

Research Article

A STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING PROGRAMME REGARDING ADDICTION OF ONLINE GAMING AND ITS IMPACT ON OVERALL HEALTH AMONG TEENAGERS IN SELECTED HIGH SCHOOL AT, TUMKURU

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Received 15th May 2026; Accepted 17th June 2026; Published online 15th July 2026

ABSTRACT

Objectives: 1) To determine the level of knowledge of teenagers regarding the addiction of online gaming & its impact on overall health in selected high school at, tumkur 2) To evaluate the effectiveness of video assisted teaching programme regarding the addiction of online gaming & its impact on overall health in selected high school at, tumkur 3) To find out the association between pre-test level of knowledge of teenagers regarding the addiction of online gaming & its impact on overall health with their selected demographic variables. **Methodology:** A pre experimental one group pre-test post-test design and a quantitative research approach were carried out on 60 teenagers high school students selected by purposive sampling technique to test the effectiveness of video assisted teaching programme. the data was collected by using structured questionnaire consists of 25 items **Result:** the present study evaluates and found that demographic variables majority 36.7% of them were in the age group of 15-17 and above age in years, majority 66.7% of them males, majority 56.7% of 10000 socio economic status, majority 56.7% of urban nuclear family .majority 56.7% are multi players, majority 66.7%, majority 30% peer group information, majority 30% 8th standard students. **Conclusion:** the data were analysed by applying descriptive and inferential statistics .the result of the study indicate that after intervention there was an improvement in the knowledge and they gain good knowledge about online gaming addiction and its impact on overall health, analysis data shows highly significance difference found between pre-test and post-test knowledge score at the level of ($P < 0.05$) the hypothesis is proved and accepted.

Keywords: Effectiveness, video assisted teaching programme, knowledge, teenager's online gaming addiction.

INTRODUCTION

Internet gaming disorder, also known as video gaming disorder or, is generally defined as the problematic, compulsive use of video games that results in significant impairment to an individual's ability to function in various life domains over a prolonged period of time. This and associated concepts have been the subject of considerable research, debate, and discussion among experts in several disciplines and has generated controversy within the medical, scientific, and gaming communities. Such disorders can be diagnosed when an individual engages in gaming activities at the cost of fulfilling daily responsibilities or pursuing other interests without regard for the negative consequences. As defined by the ICD-11 the main criterion for this disorder is a lack of self-control over gaming.

Internet provide many facilities like online gaming etc because of internet addiction it effect on students' academic performance also. One study from china shows that the students nowadays spends lots of time over the playing the online games, online chatting. This has decreased the performance of the students periodically. This have results in the symptoms like anger, depression, moody swings, anxiety, fear, irritability, sadness, loneliness, boredom, restlessness and upset digestion problems.

There are many devices to use internet but mobile and computer are cheapest and easy to handle devices. Currently smart phone or mobile are a popular devices to internet use. Mobile is digital devices so used different operating system and also used that based apps e.g. games. Mobile is easy to handle so its effect such as internet addiction. The cell phone is used for communicate with each other,

We can communicate with friends and family also keeps relation healthy even when users are far away from each other

NEED FOR THE STUDY

Internet Usages in India have growth around more than 11 times over last 10 years. This boom is not only for metros but in cities and villages also. The top eight cities this growth is very faster than villages and cities. Use of internet in schools and colleges is the one of reason of fast growth of internet. More than 78% lakh people use for email, nearly 38% use for information search in 2000 but now it's grown up to 25 times more. More than 65% use for general information searching 50% use for educational information 80% use for entertainment purpose.

In India around 120 million people use internet. Mostly for communication with social networking used internet and also information searching. Internet also used for communication, social networking, getting information and influencing India's consumers is on peer with that of developed country. Currently cost of internet access is going down; India appears to be leading for and Internet boom.

