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IMPACT OF ONLINE GAMING ON SOCIAL BEHAVIOUR AMONG ADOLESCENTS: A CRITICAL ANALYSIS OF THE VIDEO GAMING CULTURE

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Abstract

Gaming culture serves as a complex social ecosystem influencing identity, peer interaction, and even professional aspirations. If we talk about cloud gaming, it allows consumers to access games across a spectrum of devices, likely to eliminate the demand for high-end gaming gear. Beyond its features, gamers can quickly move between devices without losing their session's progress. Cloud gaming guarantees a flawless and continuous gaming experience, therefore motivating consumers to indulge in longer playing sessions. While extensive research has explored the psychological, behavioural, and cognitive effects of video gaming on adolescents, a critical gap persists in understanding the nuanced interplay between online gaming culture and adolescents' social behaviour, particularly from a holistic, sociocultural, and behavioural lens. The present study, therefore, aims to explore the social consequences of video game addiction and to provide evidence-based insights that can guide parents, educators, and policymakers in managing adolescents' digital behaviour more effectively. The study adopted descriptive research and surveyed 300 secondary school students of Hyderabad district using stratified sampling method. Findings indicate that online gaming addiction impacts the social behaviour of secondary school students. Results further show that online gaming addiction has a greater and more statistically significant impact on the social behaviour of boys compared to girls. Furthermore, there is a difference in the impact of online video gaming on social behaviour between government and private secondary school students, with private school students showing greater variability and sensitivity in social behaviour as addiction levels increase. The findings of the present study carry significant implications for educators, educational institutions, and parents in addressing the growing concern of online gaming addiction among adolescents. In this direction,

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collaborative work of all stakeholders in adopting preventive interventions together can minimise the adverse effects associated with excessive online gaming.

Keywords: *Gaming culture, online gaming, Social behaviour, Adolescents, Impact.*

Introduction:

Video gaming culture refers to a dynamic set of practices, discourses, identities, and social structures that emerge from video game play and participation in gaming communities (Consalvo, 2007; Shaw, 2010). It transcends mere gameplay and encompasses streaming platforms, online forums, e-sports, game-based content creation, and fandom practices. As highlighted by Tailor (2018), gaming culture serves as a complex social ecosystem influencing identity, peer interaction, and even professional aspirations. Transaction-based game revenues increased 39% from 2021 to surpass INR 100 billion, according to the FICCI-EY results from 2022. Indian gamers are increasingly paying for online games, as seen by the country's first-time paying client ratio, which reached 67% in 2022. In India, every third person who transacts online is a paid gamer, and every second internet user is a gamer, as per the report. Growing awareness and a more favourable perception of online gaming can explain this trend. The expansion of internet availability to a wide audience in Tier-II and Tier-III cities, together with lower data costs and reasonably priced cell phones, is one of the reasons for the increase in gaming culture in India. During the 2020 pandemic lockdown, an increase in demand for virtual entertainment led to online game viewing and streaming emerging as alternatives to OTT consumption and social media. The gaming business is seeing transformations across all major sectors, including casual gaming, Web3 gaming, and e-sports. Gaming culture serves as a complex social ecosystem influencing identity, peer interaction, and even professional aspirations. If we talk about cloud gaming, it allows consumers to access games across a spectrum of devices, likely to eliminate the demand for high-end gaming gear. Beyond its features, gamers can quickly move between devices without losing their session’s progress. Cloud gaming guarantees a flawless and continuous gaming experience, therefore motivating consumers to indulge in longer playing sessions.

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Literature Review:

Social Learning Theory: Bandura (1977) asserts that individuals learn behaviours through observation and imitation. Video games, particularly violent or hyper-masculinized ones, may serve as behavioural models for adolescents, potentially fostering aggression or desensitization (Anderson & Bushman, 2002).

Gratification Theory: According to Blumler and Katz (1974), media users actively seek content that satisfies specific needs. Sherry et al. (2006) found that adolescents use video games to gratify needs such as social interaction, escape, arousal, and challenge. Vorderer et al. (2004) further reinforced the argument by showing how interactivity and narrative immersion are central gratifications of gaming.

Cognitive-Behavioural Theory: Cognitive-behavioural theory posits that repeated exposure to media content may alter thought patterns and behaviour. Gentile et al. (2011) proposed a media practice model wherein sustained exposure to game stimuli can influence social schemas and emotional responses.

