



## **The Effects of Gaming on Youth with Special Reference to Nagaland State**

**Shumpenthung Ezung<sup>1</sup>, Kekhronei O Koza<sup>2</sup>, Tanesh Indwar<sup>3</sup>, Purna Laxmi Jamatia<sup>4</sup>, Wonsingphy Leisan<sup>5</sup>**

<sup>1345</sup>Research Scholar, Department of Sociology & Social Work, Annamalai University, Annamalai Nagar, Tamil Nadu.

<sup>2</sup>Research Scholar, Department of Economics, Annamalai University, Annamalai Nagar, Tamil Nadu.

**\* Corresponding Author:**

**Shumpenthung Ezung**  
[aushumpene@gmail.com](mailto:aushumpene@gmail.com)

### **ARTICLE INFO**

#### **Article History**

Received 1 Jan, 2024  
Revised 29 Jan, 2024  
Accepted 28 Feb, 2024  
Available Online 10 Mar, 2024

#### **ARTICLE ID**

**PHJSSH2100003**

#### **KEYWORDS**

*Video gaming, Young People, Nagaland, Behavioural Effects, Socio-economic impact*



### **ABSTRACT**

This article examines the behavioural, psychological, and socioeconomic effects of video gaming on young people in Nagaland. Fifty respondents from the Kohima District participated in the survey, which examined family income, gender, age, and occupation. A structured questionnaire and purposive sampling are used in the study approach. Principal results show a heterogeneous population, differing gaming epochs, and conflicting views regarding the influence of gaming. 55% of respondents believe gaming has little bearing on achieving real-world goals, while 62% are unsure about its impact on wellbeing. The commonly held belief that gaming enhances life skills is called into doubt by the study. The results highlight the necessity of all-encompassing approaches to mitigate any adverse consequences and optimize favourable consequences for young people in Nagaland and other regions.

## **INTRODUCTION**

Technology is considered to be the king, and in order to manage the kingdom, one must possess understanding of it. Technology has been successful in infiltrating our human emotions, bodies, and blood. It is important to teach young people how to use social media for both professional and personal development. As part of their inquiry on "How Do Youth Use Social Media?" (Nia Crawford & Loebig, 2015) assert that social media can have both beneficial and detrimental effects on youth. Youth must employ prudence since it urges rising stars to stretch out and reach downward. Young people grow in their professional pursuits and build large networks. Young people can use social media to voice their ideas (Ezung& Baksh, 2022.).

Playing video games is a very common past time for kids and teenagers. Ninety percent of kids and teenagers nowadays play video games. Young people play video games for hours on end on a daily basis. Some demographic groups report spending even more time playing video games; primarily, young men report spending at least four hours a day doing so (Prot et al., 2012). Most kids and teenagers spend at least an hour playing video games every day, making them an integral part of their life. Psychologists have mostly focused on the detrimental impacts of "gaming," such as the risk of aggression, addiction, and depression, in their studies on the subject. It is crucial to take into account these possible advantages, in part because over the past 10 years, these games have seen a significant transformation, becoming more intricate, varied, realistic, and social in character (Granic et al., 2014).

One of the young people's favourite pastimes of this generation is playing video games (Elmer-Dewitt, n.d.). The impact of video games on kids and teenagers has been the subject of several studies. While the majority of this research has focused on the links between playing violent video games and aggression, several studies have also looked at how gaming affects people's psychology and conduct (Gentile et al., 2004). It has been shown that young people in the initial stages of using social media did so for a variety of reasons, including boredom, loneliness, and a lack of social interaction (Ezung& Baksh, 2024).

Violent video games provide a forum for learning and practicing aggressive solutions to conflict situations. The effect of violent video games appears to be cognitive in nature. In the short term, playing a violent video game appears to affect aggression by priming aggressive thoughts. Longer-term effects are likely to be longer lasting as well, as the player learns and practices new aggression-related scripts that become more and more accessible for use when real-life conflict situations arise. If repeated exposure to violent video games does indeed lead to the creation and



heightened accessibility of a variety of aggressive knowledge structures, thus effectively altering the person's basic personality structure, the consequent changes in everyday social interactions may also lead to consistent increases in aggressive affect (Anderson & Dill, 2000).

This article's goal is to provide a summary of study findings regarding the advantages and disadvantages of video gaming and how it effects their psychological and behaviour. First, several detrimental effects of video gaming are discussed, such as how playing violent video games affects aggression and other psychological and behavioural factors. The beneficial impacts of video gaming are then discussed, including how action games improve visual-spatial abilities as well as the benefits of exergames, prosocial video games, and instructional video games. Ultimately, a few recommendations and conclusions are provided to support paediatricians, parents, and other caregivers in minimizing the harmful impacts of video gaming on kids while optimizing its beneficial benefits.

## **REVIEW OF LITERATURE**

(Ferguson et al., 2008) in their article investigated the connection between playing violent video games and acting aggressively or violently both in the lab and in real life. Participants in Study 1 could select to play a violent or peaceful game, or they might be randomly assigned. Despite the fact that males exhibited higher levels of hostility than females, there were no differences in aggression between those who were randomly exposed to violent video games and those who had previously played violent video games in real life. Study 2 looked at associations between exposure to violent video games and domestic violence, violent crimes, and characteristic aggression. The findings showed that while exposure to violent video games was not associated with violent crime, trait aggression, familial violence, and male gender were. According to structural equation modelling, exposure to violent video games did not match the data as well as familial violence and natural aggression as predictors of violent crime. These findings cast doubt on the widely held notion that playing violent video games leads to aggressive behaviour.

(Gentile & Anderson, 2003) examines the effects of violent video games in particular on kids' behaviour and development. It draws attention to the notable rise in kids' video game playing during the 1980s—recent polls show that kids play for an average of seven hours a week. Even very young children, between the ages of two and seven, play video games for extended periods of time. The chapter explores possible relationships between the quantity of video games played and a number of risk factors, such as academic performance, smoking, and obesity. It also discusses kids' penchant for violent video games, pointing out that up to 89% of games have violent material.



According to the research, playing violent video games is associated with unfavourable effects like hostile attribution biases, a rise in teacher-student confrontations, and a decrease in one's own self-perception of one's own behaviour. This thorough analysis emphasizes the need of taking into account the quantity and type of video game play as separate variables impacting kids' wellbeing.

(Granic et al., 2014) summarize the studies on the benefits of playing video games that concentrate on the following four domains: social, emotional, cognitive, and motivational. They offer several potential methods via which playing video games may promote real-world psychosocial advantages by fusing knowledge from developmental, positive, and social psychology with media psychology. The goal is to offer sufficient proof and a theoretical justification to stimulate new research initiatives on the as-yet-undiscovered advantages of gaming for mental health. The research study is concluded by urging intervention researchers and practitioners to investigate the potential benefits of video games and offer various viable avenues for this purpose.

### **Defining Youth, Social Media, and Gaming**

Youth is the time in a person's life when they are most impressionable. Everybody goes through this stage in life, which is the interval between childhood and adulthood. Among other things, its "appearance," freshness, spirit, and vigour are what essentially define it. "Youth" encompasses a variety of age groups. It can occasionally fall between the ages of 14 and 21. The United Nations Organization (UNO) classifies youth as persons between the ages of 15 and 24 for statistical reasons. Young people are defined by the intergovernmental Council for Economic Cooperation and Development as individuals between the ages of 15 and 29. Ages 13 to 35 were considered youth according to the National Youth Policy of 2003.

