An Analysis Of The Influence Of Internet Gaming On The Education And Living Conditions Of Urban Students

Nguyen Ngoc Nguyen

Faculty of Foreign Languages, Ho Chi Minh City Open University, Vietnam.

Email: nguyen.70213077tpe1@oude.edu.vn

Abstract

Numerous academics have focused on the many developmental elements of students' physical and mental health in the age of online gaming. Today's youth, particularly students, are more familiar with video games than they are with traditional games. Video games are games created for entertainment reasons, whereas internet games have more diversified and realistic content. However, just a few research has been conducted on internet gaming among Vietnamese students and the consequences of online gaming. The paper is based on data collected from 100 university students in Ho Chi Minh City. From there, an overview of the benefits and drawbacks of online gaming is provided, as well as ways to assist students prepare for life outside of the classroom. At the same time, research provides a foundation for understanding the disturbing scenario that is occurring in students and assisting sociologists and universities in developing programs to help students experience more in real life.

Keywords: game online, psychology, university students;

1.INTRODUCTION

Online games are the result of years of research and development in high technology and expertise. Simultaneously, online games are seen as a solution for popular amusement in public places, as well as for assisting users in reducing stress in everyday life or education. However, in the current condition of internet gaming, the distinction between leisure and gaming is becoming increasingly blurred (Bryce & Rutter, 2003). Online games are based on the premise that users may visit virtual worlds that are meant to seem like the real world and include a variety of features. According to Bartle et al. (2004) that players that enter this virtual world can make the impossible in the actual world a reality in the world they construct. As a result, the appeal of online gaming is expanding around the world, not only in Vietnam; many publications and news channels are concerned about this scenario for young people. Furthermore, schools, particularly universities and colleges, cause many students to become engulfed in the online gaming vortex. Lau et al. (2017) cannot refute the benefits of online games in terms of attention training and increased reflexes; nevertheless, when students spend too much time playing games, the impact of online gaming affects their academic performance, health, and capacity to engage socially. And the greatest source of concern for parents and educators is students, who are the driving force in the team of young minds, the face of society, and the future of the country. As a result, resolving this issue as soon as possible is critical. The initial effect of online game addiction on students is the influence on brain development when spending 3 hours on the game begins to generate various problems for the body

(Young et al., 2009). Not only that, but gaming addiction can produce hallucinations that compel pupils to behave unethically and dishonestly, such as stealing money or performing violent crimes on others because they mistook it for an opponent in the game. As a result, the government has focused on and established several legislation governing the opening and closing times of venues that provide online gaming equipment. Furthermore, excessive gaming will harm youngsters' eyes; many contemporary cases of nearsighted students must wear spectacles at a young age. These are the unavoidable side effects of video game addiction (Dunckley et al., 2015).

2.LITERATURE REVIEW

An online game is a kind of entertainment in which participants simply connect to the Internet or another computer network that enables several people to participate at the same time (Kamel Boulos & Wheeler, 2007). When participating in the game, the user will interact in actual environments with other players' controlled characters and the game's elements (McMahan et al., 2013). A 1970s-era opportunity to have fun that allows several players to engage at the same time by connecting to an internet or local area network. Many prior research have indicated that online gamers share some traits, such as emotional difficulties, low self-esteem, poor communication skills, lack of interest, and detachment from society (Lee & Choo, 2017). Online gaming addiction is not new in countries throughout the world, but it has been recognized worldwide, and initiatives to prevent adolescents have been implemented (King & Sakuma, 2018). South Korea acknowledges Internet addiction as a widespread issue and has trained counselors to visit hospitals and rehab facilities. Furthermore, preventative measures in schools have been implemented. Similarly, under demand from governments, game firms have put cautions to their games not to spend more than three hours a day playing online games (Kuss & Griffiths, 2012).

3.THE CURRENT STATE OF INTERNET GAMING AMONG VIETNAMESE STUDENTS

Game addiction is a mental illness that primarily affects adolescents and young adults and is defined as a lack of desire that regulates the ability to want to play games. This is also known as a brain addictive substance and has long term effects on the brain. Online gaming addiction is a mental state, not a hobby or a habit (Toril & Ballesteros, 2014). However, this status is very new and was only recognized by WHO in 2019, so the community is still less aware of it. This is also the reason why gaming addicts are not discovered and controlled by their families in the first place, but only arise after the initial results such as physical weakness, anxiety disorders, depression and hyperactivity. Jensen, 2009).

