

# Video gaming among youth during covid-19 lockdowns in Chennai, Tamilnadu, India

Annaniah P<sup>1</sup>, Dr. Prince Annadurai<sup>2</sup>

<sup>1</sup>Master's in Social Work, Madras Christian college

<sup>2</sup>Associate Professor, Department of Social Work, Madras Christian College

Received: September 14, 2023; Accepted: September 22, 2023; Published: September 27, 2023

Cite This Article: Pondurai, A., & Annadurai, P. (2023). Video gaming among youth during covid-19 lockdowns in Chennai, Tamilnadu, India. *Journal of Progressive Research in Social Sciences*, 13(1), 1-7. Retrieved from <http://scitecresearch.com/journals/index.php/jprss/article/view/2196>

## Abstract.

Video gaming is the new social currency among youth. Youths have begun to exhibit addictive characteristics of video gaming affecting different facet of life during Covid-19 Pandemic lockdown. Mixed methodology and purposive sampling, snowball sampling technique was used for comprehensive interpretation. The Videogame addiction was assessed using the (7-item criterion) Gaming Addiction Scale (GAS). Major findings include changes in daily habits, motives, experience lifestyle and career choices, changes in communication and socializing pattern, performance in education, work, Mental and physical health and understanding primary caretakers concern on youth. The suggestions, implications will be based on social work practice for Individuals, parents and other stakeholders based on the findings.

**Keywords:** COVID-19; Video Game Addiction; Youths; Life Habits; Problems; Lockdowns, Pandemic; Experience And Motives.

## 1. INTRODUCTION

One of the major problems faced by youth is video game addiction. games have shifted more to virtual world of video gaming. The offline and online video gaming demand increased, reflecting a significant shift in leisure and recreation preferences toward screen-based entertainment over other activities (King & Delfabbro, 2020)[1] leading to undesired outcomes affecting daily life of youth. Sparse research has been done in this field of video gaming with results showing, long-term and short-term effects in physical and mental health (Männikkö, Ruotsalainen, Miettunen, Pontes, & Käriäinen, 2020)[2], lower educational and career performance, problems with peers, and diminishing social skills prevalent in many countries (Mihara & Higuchi, 2017)[3], experiencing conflicts with their social group with relation to time spent on video games (Wood, Griffiths, & Parke, 2007)[4], Videogaming leading to deleterious lifestyle by sleep Deprivation (Achab, et al., 2011)[5], disruptions in sleep patterns (King, et al., 2012)[6], affecting sleep latency and REM sleep (Higuchi, Motohashi, Lui, & Maeda, 2005)[7], unhealthy eating habits (Puolitaival, et al., 2020)[8] leading to underestimated food consumption, decreased health, increase in weight gain (Cessna, Raudenbush, Reed, & Hunker, 2007)[9], change in attitudes and feelings while playing in both positive and negative effects (Hussain & Griffiths, 2009)[10], psychosocial impact (Hussain & Griffiths, 2009)[10], social anxiety (Liang, Rong, & Zhen, 2019)[11] and addiction to multiplayer games (Achab, et al., 2011)[5]. On the contrary, there are also very few research which shows, Video gaming having some benefits like focus gaining, multitasking, educational benefits (Griffiths, 2002)[12], to have fun, creating strong friendships, emotional relationships and social interaction (Cole & Griffiths, 2007) (Granic, Lobe, & Engels, 2014)[13-14]when games played in a time bound and constructive manner. Videogaming has increased, and time spent during pandemic year 2020 increased by 14% (Sheth, 2021)[15]. Government of India ordered a nationwide lockdown and enforcement of a series of regulations throughout the countries' COVID-19 affected regions, as a preventive measure against the COVID-19 pandemic (PIB, 2020)[16]. There was increase in access of videogaming devices by youth. The effects of the COVID-19 pandemic have brought adverse effects, along with rise in video gaming by youth during the pandemic lockdowns. The study aimed to understand the video gamers daily activities, their performance in