Social media websites and apps allow users to participate in social networking or post and share content. Early forms of what we now refer to as "social media" were merely online communication tools for users of developing technologies. A collection of online platforms known as "social media" enable users to engage with each other and their communities by exchanging content, leaving comments, and rating each other's posts. Social media is used by people to stay in touch with their loved ones and up to date on events happening in their local areas.

According to Tuten and Solomon (2015), social media are "online methods for collaboration, transportation, and nurturing among the interdependent and interrelated networks of people, communities, and organizations boosted by technical capabilities." (*What Is The Book's Definition Of Social Media? How Is Social* / Bartleby, n.d.)



According to Gavin Wright, gaming is the act of engaging in electronic video games, typically on a specialized gaming console, PC, or smartphone. Gamers are those who play video games on a regular basis. (*What Is Gaming? – TechTarget Definition*, n.d.)

### **Gaming Beyond Entertainment: Leveraging Virtual Worlds For Educational Growth**

Changing the commonly held belief that video games are "mere entertainment" is the first step in realizing how they can revolutionize education. Beyond being a multibillion-dollar industry, a captivating toy for kids and adults, or a means of gaining computer literacy, video games are significant because they allow individuals to engage with new worlds. They enable gamers to inhabit roles that they would not otherwise be able to, allowing them to think, speak, and act. By trading raw materials, purchasing and selling goods throughout the virtual world, and engaging in currency speculation, a sixteen-year-old who plays *Lineage* has the potential to become an international banker. Gamers of *Deus Ex* can immerse themselves in the life of a government special agent, where the distinctions between terrorism and state-sponsored violence are frequently blurred. Learning in virtual environments no longer entails coming face to face with terms and symbols that are isolated from the concepts they originally refer to. Learners encounter the tangible realities that words and symbols depict in virtual environments. By means of these experiences, in various situations, students are able to comprehend intricate ideas without losing sight of the relationship that exists between abstract concepts and the practical issues that they can be applied to solve. Put differently, the reason why virtual worlds found in games are so potent is because they facilitate the development of situated understanding (Shaffer et al., 2005).

While the typical image of a gamer is an isolated teenager spending time in front of a computer, playing video games is also a highly social activity. Massively multiplayer online games, in which thousands of people are concurrently online at any given moment, are the most obvious examples. However, further examination reveals that the majority of games—from PC strategy games to console action games—have active gaming communities. In contrast to schools, which tend to isolate pupils from one another and the outside world, games foster collaboration and competition among players as well as a sense of community among players within the virtual game world. On the other hand, game players establish themselves as authors in discussion forums, build their reputations in online communities, and sometimes even pursue professions as professional gamers, online commodity dealers, or designers. Put another way, the reason why virtual worlds of games are so strong is that engaging in them fosters the development of a variety of socially useful behaviours. Like this, communities formed by gamers plan significant learning opportunities

outside of traditional classroom settings. On the different websites dedicated to the game Civilization, for instance, participants group together with the common objective of mastering the game and the knowledge, abilities, and customs that come with it. In addition, they operate a radio station, share saved game files to compete and cooperate, make custom changes, and—possibly most unusually—run their own university to instruct other players in deeper game play. The fact that games foster shared values is one way that they have the potential to be powerful learning tools, as demonstrated by the growth of gaming communities (Shaffer et al., 2005).

Put another way, games combine learning and doing by building virtual environments. but not merely being aware of and acting. Video games unite methods of knowing, doing, being, and caring—the situated understandings, social practices that work, strong identities, and common values that define an expert. These games teach us a lot of things. However, some educators find it difficult to see how games can teach since they do not focus on memorization of terms, definitions, or facts(Shaffer et al., 2005).

### **Research Methodology**

Research methodology is the process by which problems with research are carefully resolved. It is a science that studies methodical research methods. In this field, a researcher elucidates their methodology by describing the several phases often involved in analysing a research subject (Mishra & Alok, 2017; Snyder, 2019)

### **Objectives of the Study**

- To know the socio-economic profile of the respondents
- To assess the psychological effect of gaming among the youth
- To know how gaming effects the behaviour of the youth

### **Scope of the Study**

Given the growing importance of gaming in modern culture, the study attempts to look into how gaming affects young people in Nagaland State. It focuses on a number of topics, such as the youth's socioeconomic backgrounds, psychological effect of gaming among the youth and how gaming effects the behaviour of the youth.

### **Limitation of the Study**

The study only includes young people in Nagaland State. There may be differences in the respondents' access to gaming devices; some may have more than one device, while others may only have one or two. While acknowledging that cultural, societal, and economic aspects may have an impact on how gaming affects people, the study also emphasizes that its findings might not apply



uniformly to other communities or areas. The research is susceptible to time and resource constraints, similar to the last social media study, which may have an impact on the design, data gathering, and interpretation procedures. Although there are known benefits and drawbacks of gaming for young people, such as the possibility for addictive behaviour and mental health issues, the study's narrow focus prevents it from covering all relevant factors. The results of this study might not fully represent the range of variables affecting young people's gaming engagement.

### **Delimitation of the Study**

The report only looks at the state of Nagaland's youth population. A total of 50 respondents were selected for the study solely from the Kohima District. Only the socioeconomic profile, the psychological impacts of gaming, and how gaming influences young people's behaviour were the focus of this investigation.

### **Sampling Design**

Sampling is the process of examining a smaller subset of a larger population in order to make statistically likely inferences about the total. The state of Nagaland served as the study's location. One kind of non-probability sampling that the researcher employed was purposive sampling. By deliberately selecting participants who meet the criteria, purposeful sampling enables the researcher to concentrate resources on a certain group that is most likely to produce insightful data that will meet the goals of the study. For the study, the researcher deliberately chose a sample of forty-five (45) young people. Students, the unemployed, and those with an occupational background were also included. The responders came from a variety of family economic backgrounds.

### **Methods and Tools of Data Collection**

The purpose of the study is to investigate how gaming affects youth in the state of Nagaland. The study goals were used to construct a structured questionnaire that was used to collect data. This decision was made to avoid any disruptions and to simplify the process of collecting data in a predetermined amount of time.

In this study, primary and secondary data were also employed.

**Primary data sources:** Data was gathered from the young people by distributing a structured questionnaire that was created specifically for the study with the goals of the investigation in mind.  
**Secondary Data Sources:** Publications linked to the research subject, such as books, journals, newspapers, and websites, were regarded as secondary data sources.

