International Journal for Interdisciplinary Scientific Advancements (*IJISA*)

IJISA, 2023, Volume 4, Issue 2, Page 1-9
https://www.ijisa2025.com

Video Game Addiction among students at the Higher Institute of Nursing Professions and Health Techniques of Oujda

Essadki Samia[1], Lamsyah Rajae[2], Aissaoui Ghizlan[1], Karzazi Fatima Zahra[1], Berhili Mohammed[1]

[1]*Higher Institute of Nursing Professions and Health Techniques, Oujda, Morocco*

**Corresponding author, Email address:* s.essadki@ump.ac.ma

Received: 15/06/2023
Revised: 07/07/2023
Accepted: 12/09/2023
Published: 01/12/2023

Abstract

This study examines the prevalence of video game addiction and its effects on mental health among nursing students at the Higher Institute of Nursing and Health Techniques in Oujda (HINPHT of Oujda). Utilizing a cross-sectional survey approach, data were collected from 509 students through a structured questionnaire. The findings indicate that 70% of the participants engage in video gaming, with 41% exhibiting excessive usage patterns. This excessive engagement is associated with several negative outcomes, including behavioral issues (reported by 69% of students), sleep disturbances (16%), and mood disorders such as anxiety (31%) and stress (27%). Additionally, 25% of students acknowledged neglecting their academic responsibilities, while 37% faced memory difficulties related to gaming. These results underscore the significant impact of video game addiction on the mental health and academic performance of nursing students. The study highlights the urgent need for awareness and intervention strategies to mitigate the adverse effects of gaming addiction, paving the way for future research on effective preventive measures.

Keywords: Video Game Addiction; Mental Health; Nursing Students; Excessive Gaming.

1. Introduction

In recent years, the prevalence of video gaming has surged, particularly among young adults, making it a significant aspect of modern entertainment. While video games can provide cognitive and social benefits, excessive engagement has raised concerns about potential addiction and its implications for mental health. The World Health Organization (WHO) has formally recognized "gaming disorder"

as a mental health condition in the 11th revision of the International Classification of Diseases (ICD-11), underscoring the importance of addressing this issue [1].

Nursing students, in particular, represent a unique demographic often burdened with high levels of stress due to the rigorous demands of their academic curriculum [3]. This pressure may drive students to seek escapism through video games, potentially leading to increased usage and the development of addictive behaviors. Previous studies have identified a correlation between excessive gaming and various adverse outcomes, including behavioral problems, sleep disturbances, and mood disorders such as anxiety and depression [2; 4]. However, research focusing specifically on the impact of video game addiction within the context of nursing education remains scarce.

This study aims to assess the prevalence of video game addiction among students at the Higher Institute of Nursing and Health Techniques in Oujda (HINPHT of Oujda) and investigate its effects on their mental health and academic performance. By employing a quantitative approach through a structured questionnaire, this research seeks to provide valuable insights into the relationship between video game usage and mental health outcomes. Understanding these dynamics is crucial for developing effective intervention strategies that can help mitigate the negative consequences of gaming addiction among nursing students, ultimately promoting their well-being and academic success.

Methods

Study Design:

1. Study Design

This study employs a descriptive quantitative design to assess the prevalence of video game addiction and its effects on mental health among nursing students at the Higher Institute of Nursing Professions and Health Techniques of Oujda.

2. Study Population

The study population includes all students enrolled in the nursing program at HINPHT of Oujda during the 2023 academic year. A total of 509 students were eligible for participation, with the inclusion criteria being students aged 18 years and older who consented to participate in the study.

3. Sample Size

A convenience sampling method was used to select participants. All students who met the inclusion criteria were invited to complete the questionnaire. The final sample consisted of 427 students, yielding a response rate of approximately 84%.

4. Data Collection Instruments

Data were collected using a structured questionnaire, which was divided into two main sections:

- **Section 1: Demographic Information**

This section gathered data on participants' age, gender, and academic year.

- **Section 2: Video Game Addiction and Mental Health Assessment**

This section utilized the Game Addiction Scale developed by Lemmens, Valkenburg, and Peter [4]. The scale consists of seven items designed to assess the frequency and impact of gaming behavior.

