

A STUDY OF VIDEO GAMES ADDICTION ON STUDY HABITS OF SECONDARY LEVEL STUDENTS

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ABSTRACT

The present study was conducted on video games addiction on study habits of secondary level students. The sample comprised of 200 Secondary students from Jaipur district. For the purpose of data collection, a self-made questionnaire on video games was used by investigator. The findings of study revealed that there is difference between in the video games addiction on study habits of urban and rural students but video games addiction on study habits of Secondary level students of government and private schools is equal.

KEYWORDS: Video games, Addiction, Gaming communities, Internet gaming disorder etc.

INTRODUCTION

Video games are a great source of entertainment and a way to fight boredom. They also help people wind down and relax after a stressful day at work. Gaming communities can also often be a safe space for individuals to make friends and interact with peers. However, there are also negative consequences of spending too much time playing video games. Gamer Rage is a well-known thing that can have adverse effects. Individuals that experience this can end up destroying things at home and even hurting family members. In other words, excessive gaming can cause great harm. People who spend hours and hours on end playing video games can lose their bearings in the real world when they get off the game. They can find themselves disoriented and unable to function normally. This means that there must be some self-control when gaming, not to let it consume a person's life. Video game addiction is as harmful an addiction as any other. Individual seven suffer from withdrawal syndrome if they are away from their consoles or systems for too long. Those who are addicted end up playing video games for multiple hours at a stretch without taking a break except for something necessary.

Most video games rely on the gamer coming back to beat the next high score or make the next discovery for open-world games. For those who are a part of gaming communities, it is about beating the next team together and gaining more resources or whatever else it is that is required in the game to advance. This is especially true for role-playing games where the player can customize their character and interact with others challenge and contention, relaxation, enjoyment, social interaction, and flat mentally escaping from the actual world. Online Gaming is also used as a tool to escape from depression in real life because of the workload. As coin having both side head and toss in the same way, for every action there is both advantage and disadvantage Some advantages of video games are Physical and social benefits. Promotes teamwork and builds confidence, provides a fun way to stay active, provide a way to develop compassion, provide a safe context to talk about fears, or a new way to experience stories and Create time and space for deeper thinking about topics. Video game addiction is a real mental health condition affecting millions of people around the world.

The World Health Organization recognizes it as “Gaming Disorder” in their International Classification of Diseases (ICD-11) as “a pattern of persistent or recurrent gaming behavior, which may be online or offline, manifested by impaired control over gaming, increasing priority given to gaming to the extent that gaming takes precedence over other life interests and daily activities and continuation or escalation of gaming despite the occurrence of negative consequences.”

Video game 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 significant impairment to an individual's ability to function in various life domains over a prolonged period of time. This and associated concepts have been the subject of considerable research, debate, and discussion among experts in several disciplines and has generated controversy within the medical, scientific, and gaming communities. Such disorders can be diagnosed when an individual engages in gaming activities at the cost of fulfilling daily responsibilities or pursuing other interests without regard for the negative consequences. As defined by the ICD-11, the main criterion for this disorder is a lack of self-control over gaming. The World Health Organization included gaming disorder in the 11th revision of its International Classification of Diseases (ICD). The American Psychiatric Association (APA), while stating there is insufficient evidence for the inclusion of Internet gaming disorder in the Diagnostic and Statistical Manual of Mental Disorders in 2013, considered it worthy of further study.

Controversy around the diagnosis includes whether the disorder is a separate clinical entity or

a manifestation of underlying psychiatric disorders. Research has approached the question from a variety of viewpoints, with no universally standardized or agreed definitions, leading to difficulties in developing evidence-based recommendations. In its report, the Council on Science and Public Health to the American Medical Association (AMA) used this two-hour-per-day limit to define "gaming overuse", citing the American Academy of Pediatrics guideline of no more than one to two hours per day of "screen time". However, the ESA document cited in the Council report does not contain the two-hour-per-day data.

