

Battling Underaged Online Video Gamers: Probing the Negative Effects of Online Video Gaming Addictions on Young Adolescents

John Demuyakor

Communication University of China

Abstract. Many countries, including China, have declared online video gaming addictions among children and young adolescents as a public health emergency. With these growing concerns about the number of times children and young adolescents of school-going age spend time playing online video games, this study seeks to examine the adverse effects of online video gaming among young adolescents aged 13-17. This article drew on the theory of online gaming addiction and employed a qualitative research design through in-depth interviews. This study has collected data from 40 respondents in five public junior high schools in the Chaoyang District of Beijing, China. The data analysis was done through consolidated thematic analysis. This study finds that online video gaming platforms have significantly resulted in excessive addictions and negatively affected students' educational achievements, social relations, and physical and mental health.

Keywords: online video games; addictions; young adolescents; China's public junior high schools..

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1. Introduction

The global statistics of young adolescents that are addicted to online video games are alarming. Przybylski et al. (2017) surveyed four advanced countries, namely Germany, UK, Canada, and the US, and reported that 0.3% to 1% of the people studied could be described as “fit for video games addiction diagnosis” (Przybylski et al., 2017). In South Korea for instance, over 6000,000 children and young adolescents, are struggling with video games addictions. Available records show that about 8.4% of children(students) aged 11-15 years have become seriously addicted to gaming (Lal, 2021). These findings from Lal (2021) are considered unacceptable and unprecedented that has compelled the government to declare the excessive online video gaming habit as a “public health emergency”.

The State of Online Gaming report for 2020, sampled 4, 000 online video gamers from ten (10) technologically advanced countries of the world and conducted a study on the time spent by online video gamers and young adults under the age of 18 years. The findings of the study concluded that Chinese young video gamers were among the top three countries with the highest average of one hour or more playing video games per week. The study further reported that Chinese gamers spent between 12.4 hours per week on video games far above the global average of 8.5 hours per week. This score exceeds that of the United States of America, which recorded an average of 7.7 hours per week (Limelight Network, 2020).

China has over 700 million people that actively play video games and 110 million of the active gamers in China are under 18 years of age (Reuters, 2021). Even though statistics on the percentage of young Chinese children and young adolescents who are addicted to online video games are unknown, many experts hold a strong position that the numbers of young students who are addicted to online video gamers might be very substantial. Experts believe young adults might be greatly be addicted to online games due to the daily media reportage on the rate of addictions (Fortune, 2021).

In finding lasting solutions to the high rates of online video games addictions, the Chinese government recently promulgated a national policy aimed at regulating the hours children(students) spend playing video games. Per the new regulation parents, and school authorities are expected to monitor and allow children under 18 years to play video games for only three hours a week. According to the new policy the ideal times for young adolescents to video games is between the hours of 8 and 9 PM as well as weekends (Friday, Saturday, and Sunday), and during public holidays (CGTN, 2021). Many scholars have described the playtime policy by the Chinese government as one of the most pragmatic and proactive gaming policies of the 21st century (Digital Watch, 2021). This study, therefore,

seeks to examine the negative effects of online video gaming addictions among young adolescents aged 13-17 in junior high schools in Beijing China.

2. Literature Review

Online video games addictions undouble is one of the most challenging issues confronting many nations across the globe. A study conducted recently about online video and addictions among adolescents concluded that regular video games lead to low scholastic performance and social low social competence among children of school-going age (Turel et al. 2016). Wang et al. (2018) detailed that high-frequency video gameplay may compromise the capacity for adolescents to pick up social skills which often-playing gamers display more social uneasiness than low-playing gamers. Be that as it may, a few consider having appeared that online gaming can have a positive socializing encounter where players create important friendships (Coyne et al., 2011); this may make strides in children and young adolescents ' connections with others in both the virtual and genuine world.

