

Some Resolutions for Gaming Addiction in Schools

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Abstract

Gaming addiction is a behavioural disorder that requires clinical therapy because of its symptoms, which often overwhelm children's sense of self-control. However, the credibility of the screening test for gaming addiction is contentious in the literature, resulting in some ambiguous distinctions between excessive video gaming and the disorder. Furthermore, the effectiveness of clinical treatments for the disorder lacks empirical evidence. Online game rooms, video game clubs, and gaming tournaments offer some opportunities for educators to resolve these problems. Consequently, exploring these problems and resolutions related to gaming addiction is worthwhile.

Gaming addiction is a concern in schools because of the following problems. First, the symptoms of gaming addiction are overwhelming (Tomoniko, 2019). Second, the distinctions between excessive video gaming and gaming addiction are ambiguous (von der Heiden et al., 2019). Third, the clinical treatments for gaming addiction are unreliable (Bean et al., 2017). These problems have some implications for children's academic and social life, vulnerability to the disorder's comorbidities, and continued dependency with video games. As a result, addressing these problems related to gaming addiction is important.

Some practical resolutions for gaming addiction involve organizing an online game room, a video game club, and a gaming tournament. These resolutions help children to cope with gaming addiction, to become well-informed of the disorder and its comorbidities, and to acquire a sense of purpose for playing video games. Furthermore, such resolutions offer some opportunities for educators to raise awareness of internet safety and mental health crisis, and the importance of regulating internet use, seeking help in times of crisis, and participating in the school community. Consequently, the practicality of these resolutions helps to resolve the issue of gaming addiction in schools, despite the problems related to the disorder.

Challenging Disorder

The problems related to gaming addiction undermine children's school experience. First, the overwhelming symptoms of gaming addiction cause impulsivity in relation to video gaming (Carels, 2019). Second, the ambiguity between excessive video gaming and gaming addiction often results in some cases of misdiagnosis (Bean et al., 2017). Third, the unreliability of clinical treatments for the disorder often leads to a sense of false hope in recovery (Chia & Zhang, 2020). Some implications of these problems for children's school experience include the inability to concentrate with schoolwork, to socialize with friends and classmates, to sleep early, to attend school regularly, and to make the right choices between schoolwork and video games (Tomoniko, 2019). As a result, educators have the responsibility to help students overcome gaming addiction in schools because of some implications of these problems for children's school experience.

Overwhelming Symptoms

Gaming addiction is a health concern characterized by intense urges to play video games (Bean et al., 2017). Some symptoms of the disorder include cravings or fatigue. These symptoms are involuntary responses on some stimuli (MacLeod & Clarke, 2013) associated

with playing video games, such as cellphones or computer desktops (Chia & Zhang, 2020). Furthermore, such symptoms cause impulsivity in relation to video gaming (Carels, 2019), which affects children's sense of self-control (Ludden, 2018; Schmeichel & Inzlicht, 2013). As a result, the symptoms of gaming addiction are overwhelming because of the intense urges to play video games, which are involuntary and cause impulsivity (Tomoniko, 2019).

The expectation for children to exercise restraint, or to self-regulate their impulsivity, underestimates the symptoms of gaming addiction (Carels, 2019). Underestimating these symptoms has some implications. For example, gaming addiction amplifies impulsivity when playing video games (Bean et al., 2017), which affects children's ability to concentrate with schoolwork or to socialize with friends and classmates (Tomoniko, 2019). Consequently, educators have the responsibility to help students cope with gaming addiction because of some implications of underestimating its symptoms for children's academic and social life.

Ambiguity with Excessive Video Gaming

Excessive video gaming and gaming addiction are distinct. Although excessive video gaming also affects children's school experience, addiction is more severe because of its symptoms (Terry & Malik, 2018). The screening test for the disorder uses some indicators to measure impulsivity in relation to video gaming, such as intensity of urges or time spent with video games (Bean et al., 2017). The credibility of such indicators, on the other hand, is contentious in the literature (Feng et al., 2019). As a result, the distinctions between excessive video gaming and gaming addiction are ambiguous, despite the empirical evidence, because of the credibility concerns with these indicators (von der Heiden et al., 2019).

Such ambiguity often causes confusion, resulting in some cases of misdiagnosis (Bean et al., 2017). Misdiagnosing gaming addiction has some implications. For example, gaming addiction often causes sleep deprivation or insomnia (Tomoniko, 2019), which requires medical treatment (Bragg et al., 2019). When left untreated, sleep deprivation or insomnia aggravates gaming addiction, which affects children's ability to sleep early or to attend school regularly. Consequently, educators have the responsibility to help students become well-informed of gaming addiction because of some implications of misdiagnosing the disorder for children's vulnerability to its comorbidities.

Unreliable Clinical Treatments

Clinical therapy is the most common treatment for gaming addiction (Chia & Zhang, 2020). The effectiveness of such treatment, on the other hand, is contentious in the literature (Bean et al., 2017). One promising therapy is cognitive bias modification, which uses the technique of modifying biases on some habits (MacLeod & Clarke, 2013) associated with playing video games, such as excessive cellphone use (Carels, 2019) or unregulated internet exposure (Tomoniko, 2019). However, cognitive bias modification is a new area of research and its effectiveness remains inconclusive (Chia & Zhang, 2020). As a result, the clinical treatments for gaming addiction are unreliable because of the lack of empirical evidence.