work and education and their relationships with family and friends and to understand the reasons for videogame addiction. Very little studies have been done related to video games and lacked recent trends related to gaming during the Covid-19 pandemic, particularly in India. Despite the studies conducted earlier, there is still a greater need for research done on video gaming addictions and how social work methods and practices can address the issue. The results from this study represent an important step to know the effects of video gaming particularly during lockdowns, to recognise findings in both positive and negative perspective and to come up with balanced ways of addressing the issues through Micro-Mezzo-Macro (Council on Social Work Education, n.d.)(17] social work practices comprising application of principles, social work values, and techniques professionally (NASW, n.d.)(18] to address life challenges and enhance wellbeing (IFSW, 2014)(19].

## **2. RESEARCH METHODOLOGY**

### **2.1 Research design**

The study uses Mixed methodology. Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks (Creswell & Creswell, 2018)(20]. The researcher used Explanatory design. Purposive and snowball sampling technique was used. The field of study is Video gaming centres in Chennai, Tamilnadu, India. The gaming addiction scale(GAS) is available in two versions: a lengthy version with 21 items and a compact version with seven. In this study, the 7-item GAS was used to reduce online questionnaire and interview schedule fatigue among respondents. A higher score indicates more problematic use of online gaming (Lemmens, Valkenburg, & Peter, 2009)(21]. Furthermore, GAS has been validated using classical test theory (Khazaal, et al., 2016) (Gaetan, Bonnet, Brejard, & Cury, 2014) (Baysak, Kaya, Dalgat, & Candansayar, 2016) (Lemos, Cardoso, & Sougey, 2016)(22-25]

### **2.2 Data analysis**

The researcher used Statistical Package of Social Sciences (SPSS) version 26 (IBM) for analysing quantitative data. Coding, iteration and observation was used for research analysis. Open and axial coding were used for coding the data.

## **3. FINDINGS AND DISCUSSION**

### **3.1 Socio-Demographic Profile of the respondents.**

The socio-demographic details shows Size, composition and distribution to understand a particular phenomena, socio-economically & changes therein (Dasgupta, 2012) (Bouvier & Poston, Jr, 2017)(26-27]. Vast Majority of 79% respondents were male, one fourth 29% of the respondents were female and 1% did not mention their gender. The age group of the respondents were from 15 – 24 (United Nations, 1981)(28]. According to the study, the mean household income of the respondents per month is Rs.1,00,001 To Rs.2,00,000 with lowest household income group is from Rs.10,000 – Rs.20,000 per month and the highest household income group is > Rs.8,00,000. The level of income had positive correlation with the gaming devices respondents used at home. Mobile phones are most used device which is supported by respondents quote, “I don’t have money to buy consoles or a gaming PC, that’s why I use phones and come to play in gaming centres and I plan to save up money to buy my own PC and PlayStation 5(gaming console)”

### **3.2 Video Gamers relationship with parents and friends during Covid-19 Lockdown.**

Absolute Majority(ninety percent) of respondent’s families were aware of the respondents’ playing videogames. There was less understanding, and criticising among parents and their children leading to more secrecy of playing videogames. Less than half (thirty eight percent) of the respondents do not prefer to spend time their social group and prioritised videogames. Less than one fourth of the respondents feel they did not spend enough time with family and friends due to video gaming during covid lockdown. A considerable proportion of the respondent felt Socially isolated because of video gaming which proves the study by (Landau & Nguyen, 2019)(29] while more than two third of respondents did not feel isolated, to which the respondent quoted, “due to lockdown I was not able to be with friends but now I can be in touch with them through videogames and social media”. Videogames were means of socialization during this pandemic for many, three fourth of respondents’ family bonding was not affected due to video games to which the respondents said, “Since I was in home, I had nothing to do, I played video games with friends all that time and parents said as long as you finish your work we don’t have a problem”. The findings reveal that playing video games had both positive and negative effects on relationship and communication with family and friends during covid-19 lockdown and significant proportion of respondents’ parents did not fully understand why their children play videogames, what videogames are, videogaming types and how their children uses it, but majority of parents know the time their children spend on video games.

