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Sense of Leadership Affects Problematic Video Gaming

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TREO Talk Paper

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Abstract

Following the emergence of the Internet, online video games, have become a fast-growing trend among adolescents. Among all the IT-related activities, The hedonic use of video games has resulted in non-substance addictions (Charlton & Danforth, 2010; Huh & Bowman, 2008). The video games have been designed to operate in a simulated open-world space, engaging multiplayer from all around the world and paving the way for real-time gaming. Among adolescents, the number of players who are using online video games in a problematic way is considerable (Kowert et al., 2015; Van Reijmersdal et al., 2010). while the problematic use of video games raised concern among the parents and officials, On May 25, 2019, WHO officially voted to adopt the latest edition of its International Classification of Diseases (ICD) to include an entry on "gaming disorder" as a behavioral addiction (World Health Organization, 2018). Such a classification highlights the importance of identifying the factors affecting an underage player to demonstrate problematic behavior in the context of online video games. Although not all online games are addictive or harmful, some games, including many massively multiplayer online games, can be addiction-prone owing to their interaction and competition (Barnett & Coulson, 2010; Liu & Peng, 2009). These features give such games a social aspect that may be missing from offline activities and make it difficult to stop playing (Young, 2010). As such, excessive use of online video games and addiction to them have become common and may result in many harmful psychological and physical damages, including social isolation, lack of sleep, and deterioration of academic performance, specifically in young adults. Games also impact players' motivation due to their uncertain outcomes and the focus on a goal, providing a sense of challenge for players. This is fed by the opportunities to explore and discover new information and solutions (Bonk & Dennen, 2005). The motivational power of gaming was mentioned by educators Bowman (1982) and Yee (2006)found that players have a wide array of varied motivations to play and interact with others in their studies of player motivations in massively multiplayer online role-playing games. According to Game-Based Learning theory, the learning occurs predominantly due to the game played by developing mechanics like role-playing, achievement, competition, and reward system (Kapp, 2012). Through this process, the players develop and improve their leadership skills in the context of video games. However, we argue that role-playing and competition-award mechanism may lead to demonstrate excessive video gaming. Therefore, our research question is: "How and why the players' sense of leadership is associated with problematic video gaming?"

References (Selected)

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