## ANALYSIS AND INTERPRETATION

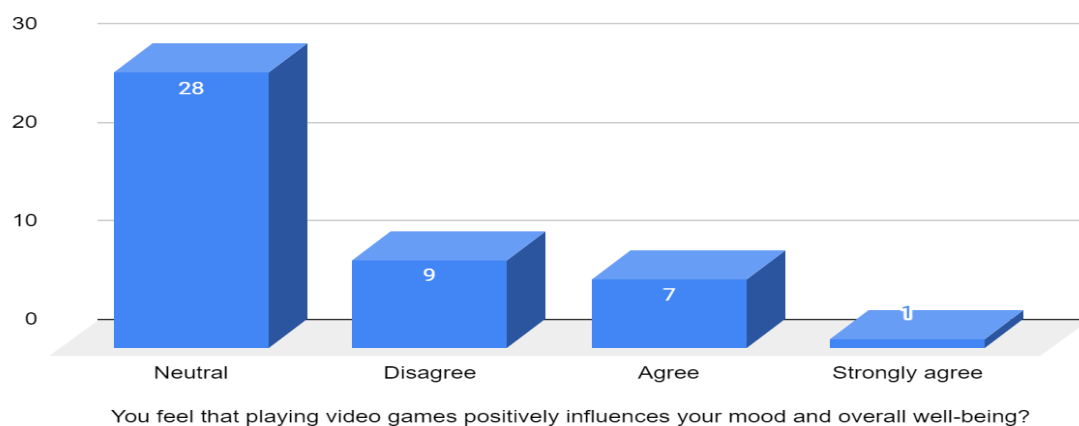
***Socio-economic background of the survey participants***

| Attribute                    | No. of Respondents (45) | Percentage |
|------------------------------|-------------------------|------------|
| <b>Age</b>                   |                         |            |
| 18-21years                   | 14                      | 31%        |
| 22-25 years                  | 12                      | 27%        |
| Above 25 years               | 19                      | 42%        |
| <b>Gender</b>                |                         |            |
| Male                         | 26                      | 58%        |
| Female                       | 19                      | 42%        |
| <b>Occupation</b>            |                         |            |
| Student                      | 25                      | 55%        |
| Employed                     | 07                      | 16%        |
| Unemployed                   | 13                      | 29%        |
| <b>Family Monthly Income</b> |                         |            |
| Below 20,000                 | 09                      | 20%        |
| 20,000-40,000                | 22                      | 49%        |
| Above 40,000                 | 14                      | 31%        |

*Source: Primary Data****Interpretation***

The study found out that Majority 42% of the respondents were above 25 years of age, where 58% of them are male and 42% are females and 55% are students, 29% are unemployed and 16% of the respondents are employed, and majority of the respondents 49% (22) family monthly income comes under (20000-40000), 31% (14) family monthly income comes under (above 40000), and 20% (09) family monthly income comes under (below 20000).

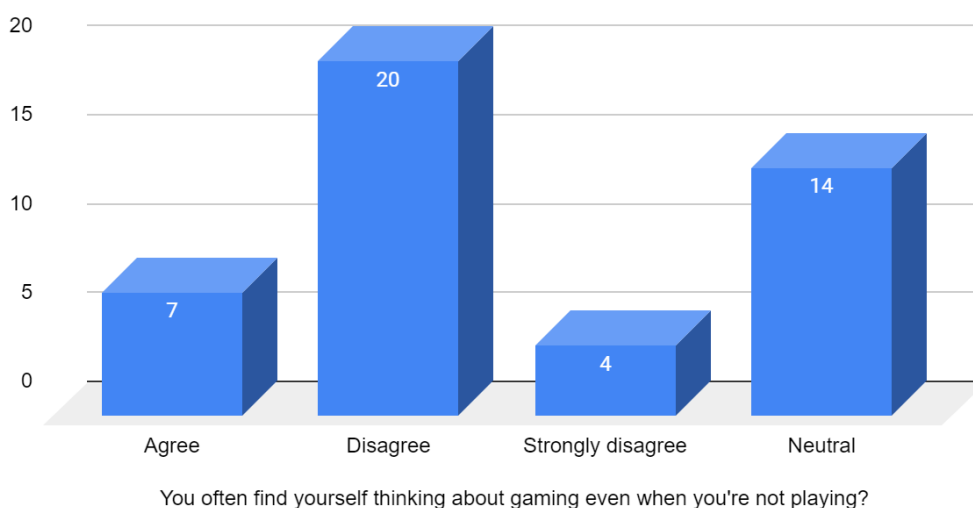
You feel that playing video games positively influences your mood and overall well-being?

*Source: Primary Data*

### Interpretation

The respondents were asked if they feel that playing video games positively influence their mood and overall well-being, were majority 28 (62%) of the respondents responded neutral to that feeling, followed by 9 (20%) disagree, 7 (16%) agreed and 1 (2%) strongly agreed.

You often find yourself thinking about gaming even when you're not playing?

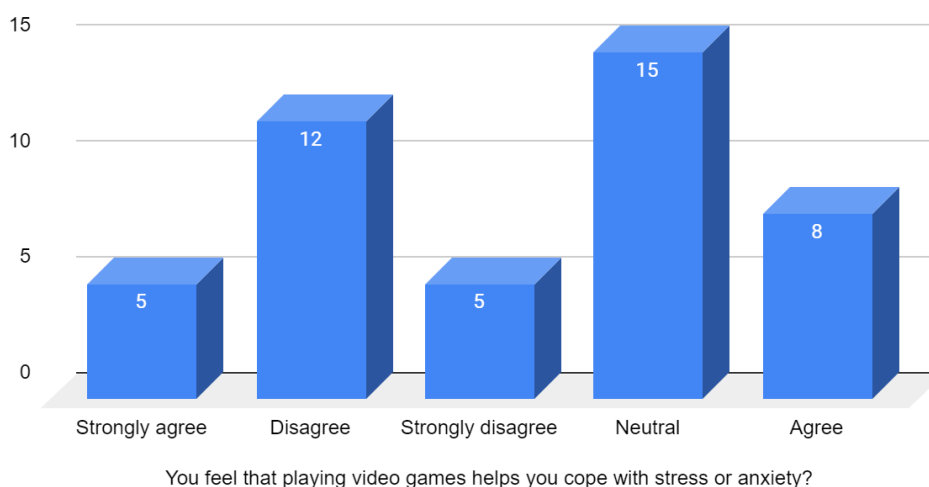


*Source: Primary Data*

### Interpretation

Majority 20 (44%) of the respondents disagree with the statement, 14 (31%) of them were neutral, 7 (16%) and 4 (9%) strongly disagree.

You feel that playing video games helps you cope with stress or anxiety?

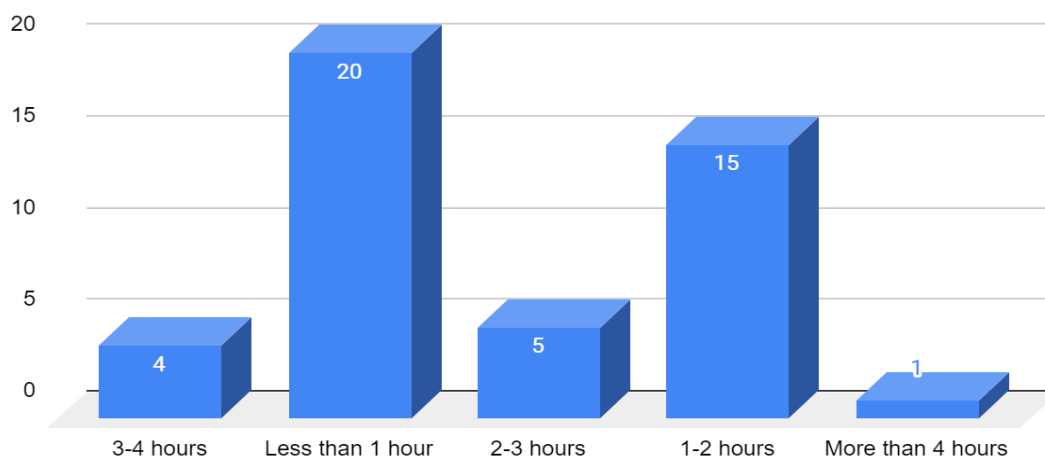


*Source: Primary Data*

### Interpretation

Majority 15 (33%) responded neutral to the statement, where 12 (27%) of them disagree, 8 (18%) agreed, and 5 (11%) of them strongly disagreed as well as strongly agreed to the statement.