### 3.3 Performance in education and work during Covid-19 Lockdown.

The study showed, less than two third(58.3%) of student's grades have not been affected and less than half(41.7%) of student's grades have been affected. According to the study, it reveals, high majority(eighty six percent) of the respondents got distracted to play videogames while studying, which is supported by respondent's quote, "online classes are in phones and the games are easily accessible ... and I play COD (call of duty) in my phone during classes sometimes". Whereas a considerable proportion (fourteen percent) said that they never got distracted to play videogames while studying. The study reveals that less than two third (fifty seven percent) have played video games during online class hours in covid-19 Lockdown and more than one third of the student's videogame time is more than their educational/study hours. Which is supported by respondent's quote, "Bro, I play games like PUBG, COD, Assassin's creed, GTA V, DOTA all the time. My record game time is 1½ days Continuously without sleep". Furthermore, study reveals that more than two third of the respondents' work did not get suffered due to video gaming, while more than one third of the respondent's work got suffered due to video gaming. The study shows education and work has been affected significantly during pandemic lockdown, because of inability to balance daily activities and due to Ranking system in videogames. At the same time people who work showed more conscious of their time spent on video games than the respondents who were studying in schools and colleges.

### 3.4 Video games and daily activities during Covid-19 Lockdown

The respondents' daily activities like sleeping patterns, consumption of food, taking bath have changed significantly during the covid-19 lockdown. Videogaming has become a part in day-to-day life (Hussain & Griffiths, 2009)[10], Gamers Plan in advance for the next day or think about playing video games the next day and to which respondents says, "it gives us a sense of accomplishment that we achieved a particular level in a game routinely and it is a stress reliever that we will be meeting with friends and play together daily and win the games we play. It has become a part of my daily activity". The study revealed that more than one fourth(Thirty percent) of the respondents have played games late night sometimes, and less than half (forty nine percent) of the respondents have played games late at night, supported by respondents' quote, "we decide a particular time to meet online and then decide about the game to play that night, we play for the whole night and sleep in the morning, it feels like we caught up with other". The study showed that more than one third of the respondents have played video games after waking up and more than one fourth of the respondent have missed their food intake due to game time. The study revealed more than one third of the respondent's hobbies were affected due to videogame time. A respondent mentioned, "video gaming is fun, engaging and easily in hand, Other hobbies are tiring and time consuming, I don't have the patience and time to do more work that is not as fun as video games". The study also indicate, more than two third of the respondent's physical activity was affected due to time spent on video gaming during the covid-19 Lockdown. The study showed significant changes in Health, communication and career choices, and increase in online toxic activity like Invisibility, foul language, fantasising about in-game characters and at the same time videogaming has become a habit and Obsession.

### 3.5 Motives, Experience, Game culture and Gaming addiction during Covid – 19 Lockdown

During Covid -19 lockdown youth gamers had gone through Gaming addiction, changes in behaviour and emotions. The participants also mentioned about positive and negative experience like cherishing of memories with friends, pleasures , imagination, sometimes also emptiness, less interest in other hobbies, delayed self-realisation and going through high pressure. Using GAS (Lemmens, Valkenburg, & Peter, 2009)[21], it was found that less than one fourth(twenty four percent) of respondents was addicted to video gaming. GAS is based on 7-item Criterion (Salience, Tolerance, Mood modifications, relapse, Withdrawal, conflicts, Problems). The study revealed that there is low Salience level of Videogaming among less than half of the respondents. More than two third of the respondents spent increasing hours in gaming indicating the tolerance level is less among most of the respondents. According to the study more than two third of the respondents played games to forget about real life and felt "high" or "buzz" experience when videogaming showing high level of mood modifications during covid-19 Lockdown. one third of the respondent had relapse. more than one third of the respondents had withdrawal symptoms and had displeasing emotions when unable to play. More than one third of the respondents had interpersonal conflicts with family and friends over time spent on games.