In addition, a series of questions were included to evaluate the mental health impacts of gaming, such as feelings of anxiety, stress, and mood disturbances.

5. Data Collection Procedure

The questionnaires were administered electronically through a secure online platform to ensure confidentiality. Participants were informed about the purpose of the study and assured that their responses would remain anonymous. Consent was obtained from all participants prior to data collection.

6. Data Analysis

Data were analyzed using Microsoft Excel and Statistical Package for Social Sciences (SPSS) version 26. Descriptive statistics, including frequencies and percentages, were calculated for demographic variables and responses to the Game Addiction Scale. Correlation analyses were performed to examine the relationships between gaming behavior, mental health outcomes, and academic performance.

7. Ethical Considerations

This study was approved by the ethical review board of HINPHT of Oujda. All participants were provided with information about the study's purpose and methods, and their consent was obtained prior to participation. Confidentiality was maintained throughout the study, and participants were informed of their right to withdraw from the study at any time without any repercussions.

Results

1. Demographics and Cancer Discovery:

A total of students participated in the study, yielding a response rate of approximately 84%. The demographic characteristics of the participants are summarized in Table 1.

The study included a total of 427 participants. 71% of the participants in the study are female. Additionally, the majority of participants (56%) were aged between 18 and 20 years, while 38% were in the 20 to 25 age range (Table 1).

Table 1. Demographic Characteristics of Participants

Characteristics (n= 427)	**Frequency**	%
Gender		
Male	**124**	29
Female	**303**	71
Age		
[18-20[	238	56
[20-25[	164	38
[25-30[	23	5
[30-35]	2	1

2. Prevalence of Video Game Usage

Among the participants, 70% reported engaging in video gaming, with 41% identified as excessive gamers, defined as playing more than five hours per day. The majority of respondents played games on their smartphones (55%), followed by computers (42%), tablets (37%), and consoles (29%).

The results show that the three most used types of video games by students are PUBG (MMORPG) with a percentage of 43%, Parchisi with a percentage of 35%, and finally, Ball Pool at 29%.

Table 2. Video game duration

	During the day (Frequency)	**%**	**During the week (Frequency)**	**%**
Less than30 min	35	10	27	8
[1for 2[	39	11	12	3
[2 à 4h[	131	38	82	24
[4 à 15h[	121	34	152	44
15 h than more	24	7%	77	21%

