading health Questionnaire, the greater scores individuals obtain from these tests, they are at greater risk of mental health . Thus, we can conclude the more students playing computer games; they could be at greater risk of mental health.

Also correlation coefficient between playing the computer games and educational attainment equal to r=-0.54, which is significant at a confidence level of 99% (p<0.01); therefore conclude there are inverse and significant relationship between these two.

First hypothesis: There is a relationship between playing computer games and Somatization of students.

The correlation coefficient between computer games with somatization

Variable correlation		variables
Sig	R	
0.01	0.29	Playing computer games
		Somatization

As the results of table shows, according to the (r=0.29, p<0.01) between computer games and somatization of students, there is positive and meaningful relationship at 99% confidence level. In conclusion, these findings indicate that there is a relationship between computer games and students' physical complaints.

Second hypothesis: There is a relationship between playing computer games and an Obsessive - compulsive of students.

The correlation coefficient between computer games and students' obsession

Pearson correlation		Variables
Sig	R	
0.01	0.43	Playing computer games
		Obsession

As the results of table shows, according to the (r=0.43, p<0.01) between playing computer games and obsession of students, there is relationship positively and significantly at the 99% level of confidence. As a result of this finding, there is relationship between playing the games and obsession of students.

Third hypothesis: There is a relationship between playing computer games and students' Interpersonal Sensitivity.

The correlation coefficient between interpersonal sensitivity and computer games

Pearson correlation		Variables
Sig	R	
0.01	0.45	Playing computer games
		students' Interpersonal Sensitivity

As the results of table shows, according to the (r=0.43, p<0.01) between the computer games and the students' Interpersonal Sensitivity, there is positive and significant relationship at the 99 percent confidence level. In conclusion, these findings indicate that there is the relationship between computer games and students' Interpersonal Sensitivity.

Fourth hypothesis: There is a relationship between playing computer games and depression in students.

Correlation coefficient between computer games and depression

Pearson correlation		variables
Sig	R	
0.01	0.56	Playing computer games
		Depression

As the results of table shows, according to the (r=0.56, p<0.01) between the computer game and depression of students there is a significant and positive relationship at 99% confidence level. In conclusion, these findings show that there is relationship between playing games and depression of students.

Fifth hypothesis: There is a relationship between computer games and students' anxiety.

Coefficient correlation between computer games and Anxiety

Pearson correlation		Variables
Sig	R	
0.01	0.52	Playing computer games
		Anxiety

As results of table shows, according to the (r=0.52, p<0.01) between the computer game and anxiety, there is a positive and significant relationship at 99% confidence level. As a result, this finding shows relationship between the computer games and anxiety of students.

The sixth hypothesis: There is a relationship between playing computer games and hostility in children.

Coefficient correlation between computer games and hostility

Pearson correlation		Variables
Sig	R	
0.01	0.54	Playing computer games
		Hostility

As results of table shows, according to the (r=0.43, p<0.01) between computer games and hostility of students, there is a meaningful and positive relationship at 99% confidence level. In conclusion, these findings show that there is relationship between computer games and hostility in children.

Hypothesis seventh: There is a relationship between playing computer games and students phobias.

Correlation coefficient between computer games and phobias (fear of disease)

Pearson correlation		Variables
Sig	R	
0.01	0.27	Playing computer games
		Phobias (fear of disease)

As results of table shows, according to the (r=0.43, p<0.01) between the computer game and phobias (9 phobic) students, there is relationship positively and significantly at 99% confidence level. Consequently, these findings indicate that between computer games and phobic students.

Hypothesis eighth: There is a relationship between playing computer games and students paranoia.

The coefficient correlation between playing computer games and paranoid thoughts

Pearson correlation		Variables
Sig	R	
0.01	0.40	Playing computer games
		Paranoid thoughts

As results of the table shows, according to the (r=0.40, p<0.01) between computer games and paranoid thoughts of students, there is positive and significant relationship at the 99 percent confidence level. In conclusion, these findings indicate that between computer games and paranoid thoughts of the students there is relationship.

Hypothesis ninth: There is a relationship between playing computer games and students psychosis

Coefficient correlation between computer games and psychosis

Pearson correlation		Variables
Sig	R	
0.01	0.26	Playing computer games
		Psychosis

As results of the table shows, according to the (r=0.43, p<0.01) between computer games and psychosis of students, there is significant and positive relationship at 99% confidence level. In conclusion, these findings show that between playing computer games and psychosis of students there is relationship.
Discussion and conclusion:
Main hypothesis of the research: there is relationship between computer games with mental health and academic achievement.

The results showed that the more students play computer games, mental health of them is more at risk, and cause failure at the school.

These findings are corresponding with results of Sadeghian (2003), Qtryfy (2005), Haddadi Kuhsar et al. (2007), (Amini, 2007) Supaket et al (2008), (Anderson and Buchman, 2001), Nantamvnkvlchay (2002), Lee-anansaksiri (2005), Chaivasu (2004), Nirapath (2005), Senarak (2004) and Matavee (2005) since they specify in their research the relationship between computer games and mental health, adolescents that play computer games deal with the problems of mental health and academic achievement suffers, but with the results of

Shairi and Atri Fard (2006) are consistent because they had found no relationship between mental health and academic achievement.

