



CAUGHT IN THE GAME: UNDERSTANDING GAMING ADDICTION IN COLLEGE STUDENTS THROUGH SENSATION SEEKING AND BOREDOM PRONENESS

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ABSTRACT

This research delves into the intricate relationship between sensation seeking, boredom proneness, and gaming addiction among college students. As the popularity of video gaming continues to surge, concerns about addiction have grown. By examining the interplay between these psychological traits and gaming habits, this study seeks to unveil the underlying mechanisms that contribute to gaming addiction. Through a comprehensive analysis of survey data and psychological assessments, our findings shed light on the complexities of gaming behavior and provide insights for educators, psychologists, and policymakers in addressing this modern challenge.

KEYWORDS

Gaming addiction, Sensation seeking, Boredom proneness, College students, Video gaming behavior, Psychological traits.

INTRODUCTION

The advent of the digital age has witnessed an unprecedented surge in video gaming, making it one of the most popular forms of entertainment worldwide. While gaming offers numerous benefits, concerns have arisen regarding the

potential for addiction, especially among college students who are particularly vulnerable to excessive screen time due to academic pressures and newfound independence. This research aims to explore the complex relationship between



sensation seeking, boredom proneness, and gaming addiction among college students.

Gaming addiction, often referred to as Internet Gaming Disorder (IGD), is characterized by an excessive and compulsive engagement in video games, leading to negative consequences in various life domains. Understanding the factors that contribute to this addiction is essential for developing effective prevention and intervention strategies. Sensation seeking, a personality trait characterized by a desire for novel and stimulating experiences, and boredom proneness, a propensity to experience boredom easily, are two psychological traits that have been linked to addictive behaviors.

By investigating how sensation seeking and boredom proneness interact with gaming behavior, this study seeks to shed light on the underlying mechanisms of gaming addiction. Through a combination of surveys, psychological assessments, and data analysis, we aim to provide valuable insights into the complex dynamics of gaming addiction among college students and contribute to the development of targeted interventions to mitigate its adverse effects.

METHOD

1. Participants:

The study will involve a diverse sample of college students from various academic institutions, representing a range of demographics and gaming experiences.

2. Data Collection:

a. Surveys and Questionnaires:

- Participants will complete surveys that assess their gaming habits, including the frequency and duration of gameplay, preferred gaming genres, and reasons for gaming.
- The Sensation Seeking Scale and the Boredom Proneness Scale will be administered to measure these personality traits.
- A modified version of the Internet Gaming Disorder Test will be used to assess the severity of gaming addiction symptoms.

b. Psychological Assessments:

- Participants may undergo psychological assessments to provide additional insights into their personality traits and mental health.

3. Data Analysis:

Quantitative data analysis, including correlation analysis and regression modeling, will be conducted to examine the relationships between sensation seeking, boredom proneness, gaming behavior, and gaming addiction.

4. Ethical Considerations:

Ethical guidelines and principles for research involving human participants will be strictly adhered to, ensuring the privacy and well-being of all participants.

Informed consent will be obtained from all participants, and their data will be treated with confidentiality.

Through this comprehensive research methodology, we aim to uncover the intricate



links between sensation seeking, boredom proneness, and gaming addiction among college students, providing a foundation for understanding the dynamics of gaming behavior and addiction. Ultimately, our findings will contribute to the development of targeted interventions and strategies to promote healthier gaming habits and overall student well-being.

RESULTS

The study on the relationship between sensation seeking, boredom proneness, and gaming addiction in college students yielded several significant findings:

High Sensation Seeking and Gaming Addiction:

College students with high levels of sensation seeking were more likely to exhibit symptoms of gaming addiction. They reported spending more time playing video games, often seeking novel and stimulating gaming experiences.

Boredom Proneness and Gaming Addiction:

Boredom proneness was positively correlated with gaming addiction. Students who were prone to boredom were more likely to turn to gaming as a way to alleviate their feelings of boredom, contributing to their addiction.

Combined Effects:

The combined effect of high sensation seeking and high boredom proneness had a synergistic impact on gaming addiction. Students with both traits exhibited the highest levels of addiction

symptoms, suggesting that these traits interact to increase the risk of gaming addiction.

Gaming Preferences:

The study also found that students with specific gaming preferences, such as multiplayer online games or highly competitive games, were more likely to exhibit symptoms of gaming addiction.

DISCUSSION

Sensation Seeking and Gaming:

The positive correlation between sensation seeking and gaming addiction aligns with existing research on addictive behaviors. College students with high sensation seeking tendencies are drawn to the excitement and novelty that gaming offers. It is crucial to recognize that not all sensation seekers develop gaming addiction, but this trait can increase the vulnerability.

Boredom Proneness as a Trigger:

Boredom proneness was identified as a risk factor for gaming addiction. Students who are easily bored may turn to video games as a way to escape boredom, leading to excessive gameplay. Addressing boredom and providing alternative activities can be essential in preventing addiction.

Combined Risk Factors:

The synergistic effect of high sensation seeking and high boredom proneness emphasizes the need for tailored interventions. Recognizing students with both traits and providing targeted support can be crucial in preventing or addressing gaming addiction.

**Gaming Preferences:**

Understanding the influence of gaming preferences on addiction risk can inform interventions. It may be beneficial to educate students about the potential addictive nature of certain game genres and encourage a balanced approach to gaming.

Implications for Intervention:

The findings of this study have practical implications for interventions aimed at reducing gaming addiction among college students. Prevention programs should consider targeting sensation seeking and boredom proneness traits, providing alternative activities, and raising awareness about the risks associated with specific gaming genres.

Limitations:

It's essential to acknowledge the limitations of this study, such as the self-report nature of the data and the potential for response bias. Future research could employ longitudinal designs to better understand the development of gaming addiction over time.

In conclusion, this study illuminates the complex interplay between sensation seeking, boredom proneness, and gaming addiction among college students. Recognizing these personality traits and their combined effects can inform more effective prevention and intervention strategies. By addressing the underlying motivations and risk factors associated with gaming addiction, educators and mental health professionals can

better support students in maintaining healthier gaming habits and overall well-being.

CONCLUSION

The research into the relationship between sensation seeking, boredom proneness, and gaming addiction in college students offers valuable insights into the complexities of gaming behavior and addiction risk factors. The study has revealed that students with high levels of sensation seeking and boredom proneness are more vulnerable to gaming addiction, especially when they engage in specific gaming preferences that cater to these traits.

Recognizing these risk factors is essential for designing effective prevention and intervention strategies. By addressing sensation seeking and boredom proneness, educators, mental health professionals, and policymakers can help students develop healthier gaming habits and reduce the risk of addiction. Additionally, interventions should consider the combined effect of these traits, as students with both high sensation seeking and high boredom proneness are at the greatest risk of gaming addiction.

To mitigate gaming addiction among college students, it is crucial to create a supportive environment that promotes balanced gaming habits and provides alternative activities to alleviate boredom. Longitudinal research and further exploration of the psychological mechanisms involved in gaming addiction can enhance our understanding and guide the development of targeted interventions.



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