On average, how many hours per day do you spend playing video games?



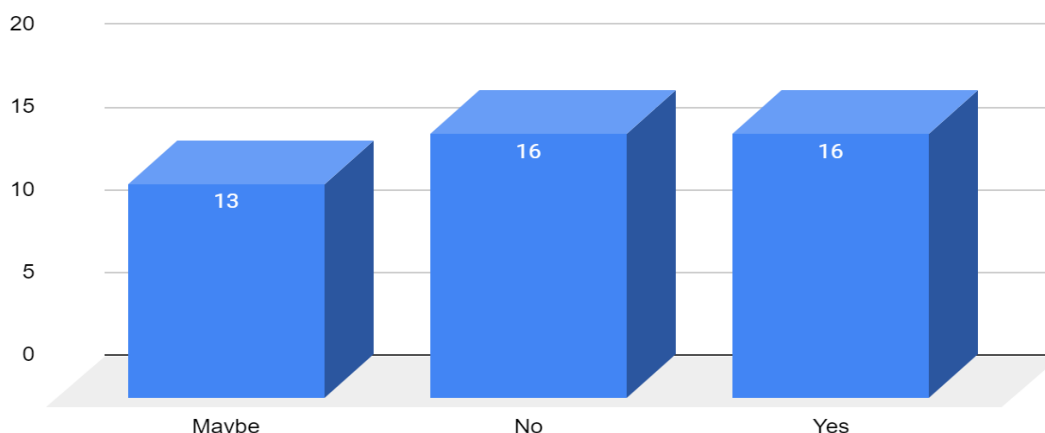
On average, how many hours per day do you spend playing video games?

*Source: Primary Data*

### Interpretation

Majority 20 (44%) of the respondents spent less than 1 hour on playing video games, where 15 (33%) spent between 1-2 hours, 5 (11%) spent between 2-3 hours on video games, 4 (9%) spent between 3-4 hours and 1 (2%) spent more than 4 hours on playing video games per day.

You have experienced negative emotions (e.g., frustration, anger, or sadness) as a result of losing in a video game?



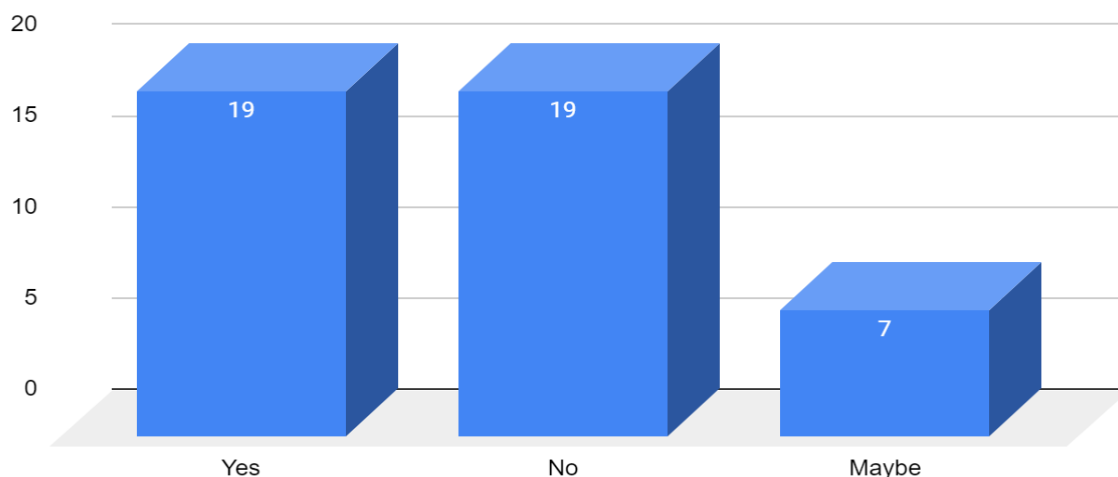
You have experienced negative emotions (e.g., frustration, anger, or sadness) as a result of losing...

*Source: Primary Data*

### Interpretation

Majority 16 (36%) of the respondents responded YES as well NO sharing the same percentage on the statement whether they have experience negative emotions because of losing in a video game, whereas only 13 (28%) of them responded Neutral to the statement.

You often engage in social interactions related to gaming, such as online multiplayer games or discussions about games with...



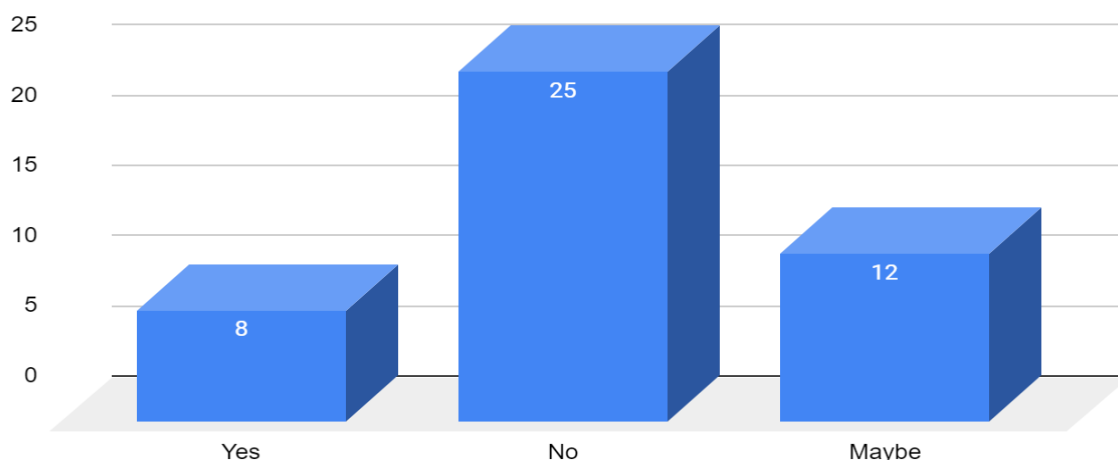
You often engage in social interactions related to gaming, such as online multiplayer games or disc...

*Source: Primary Data*

### Interpretation

Majority 19 (42%) of the respondents responded the same level on YES and NO to the statement whereas only 7 (16%) responded neutral to the statement.

You believe that the content of video games has an impact on your behaviour in real life?



