

A Study on the Effects of Online Gaming on Youth

Ms. Julia Oinam¹
School of Humanities(Journalism)
Lovely Professional University
Phagwara-144011

Prof. (Dr.) Ramesh Chauhan²
School of Media and Mass Communication
Alakh Prakash Goyal Shimla University,
Shimla-179001

Abstract

Online games are often played to kill time leading to psychological disturbances and aggression, which is believed to be true by all the youths, friends and family in India. But none opens up to the public about the positive effect influenced by the online gaming. During this lockdown due to the pandemic fear of COVID-19, youths from all over the world has adapted the lifestyle in the social media platform influencing or being influenced by it. My survey will tend to show how much time youths spend their time gaming online and is it played just for fun or seriously using money. Internet is the backbone of everyone especially during this Lockdown in the entire world.

Keywords- COVID-19, online game, psychological disturbances, Internet

Introduction

The Internet (multiple of interconnected network) is the universal system of interconnected computer networks that uses the Internet protocol suite (TCP/IP) to link devices worldwide. It is a network of networks that consists of private, public, academic, business, and government networks of local to global scope, linked by a broad array of electronic, wireless, and optical networking technologies. The Internet carries a vast range of information resources and services, such as the inter-linked hypertext documents and applications of the World Wide Web (WWW), electronic mail, telephony, and file sharing. The Internet has no single centralized governance in either technological implementation or policies for access and usage; each constituent network sets its own policies.

Forty-five years ago (October 29, 1969), the first ARPAnet (later to be known as the Internet) link was established between UCLA and SRI. Twenty-five years ago (March 1989), Tim Berners-Lee circulated a proposal for “Mesh” (later to be known as the World Wide Web) to his management at CERN. This timeline highlights the major (and some minor) developments in the evolution of these twin flowers of the digital age, one (the Internet) a network infrastructure, the other (the Web) a software infrastructure layered on top of it. Together, they have so far connected more than a third of the world’s population and have made millions of people both new consumers and new creators of information. Three key themes or tensions arise from this very short history of the Internet and the Web: 1. Centralization vs. decentralization of resources and knowledge; 2. Applying a pre-conceived taxonomy to a body of knowledge vs. self-organization via associative links; 3. One-way consumption vs. two-way consumption and creation of knowledge. In more general terms, this has been a battle between closed/proprietary and open/universal systems, an on-going fight that will shape the future of the Internet and the Web.

An online game is a video game that is either partially or primarily played through the Internet or any other computer network available. Online games are ubiquitous on modern gaming platforms, including PCs, consoles and mobile devices, and span many genres, including first-person shooters, strategy games and massively multiplayer online role-playing games (MMORPG). The design of online games can range from simple text-based environments to the incorporation of complex graphics and virtual worlds. The existence of online components within a game can range from being minor features, such as an online leaderboard, to being part of core gameplay, such as directly playing against other players.

Types of Online Games

- First-person shooter game (FPS)
- Real-time strategy game (RTS)
- Massively multiplayer online game (MMO)
- Multiplayer online battle arena game (MOBA)
- Battle Royale games
- Console gaming
- Browser games
- MUD
- Player versus environment (PvE)
- Player versus player (PvP)

There are also genres of games which are mentioned in the findings. Here are few types which has been handpicked especially for this study. The types are as follows: -

- i) **Simulation Games** – These game is mainly designed to simulate a real world. This brings the game to life manipulating the players that this world exists.
- ii) **Action Games** – In these genre the player is in control and sets himself in the middle of the game. The game is mainly of physical challenges or use weapons to engage in action to end the enemies or to complete the goal or task.
- iii) **Adventure Games** – These genre focuses on being adventurous. It is like storytelling where the character usually studies or involves the environment and find treasure or solve puzzle to cross the level.
- iv) **Role Playing Games** – These genre is popular these days. It is mainly focused in the fantasy or medieval feature where the player gets a chance to become their dream character or to play one's role who would save the world and live happily ever after. It is usually designed to bring out the finally outcome in the game.