Twenty first century has witnessed technological advancement and rapid changes in mass media. The traditional mass media like radio and print material etc are losing their importance. Nowadays, whereas the newer one such as computer, mobile phone, video games and television etc, are gaining more importance among teens and children. Children begin to learn computer even when they are very young as it is one of the subjects taught in many school even from first standard. Mass media are especially influential in imparting knowledge to the young people and socializing them to particular

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aspiration, values and attitudes. During the transition period from adolescence to young adults; youth learn how to behave from their peers and increasingly from the mass media. In today's world youth are mostly using internet as a media and mobile phone becomes essential part of their daily life and also they play an inevitable role today in the life of young children.

According to the survey done by Internet and Mobile Association of India (2005), in the 26 cities that covered 65,000 persons in 16,500 households, has shown 1.6 million school children use the internet for about 322 minutes a week and about 3.4 million college students use the internet about 433 minutes a week

A study conducted in India in 2003 to investigate the extent of internet addiction in school children between the age group 16-18 years found that internet dependents delayed their work to spend time online, lost sleep due to late-night logons, and felt life would be boring without the internet. The hours spent on the internet by dependents were greater than those of the non-dependents. On the loneliness measure significant differences were found between the two groups, with the dependents scoring higher than the non-dependents.

A survey was conducted to find the prevalence and correlates of excessive internet use among 2735 youth in Singapore. Results showed that, 2735 adolescents who took part in the study, 1349 (49.3%) were male and 1383 (50.6%) were female. The mean age of the adolescents was 13.9 years. A quarter of the adolescents 6 surveyed (25%) reported that they did not access the internet every day, while 17.1% of adolescents reported using it for more than 5 hours every day.

OBJECTIVES

- 1) To determine the level of knowledge of teenagers regarding the addiction of online gaming & its impact on overall health in selected high school at, tumkur.
- 2) To evaluate the effectiveness of video assisted teaching programme regarding the addiction of online gaming & its impact on overall health in selected high school at, tumkur.
- 3) To find out the association between pre-test level of knowledge of teenagers regarding the addiction of online gaming & its impact on overall health with their selected demographic variables.

HYPOTHESIS

H1: The post-test knowledge score of teenagers in selected high school at Tumkur regarding the addiction of online gaming & its impact on overall health will be significantly higher than their pre-test knowledge score.

H2: There will be significant association between pre-test knowledge score of teenagers and their selected demographic variables regarding the addiction of online gaming and its impact on overall health.

METHODOLOGY

The research design of the study was pre experimental one group pre-test post-test design. The population was teenagers of shridevi vidyamandira high school students. a quantitative research approach will be used. The sample consists of 60 teenagers of shridevi vidyamandir high school students at tumkur. Purposive sampling technique was used for the study. the pre-test was conducted using structured questionnaire and video assisted teaching programme was

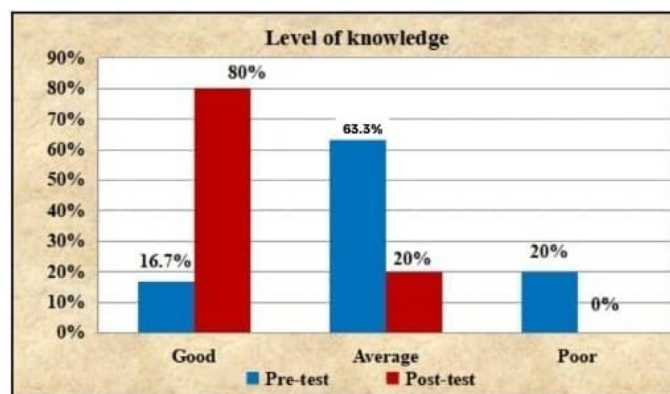
given to the shridevi vidyamandir high school students after pre -test on the same day..The post-test was conducted after 7 days of intervention by using the same questionnaire. The data was analyzed by using descriptive and inferential statistic

RESULT

Tabel-1 knowledge scores of subjects regarding Addiction of online gaming & its impact on overall health.