In this study it was revealed youths' motive to play videogames during covid was Gaming content, type of games, impulsive, social influence and fear of missing out on new games. It was found that less than one fourth (twenty-four and six tenths' percent) of the respondents play action games, followed by adventure and role-playing games (twenty-one and three tenths' percent), and a considerable proportion of the respondents play arcade, simulation, strategy, driving, and puzzles. The study shows, less than two third (fifty six percent) of the respondents prefer multiplayer games and less than half of the respondents prefer single player games. nearly half (Forty seven percent) of the respondents spend money on video games on regular basis.

There was increase in gaming culture during covid -19 pandemic lockdown, which increased sense of belonging, changing trends in games and interest, increase watching of gameplays on platforms like youtube and twitch, cyberbullying and meme culture. In the study it was found that media plays an influencing role in getting youth's attention towards gaming. The respondents quoted, "I don't have the facilities to play games which needs more graphics, so I watch gameplays by famous video gamers in YouTube and watch live streams in twitch[video sharing platform]" this is supported by this study which shows vast majority(seventy nine percent) of the respondents watch game plays on YouTube. 46% of the respondents watch gameplays up to one hour daily, 23% of the respondents watch gameplays up to 2 hours daily, a considerable proportion(17%) of the respondents watch gameplays up to 5 hours on daily basis.

In this study it was found that there are change in communicative patterns. There are two types of changes found in this study i) improving and learning English through video games, which is supported by respondent's quote, "you know right?... People used to learn English by watching movies, similarly I Improved my vocabulary by playing video games, mostly by playing games in campaign and story mode", this was also done by talking to strangers online either by text chat/ comments or by voice chat. and ii) change in daily communications with family and peers by using abbreviated gaming terms like OP(Overpowered), MVP(most valuable player), SUS(Suspect/Suspicious), L(loser) or W(winner) etc. and too much use of profanity in day-to-day conversations. By observations, it was seen that participants were not following safety practices during covid-19. The participants removed the masks while gaming to use the headphones and mic, forgetting about the safety protocols in the field of study(gaming centres).

Based on observations and interview, it has been found that Videogaming act as meaningful and purposeful (Shi, Renwick, Turner, & Kirsh, 2019)[30]. The research revealed that Video game acts as a "livelihood for some like video gaming coaches and video game is also a source of income for few by joining in e-sports and local gaming competitions" – quoted by Video Gaming Coach. The respondents also feel that they have gained more friends during this lock down by playing massive online multiplayer games to escape from loneliness, this is supported by respondent's quote, " Covid-19 has made my life so boring and lonely it was very irritating, you know. Luckily I got time to spend time with friends online by playing games and social media, and I also got to meet new friends". In this study it was revealed that vast majority (75%) of the respondents agree that gaming is a profession. It was found that the participants aspiring to choose gaming as a profession lived an uncertain life by discarding their necessary work and hoping to become successful in gaming field.

Based on findings, it was also found that video game also has an impact on choosing the desired career, for which respondent quoted "I love cars playing need for speed [car racing game] during my childhood. Gradually it made me realise that I have a passion for becoming an automobile engineer and designer." another respondent quoted, "I am going to join the army because it is one of my passion to experience those missions" the respondent said missions by referring to the game "Call of Duty".

## **4. RECOMMENDATIONS**

### **4.1 Intervention Programs:**

Videogame addiction can be controlled by various Intervention programmes given to the individuals from the early stage of addiction signs shown. Interventions can be done by parents with the help of therapists. Therapists directly can involve in the program. Schools and colleges should bring awareness about the adverse effects about videogaming addiction by conducting intervention programmes/outreach for every class which is also catered for change during the pandemic period.

