

The Study of Gaming Addiction Among School Going Students of District Yamuna Nagar in Relation to Gender

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Abstract- Technology is playing an important role in every aspect of human life. People are using the latest technologies for information and entertainment purposes. For infotainment people are depending on social media and online gaming in advanced model. In this virtual world online gaming becomes the most popular and touching its highest level. Online game is a video game that is played with the help of internet or any other computer network available. Generally people consider online gaming as their mode of entertainment. In this generation with the development of mobile industry and network has helped in the growth of online gaming industry. The students use online gaming to release their stress level. As everything has an opposite side online gaming also has, due to excessive usage of online gaming people get addicted to it which will cause many health issues like vision related problems, headaches, neck pain and mental issues also. So the present study was done to check gaming addiction among school going students of district Yamuna Nagar, Haryana. The study revealed that approximately 80% of the participants had online gaming addiction.

Key Words: *Gaming, Gaming Addictions*

I. INTRODUCTION

In the automated world of gaming not only small children but adolescents and people from many age groups are also involved. The sales of android phones are increasing and maximum in India as compared to other countries in the world. Indian smart phone sales grew by 7.3 percent on a year-on-year basis in the second quarter of 2025, according to a recent report by a market research firm. In the first half of the year, 70 million smart phones were shipped in the country, marking a 0.9 percent growth. According to a report by IDC, based on data from its Worldwide Quarterly Mobile Phone Tracker, in first half of 2025, India's smart phone market shipped 70 million units, showing a 0.9 percent year-on-year growth. Rather, being just

a recreational activity, gaming is now growing as an addiction among young users. Excessive use of online Gaming is called the gaming addiction therefore, kids addicted to online games have an uncontrollable urge to continue playing the games.

Kids are online more than ever before. After Covid-19 the screen time of students has increased very well. The students started spending more time on phones and other gadgets for gaming than using these gadgets for study. The increased exposure to gaming can drive to gaming disorders. The gaming is proceeding from being a mere source of entertainment, fun and relaxation to the student's life today and becoming an endless loop of addiction.

With over 2000 million people accessing the web daily (Lenhart et al., 2008) and 90-97% of children using it to play Online Games (Olson, 2008). More recent studies of Duggan (2015) confirm that gaming has gained extensive popularity amongst the youngsters and adults as a favorite pastime. Considering this rise in incidence and prevalence of Online Gaming to be able to play Online Games, therefore, has become a developmental task (a normal expectation of behavior from an age group) in itself for the younger generation. Recent studies report that in the past 20 years, Online Games have emerged as a pivotal recreational activity, particularly, amongst the adolescents (Ofcom, 2015). Wan and Chiou (2006) found that online games were found to be a dependency causing activity for the adolescents.

II. CONCEPT OF GAMING

As technology is continuously advancing day by day, the gaming industry has adapted the new platforms for attracting people. The rise in use of smart phones and tablets led to the eruption of mobile gaming. The millions of people are now carrying powerful gaming

devices in their pockets. Mobile gaming has become accessible to the persons of all age groups. The games like “Angry Birds” and “Candy Crush Saga” become so popular and attracting the youth gamers, breaking records in terms of downloads and income.

The lucidity and mobility of online games make easy for the people to play anytime, anywhere. Furthermore, the gaming industry is increasingly adapting the variety of factors that belong to real world. Now the games are becoming more real and relating to the gamers life. The gaming industries are introducing the vibrant features in games, wider range of characters and stories that appeal to a diverse audience. The most trending games among school going students in India are Free Fire, Clash of Clan,

Mine Craft, IBDI (Indian bike driving 3-D), Pub-G, Subway Safar, etc. India becomes second country in the world in most gaming addicted people.