First hypothesis: There is a relationship between playing computer games and Somatization of students.

Results showed that between playing computer games and somatization of the students there is relationship. This finding with the result of Sterz et al (1994), Funk (2005) is corresponded and aligns.

Second hypothesis: There is a relationship between playing computer games and an Obsessive - compulsive of students.

Results showed that between playing computer games and Obsessive - compulsive of the students there is relationship. This finding with the result of Sterz et al (1994) is corresponded and aligns. Third hypothesis: There is a relationship between playing computer games and students' Interpersonal Sensitivity.

The results showed that between computer games and students sensitivity, there is a relationship, that the results of these findings with the results of Sadeghian (2003), Qtryfy (2005), Haddadi Kuhsar et al. (2007), (Amini, 2007) Supaket et al (2008), (Anderson and Buchman, 2001), Nantamvnkvlchay (2002), Lee-anansaksiri (2005), Chaivasu (2004), Nirapath (2005), Senarak (2004) and Matavee (2005) since they found relationship between computer games and mental health in their research, that is evidence of lack of mental health in sensitivity of relations.

Hypothesis IV: There is a relationship between playing computer games and depression in students. The results showed that there is relationship between computer games and depression that are correspond and aligns to the result of Fapom (2004) research; in the research, found the relationship between computer game and the despair and depression.

The fifth hypothesis: There is a relationship between playing computer games and students' anxiety. Results showed that between addressing student anxiety and computer games is relationship that the findings with the research results of Murphy et al (1986), Gavin up et al. (1993) has conformity, they found relationship between anxiety and computer games in their research.

The sixth hypothesis: There is a relationship between playing computer games and hostility in children.

Results showed that between playing computer games and hostility of students, there is relationship, that this finding with research finding of Scheffer (2000), and the Kavli Pavnr (2000), Cooper

and Maki (1986) and Fapum (2004) has conformity. They found the relationship between computer games and hostility.

Hypothesis seventh: There is a relationship between playing computer games and students phobias.

Results showed that between playing computer games and phobias (fear of disease), there is a correlation, that the results with the of finding Sadeghian (2003), Qtryfy (2005), Haddadi Kuhsar et al. (2007), (Amini, 2007) Supaket et al (2008), (Anderson and Buchman, 2001), Nantamvnkvlchay (2002), Lee-anansaksiri (2005), Chaivasu (2004), Nirapath (2005), Senarak (2004) and Matavee (2005) since they found in their researches the relationship between computer games and mental health, that one of criteria for the lack of mental health is fear of disease.

The eighth hypothesis: There is a relationship between playing computer games and paranoia of students.

Results showed that between playing computer games and paranoid thinking of students, there is relationship, that somehow finding with the results of Sadeghian (2003), Qtryfy (2005), Haddadi Kuhsar et al. (2007), (Amini, 2007) Supaket et al (2008), (Anderson and Buchman, 2001), Nantamvnkvlchay (2002), Lee-anansaksiri (2005), Chaivasu (2004), Nirapath (2005), Senarak (2004) and Matavee (2005) is align and match since they found in their researches the relationship between computer games and mental health, that one of criteria for the lack of mental health is paranoia thinking.

Hypothesis Nine: There is a relationship between playing computer games and students psychosis.

The results showed that there is a relationship between computer games and students psychosis somehow finding with results of Sadeghian (2003), Qtryfy (2005), Haddadi Kuhsar et al. (2007), (Amini, 2007) Supaket et al (2008), (Anderson and Buchman, 2001), Nantamvnkvlchay (2002), Lee-anansaksiri (2005), Chaivasu (2004), Nirapath (2005), Senarak (2004) and Matavee (2005) is correspond since they found in their research the relationship between computer games and mental health, that one of criteria for the lack of mental health is psychosis.

Conclusion

Computer games as well as the most popular and attractive entertainment tool for children and adolescents of today is considered a serious threat to health of body and spirit. Some psychologists believe that these types of games are

gradually revealed in users' behavior and speech. This group of psychologist's calls the professional users of computer games as "unknown mentally ill". Concurrent with the formation of each community's thought, each member becomes familiar with norms and disorders. Roll of each of the pillars of the community, including parents and school personnel in the development of thought is undeniable. The neglect of their duties is unforgivable sin. Psychologists always in talk about the formation of character, behavior and speech of people, emphasize to the role of tools such as television, books and newspapers. Now, with the formation of the complex world of computer games, the alarms about the vulnerability of children's characters and adolescence and its influence on society have increased. In the meantime, unfortunately, due to lack of parental understanding with the consequences of these games and also absence of strong and effective legislative oversight, vulnerability circle of Iranian teenagers and children are more than other users (gamers) in the computer game world.

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