REVIEW OF THE RELATED LITRETURE

Chuang, T. Y., & Chen, W. F., (2022) claimed "Digital Games for Cognitive learning: A pilot study" determined whether computer-based digital games facilitated student's cognitive learning process. In comparison with computer-assisted instruction, the study intended to investigate the impact of different types of instruction strategies on student's learning achievement. It was experimental procedures in which twenty-two third grade students' learning achievement. In this experimental study, students were recruited from middle/high, socio-economic standard elementary school in Tainan City, Taiwan. Based on the one-way ANOVA results of pilot study, there were significant differences between control group and experimental group. Jolley, K., (2021) on the topic "Video games to Reading: Reaching out to reluctant Readers". Participants were 250 eight grade students. Of these, approximately 11% were English language learners, 4% were resource students, and 12% were self-pro claimed reluctant or struggling readers, which makes 27% of the eighth-grade population of the Junior High School at Springville in Utah who need some sort of intervention in their reading. The purpose of this study was to know whether background knowledge of video games help students succeed in understanding and enjoying game-based texts as encouragement for a habit of reading and as a bridge to increasingly difficult task. Findings revealed that experience of students with games and games-based texts allowed them to establish a purpose for their reading of texts they would not have considered reading otherwise. Barry, I., P., Jacobs., Watkins, A. (2021) in USA on the topic "Gaming Frequency and Academic Frequency". The paper explored the issue by analyzing the relationship between gaming frequency measured as the amount of time undergraduate students spend playing games in their free time and their academic performance as measured by their examination marks. Using a sample of 713 students, correlation analysis between gaming frequency, study discipline, gender and general

attitude towards gaming and study was done. The result revealed that examination marks are in fact negatively correlated with gaming frequency- i.e. frequent gamers generally achieve lower marks than less frequent gamers. Skoric, M. M., Chingteo, L. L. Neo, R. L., (2020) conducted study on the topic “Children and Video Games: Addiction, Engagement, and Scholastic Achievement”. The aim of this study was to assess the relationship between video gaming habits and elementary school student’s academic performance. Total 333 children age 8 to 12 years from two primary school in Singapore were selected to participate in this study. A survey utilizing Danforth’s Engagement Addiction (II) scale and question from DSM IV was used to collect information from the school children, while their grades were directly obtained from the teachers. The findings indicated that addiction tendencies are consistently negatively related to scholastic performance, while no such relationship is found for either time spent playing games or for video game engagement. Daisy, M., Jhoana, C., Alcalde, V., (2019) on the topic ‘Effects of Computer Gaming on High School Students’ Performance in Los Banas, Laguna, Philippines’. Sample of 240 students was taken from public and private schools. This study examined the effects of computer games on school performance of high school students. Allowance, gender, peer group and year level positively affect student’s decision to play while time spent on studying, year level, previous grade, number of books and time spent playing computer games are found to be significant in affecting student’s performance. Result showed that probability of a computer gamer to fail 39%, given the students has more than four siblings, a previous grade at most 84, lesser teachers, lesser hours on studying, living near a computer shop, and spends more hours playing computer games. Moreover 60% of the students’ daily allowance is spent on playing computer games. Kim, S., and Chang, M., (2018) on the topic “Computer Games for Math Achievement of Diverse Students” in USA. The data collection method used was multi-stage probability. The result of this study showed that English speaking students who played computer math games in school every day display significantly lower math achievement than those who never played. Contrastingly, positive effects of daily computer use were noted among male students whose first language was other than English. Male language minority students who daily played computer games in math demonstrated higher math performance score compared with their male English-speaking counterparts who never played.

OBJECTIVES OF THE STUDY

1. To Study the video games addiction on study habits of Secondary level students of government and private schools.

2. To Study the video games addiction on study habits of Secondary level students of rural and urban areas.

HYPOTHESIS

1. There is no significant difference in video games addiction on study habits of Secondary level students of government and private schools.
2. There is no significant difference in video games addiction on study habits of Secondary level students of rural and urban areas.

SAMPLE

The present study was conducted on a sample of 200 students of Jaipur district.