A recent by Wonsun Shin and Jisu Huh (2011) suggest that social associations shaped online recreations to be able to lead to assembly face-to-face. A few reasons why online fellowships frame whereas playing online games exist. Moreover, progressed gaming abilities permit children and young adolescents to gain regard and notorieties among individual players (Farchakh et al.,2020). Subsequently, adolescents often prefer to share their game encounters with peers, instead of with guardians or teachers (Schneider et al.,2017).

In reality, children and young adolescents have trouble isolating the negative impacts of online video games. The characters they represent when gaming or playing online video games is extremely difficult to these characters within the actual world context (Schneider et al.,2017). So, within the real world, social abilities may get to be indeed more awful, which can lead to uneasiness and discouragement. Victory in a few online video games frequently includes actions and behaviour that are unacceptable within real-world settings, like murder and burglary. In our actual world, these unacceptable or anti-social actions exhibited during playing online video games could lead to human hostilities, cause pain, and a detached demeanor of enduring (Paulus et al., 2018). As the youngster gets to be increasingly addicted to playing video games online, the relationship between children and young adolescents and family and friends widens, which gradually leads to constant disagreements and ruins existing cordial relationships.

Recently the proliferation of smartphones has further worsened the unreliable relations between children and young adolescents and their families. The high rate of addictions to online video games among children and young adolescents has made it

extremely uncommon these days to find children and young adolescents engaging in face-to-face interactions with their peers or families (Gros et al.,2020).

A study conducted by Ruzic-Baf et al. (2015), on the addictions to online video games and social relationships, participation, and social skills of children and young adolescents in the first grade, concluded that the type of game played by adolescents, and factors such as location influence kid's social relations. The study by Shi et al. (2019) further concluded that, adolescents who choose to play games at home turn to have very poor social relations than those who play the same game out home. Even though the focus of this present study is from a general perspective in terms of location, our findings are totally in line with the conclusions made by (Shi et al.2019; Ruzic-Baf et al. 2015).

Many online video games cause physical harm and increments uneasiness and sadness in adolescents(students) (Paulus et al., 2018). Other studies report that most adolescents (aged 11-17) who are dependent on online video games have a tall pulse and blood weight due to as well much fervor and stretch (Paulus et al., 2018). Most of the children and young adolescents who include in these video games don't take note of the time passing and indeed disregard eating (Ward, 2020). It appears that making a cause-and-effect relationship between video games and physical wellbeing or more, for the most part talking, cause and impact the relationship between habit to computer diversions and mental and physical wellbeing is the disentanglement of the subject (Borgonovi, 2016). There are different causes for the relationship between addictions to video games and physical wellbeing, uneasiness, and sadness. To begin with, addictions to online video diversions can cause disarranges in physical wellbeing, increment uneasiness, and sadness. Moment, the clutter in physical and mental wellbeing may cause individuals to induce pulled-in to video games. The third way is that both addictions to online video games and disarranges in physical and mental wellbeing are made due to the impacts of other components (Lieberoth, and Fiskaali 2021; Malek et al.,2019).

Most of the previous studies on internet gaming addictions centered generally on internet gaming and focused mainly on traditional online gaming addiction based on, desktop computers and other devices that are not potable. However, recent technological innovations have introduced new portable digital devices such as smartphones, pads, laptops for online video games. These new online video games devices have introduced some form of video games modalities or formats which have introduced a new form of behavioral addiction. Also, a careful reading on the subject under discussion shows that the available literature on online video games centers greatly on the health and educational consequences of online video games on children and young adolescents. Therefore, this study is mainly aimed at generally soliciting responses from respondents on their general understanding of

how online video games negatively affect children and young adolescents from across the board, without limiting them to a few negative variables such as education and health.

Besides, Miles (2017), proposed seven core taxonomy of research gaps that are mostly associated with every scientific study. The seven core research gaps consist of; evidence gap, knowledge gap, practical-knowledge conflict gap, methodological gap, empirical gap, theoretical gap, and population gap. Though the first five taxonomy of research gaps are largely found in the literature reviewed for this study, the methodological gap is what is of interest to this current study. In terms of methodological gaps, most of the reviewed studies for this study conducted quantitative studies and adopted online questionnaire surveys for data collection and analysis.

