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Comparative Study

A Comparative Study on Gamers and Non-Gamers to Evaluate the Impact of Gaming Addiction on Emotional Intelligence

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ABSTRACT

The goal of the current study is to assess how gaming addiction affects emotional intelligence and its components. This study also compares the EQ scores and alterations in behavior of gamers and non-gamers. Because the internet was created to make life simpler and easier and to conveniently access information and knowledge, it has become an integral part of everyone's everyday existence in the twenty-first century. Although internet gaming is a old concept, its popularity has skyrocketed in India since 2015–2016. Gaming disorder, according to the WHO, manifests as diminished control over gaming, a rise in gaming priority, and continuing gaming despite its negative effects. Sample consisted of 220 male and female teenagers from Sagar, Bhopal, Gwalior, and Indore divisions of Madhya Pradesh. LAL1 was utilized as an online form to measure the emotional intelligence. The mean (SD) score of managing emotions for gamers is 3.06(1.306), whereas for non-gamers it is 3.55(1.247), according to calculations and the use of statistical and paired sample t test methods. The mean SD and t-test score of managing emotions for gamers is 3.06(1.306), whereas for non-gamers it is 3.68(1.204). For gamers, the mean (SD) score for motivating oneself is 2.96 (1.272), while for non-gamers, it is 3.54. (1.272). The mean score of social skills for gamers is 3.05(1.321), while the mean score of empathy for gamers is 2.98(1.308), compared to 3.64(1.183) for non-gamers (1.183). There were significant differences in self-awareness, managing emotions, motivating oneself, empathy, and social skills between gamers and non-gamers, this study found the significant support for hypothesis.

After food and security, internet and mobile are the most important things for people in the twenty-first century; without internet and mobile, normal and work lives are almost impossible, and this is because we are addicted to them. Internet are made to

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make things easy and make our life better and to share the information, no one thing about it at that time that internet is way more addictive then alcohol. Gaming is very old things but after 2015-16 gaming craze were increase in children and they start playing games on computers and even in mobile because this is the era of smart mobiles everyone has smart mobile and that make. Worldwide, internet addiction has grown to be a serious problem. In terms of personal life, family relationships, social conduct, and academic performance, Internet addiction in teens may be a significant crisis on par with drug addiction. There is evidence that those with better emotional intelligence are less likely to be online addicts. The nature and extent of this association, however, are still up for debate. Our research intends to comprehend the relationship between teenage online game use and emotional intelligence, as well as the emotional intelligence of different genders in relation to gaming addiction. In the eleventh revision of the International Classification of Diseases (ICD-11), the World Health Organization identified gaming disorder as an illness that poses a risk to the general public's health and wellbeing. According to the WHO, gaming disorder shows up as impaired control over gaming, an increase in gaming priority, and continued gaming despite its harmful effects.

Teenage misuse of Internet games has also been linked to emotional issues like despair, loneliness, anxiety, and violence. Our rational thinking and actions are greatly influenced by our emotions. The definition of emotional competence according to emotional intelligence is the ability to identify and communicate one's feelings. Positive emotion, as opposed to negative sentiment, enhances mental health and assists in lessening the impacts of negative emotions, leading to psychological resilience. Positive emotional experiences increase a person's likelihood of being socially integrated and being healthy. Anybody can relate to being invited into a place of intimacy. It means that your welcome. You are not a fly on the wall. You deserve to be there, emotionally." (R. Green, personal communication, May 11, 2017) The word "emotion" comes from the Latin verb emovare, which means "to move or change continuously" (Callahan & McCollum, 2002). Emotions play a crucial role in human natural selection and adaptation because they affect how we perceive, comprehend, and react to our surroundings. They play a significant role in the advancement of learning because Humans create their personalities and connotations out of reality through their subjective emotional world. Scientists began examining how individuals can rationally and comprehend their own emotions, efficiently recognise emotions, as well as regulate and control them because of how vital emotions are (Salovey & Mayer, 1990). Since then, the term "emotional intelligence" has spread to practically every country in the world. As a way to identify people who are successful in life and as a means of achieving this achievement, emotional intelligence has become more widely accepted.