Game addicts consider playing games at school, work, and relationships regular, and they spend a significant amount of time in the day saying they love genre games online. The World Health Organization (WHO) has recognized online gaming addiction as a mental state and it has been officially included in the revised list of the International Classification of Diseases (ICD) since June 2016. 2019. The disorder makes the core immersed in playing magic, the game continuously for a long time, leading to reduced work and study performance, loneliness, isolation and reduced communication (Anderson & Buckley) , 2007). More than that, playing the game for a long time will end the mental and physical solution. According to WHO estimates, about 70-80% of teenagers aged 10-15 years enjoy playing online, with 10-15% having a game of signs. Currently, there is no survey format on the number of addicts game in Vietnam. However, the rise of catastrophic games due to game addiction serves as a warning for parents to be more attentive to their children. Online games are

mostly designed for targeted entertainment. If actual gameplay is limited, online games allow players to simply build their own universe with their own style and attributes. Besides pleasant people, online games have so many negative systems that game addiction is the most worrying problem today. Gros and associates. (2007) was only out that many other variable variable can't donate the addictive online gaming. These variables affect each child differently based on age, special features, living environment, technical guidance of the family and school. When people play online games, their brains produce endorphins and other endogenous morphine that have a euphoric effect, providing a feeling of satisfaction and comfort (Venter et al., 2012). These hormones are especially high after a victory and there are uncommon objects. The thrill of playing video games to internet gaming certification. According to studies, young people

with aggressive, violent or warlike personalities often get caught up in video games easily.

4.METHODOLOGY

This study employs two primary methodologies, quantitative and qualitative, to depict the reality of students in Ho Chi Minh City who spend time playing online games. Consider and state the consequences of internet gaming on student health and learning abilities. The author then examines how engagement in social activities influences person's personality and life habits using questionnaires such as Google Forms and structured interview in students. The research focuses on students studying at universities in Ho Chi Minh City, with a total enrollment of roughly 100 students pursuing a variety of subjects including as computer technology, business, and languages.
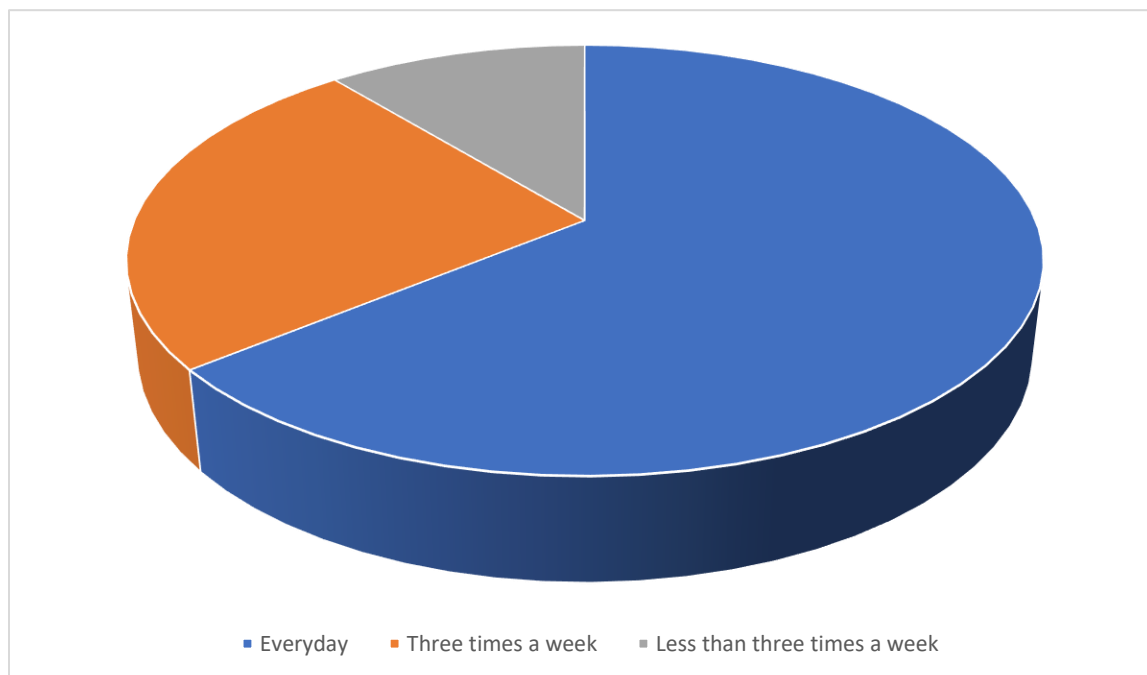
5. RESULTS AND DISSCUSSIONS