Aggression and Violence: Anderson et al. (2010) conducted a meta-analysis and found consistent but modest effects on aggression. However, Ferguson (2015) argued that many of these findings are inflated due to methodological limitations and publication bias. A longitudinal study by Przybylski and Weinstein (2019) found minimal evidence that violent game play predicts adolescent aggression, emphasizing the importance of contextual variables.

Social Behaviour Aspects: This social aspect of gaming is posited to enhance players' social skills and prosocial behaviours, which may translate into their real-world interactions (Gentile et al., 2009). Studies have shown that engagement with prosocial video games correlates with increased prosocial behaviours, suggesting that games designed to promote cooperation and altruism can have a positive impact on players' helping behaviours (Ewoldsen et al., 2012).

Gaming Disorder and Addiction: The World Health Organization (2018) classified “gaming disorder” as a clinical condition. Kuss and Griffiths (2012) and Pontes and Griffiths (2015) found that excessive gaming is associated with reduced academic performance, sleep

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disruption, and interpersonal difficulties. Adolescents are particularly vulnerable due to reward system sensitivities and impulsivity (Anderson et al., 2017).

Emotional Well-being and Mental Health: Gaming can serve both as a coping strategy and a risk factor. Gentile et al. (2011) found that problematic gaming correlates with increased depression and anxiety. In contrast, Granic, Lobel, and Engels (2014) highlighted potential psychological benefits of gaming, such as improved mood regulation, resilience, and prosocial behaviour, particularly in cooperative game contexts.

Cognitive and Educational Outcomes: Video games can enhance cognitive flexibility, problem-solving, and attentional control (Green & Bavelier, 2003). Bediou et al. (2018) conducted a meta-analysis confirming the cognitive benefits of action video games, including better working memory and visual-spatial skills.

Socialization and Identity Formation: Video gaming is deeply intertwined with adolescent identity development and peer socialization. Online multiplayer games provide environments for collaboration, competition, and community participation (De Grove et al., 2014; Kowert et al., 2015). Turkle (1995) argued that avatars allow adolescents to explore alternate identities and social roles. However, gaming communities can also reinforce exclusionary norms, including gender stereotyping and toxic behaviour (Fox & Tang, 2014; Nakamura, 2012).

Cultural Dimensions of Gaming: Gaming culture is a site of cultural production and consumption. Dyer-Witheford and De Peuter (2009) emphasized the capitalist underpinnings of the gaming industry, linking it to labor exploitation, militarization, and consumerism. Jin (2010) analyzed gaming cultures in East Asia, showing how localized industry practices shape youth participation and identity.

Parental Mediation and Regulatory Frameworks: Parental involvement plays a crucial role in adolescents' gaming behaviour. Nikken and Jansz (2006) found that co-playing and active mediation were more effective than restrictive control in fostering positive gaming habits. Livingstone and Helsper (2008) highlighted that digital parenting strategies vary across socioeconomic backgrounds, influencing adolescents' media literacy and exposure.

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Research Gap and Need of the Study:

While extensive research has explored the psychological, behavioural, and cognitive effects of video gaming on adolescents, a critical gap persists in understanding the nuanced interplay between online gaming culture and adolescent social behaviour, particularly from a holistic, sociocultural, and behavioural lens. Most of the existing research has looked at issues like aggression and violence, reasons for playing, addiction and mental health effects, learning outcomes, and general social interactions. However, few studies critically interrogate the online gaming culture itself as both a social space and a cultural construct that influences adolescent identity formation, social norms, and behaviour patterns. While Turkle (1995) and Nakamura (2012) touched on identity and exclusionary practices, these discussions often lack a targeted analysis of adolescents' lived experiences within online multiplayer ecosystems, where cultural norms, peer dynamics, and behavioural expectations are continuously negotiated. These factors raise significant concerns regarding the ethical and social development of adolescents. The present study, therefore, aims to fill the gap and explore the social consequences of video game addiction and to provide evidence-based insights that can guide parents, educators, and policymakers in managing adolescents' digital behaviour more effectively.

The Problem Statement:

"Impact of Online Gaming on Social Behaviour among Adolescents: A Critical Analysis of the Video Gaming Culture"

Research Objectives:

- To find the impact of online gaming addiction on social behaviour of secondary school students of the Hyderabad district
- To compare the difference in the impact of online gaming addiction on social behaviour between girls and boys of secondary school students of the Hyderabad district
- To compare the difference in impact of online gaming addiction on social behaviour between government and private secondary school students of the Hyderabad district

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Hypotheses:

- There will be a significant impact of online gaming addiction on social behaviour of secondary school students
- There will be no significant difference in the impact of online gaming addiction between girls and boys of secondary schools
- There will be no significant difference in the impact of online gaming addiction between Govt. and Private school students.