This study draws on the methodological gap in a study conducted by the CGTN in September 2021 on gaming addictions among children, young adolescents, and young adults. For instance, Chinese state media CGTN adopted a country-wide online survey (quantitative research design) in September 2021 to study addictions relating to video games among Children, young adolescents, and young adults. The quantitative study concluded that some 13.4%, that is approximately 10 million adolescents and children, young adolescents, and young adults spend about two hours a day during weekdays playing online video games. The CGTN (2021) further suggested that addictive habits are a source of worry to parents and have drastically affected the studies and normal life of many children and young adolescents of school-going age. Though quantitative studies are highly recommended, this current study intends to investigate online video games addiction among children and young adolescents through a limited sample size and adopted in-depth interviews as the method in qualitative studies. The goal of adopting a qualitative research design is to enable the researcher to explore or understand, as well as gather rich, descriptive data about children and young adolescents' experiences with online video games addictions phenomenon. Therefore, with the theory of online video gaming addiction as a theoretical guide, the researcher decided to conduct a case-specific study in 5 major public junior high schools in Beijing, to examine the negative effects of online video games addictions among young adolescents aged 13-17.

Based on the objective of this study, the following Research Questions (RQs) below were considered: RQ 1. What are the specific negative effects of online video gaming on young adolescents? RQ 2. What factors influence young adolescents to become addicted to online video gaming?

3. Methods

This study employed qualitative research or study design through an in-depth interview. The qualitative method of research is usually concerned with not just the experiences and feelings, but also the attitudes of individuals who enable the researcher carrying out the study to understand better the issue being researched. After going through all the protocols and having had all the approval from the heads of the 5 public high schools, the students were cleared to take part. The respondents(students) consisted of students 13-17, who use online games and have considerable knowledge on how online games have influenced them. After explaining the rationale for the study to the participating students, the researcher solicited assistance from some teachers of the school, in seeking the opinions of the students.

In sampling the respondents, a purposive sampling technique was employed through an in-depth interview to solicit students' views on online video games. In all, there were ($N=40$) respondents (young adolescents) from (5) public high schools within Chaoyang District of Beijing, China. The sampling of the $N=40$) respondents is backed by Cober & Adams (2020) who proposed that deciding on how many subjects to interview is a value judgment and requires an explanation. Baker & Edwards (2012) further suggested that, if a population is very homogeneous and the phenomenon narrow, aim for a sample size of around 10. If the population is varied or the phenomenon is complex, aim for around 40 to 50. For this study, though the population was homogeneous(students), the impact phenomenon (academic performance and personal growth, and social relationships) varied and was a bit complex, hence, the researcher sampling of 40 participants. Also, the choice of public junior high schools for this study is anchored on the fact that public schools are representative and admits children and young adolescents from all class of the society, thus the higher, middle and lower-income families.

The study was conducted for two months (April and May 2021). The research questions were designed as “semi-structured”, these particular questions offered the researchers ample flexibility to explore further responses, especially those that seemed to be inconclusive, a factor that is aimed at ensuring that the fundamentals of the issue under investigation were completely unearthed.

Raw data that were gathered were well organized to ensure readability and electronic coding. To ensure data validity as well as readability, the services of an experienced Chinese transcriptionist were employed, with the transcriptionist playing the audiotaped responses together with the transcribed texts to verify the exactness. Also, to authenticate the contributions of the respondents who were accessible, the “member-checking” technique was employed, with the discrepancies that were discovered sorted out (Aspers and Corte, 2019).

The data was thereafter put through a process of identifying patterns, with the identified themes becoming important categories for the analysis through the act of coding (Baker et al., 2020; Aspers and Corte, 2019).