Level of knowledge	Pre-test		Post-test	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Good (above 20.05)	10	16.7	48	80.0
Average (20.05-15.01)	38	63.3	12	20.0
Poor (below 15.01)	12	20.0	00	00

Table No. 1 reveals that, distribution of level of knowledge among Teenagers regarding Addiction of online gaming & its impact on overall health during pre-test and post-test. Most of them in the pre-test 38(63.3%) had average knowledge, 12(20.0%) had poor knowledge and 10(16.7%) had good knowledge. In post-test after Video assisted teaching programme, 48(80%) had good knowledge and 12 (20%) had average knowledge regarding Addiction of online gaming & its impact on overall health.



DISCUSSION

The discussion of the major findings of the study. The present study was undertaken to evaluate the effectiveness of a Video Assisted Teaching Programme on knowledge regarding addiction to online gaming and its impact on overall health among teenagers in selected schools. The findings of the study were discussed in relation to the objectives, hypotheses, and findings of previous studies.

The findings of the study were discussed under the following headings:

- 1 Findings related to the selected socio-demographic variables of teenagers.
- 2 Findings related to the knowledge scores of teenagers regarding addiction to online gaming and its impact on overall health.

1 Findings related to the selected socio-demographic variables of teenagers

In the present study, a total of 60 teenagers from selected schools were selected. The socio-demographic variables considered for the study were age, gender, socioeconomic status, type of family, type of game played, money spent on gaming, source of information

regarding online gaming, hours of gaming per day, educational status, and language.

In the present study, the majority of the teenagers 22 (36.7%) belonged to the age group of 15–17 years, followed by 20 (33.3%) in the age group of 18–19 years and 18 (30%) in the age group of 13–14 years. These findings were supported by a study conducted by **Kuss and Griffiths**, who reported that adolescents aged 15–17 years constituted the majority of online gamers. However, these findings were contradictory to the study conducted by **Gentile et al.**, who observed that younger adolescents aged 11–14 years formed the majority of participants.

With regard to gender, the majority of the teenagers 40 (66.7%) were male and 20 (33.3%) were female. These findings were supported by a study conducted by **Mihara and Higuchi**, who found that male adolescents were more likely to engage in online gaming than females. However, these findings were contradictory to the study conducted by **Fam et al.**, who reported a nearly equal distribution of male and female gamers.

Regarding socioeconomic status, the majority of the teenagers 34 (56.7%) belonged to the income group of ₹10,000 per month. These findings were supported by a study conducted by **Lemmens et al.**, who reported that adolescents from low and middle socioeconomic backgrounds were more involved in online gaming activities. However, these findings contradicted the study conducted by **Ko et al.**, who observed higher gaming prevalence among adolescents belonging to high-income families.

With regard to type of family, the majority of the teenagers 34 (56.7%) belonged to joint families, followed by 18 (30%) belonging to nuclear families and 8 (13.3%) belonging to extended families. These findings were supported by a study conducted by **Choo et al.**, who found that adolescents from joint and extended family systems were more likely to engage in online gaming. However, the findings were contradictory to the study conducted by **Wartberg et al.**, where the majority of participants belonged to nuclear families.

Regarding type of game, the majority of the teenagers 34 (56.7%) preferred multiplayer games, whereas 26 (43.3%) preferred single-player games. These findings were supported by a study conducted by **Pontes and Griffiths**, who reported that multiplayer online games were the most preferred among adolescents. However, these findings contradicted the study conducted by **King et al.**, who found that single-player games were more commonly preferred.

With regard to money spent on gaming, the majority of the teenagers 40 (66.7%) played unpaid games, whereas 20 (33.3%) spent money on paid games. These findings were supported by a study conducted by **Przybylski et al.**, who observed that most adolescents preferred free-to-play games. However, these findings contradicted the study conducted by **King and Delfabbro**, who reported that a substantial proportion of adolescents spent money on gaming applications.

