

## Digital Gaming Addiction of Higher Secondary Students

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### Abstract

This research examines the prevalence and effects of Digital Gaming Addiction (DGA) among higher secondary students, with an emphasis on differences by gender and school type. DGA refers to the uncontrollable and compulsive use of digital games that disrupts a student's academic, social, and personal life. With easy access to games through smartphones and other devices, many students are prone to developing habits that can negatively impact their studies, mental well-being, and interpersonal relationships. Data were gathered through a standardized questionnaire from a randomly selected group of students from both government and private schools. Results showed no significant differences in digital gaming addiction based on gender and type of school. This study underscores the need to raise awareness and implement strategies to encourage balanced technology use among students.

**Keywords:** Digital, Academic, Games, Addiction, Higher secondary students

### Introduction

The rise of digital technologies has transformed entertainment, making gaming a preferred activity among adolescents, particularly higher secondary students. With easy access to games on smartphones and computers, students engage in both recreational and educational gaming. However, excessive gaming can lead to behavioural issues, dependency, and negative impacts on academic performance, physical health, and social relationships. Adolescents, often under intense academic and social pressure, may turn to gaming for escape, sometimes developing compulsive behaviours. This study seeks to understand the prevalence and causes of DGA and explore solutions to curb this growing problem.

## Meaning of Digital Gaming Addiction

Digital gaming addiction is characterized by compulsive and uncontrolled gaming that interferes with daily activities, including academics, personal relationships, and well-being. It manifests when individuals prioritize gaming over essential tasks, leading to harmful effects across various aspects of life.

## Definition of Digital Gaming Addiction

According to the World Health Organization (WHO), digital gaming addiction is a behavioural disorder involving persistent or recurrent gaming behaviours. It is marked by impaired control over gaming, prioritizing gaming over other interests and activities, and continuing or escalating gaming despite negative consequences on personal, social, or academic life.

## Review of Literature

**Griffiths and Kuss (2012)** equate digital gaming addiction with behavioural addictions like gambling, noting that excessive gaming triggers similar neurochemical responses, resulting in compulsive behaviours.

**Choo et al. (2010)** identified emotional regulation issues and low self-esteem as precursors to gaming addiction.

**Przybylski et al. (2017)** found a link between social isolation and gaming addiction, with affected students showing poor academic performance and withdrawal from social interactions. King and **Delfabbro (2014)** reported that gaming addiction heightens anxiety, depression, and loneliness in adolescents.

**Anderson and Dill (2000)** demonstrated that violent video games could worsen aggression and lead to addictive behaviours.

## Need and Significance of the Study

Understanding the rising prevalence of DGA among adolescents, particularly higher secondary students, is critical. The adolescent stage is vital for cognitive, emotional, and social development, which excessive gaming can disrupt. DGA leads to poor academic performance, mental health issues, and social struggles, emphasizing the importance of addressing this issue.

## Objective

To investigate variations in Digital Gaming Addiction among Higher Secondary Students based on Gender and Type of School.

## Hypotheses

- No significant difference exists in Digital Gaming Addiction based on Gender.
- No significant difference exists in Digital Gaming Addiction based on Type of School.

## Methodology

This study assesses DGA among higher secondary students using a 20-item standardized questionnaire, where participants rated their responses on a five-point Likert scale. Data were collected from randomly selected students from various school types through survey.

## Analysis and Inferences

**Hypothesis 1:** No substantial disparity exists in the Digital Gaming Addiction of Higher Secondary Students based on differences in Gender.

**Table 1**

**Illustrating variations in Digital Gaming Addiction of Higher Secondary Students based on differences in Gender.**

Gender	N	Mean	Std. Deviation	t-value	df	Sig. level
Male	38	33.29	12.201	0.566	100	<b>0.743</b>
Female	64	31.91	11.773	0.561		

The presented table displays the mean scores, standard deviation, and 'p' value concerning Gender. The 'p' value for gender is 0.74, surpassing the significance level of 0.05 at a 95% confidence interval, with degrees of freedom set at 100. The hypothesis, positing that there is no noteworthy difference in Digital Gaming Addiction due to Gender distinctions, is supported. Consequently, the findings suggest that there is no significant difference in Digital Gaming Addiction among Higher Secondary students based on Gender differences.

**Hypothesis 2:** No notable distinction exists in the Digital Gaming Addiction of Higher Secondary Students based on differences in Type of School.

**Table 2**

**Illustrating variations in Digital Gaming Addiction of Higher Secondary Students based on differences in Type of School**

Gender	N	Mean	Std. Deviation	t-value	df	Sig. level
Government	52	30.98	11.418	1.251	100	<b>0.48</b>
Private	50	33.92	12.302	1.249		

The presented table displays the mean scores, standard deviation, and 'p' value concerning Gender. The 'p' value for gender is 0.48, surpassing the significance level of 0.05 at a 95% confidence interval, with degrees of freedom set at 100. The hypothesis, positing that there is no noteworthy difference in Digital Gaming Addiction due to Type of School distinctions, is supported. Consequently, the findings suggest that there is no significant difference in Digital Gaming Addiction among Higher Secondary students based on Type of school differences.

### Findings and Discussion of the Study

Null Hypothesis	Variable	Difference	Discussion
No substantial disparity exists in the Digital Gaming Addiction of Higher Secondary Students based on Gender.	Gender	No significant difference	The analysis revealed no significant difference in digital gaming addiction between male and female students. The 'p' value indicates that gender does not significantly impact addiction levels.
No substantial disparity exists in the Digital Gaming Addiction of Higher Secondary Students based on Type of School.	Type of School (Government vs. Private)	No significant difference	The findings, once analyzed, would determine whether the type of school (government or private) influences digital gaming addiction. If no significant difference is found, it would suggest that school type is not a major factor in gaming addiction,

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			necessitating intervention strategies that apply across different types of schools.
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### **Educational Implications Based on Findings**

**Gender:** Schools should implement inclusive programs that engage all students and promote mental well-being without focusing on gender differences. Teachers must be trained to recognize gaming addiction symptoms in both genders and encourage participation in non-gaming activities like sports or arts.

**Type of School:** Both government and private schools should adopt similar strategies to raise awareness about DGA. Schools need to monitor gaming habits, enforce screen time limits, and involve parents in addiction prevention discussions.

### **Conclusion**

Digital gaming addiction among higher secondary students poses a significant threat to their academic performance, mental health, and social relationships. As digital games continue to evolve and captivate young minds, it is essential for educators, parents, and policymakers to raise awareness about the risks of addiction and provide the necessary guidance to prevent it. Timely interventions, such as setting gaming limits and promoting healthier lifestyle choices, are crucial to minimizing the adverse effects of gaming addiction on students' lives.

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