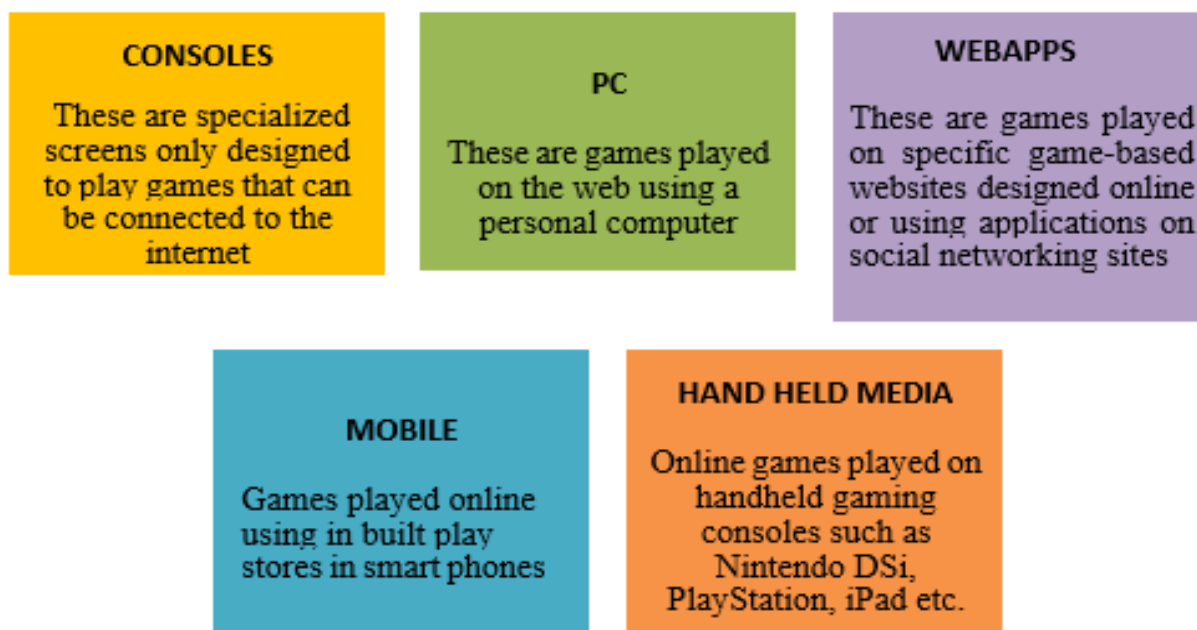
III. TYPES OF GAMES

There are two broad types of games (Rooij et al. 2008):

- *Offline Games:* Games that are played without using the web; utilizing other technological devices such as smart phones, computers, gaming consoles etc.
- *Online Games:* Games that are played using the web on either smart phones or computers.

IV. PLATFORMS OF GAMING

Online Games can be played using the following platforms (Child net International, 2011):



V. CONCEPT OF GAMING ADDICTION

Video Gaming Addiction (VGA), also known as gaming disorder or internet gaming disorder, is generally defined as a psychological addiction that is problematic compulsive use of video games that results in an individual's disability to function in various domains of life over a prolonged period of time. Video games have captured the imagination of children all over the world after COVID- 19 with the

introduction of online games. The graphic features and multifaceted nature of these games attracts many children, teens and adults. These games have the potential to consume a large amount of time because the players tried repeatedly to win, in spite of knowing that they are wasting their time. Today, video game addiction similar to compulsive gambling, in which the rush of winning becomes one of the primary motivations for playing. The World Health Organization (WHO) included gaming disorder in the

11th revision of its International Classification of Diseases (ICD).

VI. SYMPTOMS OF GAMING ADDICTIONS

Gaming addiction have a variety of negative effects such as causing sleeplessness, disturbed sleep or resulting in reduced recreational activities other than playing games (Rehbein et al., 2010), difficulty sustaining attention and reduced performance in academics (Gentile, 2009), psychopathologies viz., Depression, Anxiety, Aggression etc., as well as difficulty in maintaining family and peer relationships (Wan & Chiou, 2006). Therefore, the symptoms of playing Online Gaming are as follows:

Aggressive and Violent behavior: Various studies posit a link between Online Gaming and increase in Aggressive behavior amongst adolescents (Anderson et al., 2010 and Lemola et al., 2011 and Fischer et al., 2009) depicted a relatively higher level of Aggression amongst those who played Online Games allowing personalization of gaming characters as compared to those that played other games. Experiments also depict that a brief exposure to such violent content may also enhance hostility in effect, Aggression in cognition and violence in behavior (Anderson and Dill, 2000; Carnagey and Anderson, 2005; Konijn et al., 2007).

Attention/Focus Disorder: Excessive online gaming may negatively impact the concentration and focus of the individual. Playing online games may reduce an individual's ability to sustain their concentration on an individual task for a long period of time (Gentile et al., 2012). Online Gaming may further result in problems in focusing attention and consequently might negatively impact the gamer's performance in academics Cummings and Vandewater (2007), Gentile (2009). Online Gaming may result in problems related with attention, even in the absence of any earlier attentional problems Swing et al. (2010), Gentile et al. (2012).

Risk of Obesity: Online Games are likely to enhance sedentary behaviors amongst children and adolescents. Online Games that do not involve any physical activity are likely to promote obesity by increasing the consumption of calorie rich food while

gaming and consequently might promote the adoption of a sedentary lifestyle Vandewater and Cummings (2008).

Online Games to not only increase the risk for obesity amongst gamers but also reduced their physical activity levels. Subrahmanyam et al. (2000) and Vanderwater et al. (2004).

Insensitivity: In online gaming especially those games which are consisting of violent/aggressive content is likely to make the gamers insensitive to real life aggressive behavior. Gamers who constantly engage in violent game play usually show a lack of empathy, an increased desensitization to real life aggression and reduction in pro social behavior (Anderson et al., 2003; Huesmann et al., 2003; Bzdok et al. (2012) depict an altered activity in brain areas associated with „empathy“ in individuals who engage in excessive game play.