Regarding source of information, the majority of the teenagers 25 (41.7%) obtained information regarding online gaming through the internet, followed by advertisements and peer groups. These findings were supported by a study conducted by **Anderson and Jiang**, who found that the internet was the primary source of information regarding online gaming among adolescents. However, these findings contradicted the study conducted by **Lopez-Fernandez et al.**, where peer groups constituted the major source of information.

With regard to hours of gaming per day, the majority of the teenagers 18 (30%) spent 1–3 hours per day on gaming. These findings were

supported by a study conducted by **Twenge and Campbell**, who reported that most adolescents spent one to three hours daily on online gaming. However, these findings were contradictory to the study conducted by **Gentile et al.**, where the majority spent more than five hours per day on gaming.

Regarding educational status, the majority of the teenagers 34 (56.7%) was studying in 7th standard. These findings were supported by a study conducted by **Fam et al.**, who reported that middle-school students constituted the majority of gamers. However, these findings contradicted the study conducted by **Ko et al.**, where high-school students formed the majority.

With regard to language, the majority of the teenagers 18 (30%) spoke languages other than Kannada, English, and Hindi. These findings reflect the multicultural background of the study setting.

2 Findings related to the knowledge scores of teenagers regarding addiction to online gaming and its impact on overall health

The findings of the present study revealed that most of the teenagers in the pre-test, 38(63.3%), had average knowledge regarding addiction to online gaming and its impact on overall health, 12(20%) had poor knowledge, and only 10(16.7%) had good knowledge. Following the administration of the Video Assisted Teaching Programme, there was a marked improvement in knowledge scores. In the post-test, 48 (80%) teenagers had good knowledge and 12 (20%) had average knowledge, while none had poor knowledge. These findings were supported by a study conducted by **Buiza-Aguado et al.**, which revealed that adolescents had inadequate to moderate knowledge regarding online gaming addiction before educational intervention. Similarly, **Király et al.**, reported that structured educational interventions significantly improved adolescents' awareness regarding gaming addiction and its health consequences.

However, these findings were contradictory to the study conducted by **Rikkers et al.**, who reported that a majority of adolescents already possessed adequate knowledge regarding online gaming addiction before intervention. The mean pre-test knowledge score was 15 ± 3.48 , whereas the mean post-test knowledge score increased to 22.6 ± 3.24 , indicating substantial improvement in knowledge after the intervention.

Summary:

The absence of significant associations in the present study suggests that deficiencies in knowledge regarding addiction to online gaming and its impact on overall health were uniformly distributed among teenagers irrespective of their socio-demographic characteristics. Therefore, the improvement observed in post-test knowledge scores can primarily be attributed to the effectiveness of the Video Assisted Teaching Programme.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn.

1. The overall pre-test knowledge of teenagers of shridevi vidyamandira high school students was average.
2. The post-test knowledge scores of the subjects after administration of video assisted Teaching Programme was significantly improvement in the level of knowledge

3. The post-test knowledge score of shridevi vidyamandir high school students after administration of video assisted Teaching Programme was significantly higher than pre-test scores
4. There was association found between variable.

RECOMMENDATION

- 1 A similar study that can be done on large and wider sample size and period of time would be more pertinent in making broad generalizations.
- 2 video assisted teaching programme as significantly reduce the online gaming addiction and improve the health status of the teenagers
- 3 Assist in increase knowledge of teenagers and Awareness of health issues regarding online gaming addiction

ACKNOWLEDGEMENT

First of all my sincere gratitude to almighty god for his constant mercy and guidance in completing this study.

My sincere and heartfelt thanks to my parents, for their kind and support, inspiration, encouragement and concern during this project. I extended my thanks to prof.RK Muniswamy, Principal shridevi Institute of Nursing, DR T.S Bheemaraju Prof, HOD .Department of Psychiatric Nursing Shridevi College of Nursing Tumkur for their proper guidance, valuable suggestions and continuous encouragement from beginning to end of my study successfully.

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