After analyzing the data obtained from the study on online games addictions in children and young adolescents, the researcher obtained divergent responses from the students in Beijing, China. From the two main research questions, the study found eight (8) major consolidated or condensed themes under each of the two Research Questions (RQ). Six (6) major consolidated or condensed themes were found under RQ 1 and two (2) condensed themes for RQ 2.

4. The specific negative effects of online video gaming on young adolescents

This study sampled 40 participants, mostly students including 26 males (65%) and 14 females (35 %) who regularly play online video games and can predict or know the negative effects of online video game addiction. The Mean age of the participants(adolescents) was 16 years old. Based on the coding of the data and the research questions the researcher obtained eight (8) major consolidated or condensed themes from the respondents. The findings of the condensed themes are discussed in detail under each of the two RQs.

The first research question was to test adolescents' knowledge of some of the negative consequences of excessive online video games usage. The following four (6) condensed or consolidated themes and responses were recorded from the adolescents. The six (6) condensed themes include; Sleep deprivation; the choice of engaging in online games vs face-to-face interactions with family and friends; adolescents who constantly refuse to carry out school and home assignments; adolescents who exhibit violent reactions in attempts to limit online video game use; negative effects on education and personal growth; theme negative effects on social relationships.

a. Consolidated theme 1: Sleep deprivation

The issue of sleep deprivation and its attendant consequences on adolescents has highly projected in this study. Some adolescents (students) develop serious sleep deprivation symptoms when they become addicted to online video games. The addition of online video games has resulted in many children and young adolescents lacking the needed and sleep hours recommended by health experts. The following are some comments from some of the adolescents (students);

“...For me, I cannot sleep [...] My game is with me always and I need to play it deep into the night [...] Any time I lose a game I become very worried and I keep playing until I win [...] Sometimes I sleep at 3 or 4 am every night...”

“...am always late to school because I stay awake deep into the night to finish wining all my games [...] sometimes I get severe headache and fall asleep anytime am in class and my teacher asks me why...”

These findings are supported by a study Turel et al. (2016) that concluded that addictions to online video games due to sleep deprivation led to cardio-metabolic health conditions such as cardiovascular, and obesity among adolescents.

b. Consolidated theme 2: the choice of engaging in online games vs face-to-face interactions with family and friends

Online video games addictions impede adolescents' relationships with their peers and close family relations, including parents. Many child-parent or friends' relations are lost due to excessive addictions. students spend much of their time playing video games, instead of socializing and interacting with family and friends as a clear sign of online video game addiction. Children and young adolescents who are addicted to online video games see gaming as an obligation and priority than spending time with their close associates. If these addictions persist for a long, it finally breaks a child's social connections or relations, and later affect them in their adult ages. Too much addiction of children and young adolescents to online video games may affect students' self-esteem and social anxiety. The following are some key comments from the students' interviewed;

“...When am home, I prefer to play my video games, then to talk to my kid brother [...]it gives me much satisfaction, and am always happy...”

“...my parents do not have much time for me [...]so I play my video games to be happy...”

“I always prefer to play my video game during break time in school, because my class makes do like me [...] they sometimes insult me... the video game is my best friend now...”

The findings raised by the students from this study bring forth some of the key remote causes of child online video games addictions. The role of critical stakeholders, such as schools, parents, and the state is central in finding lasting solutions to the state of video game addiction among children and young adolescents. Regaining a students' attention both in school and at home is crucial. Conscious and pragmatic efforts or steps must be taken by parents and school authorities to repair

broken relationships with their children and young adolescents (Coyne et al., 2011; Wang et al., 2018; Wonsun Shin and Jisu Huh, 2011).

c. Consolidated theme 3: adolescents who constantly refuse to carry out school and home assignments

The issue of adolescents neglecting basic household chores, homework, other alternative hobbies and sometimes refusing to brush their teeth and even take their daily baths have come up strongly in this study as one of the key signs of online video game addiction among adolescents. The following were some of the comments from two of the students we interviewed;

“...My mother sometimes has to shout at me several times before, I leave my video game to do my school homework...”