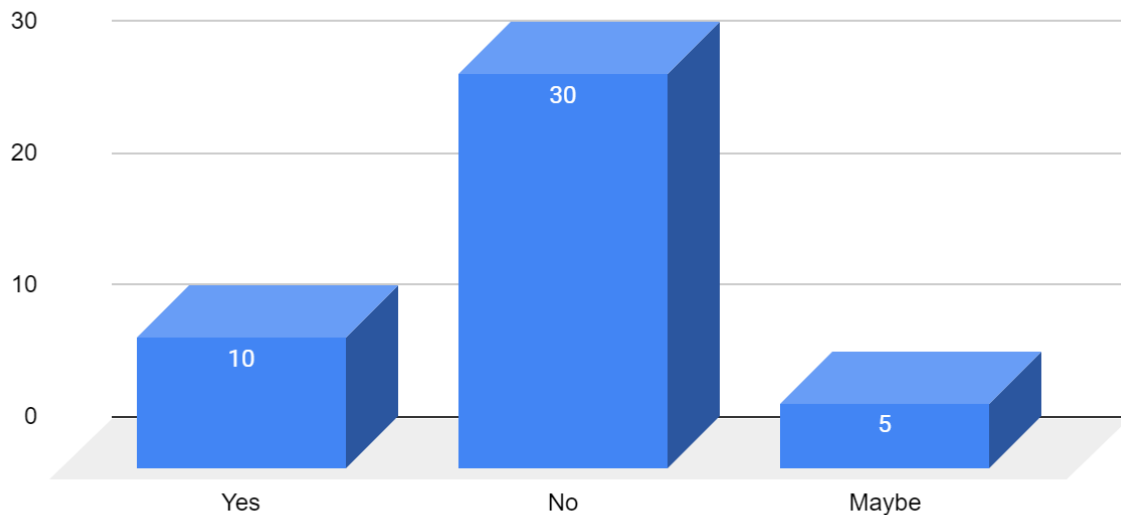
You believe that the content of video games has an impact on your behaviour in real life?

*Source: Primary Data*

### Interpretation

Majority 25 (55%) of the respondents responded NO to the statement, 12 (27%) of them responded neutral whereas 8 (18%) of them responded YES to the statement.

You have skipped meals or neglected other responsibilities in order to play video games?



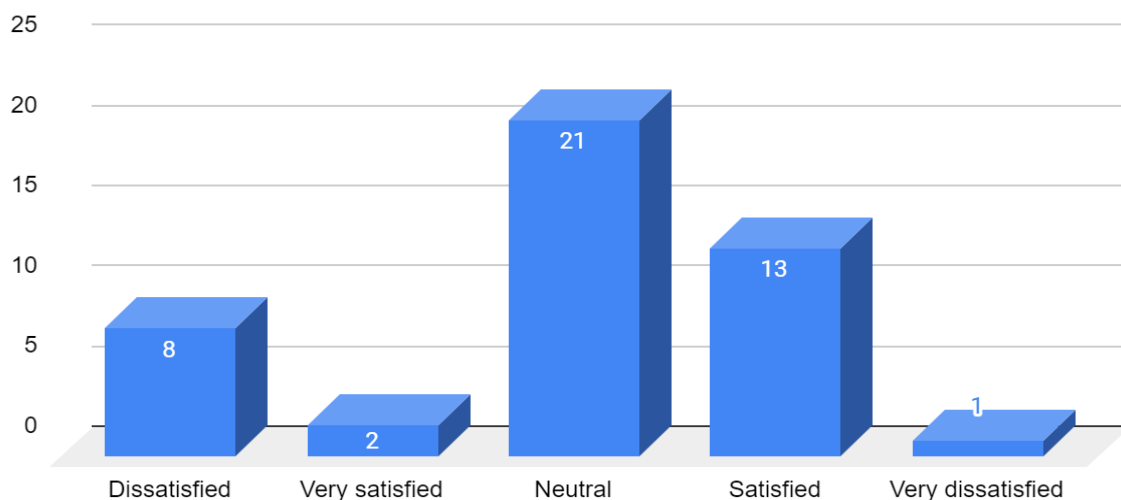
You have skipped meals or neglected other responsibilities in order to play video games?

**Source: Primary Data**

### Interpretation

Majority 30(67%) of the respondents responded NO to the statement, 10 (22%) of them responded YES, whereas only 5 (11%) of them were neutral to the statement.

How would you rate your overall satisfaction with your life, considering the time you spend on gaming and its impact on...



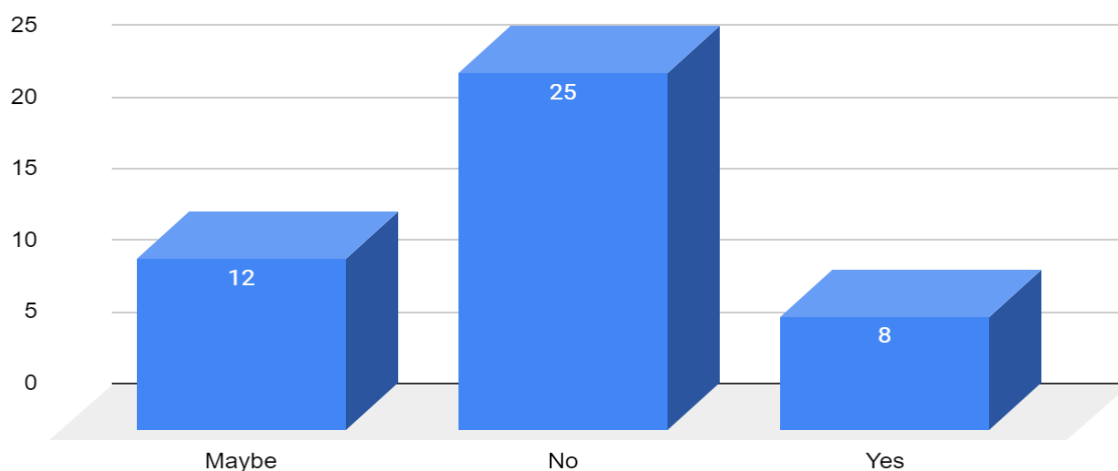
How would you rate your overall satisfaction with your life, considering the time you spend on gami...

**Source: Primary Data**

### Interpretation

Majority 21(47%) of the respondents were neutral to the statement, where 13 (29%) of the respondents were satisfied, and 8 (18%) of the respondents responded dissatisfied to the statement, 2 (4%) were very satisfied and only 1(2%) of the respondents were very dissatisfied to the statement.

You have experienced a sense of accomplishment or achievement in real life as a result of completing challenges...



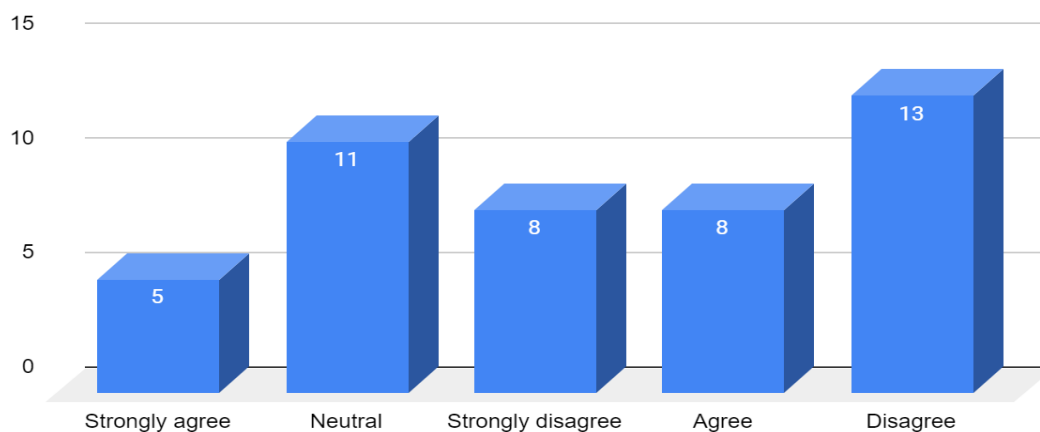
You have experienced a sense of accomplishment or achievement in real life as a result of complet...