Figure 1: Time spent by students playing games every day

The initial impact of gaming addiction is debilitating. When surveying students, the specific number of times per day can be up to

more than 6 hours a day, but the frequency is every day for a week. This means that the time spent playing online games is huge. When

spending so much time playing the game, the player's body will become severely weakened and affect all factors of living and studying. People with this disorder spend a lot of time playing online games, which causes their health to decline rapidly. Patients with video game addiction are also unable to eat or sleep adequately (Kharisma & Rahmawati, 2020). Besides, many students also mentioned that in order to be able to buy more functions in online games, students are willing to fast or cut spending radically to be able to buy many valuable items in the game. Long-term exposure to electronic devices is associated with adverse health effects; Non-stop gaming will almost certainly have far-reaching consequences. Most of the game addicts are students. However, game addiction will become a barrier, causing children to delay growth in height, weight and body weakness, malnutrition, anemia and other problems (Figure 1).
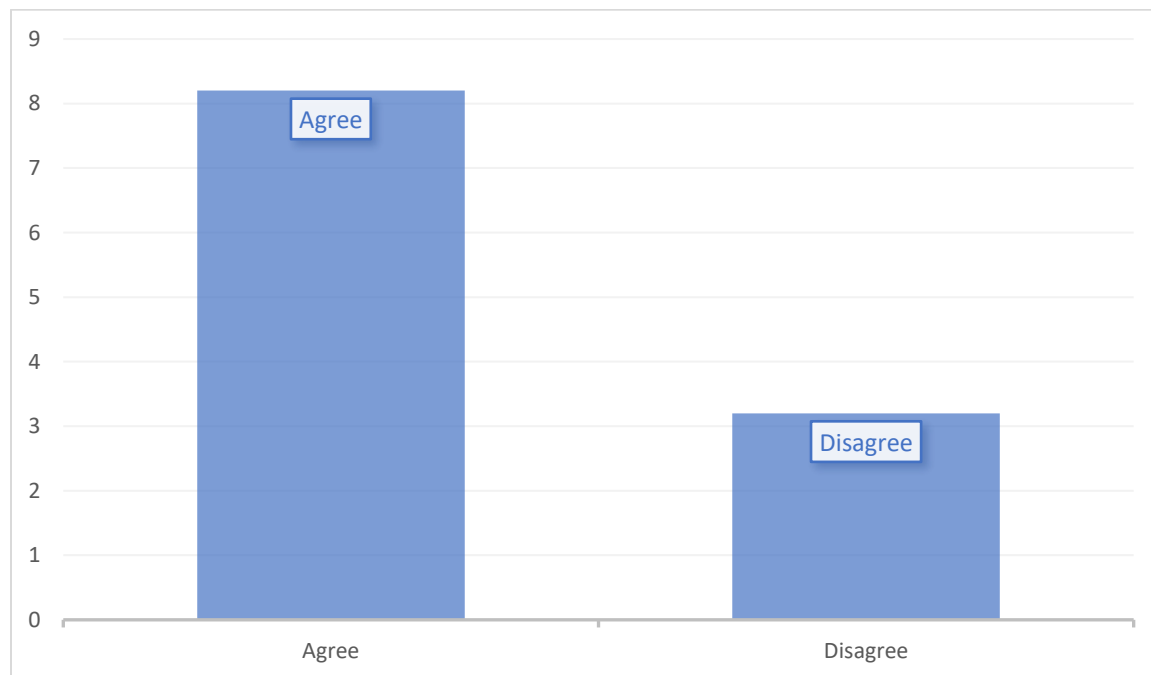
Figure 2: Students require more time to engage in internet gaming

The students were asked, "Do you feel the need to increase the amount of time you spend on the internet to obtain satisfaction?" with the majority of pupils expressing a desire to expand their gaming time. Despite the fact that this will have an impact on the student's academic achievement. Long-term exposure to blue light interrupts the circadian clock, causing the pineal gland to produce less melatonin. This hormone is often secreted at night to relax muscles, stimulate the body, and help it fall asleep. Melatonin levels fall as a result of online gaming addiction. Insomnia, light sleep, and frequent waking up in the middle of the night are the consequences, rendering the brain unable to operate properly the next day. Furthermore, patients devote a significant amount of time to thinking about online games since they are enthralled by the characters and achievements in the game. In this situation, the neurological system is continually aroused, making it difficult to fall asleep and resulting in a calloused brain that lacks passion while completing any other activity. Many individuals become engrossed in the sleepless online game since the temptation is continual. They stay up late playing video games in order to get high scores and express themselves. All of these variables have a negative impact on sleep (Cusack & Klask, 2010). Without therapy,

sleep quality deteriorates, resulting in a range of physical and mental health issues (Figure 2).