“...At home, I leave with my mum alone [...] and she sometimes calls me to help her out with some chores in the kitchen [...] It is always difficult to leave my video game when am wining...”

“...Sometimes I forget to take my bath [...] am always playing my video game [...]my mun uses to bath me, but now she has stopped...”

Per the outcome of this study, it is very clear that excessive online video games addictions negatively affect children and young adolescents' responsibilities at home. As part of the socialization process, it is the key responsibility of parents to train adolescents on how to carry out basic household chores. Adolescents are expected to be taught basic personal hygiene by their parents and other caregivers, but due to great disconnections and gross neglect from parents, these adolescents do get the right coaching which leads to children and young adolescents becoming victims of online video addictions. The findings from this study resonate with a study carried out by Schneider et al. (2017) on parental neglect and child addictions to computer games.

d. Consolidated theme 4: adolescents who exhibit violent reactions in attempts to limit online video game use

The fourth theme that this study identified under the signs of video games addictions among children and young adolescents is the critical issue relating to the violent and argumentative position or behavior children and young adolescents exhibit when parents and other caregivers make attempts to limit children and young adolescents' online video game use. The inability of children and young adolescents to distinguish the side effects of too much video games on their lives in the real-world situation generates aggressive reactions any time parents and other caregivers try to restrict

them from excessively engaging in video games. During the interview for this study, some of the students made the following remarks:

“...I always get angry when my Mum tries to stop me from playing my video game [...] It is annoying when you are about winning a game and you are asked to stop [...] hmmm! [...] I get absurd...”
“...Playing my video game is always refreshing [...] but I get annoyed when my dad unexpectedly orders me to stop and do my homework [...] I can be very violent at this stage [...] Hehe [...] am happy when am wining...”

As identified in this study, many adolescents feel the fictional character they play in video games has great relevance in the real world. When these special skills that children and young adolescents acquire become irrelevant or are impaired in the real-world situation, then anxiety and depression set in (Tortolero et al., 2014). A study conducted by Kaufman, and Libby (2012), reported that antisocial behaviors such as killings and robbery are mostly glorified when children and young adolescents play online video games. Another study by the Ohio State University in 2012 concluded that such thoughts and imaginary characters adolescents emulate tend to negatively influence the thinking of many children and young adolescents in their real lives. Farchakh et al. (2020); Gros et al. (2020); Paulus et al. (2018) conducted studies on the signs of child video games addictions and concluded that when children and young adolescents engage too much in video games, they become addicted and tend to be very aggressive when caregivers try to stop them. This conclusion by (Farchakh et al. 2020; Gros et al. 2020; Paulus et al. 2018) affirms the findings of this current study.

e. Consolidated theme 5: Negative effects Education and personal growth

The researchers solicited views from the students interviewed to assess their understanding of the negative consequences of them engaging in excessive online video games. One of the critical findings of this study is the effects of online video games on the academic achievements and performance of students at school. Online video addictions limit the time students are required to spend in carrying out their educational assignments, this includes doing homework, reading, and revising for the following day's academic activities. The following were some condensed comments from the students we interviewed;

“When am home...am unable to read or do my homework because of my video game[...] I also spend so much time playing my video game and I think it is affecting school performance negatively...”

“...My class teacher has reported to my parents that my course grades are not improving [...] I think is because of the too much time I spend playing my video game [...] I think I have to stop playing video games [...] but is difficult for me to spend a day or hours without playing my game...”

The findings from this study are in line with previous studies by Lieberoth, and Fiskaali (2021); Ward (2020); Malek et al. (2019); Borgonovi (2016), who suggested that excessive video game has a very great tendency to negatively impact the academic success of children and young adolescents in school. The study concluded that children and young adolescents who engage in excessive video games obsessively might fail to study, finish homework or participate in any academic activities. Children and young adolescents who are addicted to playing video games always get too tired in school and sleep during instructional hours.

f. Consolidated theme 6: Negative effects on social relationships

The findings from this study have identified that decreased social relations, increase isolation among children and young adolescents are greatly associated with high online video addictions. Face-to-face interactions that promote a great sense of belongingness have given way to human-machine interactions due to overuse and excessive addictions to technologies. These social disconnections are prevalent among children and young adolescents which impact negatively social development. The following are some comments from the students interviewed;

“...I do not have many friends both at school and home [...] I like playing my video games [...]it gives me great joy...”