### **4.2 Care from primary caretakers**

Parents need to know about videogaming and spend more time with their children and get to know about their daily activities. Parents should be cautious about their children and their time and money they spent on videogames. The primary caretakers should educate the youth to not playing video games during class hours which is being taken in online classes.

### **4.3 Schools, Colleges and Teachers / Professors**

Teachers and professors should be given training to identify the students who show signs to addictive behaviour and communicate with parents about the youth's academic performance and social skills. The schools and colleges should employ counsellors who can co-ordinate with parents and have the skills to identify the students who needs help.

### **4.4 Content regulations and government actions**

The government should amend is outdated laws with related to video gaming. The government should act as a feeder of counsellors in schools and colleges in both rural and urban areas and it can also bring more internetes to

educational institutions/health centres if there is lack in human resource the beginning phase. Since videogaming has spread to both urban and rural, it is necessary to provide help for the youth, it can be from primary health centres in all villages and urban health centres for free.

#### **4.5 Social workers, counsellor and NGOs**

Social workers and Mental health workers should update information regarding gaming addictions and should cater to psychosocial needs of youth. Social workers and counsellors along with NGOs can utilise CSR funds and engage in research-oriented change regarding video gaming addictions among youth. Social workers who are specialised in community development can go to the field and identify the youths who are addicted to video gaming, and they can also conduct group work practices.

### **5. IMPLICATIONS OF SOCIAL WORK**

The varied roles of social work in this study are discussed in the following sections. The implications also emphasise the study's scope.

#### **5.1 Facilitating role**

The social worker can stimulate, give support by recognising and acknowledging, build consensus and group facilitating by achieving common goals between institutions, counsellors leading to the overall development of the concerned youth.

#### **5.2 Educative role**

The social worker with her/his knowledge, skills and experience, having a positive and directive input and play an active role in agenda setting and give training to counsellors, other catalysts about ground reality off video game addictions by consciousness rising, informing, confronting and training.

#### **5.3 Representational role**

Social workers can play an important/Representational role in interacting with external bodies on behalf of, or for the benefit of, youth addicted to video gaming during pandemic lockdowns and post pandemic by obtaining resources, bring changes through advocacy, using the media for change, by networking skills and sharing knowledge and experience.

#### **5.4 Research, Educational institutions, Rural and urban health centres**

The social work students and social workers can engage in community work and conduct campaigns regarding video game addictions, they can collaborate with government and work in Primary Health centres in rural and urban area and by supporting in the fields of early identification and mental health practices. social work has wide scope in conducting research related to various hypothesis webs found by this research and its findings.

### **6. CONCLUSIONS**

As there were pandemic lockdowns, Videogaming has become Purposive and habitual part of youth's lifestyle. Video gaming by youth got increased in numbers. There is significant changes negatively and positively in health, communication, family, peers, education and work. Individuals believed their virtual lives provide them with more personal satisfaction and meaning than their real-life. Vulnerable youth are predisposed to habitual and self-destructive gaming pattern later realising the negative effects on their performance and productivity in work and education, affecting emotions, behaviours, career planning and promoting online toxicity. It is necessary to teach youth how to limit themselves in playing videogames by themselves or by primary caretakes and professional help. The collective responsibility of the community should be to protect the health and mental health of youth for their better future, which can be facilitated by all the stakeholders during and post pandemic.