Research Methodology:

Research Design: The present study adopts a descriptive research design aimed at exploring the impact of online video gaming on the social behaviour of adolescents. This design facilitates a comprehensive understanding of behavioural patterns, interactions, and potential consequences associated with video gaming among secondary school students. The emphasis is placed on assessing observable characteristics and drawing correlations between gaming habits and social behaviour within a natural, school-based context.

Population and Sample: The population of this study comprises secondary school students (Grades 9 and 10) from both government and private schools in the Hyderabad district of Telangana State. A total of 20 schools were purposively selected—comprising 10 government and 10 private institutions—to represent the diversity of the school landscape in the district. From these schools, a sample of 300 students was drawn, including:

- 150 students from government schools (75 boys and 75 girls)
- 150 students from private schools (75 boys and 75 girls)

A stratified random sampling technique was employed to select the schools, ensuring randomness and representation. Within each school, convenience sampling was used to select the students, while maintaining gender balance across the sample. This stratification allowed for comparative analysis across institutional type (government vs. private) and gender (boys vs. girls).

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Tool and Instrumentation: Data were collected using a researcher-developed, structured questionnaire consisting of 40 closed-ended items. The questionnaire was carefully designed to gather both demographic information and behavioural insights across four major dimensions: a) Video Gaming Habits, b) Interaction with Family and Friends, c) Interaction with Peers in School, d) Video Gaming Addiction. In addition to these dimensions, the instrument collected preliminary demographic data including name (optional for anonymity), age, gender, grade, and school type. The tool was designed to facilitate quantitative analysis while maintaining participant anonymity and comfort.

Field Work: Data collection was conducted over a period of four months (June to September 2024). The researcher visited each selected school in person to administer the questionnaires. Students were briefed about the study's purpose, and ethical protocols (confidentiality and voluntary participation) were ensured. Completed responses were collected on-site for further analysis.

Data Analysis: The collected data were cleaned, coded, and subjected to statistical analysis using descriptive and inferential techniques. Responses were first categorized according to the independent variables—gender and type of school—to explore trends and associations with the dependent variables (gaming habits and social behaviours). Descriptive statistics such as: Means, Standard Deviations and Ranges were used to understand overall trends and distribution patterns in the data. To test significant differences between groups, inferential statistics were applied. Specifically, a One-Way Analysis of Variance (ANOVA) was employed to examine:

- Differences in social behavioural outcomes based on school type
- Differences between boys and girls
- Any interaction effects between gender and institutional background

Objective-wise Analysis:

The data have been analysed as per the defined objectives and related hypotheses. The objectives of the study were achieved through different applicable statistical procedures to test hypotheses. The t-test, mean, standard deviation and Anova is used followed by presenting their

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outputs in the form of tables and graphs. Furthermore, interpretations and discussion are given in the captions.

Objective-1 Analysis:

The first objective of the study was "To find the impact of online gaming addiction on social behaviour of secondary school students of the Hyderabad district". The hypothesis for this objective was "there will be a significant impact of online gaming addiction on social behaviour of secondary school students". To test this hypothesis, the researcher has analysed the responses employing One-way Anova and results are presented in the following table:

Table-1 A) Summary of One Way ANOVA with Social Behaviour as Dependent Variable

ANOVA							
Social Behaviour							
	Sum of Squares	df	Mean Square	F	Sig.		
Between Groups	1057.044	2	528.5221	23.87192	0	Sig. at .05 level	
Within Groups	6575.552	297	22.13991				
Total	7632.597	299					

From the above table it is evident that the F value of impact of video gaming on social behaviour among secondary school students is F (2, 299) = 23.87 which is significant at **0.05** level. Hence, the hypothesis that "there will be a significant impact of online gaming addiction on social behaviour of secondary school students" is **not rejected**. It means that there is a significant impact of online gaming on social behaviour among secondary school students. But from the above table it is not clear that what is the level of gaming addiction in groups. To explore this, we have to apply a Post Hoc Test (Scheffe) and the result is presented in the following table.