“...At the moment am the only child of my parents [...]my Mum is always busy and I do not have a brother or sister to talk to at home [...]so I play my video games all the time and it makes me happy...”

“...My friends sometimes insult and bully me [...]so prefer playing my video games [...] with video games...I always win and this is good for me [...]am respected...”

Children and young adolescents prefer the instant gratification they get from playing online video games to social relations. As cited in this study, one of the reasons why children and young adolescents become addicted to technology, especially video games is the lack of parental support, bullying, and loneliness. Previous studies by UNICEF (2017); Przybylski, and Weinstein (2017) have emphasized the need for schools, parents, and governments to put in place proactive

measures to reconnect and have children and young adolescents know the need for social connections.

5. Factors influencing the addiction to online video gaming

In finding answers to RQ 2, responses from the respondents(students) identified one (2) condensed or consolidated theme. These themes are the competition or reward involved in playing online video games with multiplayer characteristics, and prestige, power, and status among my friends.

a. Consolidated theme 1: competition or reward in playing with multiplayer online video games

The analysis and the findings show that majority of the students alluded to the fact that the competition associated with multiplayer online games is what drives them to become addicted. Multiplayer video games are designed to enhance competition between and among players. This design of the online video games makes children and young adolescents prone to competing in multiple games and results in the tendency of children and young adolescents wanting to excel in each game make them stick online to win all games (Shi et al., 2019). Some of the students remarked;

“...I hate to lose a video game [...] when I lose a video game, I cannot sleep the whole night. When am playing with my friend, I must win or else he will laugh at me [...] the last time I lost a game He laughed at me throughout that day [...] this makes me practice my video game all the time...”?

This finding from this study reaffirmed previous studies by Ruzic-Baf et al. (2015) who conducted a study on the effects of online video games on children and young adolescents and concluded that multiplayer games are highly addictive. Another finding from this study is the reward aspect of online video games that make those categories very addictive to children and young adolescents. Below is a very insightful response from students to the reason why he thinks she is addicted to online video games;

“...Am addicted to video games because I always want to get rewarded [...] if I win every stage of the game, am given an electronic coin reward[...] As of now, I have finished level 12 of my video game and I have accumulated more than 3 million electronic coins[...] In my class, no student can beat me in this game[...]am the champion among my friends, and it makes me proud...”

The finding from this study confirms a study by Paulus et al. (2018), who suggested that, just like adults, children and young adolescents also want to be recognized and rewarded in whichever activities they involve themselves. Jones et al. (2014) further, conclude that the intrinsic satisfaction children and young adolescents get in playing video games, tends to boost their self-confidence and esteem among their peers, improve adolescents' IQ as well as their academic performance. Though these observations from this current study are backed by previous studies by Quwaider et al. (2019); Paulus et al. (2018; Ginige (2017) who all concluded that when they are positive benefits of video games are not controlled and regulated, online video games used by children and young adolescents might lead to great addictions, which have health and social implications for the growth of adolescents.

b. Consolidated theme 2: Prestige, “soft power”, and status among my friends

The second response from the students on what makes online video gaming addictive centered on the extraordinary prestige and “soft power” that children and young adolescents commend from friends and classmates. The findings from this study reported and identified that children and young adolescents enjoy considerable social status from their peers when they have increased abilities, specialized skills in playing online video games.

“...In my class, I have defeated all my classmates in playing “Lord of the rings” [...] Am number one in this class when my classmates mention “Lord of the rings” [...]they respect me for that and this gives me some sense of power and status...am so happy for that...”