Depressiveness: Online gamers are likely to experience more negative mood states and pessimistic tendencies as compared to non-gamers. Gentile et al. (2011) Depressive Tendencies are predictive of Problematic Gaming. Depressive symptoms while reducing gaming improved Depressive Tendencies. Gentile (2009) and Gentile et al. (2011) depicted comorbidity between Online Gaming and Depression. There is an association between Online Games and Depressive Tendencies amongst adolescents along with seeking dependency for performing their day-to-day activities meanwhile increasing their social isolation (Haagsima,2008).

Problems in Decision Making: Gamers are likely to have weak decision making, thinking and reasoning skills. Kirsh et al. (2005) and Mathews et al. (2005) depicted that Online Gamers experienced deficits in their executive functioning of the brain. Anderson (2004) and Okdie et al. (2014) depicted violent games to be causative of pessimistic cognitions. Adolescents who frequently engaged in Online Gaming were likely to have a weak executive functioning and more attention based problems as compared to other gamers. *Poor Academic Performance:* Studies of Anderson and Dill (2000) and Gentile et al. (2004) showed a lowered performance at school as a consequence of engaging in excessive Online Games.

VII. JUSTIFICATION OF THE STUDY

The study of gaming addiction among school students will help us to know about the positive or negative effect of it on the society. It helps us to understand the mental health, emotional health and physical health through this research. The study will also show us about the number of young ones whom got addiction. Multiple factors have been identified as significant predictors of academic performance in the context of online gaming. These include the amount of time spent playing games, the student's gender, the number of academic subjects or units

taken, class attendance, the size and quality of social circles, and long-term career preferences. These variables interact in complex ways to influence educational outcomes. For instance, students with heavier subject loads and poor time management may struggle more if they also spend significant time in gaming. The present study tried to find out the addictions among the males and females.

Additionally, research suggests that gaming disorder, a condition characterized by impaired control over gaming and prioritizing gaming over other activities negatively affect the student's physical and mental health. Present study holds significance for several stakeholders in the educational and developmental systems. The study provides insights into the extent of gaming addiction among adolescents, a critical age for forming academic habits and social behaviour. By identifying the levels of addiction and its demographic correlations, schools can initiate timely counselling interventions, and parents can monitor and guide gaming behaviours more effectively.

For educators, understanding the influence of gaming on students' academic performance can help design appropriate teaching and engagement strategies. For mental health professionals, this study sheds light on behavioural patterns that may require therapeutic attention. Moreover, for policymakers, the results can help formulate guidelines related to screen time, school counselling, infrastructure, and curriculum-level digital awareness modules.

Statement of Problem

THE STUDY OF GAMING ADDICTION AMONG SCHOOL GOING STUDENTS OF DISTRICT YAMUNA NAGAR IN RELATION TO GENDER

Objectives of the Study

- To study the gaming addiction among the school going students of district Yamuna Nagar.
- To study the difference between gaming addiction of male and female students.

Hypothesis of the Study

- ❖ There exists no addiction among the school going students of district Yamuna Nagar.
- ❖ There is no significance of difference of gaming addiction between the male and female students.

Delimitations of the Study

- 1) The study is limited to students studying in grade VI and VII only.
- 2) The study is limited to students of Yamuna Nagar district only.

VIII. REVIEW OF LITERATURE

Indian Studies

Chakraborty (2019) studied online gaming behavior among urban teenagers and found that over 65% of adolescents spent more than 3 hours daily on games, with negative impacts on grades and social relationships. Kaur and Kaur (2021) investigated the academic performance of school students in relation to their gaming habits in Punjab. The study found that excessive mobile gaming was correlated with poor academic results and reduced class participation. Jain and Sharma (2020) reported that both government and private school students are equally prone to gaming addiction, though private school students had more access to devices and internet facilities. Rani et al. (2022) examined gender differences in gaming behavior and observed that male students were more likely to exhibit addictive behaviors compared to female students, although the performance impact was evident in both groups. Gentile (2009) found that the academic performance of students spending more than 6 hours a week on games was significantly lower than that of their peers. Khan and Ameen (2020) noted that while moderate gaming may enhance learning through simulations and educational games, excessive gaming leads to attention disorders, poor time management, and emotional fatigue

Foreign Studies

Hafeez et al. (2015) found that most students in this study suffered from bad sleep quality. DSM-V edition describes internet gaming disorder as behavioral addiction type. Internet gaming disorder is categorized along with internet use disorder/Internet addiction in appendix of updated version of diagnostic and statistical manual for Mental Disorders. Chen et al. studied the disrupted functional networking individuals with Internet gaming disorder primarily, evidence from the comparison with recreational game users. M. C. Haagsma et al. (2012) studied the cognitive-behavioral model of problematic online gaming in adolescents aged 12–22 years.

