


Chapter 7


Video Gaming Addiction and Socio–Emotional Learning of Pre– University Students

G. S. Prakasha

 <https://orcid.org/0000-0002-1287-7606>

Christ University, Bangalore, India

Soumya Joseph


 <https://orcid.org/0009-0002-6126-3149>

Christ University, India

Phil Kulkanti Barboza Barboza

University of Münster, Germany

Maria Lapina

 <https://orcid.org/0000-0001-8117-9142>

North-Caucasus Federal University, Russia

ABSTRACT

Video gaming addiction has been increasingly recognized as a concern among adolescents, potentially affecting their emotional regulation, social interactions, and academic performance. Thus, study aims to examine the relationship between video gaming addiction and socio-emotional learning (SEL) among pre-university students using quantitative survey design. The study utilized two standardized instruments; the Gaming Addiction Scale (GAS) and the Social-Emotional Learning Scale (SELS) to measure students' levels of gaming addiction and SEL components. Researchers employed stratified random sampling technique and obtained 200

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successful response to the survey from pre-university students across various institutions of Bangalore, India. Data were analysed using Pearson correlation analysis and simple linear regression (SLR) to determine the extent to which video gaming addiction influences different dimensions of SEL, such as task articulation, peer relationship, and self-regulation. The study found a weak negative correlation and GAS could account for 4% of SEL as revealed by SLR. Future research may focus on educational policies and intervention strategies to promote healthier gaming habits and improved socio-emotional learning among young learners.

INTRODUCTION

Post Covid-19 pandemic the smart phone or personal computer usage by adolescents have alarmingly increased and their main usage is for playing games in their devices than for studies, social media, or other engagement. Video game engagement has severely affected their socio emotional learning (García-Gil, 2024). Pre-university college (PUC) students are at the verge of transition from their adolescence to early adulthood and are expected to have self-regulation, self-awareness, responsible decision-making ability, relationship building ability, social empathy, and other personal characteristics (Xu et al., 2021). However, in India we see youths lacking in these qualities. Moreover, cheap smart phones, cheap internet data, and their compulsive behaviour towards gaming activities have worsen the situation in India (James, 2020; Pattanaik, 2019). In India, parents of pre-university students are largely belongs to lower middle class family and may have acquired some education or no education. Therefore, parental control over their adolescent wards are week (Vyas, 2024). At the same time, PUC students find hundred excuses to deviate from what they are expected to do and eventually they end up playing games in their mobile devices. Their academic performance has drastically comedown at first year PUC and even in second year PUC. Their gaming time varies from 3 to 5 hours in a day, which mediates the gaming addiction (Park et al., 2024). The gaming addiction has severely affected their daily routine and created utter chaos in the family life. A single child parent suffered loneliness because of the video game addiction of the child (Mun & Lee, 2022). Metro cities like Bangalore where couples go for job to earn a living by leaving their adolescent wards at home. Additionally they provide them with mobile device or personal computers or play stations and internet or Wi-Fi connections. A recent study reported that there exist a positive relation between materialism and gaming addiction (Haberlin & Atkin, 2022). This further provide

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