Review of Literature

According to (Griffiths, 2008) Excessive use of technology is relatively rare. Compared to females, males are more likely to develop a gaming addiction. Boys are more likely to aggressive or violent games while girls are more likely to play platform and puzzled games. In addition, According to the study conducted by (Peukert, 2010) In Germany, 1.5% - 3.5% of teenage internet users shows signs of gaming addiction. Gaming addiction is associated with higher rates of anxiety and depression and poorer academic performance. According to the study of (Van Tooik et. Al, 2007) Online games, multiplayer role playing games are more often associated with gaming addiction than any other game genre. And also, According to the study conducted by (Gentile, Anderson & 2007) indicating that violent video games have strong effects on children's aggression because the games are highly engaging and interactive, the games reward violent behavior, and because children repeat these behaviors over and over as the play.

Dr. Anderson and colleagues have shown that “playing a lot of violent video games is related to having more aggressive thoughts, feelings, and behaviors. Furthermore, playing violent games is also related to children being less willing to be caring and helpful towards their peers.” Importantly, research has shown that “these effects happen just as much for non-aggressive children as they do for children who already have aggressive tendencies.”

According to an article entitled “YOUR DOSE MEDICINE” By Charles Chante (2011)

The possibility of developing “video game addiction,” which has gained increasing attention in the scientific literature, remains a concern. In a recent study, 8.5 percent of a nationality representative sample of 1,178 youth engaged in pathological video game use. The study also found that young people aged 8-18 who engaged in “pathological gaming” were twice as likely to have been diagnosed with attention deficit and hyperactivity disorder.

According to (Mehroof, M et al. 2010) Due to excessive use of computer games there is effect in their personal traits like anxiety, sensation seeking, neuroticism, and aggression which are the symptoms that a person is under the development of gaming addiction.

Based on the study conducted by (Ko, C et al. 2010) Brain is also affected in computer addiction; regions of the brain associated with cravings in substance abuse also appear to be activated in gaming addicts when they view images of video games.

A study conducted by (Griffiths, M et al. 2010) said that, There are two types of video gaming, “excessive gaming” and “addictive gaming” these two types of gaming is different from each other; The difference between “excessive gaming” and “addictive gaming” is that two gamers may play for an identical number of hours each day, but their psychological motivation and the meaning that gaming has within their lives can be very different.

According to (Hussain et. al 2009) In a volunteer sample, 41% of online gamers acknowledged that they use gaming as an escape. In the same sample, 7% were viewed as “dependent”. These gamers possessed several behavioral attributes that are related to more well established forms of addiction (e.g., mood modification, tolerance and relapse.).

According to Ko et. al 2007) Most online gamers are male. Among male gamers, more severe online gaming addiction is correlated with older age, lower self esteem, and lower dissatisfaction with daily life.

Distinguishing Core from Peripheral Psychiatric Symptoms: Addictive and Problematic Internet Gaming in North America, Europe, and China; Jeffrey G Snodgrass; 2019; Culture, Medicine, and Psychiatry.

The researcher explore the problem of distinguishing the relatively constant versus culturally variable dimensions of mental suffering and disorder in the context of a cross-cultural study of Internet gaming-related distress. The conceptual contrast of “core” and “peripheral” symptoms was drawn from game studies and used a framework that synthesizes cultural and neurobiological understandings of emotional distress. In our framework, “core” symptoms are relatively constant across cultures and therefore presumed to be more closely tied to a neurobiological base. By contrast, we treat as “peripheral” symptoms those that are more culturally variable, and thus less directly tied to the neurobiology of addiction. We develop and illustrate this approach with a factor analysis of cross-cultural survey data, resting on previous ethnographic work, through which we compare online gaming distress experienced in North America (n=2025), Europe (n=1198), and China (n=841). We identify the same four-factor structure across the three regions, with Addiction always the first and most important factor, though with variability in regional factors’ exact item composition. The study aims to advance an integrative biocultural approach to distinguishing universal as opposed to culturally contingent

dimensions of human suffering, and to help resolve debates about whether problem gaming represents a form of addiction.