TOOL USED

The video games addiction of students a self-made questionnaire on video games was used by investigator for the purpose of data collection

STATISTICAL TECHNIQUES USED

Data was analyzed by using descriptive techniques like Mean, Median, Standard Deviation and t-value where required.

RESULTS & DISCUSSIONS

HYPOTHESIS 1: There is no significant difference between the video games addiction on study habits of Secondary level students of government and private schools.

Group	N	Mean	Difference of Mean	S.D.	t value	Significance level	Result
Govt.	100	48.63	3.09	6.09	2.65	0.05	hypothesis is accepted
Private	100	45.54		4.99			

Degree of freedom=[N1+N2]-2

=[100+100]-2= 198 Significance level of 0.05=2.048

In above mentioned table mean score of 100 Govt. Students is 48.63 and 100 private Students is 45.54, whose difference of mean is 3.09. The standard deviation of Govt. students is 6.09 and Private students is 4.99 respectively. The above mention table states that Govt. and Private

school students' difference of mean is 3.09 there is no significant difference is not found between in video games addiction on study habits of Secondary level students of government and private schools. Hypothesis is accepted.

After analyzing and describing each fact of the above mentioned table where the “t” is 2.65 which is greater than the value of significance level of 0.01 ‘2’ and which is less than the value of significance level of 0.05 ‘2.048’. Hence Govt. and Private School students have equal effect over the video games addiction on study habits.

Hypothesis 2: There is no significant difference between the video games addiction on study habits of rural and urban Students of Secondary level students.

Group	N	Mean	Difference Of Mean	S.D.	t value	Significance level	Result
Rural	100	44.56	2.42	5.16	1.48	0.05	hypothesis is not accepted
Urban	100	42.14		3.68			

Degree of freedom=[N1+N2]-2= [100+100]-2= 198

Significance level of 0.05=2.048

In above mentioned table mean score of 100 rural Students is 44.56 and 100urban Students is 42.14, whose difference of mean is 2.42. The standard deviation of Rural Students is 5.16 Urban Students is 3.68 respectively. The above mention table states that Rural and Urban Student’s difference of mean is 2.42. There is significant difference is found between in the video games addiction on study habits of urban and rural Students. Hypothesis is not accepted. After analyzing and describing each fact of the above mentioned table where the “t” is 1.48 which is less than the value of significance level of 0.01 ‘2’ and which is less than the value of significance level of 0.05 ‘2.048’. Hence it can be observed that the students of rural area do not have any effect of video games addiction on study habits.

CONCLUSIONS

- There is no significant difference is not found between in video games addiction on study habits of Secondary level students of government and private schools.

- There is significant difference is found between in the video games addiction on study habits of urban and rural Students.

EDUCATIONAL IMPLICATIONS

The present findings of this research are not only useful in terms of future research but the findings seem to be much beneficial in the improvement of our teaching learning process. Success as well as practicability of educational and psychological research lies in its implementation into action in the light of the above conclusion, some educational implication can be deduced: -

For Parents–

1. The parents should provide more attention for health-related issues
2. The parents need to motivate their children to participate in different school activities that focus on health issues.

For Schools–

3. Schools need to pay attention to be curriculum development with respect to health-related issues.
4. Health awareness should be inculcating data nearly stage and in a manner which includes more practical and less of text book instructions.

For Teachers–

5. Teachers can play an important role in organizing health awareness programmes for students.
6. They can also ensure in the development of healthy attitudes amongst their students.
7. Teachers need to pay more attention and guide students to keep the school environment clean.

SUGGESTIONS FOR FURTHER STUDIES

1. A comparative of health awareness among B. Ed and non-B. Ed teachers can be taken.
2. A study of the awareness of primary and middle school teachers regarding health promotion among school children can be taken.

3. A study of the attitudes of teachers and parents towards health promotions programmes can be undertaken.
4. A study can be conducted to investigate the difficulties to be encountered by the teachers related to Health Awareness programmes in school.

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