**Source: Primary Data**

### Interpretation

Majority 25 (55%) of the respondents did not experience a sense of accomplishment or achievement in real life as a result of completing challenges in video gaming, 12 (27%) of them were neutral to the statement whereas only 8 (18%) responded positive to the experience.

You feel that gaming impacts your ability to maintain a regular sleep schedule?



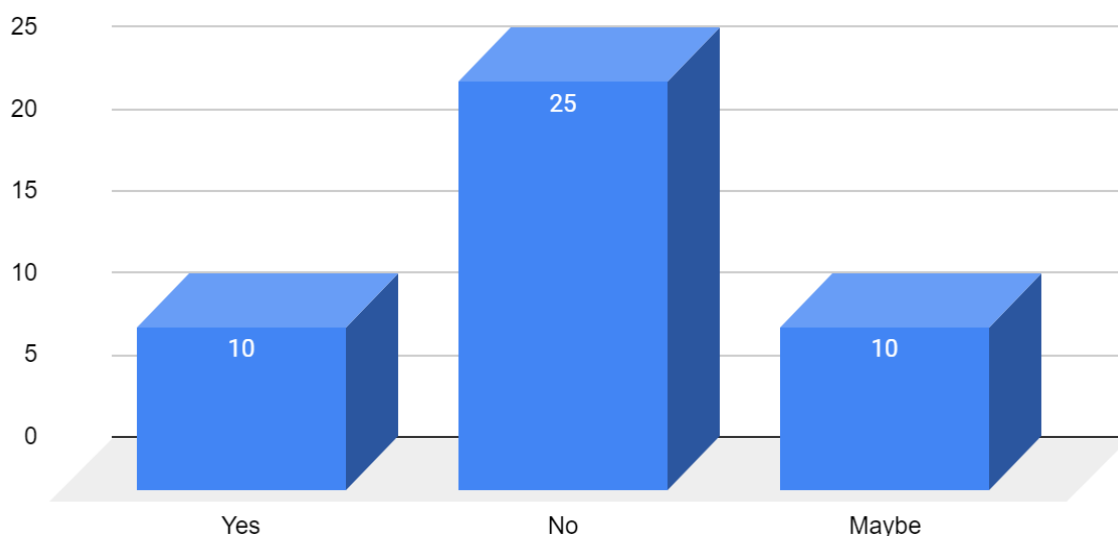
You feel that gaming impacts your ability to maintain a regular sleep schedule?

**Source: Primary Data**

### Interpretation

Majority 13(29%) of the respondents disagree with the statement, whereas 11 (24%) were neutral, 8(18%) of the respondents strongly disagree and agreed at the same time and 5 (11%) of them strongly agreed with the statement.

You have neglected social activities or face-to-face interactions because of your involvement in gaming?



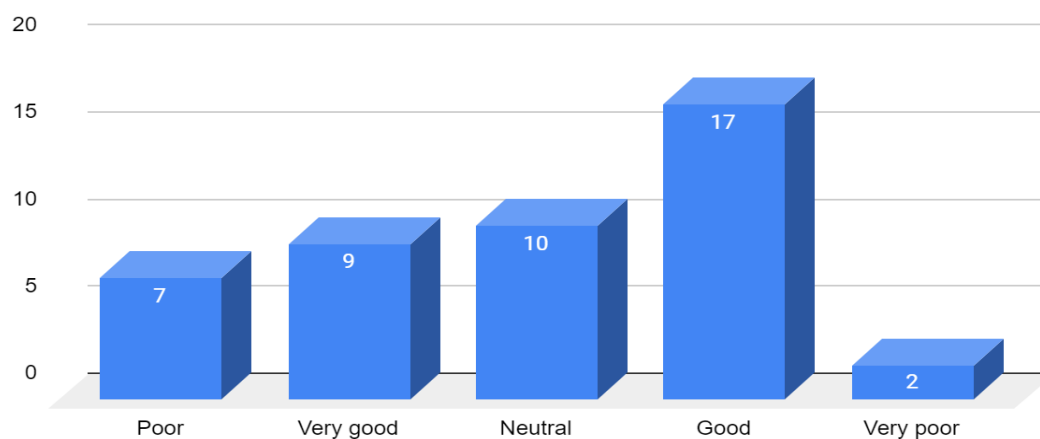
You have neglected social activities or face-to-face interactions because of your involvement in ga...

*Source: Primary Data*

### Interpretation

Majority 25 (56%) of the respondents disagree with the statement, whereas the remaining respondents 10 (22%) agreed and were neutral at the same time with the statement.

How would you describe your level of self-discipline in managing your gaming time and balancing other responsibilit...



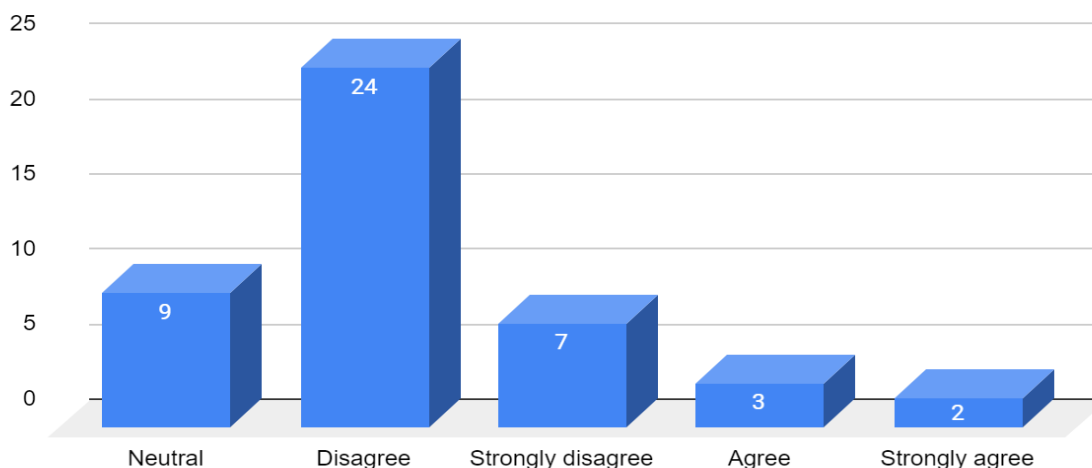
How would you describe your level of self-discipline in managing your gaming time and balancing...

*Source: Primary Data*

### Interpretation

Majority 17 (38%) of the respondents responded good to their level of self-discipline in managing gaming and balancing other responsibilities, whereas 10 (22%) feels neutral, 9 (20%) responded very good, 7 (16%) responded poor and 2 (4%) responded very poor.

You think gaming influences your decision-making skills in real-life situations?