Such unreliability often leads to a sense of false hope in recovery (Chia & Zhang, 2020). Relying on false hope has some implications. For example, children who require clinical therapy remain at risk for gaming addiction because of the unreliability of clinical treatments (Bean et al., 2017). Continued dependency with video games clouds judgement, which affects children's ability to make the right choices between schoolwork and video games (Tomoniko, 2019). Consequently, educators have the responsibility to help students acquire a sense of purpose for playing video games because of some implications of relying on false hope for children's continued dependency.

Practical Resolutions

Organizing an online game room, a video game club, and a gaming tournament is a practical approach for resolving gaming addiction. First, the online game room provides for students a safe and appropriate place to play video games. Second, the video game club encourages students to discuss some personal stories related to the disorder. Third, the gaming tournament helps students to acquire a sense of purpose for playing video games. These resolutions help to overcome social isolation (Tomoniko, 2019) and other comorbidities of the disorder. Furthermore, such resolutions offer some opportunities to raise awareness of important issues, such as the consequences of depression (Brådvik, 2018) or the need for policy change on cellphone use (Carels, 2019). As a result, educators have some opportunities to help students overcome gaming addiction and to raise awareness of the disorder and its comorbidities because of the practicality of these resolutions.

Monitored Online Game Room

Organizing an online game room helps students to cope with gaming addiction. The online game room is a safe place for playing video games with friends and classmates. Playing video games in a monitored setting creates a bond of friendship, which helps to overcome social isolation (Tomoniko, 2019). Furthermore, the online game room serves as an appropriate place for playing video games in schools, which helps to overcome impulsivity in relation to video gaming during class time (Carels, 2019). In other words, the online game room helps students to concentrate with schoolwork and to socialize with friends and classmates. As a result, the online game room helps students to cope with gaming addiction by providing a safe and appropriate place to play video games.

The online game room also offers the opportunity for educators to talk with students about some issues related to unregulated internet use, such as cyberbullying or overexposure on social media (Tomoniko, 2019). Another important discussion is to talk about regulating internet use, which helps to overcome excessive video gaming (Terry & Malik, 2019) and unregulated internet use (Tomoniko, 2019). Such discussions reinforce the importance of the online game room in helping students to cope with gaming addiction. Consequently, organizing an online game room offers some opportunities for educators to raise awareness of internet safety and the importance of regulating internet use.

Well-Informed Video Game Club

Organizing a video game club helps students to become well-informed of gaming addiction and its comorbidities. The video game club is a support group for sharing personal stories related to the disorder with friends and classmates. Sharing personal stories in a closed-door setting creates mutual trust and understanding, which encourages students to discuss some challenges, such as the inability to sleep early or to attend school regularly (Tomoniko, 2019). Furthermore, the video game club also encourages students to discuss some mental health crisis, such as depression or low self-esteem. As a result, the video game club helps students to become well-informed of gaming addiction and its comorbidities through sharing personal stories of challenges and mental health crisis.

The video game club also offers the opportunity for educators to talk with students about some consequences of depression, such as suicidal thoughts or self-harm (Brådvik, 2018). Another important discussion is to talk about seeking help in times of mental health crisis, which helps to overcome depression and low self-esteem (Tomoniko, 2019). Such discussions reinforce the importance of the video game club in helping students to become well-informed of the disorder and its comorbidities. Consequently, organizing a video game club offers some

opportunities for educators to raise awareness of mental health crisis and the importance of seeking help in times of crisis.

Purposeful Gaming Tournament

Organizing a gaming tournament helps students to acquire a sense purpose for playing video games. The gaming tournament is a community-based competition for showcasing talent with friends and classmates. Showcasing talent in a competitive setting creates a sense of purpose, which helps to turn some challenges into strength, such as intense concentration or obsession to win (von der Heiden et al., 2019). Furthermore, acquiring a sense of purpose often leads to goal setting (Papies & Aarts, 2011), which helps students to make the right choices between schoolwork and video games (Tomoniko, 2019). As a result, the gaming tournament helps students to acquire a sense of purpose for playing video games by offering a community-based competition.

The gaming tournament also offers some opportunities for educators to talk with students about some community service, such as educating the public of gaming addiction or fund-raising for the tournament. Another important discussion is to talk about some issues related to the disorder, such as the need for policy change on cellphone use (Carels, 2019) or open communication between home and school (Tomoniko, 2019). Such discussions reinforce the importance of the gaming tournament in helping children to acquire a sense of purpose for playing video games. Consequently, organizing a gaming tournament offers some opportunities for educators to raise awareness of the importance of participating in the school community.

Conclusion

Gaming addiction is a concern in schools because of its overwhelming symptoms, ambiguity with excessive video gaming, and unreliable clinical treatments. These problems have some consequences for children's school experience. The practicality of organizing an online game room, a video game club, and a gaming tournament offers some opportunities for educators to help students overcome gaming addiction and to raise awareness of the disorder and its comorbidities. Consequently, exploring these problems and resolutions related to gaming addiction is worthwhile.

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