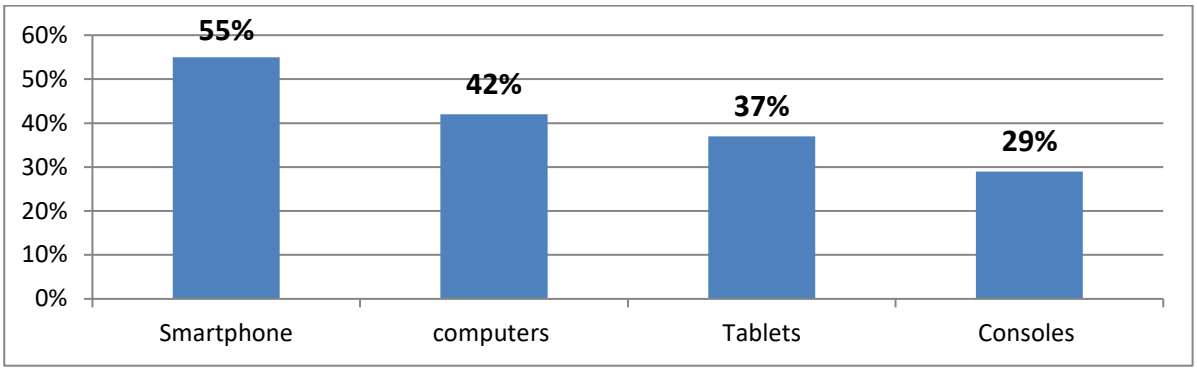

Figure 1. Devices through which students play video games

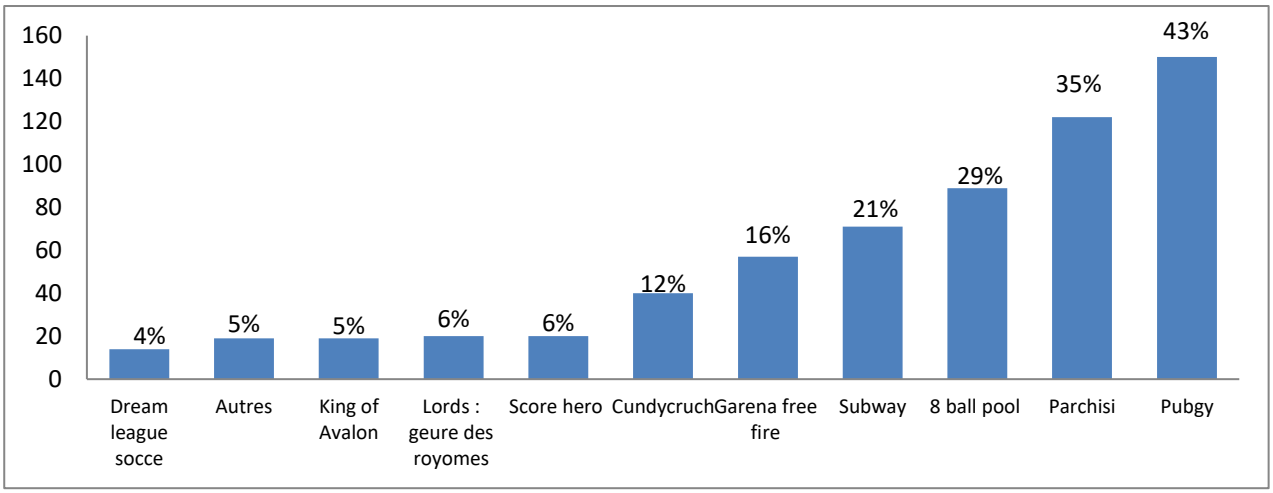

Figure 2. Most Common Types of Games.

3. Gaming Behavior and Addiction Assessment

The results from the Game Addiction Scale indicated that a significant proportion of students exhibited signs of problematic gaming behavior. As shown in Table 2, the responses highlighted that 77% of participants reported thinking about gaming throughout the day, 83% indicated they played to escape from real life and 88% felt distressed when unable to play.

Table 3. Behavior and Addiction Assessment

Item	**Frequency**	**%**
Thinking about gaming throughout the day.	329	77
Playing to escape from real life.	354	83
Feeling distressed when unable to play.	376	88
Neglecting other important activities due to gaming.	256	60

4. Impact of Excessive Gaming on Mental Health

The study found that excessive gaming was significantly associated with various mental health issues. 69% reported experiencing behavioral problems, 31% indicated feelings of anxiety and 28% experienced irritability and 27% reported stress.

Table 4. Distribution of mental disorders as reported by participants

Item	Frequency	%
Experiencing behavioral problems	295	69
Sleep disturbances	68	16
Feelings of anxiety	132	31
Irritability	120	28
Signs of depressive mood	73	17
Stress	115	27

5. Academic Performance

The results showed that 37% faced difficulties with memory retention, 31% reported challenges in preparing for evaluations and 14% felt they could not concentrate during classes.

Table 5: Impact of Video Game Use on Students' Learning

Item	Frequency	%
Memorization	158	37
Preparation for your evaluations and exams	132	31
Completion of assignments requested by teachers	107	25
Concentration during class sessions	60	14
Participation in group activities	38	9
Concentration in your internship setting	21	5

Discussion

This study aimed to assess the prevalence of video game addiction among nursing students at the Higher Institute of Nursing and Health Techniques in Oujda (HINPHT) and examine its impact on mental health and academic performance. The findings indicate a high prevalence of video gaming among students, with 70% participating in gaming activities and 41% classified as excessive gamers.

These results align with previous research highlighting the widespread nature of video game addiction among youth [2; 6].

The data revealed significant associations between excessive gaming and various adverse mental health outcomes. Notably, a substantial portion of excessive gamers reported behavioral problems (69%), sleep disturbances (16%), and mood disorders, including anxiety (31%) and stress (27%). These findings are consistent with existing literature that suggests a correlation between excessive gaming and psychological distress, reinforcing concerns that gaming addiction can exacerbate mental health issues [4].