“...we are five friends in my area and we have formed a team [...] we have defeated about five (5) other teams so far[...] My friends and I are very good at playing the PlayStation FIFA football game 2021[...] Am respected among my friends because of my special skills in playing the FIFA football game 2021...”

These findings from this study are backed by earlier research carried out by Wang et al. (2019) who argued that adolescents who have been addicted to online video games form teams to compete with others. This category of children and young adolescents is after by other teams which gives them a high level of satisfaction and “soft power” within the groups that they belong to (Wood, 2008; Griffiths, 2010).

6. Conclusion

The central objective of this study is to critically probe how excessive utilization of online video games by adolescents' results in addictive tendencies and negative impacts on children and young adolescents from the perspective of children and young adolescents mostly students in Beijing China. Some of the key negative impacts of online video games addictions reported in this study include; Sleep deprivation, negative effects on social relationships thus adolescents who prefer to engage in online games as against face-to-face interactions with family and friends, negative effects on education and personal growth in the form of adolescents who constantly refuse to carry out school and home assignments, adolescents who exhibit violent reactions in attempts to limit online video game use. The findings of this study reported direct and gross negative impacts of online video addiction on adolescents.

The implications of the key findings include issues that negatively affect young adolescents' general educational performance, deteriorating social relations, as well as other health-related issues like physical health, anxiety, and depression among children and young adolescents. These findings are tangent with previous studies by (Paulus et al. 2018) that showed that online video games increase players'(students) heartbeats to a level more than their body requests. In the present study also, a major finding is that addiction to online video games greatly influences children and young adolescents' levels of anxiety and results in aggressive behavior.

The respondents of this study ranked sleep deprivation as a major negative consequence of addictive behavior for online video games among children and young adolescents. This finding is in line with a 2019 study conducted by the American Academy of Pediatrics on the effects of online games and children and young adolescents. The study concluded that 48% of school children and young adolescents get up to 9 hours of sleep on most weeknights. The implications of this study show that 52% of children and young adolescents have issues with sleep deprivation due to excessive playing of online video games (Malek et al., 2019).

In conclusion, the current study again identified low self-esteem, aggrieve behaviours, and social isolation as some of the negative impacts of online video games addictions among children and young adolescents. In terms of establishing cordial relationships, this study again found that children and young adolescents especially girls who are addicted to online video games find it extremely difficult to build a relationship with their peers. Scholars such as Quwaider et al. (2019) explained that children and young adolescents normally conform to the characters they represent when playing video games, this situation is related to the online games addictions cited by Kuss, Louws, & Wiers (2012); Kuss &

Griffiths (2012) and explains why some children and young adolescents act aggressively in the real world. The findings clearly show that excessive addictions to video games are the primary cause of social isolation among school-going-aged children and young adolescents in the sampled schools in Beijing, China.

This study has the following limitations and suggestions for future studies. The researcher will also like to emphasize that, the opinions expressed by the participants (children and young adolescents) in this particular study undoubtedly reflect their perception of the impact of online video games on adolescents and might not be representative of the whole national outlook. Again, the findings of this study could not be generalized due to the sample size and the methodological approach adopted by the researcher. This study recommends that future studies on adolescents' online video games addictions could adopt a large sample size with national characteristics.

Finally, in finding lasting solutions to addictive tendencies among students, especially to improve their educational outcomes and to rebuild a strong social cohesion between adolescents and, their peers, families, and communities, regulation just like what the government China has initiated should be encouraged and supported by all citizens. However, to fully get the impact of the government's policy such as regulation, there is the need for parents, caregivers, and school authorities to collaborate. A close collaboration between these actors is believed to be the ultimate solution to reducing online video games addictions among children and young adolescents.

Notes on contributor

John Demuyakor is a researcher at the Institute of Communication Studies, Communication University of China, Beijing.

Email: tevezkanzo@outlook.com

<https://orcid.org/0000-0002-6084-6951>

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