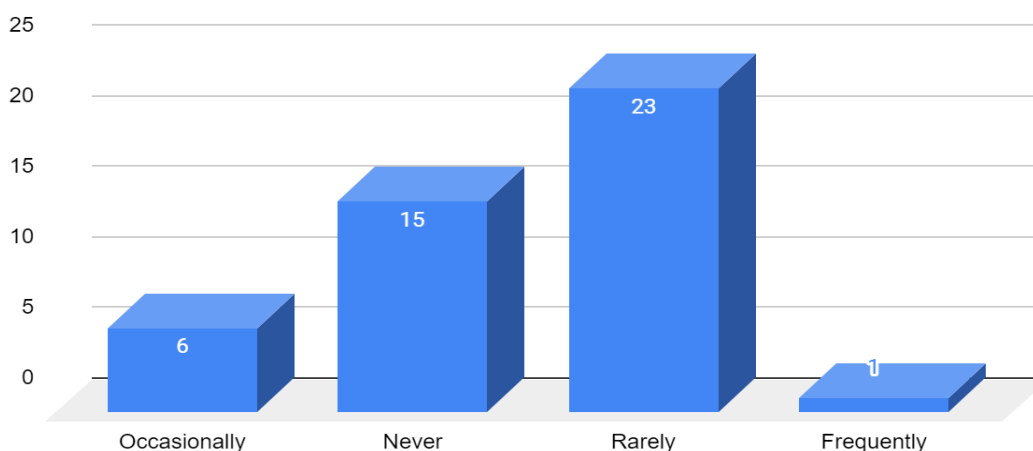
You think gaming influences your decision-making skills in real-life situations?

**Source: Primary Data**

### Interpretation

Majority 24 (53%) of the respondents disagree with the statement that gaming influence their decision-making skills in real life situation, whereas 9 (20%) of the respondents responded neutral, 7 (16%) strongly disagree, 3 (7%) agreed and 2 (4%) strongly agreed.

You feel a sense of frustration or irritability in real life when unable to play video games?



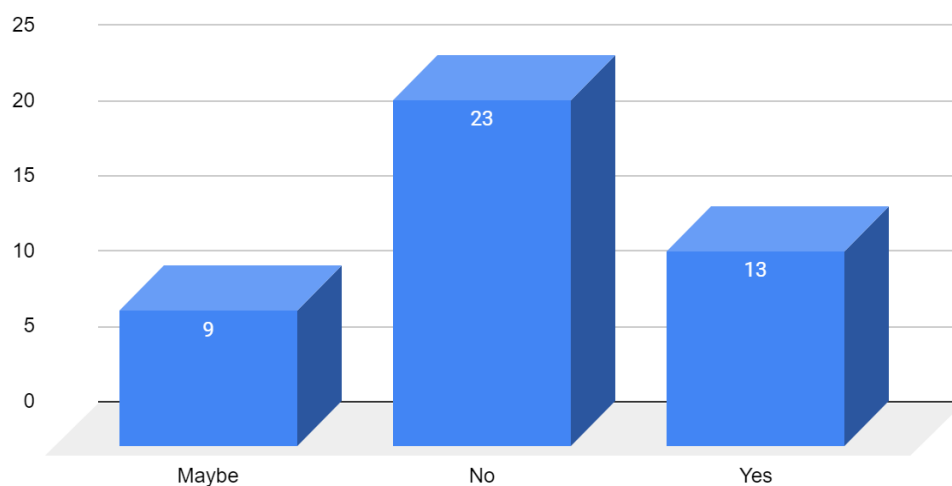
You feel a sense of frustration or irritability in real life when unable to play video games?

**Source: Primary Data**

### Interpretation

Majority 23 (51%) of the respondents feels frustrated and irritated in real life when unable to play video games, 15 (33%) of them never felt like that, 6 (14%) of them felt that occasionally and 1 (2%) of them felt that frequently.

You notice changes in your daily lifestyle after started gaming?



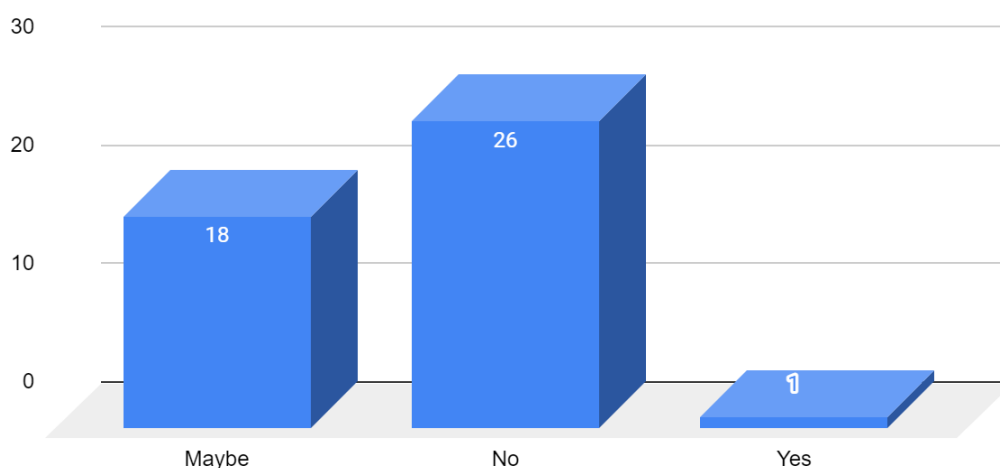
You notice changes in your daily lifestyle after started gaming?

**Source: Primary Data**

### Interpretation

Majority 23 (51%) of the respondents disagree with the statement that the notice changes in their lifestyles after started gaming, 13 (29%) of them agreed with the statement whereas 9 (20%) of the respondents were neutral to the statement.

Gaming positively influences moral strength and good manners in you?



Gaming positively influences moral strength and good manners in you?

**Source: Primary Data**

### ***Interpretation***

Majority 26 (58%) of the respondents disagree with the statement that gaming positively influences moral strength and good manners in them, whereas 18 (40%) were neutral to the statement and 1 (2%) agreed with the statement.

### **MAJOR FINDINGS**

- Majority 42% of the respondents were above 25 years.
- According to gender breakdown, 42% of people were women and 58% of people were men.
- Regarding employment, 29% were unemployed, 16% were employed, and 55% were students.
- The breakdown of family monthly income showed that 49% of families made between 20,000 and 40,000, 31% made over 40,000, and 20% made less than 20,000.
- Regarding whether playing video games improved their happiness and general well-being, 62% of respondents were undecided, 16% agreed, 2% strongly agreed, and 20% disagreed.
- Less than an hour was spent playing video games every day by 44% of the respondents, 33% were in the 1–2-hour range, 11% were in the 2–3-hour range, and 2% were over the 4-hour mark.
- 36% of respondents said they had felt bad after losing a video game, but they also said they had not, Twenty-eight percent were indifferent.
- 55% of respondents said that playing video games did not make them feel accomplished in real life, 27% said it was neutral, and 18% said it was.
- 53% of respondents opposed, 20% were neutral, 16% strongly disagreed, 7% agreed, and 4% strongly agreed that gaming had an impact on their ability to make decisions in real life.
- When they could not play video games in real life, 51% of respondents reported feeling upset and frustrated; 33% never experienced this, 14% sporadically, and 2% frequently.
- 20% were impartial, 29% agreed, and 51% disagreed that they saw changes in their lifestyles after starting to game.
- 58% disapproved, 40% were neutral, and 2% believed that gaming strengthened moral character and manners.