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Table-1 B) Post Hoc Test (Scheffe) Showing Multiple Comparisons between Groups

Multiple Comparisons						
Social_BehaviourScheffe						
(I) Levels of Gaming Addiction	(J) Levels	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Low Level of Gaming Addiction	Moderate L	-3.66671	0.646207	2.3E-07	-5.256476269	-2.07695
	High Level	-5.812196812		1.12E-08	-8.102744948	-3.52165
Moderate Level of Gaming Addicti	Low Level	3.666715	0.646207	2.3E-07	2.076953417	5.256476
	High Level	-2.14548	0.828303	0.036251	-4.183225285	-0.10774
High Level of Gaming Addiction	Low Level	5.812197	0.931063	1.12E-08	3.521648676	8.102745
	Moderate L	2.145482	0.828303	0.036251	0.107738653	4.183225
*. The mean difference is significant at the 0.05 level.						

From the table, it is clear that significant mean difference is observed between Low and Moderate levels and between Low and High levels indicating that Low levels of gaming addiction are significantly different from Moderate and High levels. The comparison between Moderate and High levels also shows a significant mean difference suggesting these groups also differ significantly. Findings based on the Scheffe post-hoc test shows that notable differences are observed in social behaviour across varying levels of gaming addiction.

Objective-2 Analysis:

The second objective was to compare the difference in the impact of online gaming addiction on social behaviour between girls and boys of secondary school students of the Hyderabad district. The hypothesis for this objective was “there will be no significant difference in the impact of online gaming addiction between girls and boys of secondary schools”. To test this hypothesis, the researcher has analysed the responses employing One-way Anova and results are presented in the following table:

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Table -2 A) Summary of One Way ANOVA with Social Behaviour as Dependent Variable with Reference to Gender

ANOVA							
Social Behaviour							
Gender		Sum of Squares	df	Mean Square	F	Sig.	
Female	Between Groups	132.238	2	66.11902	2.864574164	0.060818	Not Sig.
	Within Groups	2839.04	123	23.08162			
	Total	2971.278	125				
Male	Between Groups	557.5718	2	278.7859	13.23289888	0	Sig. at .05 level
	Within Groups	3602.566	171	21.06764			

From the above table, it is evident that the F value of impact of video gaming on social behaviour among girls is F (2, 125) = 2.86 which is not significant at **0.05** level. Whereas, the F value of impact of video gaming on social behaviour among boys is F (2,171) = 13.23 which is significant at **0.05** level. Hence, the null hypothesis that "there will be no difference in the impact of online gaming addiction between girls and boys" is **rejected**. It means that there is a significant difference in the impact of online gaming between girls and boys. But from the above table it is not clear that what is the level of gaming addiction in groups. To explore this, we have to apply a Post Hoc Test (Scheffe) and the result is presented in the following table.

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Table-2 B) Post Hoc Test (Scheffe) Showing Multiple Comparisons between Groups

Multiple Comparisons								
Social_BehaviourScheffe								
Gender	(I) Levels o	(J) Levels	Mean Difference (I-J)	Std. Error	Sig.			
Female	Low Level	Moderate L	-2.06586	1.770139	0.508000607			N.S.
		High Level	-4.145	1.95153	0.109125774			N.S.
	Moderate L	Low Level of Gaming A		1.770139	0.508000607			N.S.
		High Level	-2.07914	1.082337	0.162361379			N.S.
	High Level	Low Level	4.145	1.95153	0.109125774			N.S.
		Moderate L	2.07914	1.082337	0.162361379			N.S.
Male	Low Level	Moderate L	-3.32946	0.73711	0			Sig. at .05 level
		High Level	-5.10606	1.350569	0.001			Sig. at .05 level
	Moderate L	Low Level	3.329465	0.73711	0			Sig. at .05 level
		High Level	-1.7766	1.314897	0.403			N.S.
	High Level	Low Level	5.106061	1.350569	0.001			Sig. at .05 level
		Moderate L	1.776596	1.314897	0.403			N.S.
*. The mean difference is significant at the 0.05 level.								

From the table, it is clear that there are no significant differences were found between any levels of gaming addiction (Low, Moderate, High) in females. Whereas, significant differences were observed between Low & Moderate, Low & High and Moderate & Low levels of gaming in males. No significant differences were found between High & Low, and Moderate & High levels. Therefore, we can say that gaming level has a statistically significant impact on social behaviour among males, but not among females, based on the Scheffe post-hoc test.