The concept of emotional intelligence explains why two people with similar IQs can achieve inconceivably extraordinarily different levels of success in life (Goleman, 1998) because in some cases, success comes from a person's ability to interact with people socially and emotionally by using a charming temperament in their exchanges rather than from their knowledge (St.Clair, 2004).Wayne Payne apparently coined the phrase "emotional intelligence" for the first time (1986). In his doctoral thesis, "A study of emotion: building emotional intelligence; self-integration, reacting to fear, pain, and desire," he coined the phrase "emotional intelligence" The term "Emotional Intelligence" was once again used in 1990 by Peter Salovey and John D. Mayer, building on Wayne Payne's work, when they defined it as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to

guide one's thinking and action" (Salovey & Mayer, 1990,). However, the idea of emotional intelligence did not become widely accepted until 1990, when Daniel Goleman published his book "Emotional Intelligence, Why EI Matters More Than IQ" (Goleman, 1998). Goleman expanded Mayer and Salovey's four-branch approach to include the following five crucial components of emotional intelligence, or EQ as he sometimes abbreviates it, Self-awareness, Self-regulation, Motivation, Empathy, Social skill

The Uncertainty is Obvious in Study Results

Jean Twenge, a psychology professor and researcher at San Diego State University, thinks that one to two hours per day is the recommended maximum for teenagers (Rossman, 2017). Twenge's study, which was done by San Diego State University and Florida State University, revealed that kids shouldn't play video games for longer than five hours (Rossman, 2017). The American Academy of Pediatrics states that younger children, ages two to five, have a one- to two-hour limit, and older children and adolescents have "consistent limits," though they don't specify a specific number (Marachi, 2016). According to a 2010 Kaiser Family Foundation poll, many children play for more than 50 hours per week, which is significantly more than the recommended five hours per day (Oskin, 2012). "Problem gamers" play video games between 80 and 100 hours a week, which is unquestionably too much when compared to full-time employment or school (King, 2010).

According to several studies, emotional intelligence and Internet addiction are inversely correlated (Beranuy, Oberst, Carbonell, & Chamarro, 2009; Hamissi, Babaie, Hosseini, & Babaie, 2013; Parker, Taylor, Eastabrook, Schell, & Wood, 2008). People with high emotional intelligence levels are less likely to be Internet addicts. In contrast to Internet addiction, which is linked to a number of psychosocial risk factors like hostility and social isolation as well as a variety of diseases like depression or phobic anxiety, emotional intelligence is also related to personality, social relationships, and life satisfaction (Hamissi et al., 2013). (Beranuy et al., 2009). A recent epidemiological survey study found that adolescent gaming disorders can have negative effects on the body, the mind, and society. Physical effects include tendon injuries and eye amblyopia (Ayenigbara, 2018; Meng et al., 2015; Dong et al., 2017; Weinstein & Lejoyeux, 2015; Marino & Spada, 2017). Reduced self-esteem, sadness, attention deficit hyperactivity disorder (ADHD), and obsessive compulsive disorder (OCD) are psychological impacts (Chi, Lin, & Zhang, 2016; Andreassen et al., 2016; Lemenager et al., 2018; Liau et al., 2015; Hawi, Samaha, & Griffiths, 2018; Satghare et al., 2016). According to John B. Saunders (2017), Mei et al. (2016), Wu et al. (2016), Gentile et al. (2017), and other researchers, the social impact of game addiction causes loss of learning time, family function, interactions with peers, difficulties expressing oneself, and difficulty at work. According to Petrides et al. (2016), people with lower trait EI are more likely to have increased psychological and interpersonal issues, which could lead to negative online behaviour (Kuss and Griffiths 2012). The socioemotional system (which increases people's susceptibility) Controls on people's exposure to thrilling and dangerous activities (such as improper technology use) emotions, and exercising cognitive restraint over them is a key preventative element.opposed to engaging in undesirable behaviours (Casey et al. 2008; Shulman et al. 2016). Only two research have demonstrated that trait EI may contribute to the development of online gaming addiction, despite a few studies linking trait EI with technological addictions including smartphone addiction and Internet addiction (Van Deursen et al. 2015; Beranuy et al. 2009). More precisely, Che et al. (2017) revealed that teenage online gaming addiction was adversely correlated with the emotional intelligence skill of self-management of emotions.

Another adolescent study found that, via attentive awareness, characteristic EI was indirectly connected to problematic internet gaming (Kircaburun, Griffiths, & Billiuex, 2019). IGD may be developed and maintained by people who have a difficult time managing their emotions and/or who have lower levels of personality traits associated to emotion.

Internet addiction has been linked to a wide range of behavioural and psychological traits, according to numerous studies (Chak & Leung, 2004; Cho et al., 2010; Douglas et al., 2008; Mesgarani, Shafiee, Ahmadi, & Zare, 2013; Ying & Wenbin, 2011). The effects of Internet addiction on personality, social support, motivational factors, and other traits have also been studied by other researchers among people of various ages and behavioural levels (Bargh & McKenna, 2004; Hardie & Yi Tee, 2007; Jahanian & Seifury, 2008; Romano, Osborne, Truzoli, & Reed, 2013; Samarein et al., 2013).