The third option is to lower performance when studying or working. Neglecting all other elements of life, including education and work, is a prevalent feature among gaming addicts. They only pay attention to "virtual" characters, objects, and achievements. They have little or no interest in the things around them. When people play video games, our brain produces endogenous

morphine, which causes feelings of relaxation, bliss, and ecstasy.Meanwhile, learning and working cause stress and exhaustion. As a result, many individuals seek to escape life's troubles and obstacles by immersing themselves in virtual games. The temptation to play games arises on a constant basis, making the patient unable to keep focus when studying or working, and hinders the capacity to think and think, leading to learning retardation and bad practice at work.
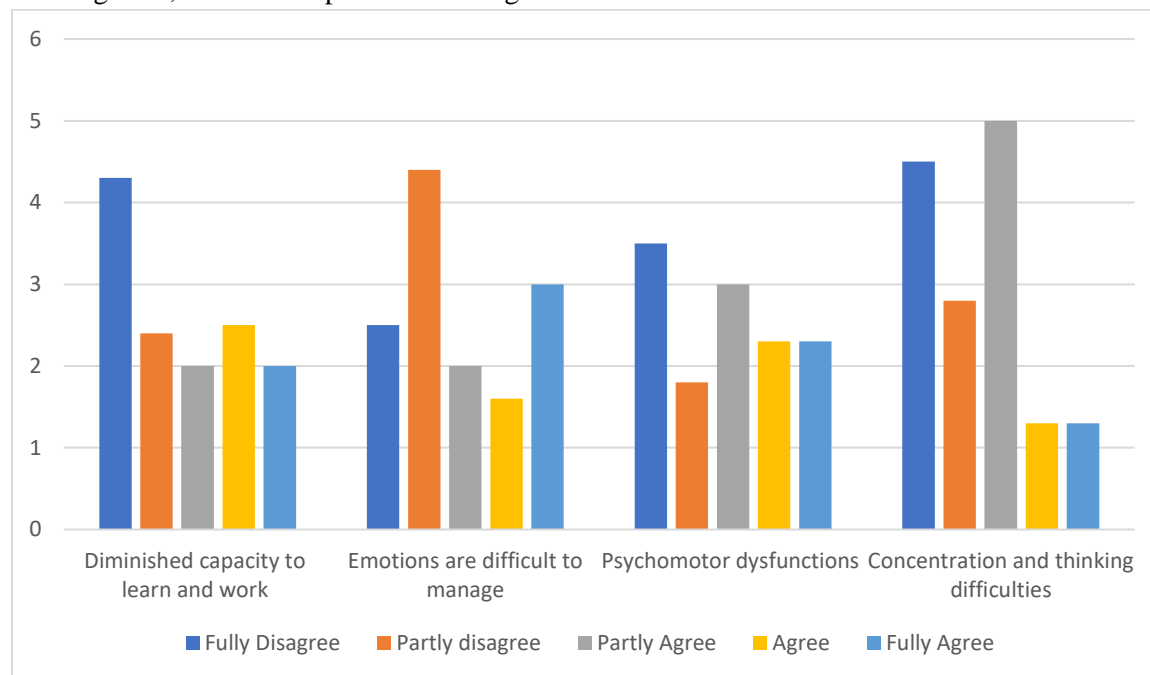

Figure 3: The drawbacks of spending too much time playing video games in a single day

Fourth, negative emotions are difficult to manage. Game addiction, like other mental diseases, makes it difficult for people to manage their emotions. Patients are frequently pleased, cheerful, and love playing games, especially when they achieve excellent achievements and receive the attention of others. They have items in the virtual world that are not available in the actual world. As a result, many people turn to online games to distract themselves from their psychological pain.
When confronted with unfavorable feelings, game addicts frequently distract themselves with

online games. Instead of relaxing themselves by sharing with others, individuals frequently repress their feelings and express themselves through violent behaviors in online games. This syndrome exacerbates emotional and behavioral instability. If individuals do not perform well in games, their psychology will change to one of tension, annoyance, irritation, rage, and so on. These feelings drive individuals to keep playing games until they win. People who are hooked to online gaming will acquire an aggressive mentality, difficult to manage rage, and

occasionally violent conduct in real life in the long run (Figure 3).

Then there are aberrant behaviors. Game addiction has been linked to an increase in aberrant conduct and has been demonstrated to have a major impact on psychological well-being. Teenagers will first lie to gain time to play games. Then there are activities of deceiving parents in order to obtain funds for internet video games. When a family recognizes an oddity and refuses to answer to a request, the child will rapidly react with rage, passion, and rage. Many youngsters start committing more serious offenses, such as stealing, cheating, taking money from friends, and so on. Even still, many people do not hesitate to perform violent acts that cause bodily harm to others. to obtain funds for internet gaming.