The impact of excessive gaming on academic performance was also evident in this study, with 25% of students neglecting their schoolwork and 31% reporting difficulties in preparing for evaluations. These outcomes are particularly concerning given the demanding nature of nursing education, where academic success is crucial for future professional practice. Previous studies have indicated that gaming can lead to reduced academic performance, as students may prioritize gaming over essential educational responsibilities [4; 7].

Given the findings of this study, it is crucial for nursing programs to incorporate educational strategies aimed at raising awareness about the risks of video game addiction and its potential impact on mental health and academic performance. Implementing preventive measures, such as workshops or counseling services, may help students develop healthier gaming habits and enhance their overall well-being.

Limitations of this study include the reliance on self-reported data, which may be subject to bias, and the cross-sectional design, which limits causal inferences. Future research should explore longitudinal effects and include diverse populations to enhance generalizability. Additionally, investigating the underlying mechanisms contributing to gaming addiction among students could provide valuable insights for developing effective intervention strategies.

In summary, this study highlights the prevalence of video game addiction among nursing students at HINPHT of Oujda and its significant impact on mental health and academic performance. By recognizing the potential dangers of excessive gaming, educational institutions can take proactive measures to support students' well-being and academic success.

Conclusion

This study provides compelling evidence regarding the prevalence and impact of video game addiction among nursing students at the Higher Institute of Nursing and Health Techniques in Oujda. The findings indicate that a significant proportion of students engage in excessive gaming, which is

associated with various adverse effects on mental health, including anxiety, stress, and behavioral issues.

Given the demanding nature of nursing education, it is vital for academic institutions to implement strategies that promote healthy gaming habits among students. Initiatives such as awareness campaigns, counseling services, and workshops on time management and the effects of excessive gaming can empower students to make informed choices regarding their gaming activities.

Future research should aim to explore the long-term consequences of video game addiction and the effectiveness of intervention strategies. Understanding the underlying mechanisms of gaming addiction among nursing students will be crucial in developing targeted support systems that enhance both their mental health and academic success.

In conclusion, addressing video game addiction is essential for fostering a healthy learning environment and ensuring that nursing students are equipped to meet the challenges of their future profession. By prioritizing mental health and academic integrity, institutions can better support the overall well-being of their students.

Funding: Please add: This research received no external funding

Conflicts of Interest: *I declare that there are no conflicts of interest related to this work. The author has no financial, personal, or professional affiliations that could influence or bias the content and findings presented in this publication This article does not contain any studies involving human or animal subjects.*

References

[1] World Health Organization. Gaming disorder. (2018). https://www.who.int/features/qa/gaming-disorder/en/

[2] D. A. Gentile, H. Choo, A. Liau, T. Sim, D. Fung, A. Khoo. Pathological video game use among youth: A two-year longitudinal study. Pediatrics, 127(2). (2011). e319-e329. doi:10.1542/peds.2010-1353.

[3] B. Mackie, D. Bates. The impact of stress on nursing students' academic performance: A systematic review. Nurse Education Today. 36. (2016). 29-34. doi:10.1016/j.nedt.2015.08.019.

[4] B. U. Stetina, O. D. Kothgassner, M. Lehenbauer, I. Kryspin-Exner. Beyond the fascination of online games: Probing addictive behavior and depression in the world of online gaming. Computers in Human Behavior. 27(2). (2011). 473-479. doi:10.1016/j.chb.2010.10.001.

[5] J. S. Lemmens, P. M. Valkenburg, J. Peter. Psychosocial causes and consequences of pathological gaming. Computers in Human Behavior, 27(1). (2011). 144-152. https://doi.org/10.1016/j.chb.2010.07.015

[6] A. K. Przybylski, N. Weinstein. Digital screen time limits and young children's psychological well-being: Evidence from a population-based study. Child Development, 90(1). (2019). e56-e66. https://doi.org/10.1111/cdev.13007

[7] K. Becker, M. Kahn, B. Van der Kolk. The relationship between video game addiction and academic performance among university students. Journal of Educational Psychology. 109(3). (2017). 309-318. https://doi.org/10.1037/edu0000131