PLAYING ONLINE GAMES AND STUDENT PERFORMANCE AMONG GRADE 11 STUDENTS OF UM PANABO COLLEGE; Janry Villegas, October, 2018. The focus of the study is to determine the level of playing online games and student performance of grade 11 students of UM Panabo College. The research used the descriptive- correlational design, and use to derived responses sample size of 81 respondents using Raosoft Sampling Calculator who were selected via random stratified sampling technique. Data were collected from this population using standardized questionnaire adopted from Xu, Z. Tureal, O. and Yuan, Y. (2011). Results indicated that the variables have a negative relation and it has a significant relationship. The researchers recommend to parents to monitor when their children playing online games and the teachers to engage the students in an academic related activity using technology. In addition, this study is useful for the future researcher who plan further studies around playing online games and student performance.

Objective

The main objectives of the study are as follows:-

- i) To identify the engagement level of the youth
- ii) To examine the youth's usage of online gaming
- iii) Evaluate the benefit and harmful effects on youth by online gaming

Methodology

The purpose of this study is to find out the influencing factors of online games played by youth ranging from age categories 15 years to 29 years. It will also evaluate emerging games with the help of a mixed method approach. The researcher adopted a mixed approach through survey questionnaire to find out playing of online games as a source of connectivity by the youth.

The survey was conducted among the students of 'Lovely Professional University University'. The students are from different streams and departments with the aim to reveal the use of internet on online gaming over the youth.

Findings

According to the survey, it has been found that 10% got acquainted with the term online gaming in the age of about 5-10years, 50% in 11-15years and 40% in 16-20years. 10% of participants started online gaming in the age of about 5-10years, 30% in 11-15years and 60% in 16-20years. 50% of the participants plays online games all week, 20% plays all weekdays, 30% plays only weekends and 0% plays rarely. 50% spends 0-2 hours, 40% 3-4hours and 10% spends 7-12 hours. 50% plays Simulation type of game usually, 20% plays only Action, 20% only Adventure and 20% plays all the type of games. 30% of the participant's moods are effected by winning or losing the game in their daily life of which 70% takes it normally and plays the games for fun and does not let effect their daily life. 64% plays game for fun, 27% plays it seriously with serious passion to beat

the game and 9% plays it both for fun and with serious passion. 905 of the participants thinks modern online game increases the aggression in an individual but only 10% denies to admit it. 50% player thinks that online games are useful and help them gain in many ways on the other hand 50% plays game for just passing their time not that it helps in gaining anything from it. The most important part is 60% hardly spend money on online for levelling up the game or for better equipment for in-game items, 10% spends from Rs. 201 to Rs. 500 and 30% spends Rs. 501 to Rs. 1000. The supporting tables are listed below.

Table 1:

Acquainted with the term online gaming	Responses	Percentage
5-10yrs	10	10%
11-15 yrs	50	50%
16-20 yrs	40	40%
Total	100	100%

Table 2

Age you started online gaming	Responses	Percentage
5-10yrs	10	10%
11-15 yrs	30	30%
16-20 yrs	60	60%
Total	100	100%

Table 3

Days you play online games in a week	Responses	Percentage
Rarely	20	20%
Only weekdays	0	0%
Only weekends	30	30%
All week	50	50%
Total	100	100%

Table 4

Time spent on playing online game in a day	Responses	Percentage
0-2 hours	20	50%
3-6 hours	0	40%
7-12 hours	30	10%
Total	100	100%

Table 5

Types of games played	Responses	Percentage
Only Action	20	20%
Only Adventure	10	10%
Only Simulation	50	50%