Few researchers have discovered positive effects of video. Games (Jones, Moore, Rose & Choo, 2016) saying that they enhance Student learning (Hwang & Chen, 2017) and the functioning of teams (Thirunarayanan & Vilchez, 2012). Conversely, It is well established. that problems may come up when Internet gaming is too much. A survey in Canada revealed that 9.4% of gamers experience problematic gaming, while 1.9% were described as having severe problems (Faulkner, Irving, Adlaf, & Turner,2015; Salguero & Moran, 2002 (Generally, it is logical to assume that problematic Internet gaming is different. not from gaming addiction and relatively stable over time Vadlin, Aslund, & Nilsson, 2018 Parents are becoming more and more concerned that internet gaming is growing dually becoming a habit in their children (young and DAbreu, 2017). Problematic or Excessive Internet gaming has been defined as recurrent and persistent. indulgence in gaming that leads to functional impairment American Psychiatric Association, 2013; Shapira et al., 2003 In addition, there is a continuing deliberation Concerning the inclusion of Gaming disorder in DSM -5 and ICD-11 (VRooij et al., 2018 and it has become an area in high need of more and more empirical evidencece by researchers. Several studies have examined problematic internet use and Internet addiction is common among university students because the undergraduate peri It tends to be a time when the Internet is over rused Kanell, 1998; Young & De Abreu, 2017). Thus, the current study was planned in this area to understand and provide empirical evidence regarding influence of excessive Internet gaming. Greater stimulation and salience effects identified in modern video games are a troubling statistic for the present generation. Games can only get more addictive as the stimulation effects increase, especially for kids who play video games for sensation-seeking purposes solely (Thomas & Martin, 2010). Participants between the ages of sixteen and eighteen were employed by Aydin and Sari (2011) to examine the connection between playing video games and self-esteem. The goal of the current study is to determine whether there is an earlier age range where there is a relationship between playing video games and self-esteem.

METHODOLOGY

This is a comparative study on Gamers and Non-Gamers which tested major effects on EQ and its dimensions (self-motivation, Motivating own self, Empathy, Social skills). The sample include 220 male and female teenagers (mean age= 23.61 SD 2.75) from Madhya Pradesh, participated anonymously and voluntarily in an online survey study. Participants were recruited from several online gaming social media group forums. Details for participating in the study were announced and promoted in these social media forums, and all of the participants were informed about the details of the study. All participants had to provide informed consent in order to begin answering the survey items. Participants were

separated into two groups gamers and non-gamers. In this we use LAL1 for emotional intelligence questionnaire convert it into google form and use it online. Our findings will reveal the effects of gaming on EQ in between five dimensions of emotional intelligence (i.e., self-management, motivating own self social skills, and empathy).

Research tools

Emotional intelligence Questionnaire LAL1: - It comprise 50 items and 5 subscales including Self-awareness, managing emotion, Motivating own self, Empathy and Social skills. Scoring is done on a basis of Likert type scale with 5 responses options ranging from (1) do not apply at all to (5) always apply to you

RESULT

The current study was carried out to reveal the mean significant effect among internet gamers and non-gamers in relation to emotional intelligence with five different dimensions. Paired t test was perform using SPSS 2022.

Table: -1 ==Add Table name==

S.No	Dimension of EQ	Mean	N	St. Deviation	St. Error Mean
Pair1	Self-awareness (G)	2.96	1020	1.340	.042
	Self-Awareness (NG)	3.68	1020	1.204	.038
Pair 2	Managing emotions(G)	3.06	1020	1.306	.041
	Managing emotions (NG)	3.55	1020	1.247	.039
Pair 3	Motivating own self(G)	2.97	1020	1.272	.040
	Motivating won self (NG)	3.54	1020	1.272	.040
Pair 4	Empathy(G)	2.98	1020	1.308	.041
	Empathy (NG)	3.64	1020	1.183	.037
Pair 5	Social skills (G)	3.05	1020	1.321	.041
	Social skills (NG)	3.72	1020	1.183	.037

Table 1 show the results for descriptive statistics which are computed to see the overall distribution of data across the variables of the study. Mean value of Non Gamers were higher in different dimensions of Emotional intelligence in compare to Gamers population. The mean and SD is given is parenthesis i.e. mean(SD) scores. or online game use by groups are presented in Table 1. Among the participants, 102 was gamers and 102 were non gamers. The mean (SD) score of self-awareness for gamers is 2.96(1.340) where are for non-gamers it is 3.68(1.204). the mean(SD) score of managing emotions for gamers is 3.06(1.306) whereas for non-gamers it is 3.55(1.247). The mean(SD) score of motivating own self for gamers is 2.96(1.272) and for non-gamers it is 3.54(1.272). the mean score of Empathy for gamers 2.98(1.308) and for non-gamers it is 3.64(1.183), the mean score of social skills for gamers is 3.05(1.321) and for non-gamers it is 3.72(1.183). Results show that gaming is negatively related to emotional intelligence.