### **7. REFERENCES**

- [1] King, D. L., & Delfabbro, P. H. (2020). Video game addiction. (P. H. Cecilia A. Essau, Ed.) Science direct, 185-213. doi:<https://doi.org/10.1016/C2018-0-04203-6>
- [2] Männikkö, N., Ruotsalainen, H., Miettunen, J., Pontes, H. M., & Kääriäinen, M. (2020). Problematic gaming behaviour and health-related outcomes: A systematic review and meta-analysis. *Journal of Health Psychology*, 25(1), 67-81. doi:<https://doi.org/10.1177/1359105317740414>
- [3] Mihara, S., & Higuchi, S. (2017). Cross-sectional and longitudinal epidemiological studies of Internet gaming disorder: a systematic review of the literature. *Psychiatry Clinical Neurosciences*, 425-444. doi:[10.1111/pcn.12532](https://doi.org/10.1111/pcn.12532)

- [4] Wood, R. T., Griffiths, M. D., & Parke, A. (2007). Experiences of Time Loss among Videogame Players. *Cyberpsychology & behavior*, 38-44. doi:10.1089/cpb.2006.9994.
- [5] Achab, S., Nicolier, M., Mauny, F., Monnin, J., Trojak, B., Vandel, P., . . . Haffen, E. (2011). Massively multiplayer online role-playing games: comparing characteristics of addict vs non-addict online recruited gamers in a French adult population. *BMC psychiatry*. doi:10.1186/1471-244X-11-144
- [6] King, D. L., Gradisar, M., Drummond, A., Lovato, N., Wessel, J., Micic, G., . . . Delfabbro, P. (2012, Nov 9). The impact of prolonged violent video-gaming on adolescent sleep: an experimental study. *Journal of Sleep Research*, 22(2), 137-143. doi:10.1111/j.1365-2869.2012.01060.x
- [7] Higuchi, S., Motohashi, Y., Lui, Y., & Maeda, A. (2005, August 5). Effects of playing a computer game using a bright display on presleep physiological variables, sleep latency, slow wave sleep and REM sleep. *Journal of Sleep Research*, 14(3), 267-273. doi:10.1111/j.1365-2869.2005.00463.x
- [8] Puolitaival, T., Sieppi, M., Pyky, R., Enwald, H., Korpelainen, R., & Nurkkala, M. (2020). Health behaviours associated with video gaming in adolescent men: a cross-sectional population-based MOPO study. *BMC Public Health*, 10.1186/s12889-020-08522-x.
- [9] Cessna, T., Raudenbush, B., Reed, A., & Hunker, R. (2007). Effects of video game play on snacking behavior. *Appetite*, 49(1), 282. doi:10.1016/j.appet.2007.03.044.
- [10] Hussain, Z., & Griffiths, M. D. (2009, Dec 7). The Attitudes, Feelings, and Experiences of Online Gamers: A Qualitative Analysis. *CyberPsychology & Behavior*, 12(6), 747-753. doi:10.1089/cpb.2009.0059
- [11] Liang, W. J., Rong, S. J., & Zhen, W. H. (2019). Association Between Mobile Game Addiction and Depression, Social Anxiety, and Loneliness. *Frontiers in Public Health*, 247. doi:10.3389/fpubh.2019.00247
- [12] Griffiths, M. D. (2002). The educational benefits of videogames. *Education and health*, 47-51.
- [13] Cole, H., & Griffiths, M. D. (2007, August 21). Social Interactions in Massively Multiplayer Online Role-Playing Gamers. *CyberPsychology & Behavior*, 10(4), 575-583. doi:10.1089/cpb.2007.9988
- [14] Granic, I., Lobe, A., & Engels, R. C. (2014). The benefits of playing video games. *American psychologist*, 66. doi:10.1037/a0034857
- [15] Sheth, H. (2021, March 15). Time spent on video games up 14% in 2020: Report. *The Hindu : Business Line*. Retrieved from <https://www.thehindubusinessline.com/news/national/time-spent-on-video-games-up-14-in-2020-report/article34072678.ece>
- [16] PIB, G. o. (2020, March 24). PM calls for complete lockdown of entire nation for 21 days , PM addresses the nation on COVID-19. Delhi, India. Retrieved from <https://pib.gov.in/PressReleaseDetail.aspx?PRID=1619590>
- [17] Council on Social Work Education. (n.d.). [www.cswe.org/Students](http://www.cswe.org/Students). Retrieved from [www.cswe.org/Students/Discover-Social-Work/What-is-social-work](http://www.cswe.org/Students/Discover-Social-Work/What-is-social-work)
- [18] NASW. (n.d.). [www.socialworkers.org/Practice](http://www.socialworkers.org/Practice). Retrieved from [www.socialworkers.org/Practice](http://www.socialworkers.org/Practice)
- [19] IFSW. (2014, July). <https://www.ifsw.org/what-is-social-work/>. Retrieved from [www.ifsw.org/what-is-social-work/global-definition-of-social-work/](http://www.ifsw.org/what-is-social-work/global-definition-of-social-work/)
- [20] Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles: SAGE Publications.
- [21] Lemmens, J. S., Valkenburg, P. M., & Peter, J. (2009). Development and Validation of a Game Addiction Scale. *Media Psychology*, 77-95. doi:10.1080/15213260802669458
- [22] Khazaal, Y., Chatton, A., Rothen, S., Achab, S., Thorens, G., Zullino, D., & Gmel, G. (2016). Psychometric properties of the 7-item game addiction scale among french and German speaking adults. *BMC Psychiatry*, 132-. doi:10.1186/s12888-016-0836-3
- [23] Gaetan, S., Bonnet, A., Brejard, V., & Cury, F. (2014). French validation of the 7-item Game Addiction Scale for adolescents. *European Review of Applied Psychology*, 161-168. doi:10.1016/j.erap.2014.04.004
- [24] Baysak, E., Kaya, F. D., Dalgar, I., & Candansayar, S. (2016). Online Game Addiction in a Sample from Turkey: Development and Validation of the Turkish Version of Game Addiction Scale. *Bulletin of Clinical Psychopharmacology*, 21-31. doi:10.5455/bcp.20150502073016