All	20	20%
Total	100	100%

Table 6

Losing & winning in a game effects mood in daily life	Responses	Percentage
Yes	30	30%
No	70	70%
Total	100	100%

Table 7

Online games are played for fun or with serious passion to beat the game	Responses	Percentage
Serious	27	27%
Fun	64	64%
Both	9	9%
Total	100	100%

Table 8

Modern age online games increases aggression in an individual	Responses	Percentage
Yes	90	90%
No	10	10%
Total	100	100%

Table 9

Online games help you gain any thing or are they just a source of passing time for you	Responses	Percentage
Yes	50	50%
No	50	50%
Total	100	100%

Table 10

Amount spent on online gaming for better levelling-up or equipment for in-game items	Responses	Percentage
Rs. 0	60	60%
Rs. 1- Rs. 200	0	0%
Rs. 201- Rs. 500	10	10%

Rs. 500- Rs. 1000	30	30%
Total	100	100%

Conclusion

The conclusion drawn from the responses of the questionnaire by the respondents are as follows:-

- We can say that most of the people starts playing games from the age of 16-20.
- Most the people play Online Games All Week.
- Though most of the people limit themselves to play only for 2 hours.
- Most of the people prefer Simulation Games.
- Majority of people agrees that games doesn't affect moods.
- Majority of People Play to have fun in the games.
- Almost all of the people think Online Games Creates Aggression in an individual.
- Most of the people think they gain some kind of aptitude from the games.
- Most of the peoples don't waste any kind of money on games.

Limitations

The respondents of the survey is only from Lovely Professional University Punjab, India, so the study may be limited. The study has been summed up only from those answer who replied the questionnaire. Only 100 respondents replied to the questionnaire sent.

References

1. <https://www.idtech.com/blog/different-types-of-video-game-genres>
2. <https://marketbusinessnews.com/financial-glossary/media-definition-meaning/>
3. [https://en.wikipedia.org/wiki/Media_\(communication\)](https://en.wikipedia.org/wiki/Media_(communication))
4. [https://en.wikipedia.org/wiki/Media_\(communication\)#Games_as_a_medium_for_communication](https://en.wikipedia.org/wiki/Media_(communication)#Games_as_a_medium_for_communication)
5. https://www.ev1.uic.edu/documents/mariaroussou_thesis.pdf
6. <https://www.tandfonline.com/doi/full/10.1080/09515089.2018.1532073>
7. "What is media? definition and meaning". *BusinessDictionary.com*.
8. *Cory Janssen*. "What is Communication Media? - Definition from Techopedia". *Techopedia.com*.

9. *Martin Lister; Jon Dovey; Seth Giddings; Iain Grant; Kieran Kelly. New Media: A Critical Introduction (PDF) (2nd ed.).*
10. *"The definition of medium". Dictionary.com. Retrieved 2015-08-10.*
11. *Colombo, John Robert (1994). Colombo's All-Time Great Canadian Quotations. Stoddart Publishing. p. 176. ISBN 0-7737-5639-6.*
12. *Livingstone, Sonia M.; Lievrouw, Leah A. (2009). New Media: A Critical Introduction. Taylor & Francis. pp. 52–53. ISBN 9780415431606.*
13. *Lule, Jack (2012). Globalization and Media: Global Village of Babel. Rowman & Littlefield. pp. 33–34. ISBN 9780742568365.*
14. *Dunston, Bryan (2002). "Postal system". *The Chicago School of Media Theory*. Retrieved 2019-02-18.*
15. *Lee, Leung, Lo, Xiong, & Wu p. 377 & 378*
16. *Cohen, Peter. "Macworld Expo Keynote Live Update: Introducing the iPhone". *Macworld*. *PCWorld*. Retrieved 11 September 2017.*
17. *Popkin, Dewald (2004). Journalism, Newspaper and newsheets. Europe 1450-1789: Encyclopedia of the Early Modern World.*
18. *Willinsky, Frank (2005). The Access Principle: The Case for Open Access to Research and Scholarship.*
19. *Canagarajah, Suresh (2010). "Internationalizing Knowledge Construction and Dissemination". *The Modern Language Journal*. doi:10.1111/j.1540-4781.2010.01105.x.*
20. *Christen, Kim (2012). "Does information really want to be free?". *International Journal of Communication*.*
21. *Levin, Ben (February 2013). "To know is not enough: research knowledge and its use".*
22. *McLuhan, Marshal (June 25, 2012). Game Mechanics: Advanced Game Design. US: New Riders. p. 147. ISBN 0321820274.*
23. *"Propaganda Games: Sesame Credit - The True Danger of Gamification". Extra Credits. 16 December 2015. Retrieved 6 February 2018 – via YouTube.*
24. *Jump up to:^a ^b ^c World Trends in Freedom of Expression and Media Development Global Report 2017/2018 (PDF) (Report). UNESCO. 2018.*
25. *Hanretty, Chris. 2014. Media outlets and their moguls: Why concentrated individual or family ownership is bad for editorial independence. *European Journal of Communication* 29 (3): 335–350.*