IX. POPULATION AND SAMPLE

For the present study researcher selected 120 students from 5 government school and 5 private schools of district Yamuna Nagar by random sampling technique.

X. METHODOLOGY

The researcher collected data of 120 students of school going students of district Yamauna Nagar equally into two equal groups of 60 Male and 60 Female students. The checklist for Gaming Addiction was used by the researcher to collect the data from the students. In the checklist the students have to tick ‘Yes’ or ‘No’ to the statements seeking information about game addiction.

XI. DATA ANALYSIS

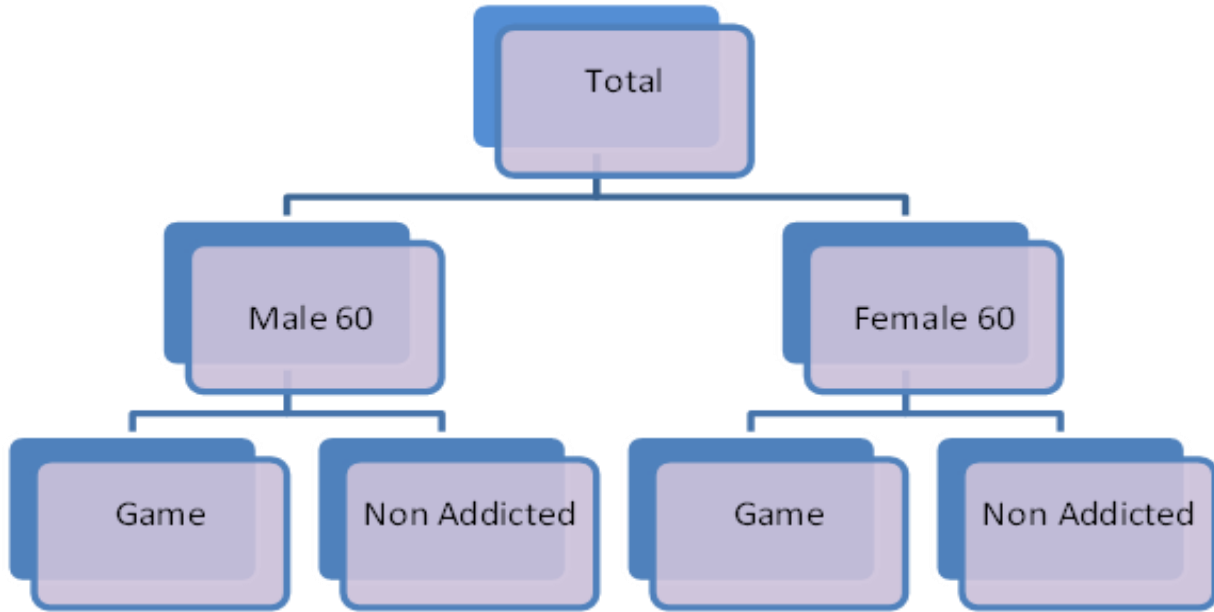


Diagram: 1

The above diagram depicted that 120 students were studied by the researcher. There were 60 male and 60 female from 10 schools of district Yamuna Nagar. Out

of 60 male 50 male are found to be game addiction. Out of 60 female 46 are found to be addicted. Therefore 96 students have gaming addiction in total.

Table 1.1 Mean Addiction Score of Male and Female Students in Gaming Addiction

Questionnaire

Gender	Number of Students	Mean Addiction Score	Standard Deviation (SD)	t- value
Male	60	2.70	0.68	t = 0.38
Female	60	2.65	0.75	

This table presents the mean addiction scores and

standard deviations for male and female students.

Male students have a mean score of 2.70, with an SD of 0.68 and Female students have a mean score of 2.65, with an SD of 0.75. The t-value is 0.38 which is less than the table value, which means there is no significant difference between the gaming addictions of male and female students.

XII. MAIN FINDINGS OF THE STUDY

1. A significant number of students fall into the "Addicted" category.
2. The addiction level is considerably high, 80% students ticked yes to gaming addiction statements.
3. Male students had a slightly higher mean addiction score (2.70) than females (2.65), but the difference was not statistically significant.
4. The gaming addiction is prevalent among both genders.

XIII. CONCLUSION

Gaming is becoming a sin to society, country and of whole world. Many students take results of these games personally and so seriously that they bound to commit suicide even. On other side many students have been trapping in the financial losses in online gaming for winning more and more levels. The government should keep a check on such types of gaming apps and platforms. The gender differences do not play any roles in gaming addictions. Both genders are actively involved in gaming now a days. It is the duty of parents, teachers and policy makers to take this issue in consideration. This will help the coming generations to be mentally and physically healthy.

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