Objective-3 Analysis:

The third objective was to compare the difference in impact of online gaming addiction on social behaviour between government and private secondary schools of the Hyderabad district. The hypothesis for this objective was “There will be no significant difference in the impact of online gaming addiction between Govt. and Private school students”. To test this hypothesis, the researcher has analysed the responses employing One-way Anova and results are presented in the following table:

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Table-3 A) Summary of One Way ANOVA with Social Behaviour as Dependent Variable with Reference to Type of School

ANOVA							
Social Behaviour							
School Type		Sum of Squares	df	Mean Square	F	Sig.	
Govt.	Between Groups	324.3322	2	162.1661	8.20032787	0.00042	Sig. at .05 level
	Within Groups	2907.008	147	19.77556			
	Total	3231.34	149				
Private	Between Groups	892.9489	2	446.4744	19.26817893	0.037	Sig. at .05 level
	Within Groups	3406.224	147	23.17159			
	Total	4299.173	149				

From the above table, it is evident that the F value of impact of video gaming on social behaviour among students of Govt. schools is F (2, 149) = 8.20 which is significant at **0.05** level. Whereas, the F value of impact of video gaming on social behaviour among students of Private schools is F (2,149) = 19.26 which is also significant at **0.05** level. Hence, the null hypothesis "there will be no difference in the impact of online gaming addiction between Govt. and Private school students" is **rejected**. It means that there is a significant impact of online gaming on both Govt. and Private school students. But from the above table it is not clear that what is the level of gaming addiction in groups. To explore this, we have to apply a Post Hoc Test (Scheffe) and the result is presented in the following table.

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Table-3 B) Post Hoc Test (Scheffe) Showing Multiple Comparisons between Groups

Multiple Comparisons								
Social_BehaviourScheffe								
ToSchool	(I) Levels o	(J) Levels o	Mean Difference (I-J)	Std. Error	Sig.			
Govt.	Low Level	Moderate L	-3.29831	0.874227	0.001121282			Sig. at .05 level
		High Level	-3.88131	1.203416	0.006569436			Sig. at .05 level
	Moderate L	Low Level of Gaming A		0.874227	0.001121282			Sig. at .05 level
		High Level	-0.583	1.055387	0.858628347			N.S.
	High Level	Low Level	3.881313	1.203416	0.006569436			Sig. at .05 level
		Moderate L	0.583004	1.055387	0.858628347			N.S.
Private	Low Level	Moderate L	-4.02632	0.923954	0.000132399			Sig. at .05 level
		High Level	-8.35759	1.404569	0.00			Sig. at .05 level
	Moderate L	Low Level	4.026316	0.923954	0.000132399			Sig. at .05 level
		High Level	-4.33127	1.267654	0.003635799			Sig. at .05 level
	High Level	Low Level	8.357585	1.404569	0.00			Sig. at .05 level
		Moderate L	4.331269	1.267654	0.003635799			Sig. at .05 level
*. The mean difference is significant at the 0.05 level.								

From the above table, it is evident that significant differences at the **0.05** level are observed between Low and Moderate levels, Low and High levels, and Moderate and Low levels whereas, no significant difference is observed between Moderate and High levels or High and Moderate levels in **Govt. schools**. It is also observed that significant differences at the **0.05** level are observed between Low and Moderate levels, Low and High levels, Moderate and Low levels, Moderate and High levels, High and Low levels and High and Moderate levels in **Private schools.**

Results Summary:

The present study aimed to find the impact of online gaming addiction on social behaviour of secondary school students of the Hyderabad district and hypothesised that There will be a significant impact of online gaming addiction on social behaviour of secondary school students. The study provides strong empirical evidence that online gaming addiction does indeed impact the social behaviour of secondary school students. The differences observed across varying levels of addiction highlight the pressing need for awareness, guidance, and balanced usage of digital games among adolescents. Stakeholders such as parents, teachers, and school authorities must take proactive measures to monitor and manage gaming habits in order to safeguard the social well-being and holistic development of students.

The study further aimed at comparing the differences in the impact of online gaming addiction on social behaviour between girls and boys of secondary school students of the Hyderabad district

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and hypothesised that there will be no significant difference in the impact of online gaming addiction between girls and boys of secondary schools. The findings demonstrate that **online gaming addiction has a greater and more statistically significant impact on the social behaviour of boys compared to girls**. While girls' social behaviour appears relatively unaffected by their level of gaming addiction, boys show clear behavioural changes corresponding to their level of gaming involvement. This highlights the need for gender-sensitive strategies and interventions to address the social consequences of gaming addiction among adolescents.