26. Buckley, Steve, Kreszentia Duer, Toby Mendel, and Sean O. Siochru. 2008. *Broadcasting, Voice, and Accountability : A Public Interest Approach to Policy, Law, and Regulation*. Washington, DC: World Bank.
27. Fengler, Susanne, Tobias Eberwein, Salvador Alsius, Olivier Baisnée, Klaus Bichler, Boguslaw Dobek-Ostrowska, Huub Evers, et al. 2015. How effective is media self-regulation? Results from a comparative survey of European journalists. *European Journal of Communication* 30 (3): 249–266.
28. World Trends in Freedom of Expression and Media Development (PDF) (Report). Paris: UNESCO. 2014.
29. "Global Network Initiative Adds Seven Companies in Milestone Expansion of Freedom of Expression and Privacy Initiative"(Press release). Global Network Initiative. March 28, 2017.
30. Shift and Institute for Human Rights and Business (2013). ICT Sector Guide on Implementing the UN Guiding Principles on Business and Human Rights (PDF) (Report). European Commission.
31. Ranking Digital Rights. 2015. Corporate Accountability Index. Available at <https://rankingdigitalrights.org/index2015/>.
32. Jump up to:^a ^b Ranking Digital Rights. 2017. Corporate Accountability Index. Available at <https://rankingdigitalrights.org/index2017/>.
33. "Tips to Spot False News | Facebook Help Center | Facebook". www.facebook.com. Retrieved 2018-07-03.
34. "International Fact-Checking Network fact-checkers' code of principles". Poynter. Retrieved 2018-07-03.
35. https://www.academia.edu/31027001/Online_gaming_and_social_behavior
36. https://www.academia.edu/37536921/ADDICTA_5_2_The_Impact_of_Heavy_Excessive_Video_Gaming_Students_on_Peers_and_Teachers_in_the_School_Environment_A_Qualitative_Study
37. https://www.academia.edu/4831436/Videogames_and_Wellbeing_A_Comprehensive_Review
38. https://www.academia.edu/26284724/Online_Gaming_Involvement_and_Its_Positive_and_Negative
39. <https://pdfs.semanticscholar.org/3427/7893f06e78819026789c08dc519f36f5a3c4.pdf>
40. <https://shodhganga.inflibnet.ac.in/handle/10603/84157>
41. https://shodhganga.inflibnet.ac.in/handle/10603/84157/14/14_chapter5.pdf
42. <https://yourstory.com/2019/08/online-gaming-india-pubg-fantasy-sports-dream11>
43. <https://www.rummycircle.com/blog/games-that-indians-love/>
44. <https://www.desiblitiz.com/content/most-popular-mobile-games-india>