### **CONCLUSION**

In summary, this study examined how gaming affects young people in Nagaland State, considering a range of factors including behavioural modifications, psychological effects, and



socioeconomic profiles. The results show that the respondents' age, gender, occupation, and family income are all quite varied. Although many young people play video games for less than an hour a day, the study shows that opinions on the matter of gaming's effect on wellbeing are divided. The study also looked at the relationship between gaming and successes in real life, decision-making abilities, and lifestyle modifications. A noteworthy discovery is the respondents' doubts about the beneficial effects of gaming on these dimensions, casting doubt on the widely accepted notion that video games improve a variety of life skills.

Notwithstanding the study's limitations, which include its narrow emphasis on Nagaland State and the possibility of differences in access to gaming devices, the findings offer insightful information. The complex nature of young people's interaction with gaming points to the necessity for all-encompassing approaches that address potential negative effects while maximizing positive ones. To help young people navigate the digital world responsibly, this necessitates raising awareness through campaigns, instructional programs, and responsible gaming habits. In the end, encouraging a balanced attitude toward gaming can benefit the general growth and well-being of young people in Nagaland and elsewhere.

### **SUGGESTIONS FOR FURTHER RESEARCH**

- **Examining Cultural and Regional Variances:** Because the study is limited to the state of Nagaland, additional research may look at if the state has any cultural or regional differences that influence the youth's use of gaming and its consequences. This could offer a more complex perspective on the ways that gaming affects various cultures.
- **Longitudinal research:** Researching the long-term impacts of gaming on young people in Nagaland might be aided by conducting longitudinal research over a prolonged period of time. This would shed light on how gaming habits change over time and whether any trends in terms of the psychological and behavioural effects become apparent.
- **Comparative Analysis with Other States or areas:** To have a more comprehensive understanding, scholars may contrast the results obtained from Nagaland with those obtained from other Indian states or areas. The results of this comparative investigation may indicate whether gaming habits and their impact on young people in various sociocultural contexts differ significantly from one another.
- **Comprehensive Qualitative Research:** Although the present study is based on quantitative data, more research can profit from comprehensive qualitative studies. Researchers might delve deeper into the subjective experiences that young people have with gaming by



conducting interviews, focus groups, or case studies. This would help them capture subtleties that may be missed in quantitative data.

- **Parental and Educational Perspectives:** A comprehensive insight would be obtained by looking into the opinions and views of parents and educators regarding the gaming habits of young people in Nagaland. This could support the promotion of healthy gaming practices and the creation of strategies to close any knowledge gaps between various stakeholders.
- **Effect of Gaming on Academic Performance:** It would be beneficial to investigate more fully the connection between gaming and academic achievement among young people in Nagaland. For educators and policymakers, knowing how gaming impacts focus, study habits, and overall academic accomplishment could be insightful.
- **Investigation of Gaming Genres:** Research into gaming genres and their particular effects on young people may prove to be beneficial. Varying degrees of violence, social connection, and cognitive engagement are found in different genres; knowing the subtleties of each genre's influence can help provide recommendations that are more specifically tailored.
- **Intervention Studies:** It would be advantageous to put into practice and assess the efficacy of treatments meant to encourage responsible gaming and lessen any possible harmful effects. This could entail creating policies for parents and teachers, running awareness campaigns, or creating educational programs.
- **Technical Developments and Emerging patterns:** Researchers should keep up to current on the newest gaming platforms, virtual reality, augmented reality, and other technical breakthroughs, as both technology and gaming patterns change quickly. Examining the ways in which these new tendencies affect the youth of Nagaland might give educators and politicians important information.
- **Well-being and Mental Health:** More research might concentrate explicitly on the mental health components of gaming, given the increased concern about mental health issues associated to gaming. This includes researching potential preventive strategies as well as the relationship between gaming and disorders like addiction, anxiety, and depression.

Future studies can build on these insights to gain a more thorough picture of how gaming affects young people in Nagaland and provide useful advice on how to promote a positive gaming culture.



## REFERENCES

- Anderson, C. A., & Dill, K. E. (2000). Video Games and Aggressive Thoughts, Feelings, and Behavior in the Laboratory and in Life. *Journal of Personality and Social Psychology*, 78(4), 772–790. <https://doi.org/10.1037//0022-3514.78.4.772>
- Elmer-Dewitt, P. (n.d.). *The Amazing Video Game Boom*. <https://content.time.com/time/subscriber/printout/0,8816,979289,00.html#>
- Ezung, S., & Baksh, S. A. (2022.). THE INFLUENCE OF SOCIAL MEDIA ON YOUTH BEHAVIOUR IN KOHIMA DISTRICT. *Journal of Pharmaceutical Negative Results* , 14. <https://doi.org/10.47750/pnr.2023.14.02.268>
- Ezung, S., & Baksh, S. A. (2024). Social Media: Social Networking Sites, Significance of Self-Confidence and Addiction. In *Indian Journal of Natural Sciences* [www.tnsroindia.org.in](http://www.tnsroindia.org.in) ©IJONS (Vol. 14). [www.tnsroindia.org.in](http://www.tnsroindia.org.in)
- Ferguson, C. J., Rueda, S. M., Cruz, A. M., Ferguson, D. E., Fritz, S., & Smith, S. M. (2008). Violent video games and aggression: Causal relationship or byproduct of family violence and intrinsic violence motivation? *Criminal Justice and Behavior*, 35(3), 311–332. <https://doi.org/10.1177/0093854807311719>
- Gentile, D. A., & Anderson, C. A. (2003). *Violent Video Games: The Newest Media Violence Hazard*. <https://www.researchgate.net/publication/222094718>
- Gentile, D. A., Lynch, P. J., Linder, J. R., & Walsh, D. A. (2004). The effects of violent video game habits on adolescent hostility, aggressive behaviors, and school performance. *Journal of Adolescence*, 27(1), 5–22. <https://doi.org/10.1016/j.adolescence.2003.10.002>
- Granic, I., Lobel, A., & Engels, R. C. M. E. (2014). The benefits of playing video games. *American Psychologist*, 69(1), 66–78. <https://doi.org/10.1037/a0034857>
- Mishra, S. B., & Alok, S. (2017). *HANDBOOK OF RESEARCH METHODOLOGY Phytopharmacological evaluation of selected medicinal plants used in the treatment of type II diabestes (NIDDM) View project*. <https://www.researchgate.net/publication/319207471>
- Prot, S., McDonald, K. A., Anderson, C. A., & Gentile, D. A. (2012). Video Games:. Good, Bad, or Other? In *Pediatric Clinics of North America* (Vol. 59, Issue 3, pp. 647–658). <https://doi.org/10.1016/j.pcl.2012.03.016>
- Shaffer, D. W., Squire, K. R., Halverson, R., & Gee, J. P. (2005). Video games and the future of learning. In *Phi Delta Kappan* (Vol. 87, Issue 2, pp. 105–111). Phi Delta Kappa Inc. <https://doi.org/10.1177/003172170508700205>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/J.JBUSRES.2019.07.039>
- What is gaming? – TechTarget Definition*. (n.d.). Retrieved January 27, 2024, from <https://www.techtarget.com/whatis/definition/gaming>