6.RECOMMENDATIONS AND CONCLUSION

In the first place, so that students can have time, they should participate in outdoor activities, games or community recreational activities, play sports, group activities or students. members participate in charity activities to have time to interact with society and understand many aspects of life. On the other hand, as students move towards the real world, soft skills will also be improved as the human interaction time is increased.

Secondly, combining discovery tourism for students is also a way to help exchange knowledge and knowledge about culture and life. Currently, by combining study abroad with travel, children have the opportunity to explore and experience a new multinational environment instead of just sitting in one place and spending all their time playing games. On the other hand, the educational environment is one of the factors that directly affect the education of ethical behavior for students. The educational environment here is not only physical but also psychological and social environment around

students. Participating in a gaming addiction program can also help students break out of the vortex of online gaming. Discussions or sharing about online game addiction will always bring a lot of useful things about the experience, advice of each person who has been through gmae treatment and as well as many advices from psychologists. Next, sports are also seen as a way to help people achieve good health. Not only that, after each sport, their eating and sleeping habits will also improve significantly.

Finally, is it feasible that today's youth are addicted to video games as a result of a shortage of safe places to play? Even in large cities, retail and commercial hubs house the bulk of students, so many students are unsure about what to do after class. As a result, additional venues that may assist students develop their connections and strengthen their soft skills would be extremely beneficial to the addiction to online gaming.

CONFLICT OF INTERESTS

No conflict of interest is noted in the paper.

REFERENCES

1. Bryce, J., & Rutter, J. (2003). The gendering of computer gaming: Experience and space. Lsa Publication, 79, 3-22.
2. Bartle, R. A. (2004). Designing virtual worlds. New Riders.
3. Lau, W. W. (2017). Effects of social media usage and social media multitasking on the academic performance of university students. Computers in human behavior, 68, 286-291.
4. Young, K. (2009). Understanding online gaming addiction and treatment issues for adolescents. The American journal of family therapy, 37(5), 355-372.
5. Dunckley, V. L. (2015). Reset your child's brain: A four-week plan to end meltdowns, raise grades, and boost social skills by reversing the effects of electronic screen-time. New world library.

6. Kamel Boulos, M. N., & Wheeler, S. (2007). The emerging Web 2.0 social software: an enabling suite of sociable technologies in health and health care education 1. Health Information & Libraries Journal, 24(1), 2-23.

7. McMahan, A. (2013). Immersion, engagement, and presence: A method for analyzing 3-D video games. In The video game theory reader (pp. 67-86). Routledge.

8. Lee, S. Y., Lee, H. K., & Choo, H. (2017). Typology of I nternet gaming disorder and its clinical implications. Psychiatry and clinical neurosciences, 71(7), 479-491.

9. King, D. L., Delfabbro, P. H., Doh, Y. Y., Wu, A., Kuss, D. J., Pallesen, S., ... & Sakuma, H. (2018). Policy and prevention approaches for disordered and hazardous gaming and Internet use: An international perspective. Prevention Science, 19(2), 233-249.

10. Kuss, D. J., & Griffiths, M. D. (2012). Online gaming addiction in children and adolescents: A review of empirical research. Journal of behavioral addictions, 1(1), 3-22.

11. Toril, P., Reales, J. M., & Ballesteros, S. (2014). Video game training enhances cognition of older adults: a meta-analytic study. Psychology and aging, 29(3), 706.

12. Jensen, E. (2009). Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it. AscD.

13. Anderson, C. A., Gentile, D. A., & Buckley, K. E. (2007). Violent video game effects on children and adolescents: Theory, research, and public policy. Oxford University Press.

14. Gros, B. (2007). Digital games in education: The design of games-based learning environments. Journal of research on technology in education, 40(1), 23-38.

15. Venter, R. E. (2012). Role of sleep in performance and recovery of athletes: a review article. South African Journal for Research in Sport, Physical Education and Recreation, 34(1), 167-184.

16. Kharisma, A. C., Fitryasari, R., & Rahmawati, P. D. (2020). Online games addiction and the decline in sleep quality of college student gamers in the online game communities in Surabaya, Indonesia. International Journal of Psychosocial Rehabilitation, 24(7), 8987-8993.

17. Cusack, C., Largent, J., Alfuth, R., & Klask, K. (2010). Online games as social-computational systems for solving np-complete problems. Meaningful play.