The study further aimed to compare the differences in impact of online gaming addiction on social behaviour between government and private secondary school students of the Hyderabad district and hypothesised that There will be no significant difference in the impact of online gaming addiction between Govt. and Private school students. It was found that while online gaming addiction affects the social behaviour of students in both government and private schools, the degree and variation of its impact are more prominent among private school students. The more distinct differences observed in private schools across all levels of gaming addiction indicate that these students may be more sensitive or more exposed to the behavioural consequences of excessive gaming. Therefore, it can be concluded that there is a difference in the impact of online video gaming on social behaviour between government and private secondary school students, with private school students showing greater variability and sensitivity in social behaviour as addiction levels increase.

Educational Implications of the Study:

The findings of the present study carry significant implications for educators, educational institutions, and parents in addressing the growing concern of online gaming addiction among adolescents. If all the stakeholders collaboratively work together and adopt preventive interventions, the adverse effects associated with excessive online gaming can be minimised. By integrating digital literacy and time management skills into the school curriculum, teachers can play a dynamic role in making students equip essential life skills. With the help of these skills students can maintain balance between online and in-person recreational activities and show improved academic engagement and social responsibilities. Furthermore, mental health support

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systems should be maintained by educational institutions. Comprehensive awareness programmes should be organised at regular intervals to educate adolescents about healthy digital habits and to create awareness among teachers and parents for early identification of excessive online gaming habits. Indeed, parental involvement makes a difference in shaping adolescents online gaming or other social habits. Therefore, parents must be encouraged not only to communicate with children and set consistent boundaries but also portray responsible digital behaviour. Collectively, these measures can contribute to fostering a supportive environment that minimizes the adverse psychological, social, and academic consequences of online gaming addiction among young individuals.

Educational implications for Teachers:

i. **Early Identification and Intervention:** Teachers should be trained to identify early signs of social withdrawal, attention issues, and behavioural changes among students who might be excessively involved in online gaming. This can help provide timely support.

ii. **Integrating Digital Literacy into Curriculum:** Educators can incorporate lessons on healthy digital habits, time management, and responsible gaming within existing life skills or moral education classes to instil balanced attitudes toward digital media.

iii. **Encouraging Cooperative Learning Activities:** Given the positive link between certain video games and collaboration, teachers can design classroom activities that mimic such cooperative learning environments to promote teamwork and social interaction.

iv. **Promoting Real-World Socialization:** Teachers should create more opportunities for group discussions, outdoor activities, and peer collaboration to encourage interpersonal engagement and reduce dependency on virtual interactions.

Educational Implications for Institutions:

i. **Implementing School-Based Awareness Programs:** Schools should organize regular seminars, workshops, and digital literacy campaigns highlighting both the positive and negative effects of online gaming and strategies to maintain balance.

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ii. **Developing Institutional Policies for Digital Use:** Institutions must develop clear guidelines and acceptable use policies regarding digital gaming on campus, ensuring structured use of technology for educational purposes.

iii. **Providing Counselling and Mental Health Support:** Schools should offer psychological support and counselling services for students showing signs of gaming addiction, promoting emotional resilience and social well-being.

iv. **Promoting Physical and Social Activities:** Schools can organize inter-school sports, debates, drama clubs, and group projects to encourage real-world social interaction, teamwork, and leadership

Educational Implications for Parents:

i. **Establishing Healthy Gaming Habits at Home:** Parents should set consistent boundaries around screen time, gaming hours, and promote a balanced routine including academics, physical activity, and family time.

ii. **Parental Monitoring and Involvement:** Parents need to actively monitor gaming content, encourage age-appropriate and prosocial games, and engage in open discussions about gaming habits and experiences.

iii. **Modelling Responsible Digital Behaviour:** Parents must serve as role models in demonstrating healthy digital usage themselves, encouraging offline interactions, and promoting critical thinking about media influence.

iv. **Collaborating with Schools:** Effective home-school collaboration is essential. Parents should participate in school-based initiatives and stay informed about their child's behaviour and academic performance.

Delimitations of the study:

- The present research studied the impact of video gaming on social behaviour among adolescents only
- The study is confined to secondary school students (9^{th} and 10^{th} standards)
- The study is limited to schools of Hyderabad district of Telangana state.

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Scope for Further Research:

- Future research can explore the long-term impact of online gaming on adolescents' social development, academic performance, and emotional intelligence over extended periods.
- Comparative studies across urban and rural settings or different cultural contexts can provide broader insights into how video game culture affects social behaviour globally.
- Studies focusing on the effectiveness of school-based interventions, digital literacy programs, or counselling approaches in mitigating the adverse effects of online gaming can offer practical solutions.
- Future research can also examine how gaming addiction affects family bonding, peer communication, and sibling relationships, particularly in households with varying digital exposure.

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