Table: - 2 Add Table name

S.No	Dimensions of EQ	mean	Std. Deviation	Std. error Mean	Lower	Upper	t	df	One sided p	Two-sided p
Pair 1	Self-awareness(G) Self-awareness (NG)	-.719	1.812	.057	-.830	-.607	-12.669	1020	<.001	<.001
Pair 2	Managing emotion(G) Managing emotions (NG)	-.494	1.842	.058	-.607	-.381	-8.565	1020	<.001	<.001
Pair 3	Motivating own self(G) Motivating own self (NG)	-.564	1.823	.057	-.676	-.452	-9.878	1020	<.001	<.001
Pair 4	Empathy(G) Empathy (NG)	-.661	1.773	.056	-.770	-.552	-11.904	1020	<.001	<.001
Pair 5	Social skills(G) Social skills (NG)	-.670	1.797	.056	-.780	-.559	-11.902	1020	<.001	<.001

These findings provide significant support for first and second hypotheses as p value is less than <.001. there were significant different in self-awareness (t= -12.669, p= <.001), managing emotions (t= -8.565, p= <.001), motivating-own self (t= -9.878, p=<.001), Empathy (t= -11.904, p= <.001), social skills (t= -11.902, p= <.001) between the group. Hence null hypothesis is rejected.

DISCUSSION

This is the first study to examine the emotional intelligence of Teenagers with Internet gaming disorder in Madhya Pradesh. Based on the findings and results of this study, it is concluded that there seems to be different between all the dimension of emotional intelligence in gamers and non-gamers. This implies that Teenagers who are gamers excessively could be more negatively affected in terms of their emotional competence compared with those who play less games or those who are non-gamers. Playing video games too much can have a negative impact on these skills. This is consistent with past research that have found a curved association between playing video games and Emotional intelligence outcomes, with "non" gamers displaying higher Emotional intelligence and social functioning. Players that regularly engage in gaming are better able to handle emotional cues that they might not typically encounter in real life. Additionally, identifying with a character is a crucial opportunity to improve emotional intelligence.

Teenagers are finding it challenging to comprehend environmental circumstances, the absence of excessive desire, and how these factors affect self-understanding due to the impact of gaming addiction on aspects of self-awareness (Kim et al., 2018; King, Herd, & Delfabbro, 2017; Liang et al., 2019; akirolu, 0 8; Wu, Lee, Liao, & Chang, 0 5) Gamers are greatly impacted by the self-awareness component of emotional intelligence because, if it has been impacted by gaming addiction, it will make it harder for them to comprehend themselves. Aspects of self-motivation or motivation own self in gamers with gaming addiction that cause a decline in learning, retreat, and a decrease in the desire to learn (Moudiab & Spada, 2019; Quwaider, Alabed, & Duwairi, 2019; Stavropoulos et al., 2019).

Teen gaming addiction self-empathy components lack environmental sensitivity, violent behavior, and alexithymia which mean inability to identify and express or describe one's feelings (Evren, Dalbudak, Topcu, & Kutlu, 2019; Greitemeyer, 2018; King et al., 2018). Poor social relationships, a decline in interest in social activities, a loss of entertainment in the environment, and disruption of academic and social functions are all effects of the impact of gaming addiction on social skills and emotional intelligence (Ko, Lin, Lin, & Yen, 2019; Rikkers, Lawrence, Hafekost, & Zubrick, 2016; Weinstein, Przybylski, & Murayama, 2017).

This study proves that gaming addiction is legitimately a serious condition that can be effect emotional intelligence. Numerous empirical studies have shown how gaming addiction affects people, and these studies will likely lead to the need for additional treatment for gaming addiction problem in the future.

CONCLUSION

There are many issues that affect teenagers as a result of gaming, thus it is important to be aware of how gaming addiction affects adolescent emotional intelligence. In fact, the WHO's decision to add gaming disorder in the ICD-11 is highly suitable given the growing number of issues brought on by gaming disorders. The biggest factor affecting today's teens' emotional intelligence is gaming addiction. Self-regulation is the area where gaming addiction has the greatest impact, but self-awareness, self-empathy, self-motivation, and social skills also play a big role. In order to succeed in life, emotional intelligence must be mastered. If emotional intelligence has been harmed by a gaming addiction, the five components of emotional intelligence will also be harmed.

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