- [25] Lemos, I. L., Cardoso, A., & Sougey, E. B. (2016). Validity and reliability assessment of the Brazilian version of the game addiction scale (GAS). *Comprehensive Psychiatry*, 67, 19-25. doi:10.1016/j.comppsy.2016.01.014
- [26] Dasgupta, S. (2012). *Social Demography*. New Delhi: Pearson India Education.
- [27] Bouvier, L. F., & Poston, Jr, D. L. (2017). *Population and Society: An Introduction to Demography*. United Kingdom: Cambridge University Press.
- [28] United Nations. (1981). [www.un.org/en/global-issues/](http://www.un.org/en/global-issues/). Retrieved from [www.un.org:https://www.un.org/en/global-issues/youth](http://www.un.org:https://www.un.org/en/global-issues/youth)
- [29] Landau, S., & Nguyen, T. (2019). Effects of Gaming on Children's Brains: Depression and. *Advances in Social Sciences Research Journal*, 6(9), 291-302. doi:10.14738/assrj.69.4856.
- [30] Shi, J., Renwick, R., Turner, N. E., & Kirsh, B. (2019). Understanding the lives of problem gamers: The meaning, purpose, and influences of video gaming. *Computers in Human Behavior*, 291-303. doi:10.1016/j.chb.2019.03.023

### Authors' Information



A student concurrently pursuing studies at IGNOU and Madras University, with a bachelor's degree in sociology and a master's degree in social work, specializing in community development. Annaniah has gained practical experience through internships and fieldwork with various NGOs and companies.



Dr. Prince Annadurai is presently an Associate Professor within the Department of Social Work (Aided) at Madras Christian College. His distinguished career includes being the Dean of Student Affairs, spanning from 2017 to 2019. Dr. Annadurai's extensive expertise encompasses diverse facets of the social work field, with a particular focus on public health, social work research, environmental studies, community organization, family dynamics, and the welfare of adolescents and children.