AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN INTERNET GAMING DISORDER, SELF ESTEEM AND COPING MECHANISMS AMONG COLLEGE STUDENTS

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b) Has not been submitted by me for the award of any other Degree of any University or Institution.

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LIST OF ABBREVIATIONS

ABBREVIATION	FULL FORM
IGD	Internet Gaming Disorder
DSM-5	Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition
WHO	World Health Organization
ICD-11	International Classification of Diseases, 11th Edition
SPSS	Statistical Package for the Social Sciences
IGDS9-SF	Internet Gaming Disorder Scale – Short Form (9-item)
RSES	Rosenberg Self-Esteem Scale
Brief COPE	Brief Coping Orientation to Problems Experienced Scale
PSQI	Pittsburgh Sleep Quality Index
DASS-21	Depression Anxiety Stress Scales (21-item)
CBT	Cognitive Behavioural Therapy
SDT	Self-Determination Theory
TMT	Terror Management Theory
GCSW	Gaming-Contingent Self-Worth
M	Mean
SD	Standard Deviation
r	Pearson Correlation Coefficient
R^2	Coefficient of Determination
β	Standardized Regression Coefficient (Beta)
B	Unstandardized Regression Coefficient
F	F-statistic
df	Degrees of Freedom
p	Level of Statistical Significance
N	Total Sample Size
n	Sub-group Sample Size

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ABSTRACT

The present study investigates the relationship between Internet Gaming Disorder (IGD), self-esteem, and coping mechanisms among college students. With the rapid growth of digital technology and increased engagement in online gaming, especially among youth, concerns regarding problematic gaming behaviors have intensified. The study aims to examine how excessive gaming is associated with psychological factors such as self-esteem and coping strategies.

A quantitative, cross-sectional research design was employed for the study. A sample of 200 college students from Jammu district was selected using purposive sampling. Standardized tools were used to measure the variables, including the Internet Gaming Disorder Scale, Rosenberg Self-Esteem Scale, and a coping mechanisms scale. Data were analyzed using descriptive statistics, Pearson's correlation, and regression analysis with the help of SPSS.

The findings revealed a significant negative relationship between internet gaming disorder and self-esteem, indicating that higher levels of problematic gaming are associated with lower self-worth among students. Additionally, internet gaming disorder showed a significant positive relationship with coping mechanisms, suggesting that individuals may engage in gaming as a way of dealing with stress. However, no significant relationship was found between self-esteem and coping mechanisms. Regression analysis further confirmed that internet gaming disorder significantly predicts both self-esteem and coping behavior, although the explained variance was modest.

The study highlights the psychological impact of excessive gaming among college students and underscores the importance of promoting healthy coping strategies and improving self-esteem to reduce the risk of gaming-related problems. The findings contribute to the growing body of research on behavioral addiction and provide practical implications for mental health interventions, educational institutions, and future research in the Indian context.

CHAPTER I

INTRODUCTION

1.1 INTERNT GAMING DISORDER

Internet gaming disorder (IGD) is persistent and recurrent use of internet to engage in games, often with other players leading to clinically significant impairment or distress, a new diagnosable disorder in Diagnostic and Statistical Manual-5 (American Psychiatric Association, 2013; Petry et al., 2014). Internet gaming disorder is a pattern of gaming behavior characterized by impaired control over gaming, giving gaming increasing priority over other activities, and continuing or escalating gaming despite negative consequences (World Health Organization, 2019).Living in the 21st century internet has become an essential part of life. From children to old age people every age group is either familiar or is becoming familiar with the evolving technology. Internet provides numerous platforms for social interactions, jobs, education, business, gaming etc. With the growing awareness and availability of the technology, internet gaming has become widespread especially among youth and college going students (Lemmens et al., 2015; Pontes & Griffiths, 2014). Young adults often use internet for entertainment, relaxation purposes and to interact socially. Internet gaming is a common medium to access these benefits and this is one of the main reason why college students use this technology.

During the corona virus (COVID-19) pandemic the world was homelocked and this was the time when most of the global population especially the youth like college going students started to engage in the internet gaming more (Kim & Lee, 2021; Nilsson et al., 2022). This was because the pandemic changed the lifestyle of people like work from home, quarantines etc. Research indicates that gaming increased by 75% in the United States and 70% in Italy during initial lockdown periods (Nilsson et al., 2022), with studies documenting increased game usage time and gaming disorder symptoms among children and adolescents globally (King et al., 2020;Chang et al., 2022).

However, excessive online gaming may have negative consequences by limiting real-life experiences. Because of its prominent negative consequences and similarity to other addictive disorders, the loss of control over online gaming was termed 'internet gaming disorder' (IGD)

and included in section III of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) (APA, 2013; Ko et al., 2014; Petry et al., 2014). The indulgence in online gaming is now commonly seen among college students which can hinder with their life. The trend of participating in online games which used to be quite prevalent in children and adolescents is now being seen commonly in college students. Heavy usage of these online games leads to various dysfunctional symptoms and socio-occupational impairment. A growing concern among the society is the avid involvement of children and adolescents in online gaming activity. This trend has now extended to college-going young adults and has increased the growing concern of the addiction potential of these online games. Heavy users develop dysfunctional symptoms that impair their sociofunctional life. There have been few cases of suicide reported when children were stopped by their parents from playing games (Bansal & Kranti, 2022).Psychological problems associated with Internet gaming is increasingly recognized as a global problem (Kuss et al., 2017; Pontes et al., 2017). With the changing time and technology, studying the internet gaming behavior and disorder is a new field of research which has a wide scope and it is also connected with other psychological concepts like self esteem, coping mechanisms, self efficacy, stress and many more.

Internet gaming behavior has emerged as a significant area of concern in relation to coping mechanisms among college students, particularly as excessive gaming is increasingly recognized as a maladaptive response to stress. Internet Gaming Disorder (IGD) is a behavioral condition marked by excessive and compulsive gaming that disrupts personal, academic, and social life, and university students are particularly susceptible to IGD due to their developmental stage, academic demands, and heavy reliance on technology. According to the DSM-5 criteria, IGD involves preoccupation with gaming, withdrawal symptoms, tolerance, failed attempts to control gaming behavior, loss of interest in prior activities, and the use of internet games to cope with negative moods and psychological distress. Research indicates that internet gaming behavior often functions as an escapist coping strategy, where students turn to gaming to avoid or manage academic stress and emotional difficulties. Individuals with IGD demonstrate higher levels of dysfunctional coping, greater perceived stress, and depression, along with lower problem-focused coping and resilience, with gaming used primarily as a means of coping with stress through self-distraction and venting. Furthermore, a large-scale cross-sectional survey of medical undergraduate students found that behavioral disengagement — a passive coping style —

mediated the relationship between stress mindset and IGD, suggesting that students who disengage from stress rather than actively managing it are at greater risk of developing internet gaming disorder. Additionally, impulsivity and aggression have been identified as significant risk factors for IGD among university students, with individuals spending seven or more hours on internet gaming being more likely to exhibit high impulsivity, aggression, and greater IGD severity. These findings collectively highlight that internet gaming behavior, when used as a coping mechanism, can transition from recreational use to a disordered pattern, underscoring the need for targeted interventions that promote adaptive coping strategies among college students (Hammad & AL-Shahrani, 2024).

1.2 SELF ESTEEM

Self-esteem is capturing the sense of positive self-regard that develops when individuals consistently meet or exceed the important goals in their lives (James, 1890). This construct is the first definition of self-esteem ever used and continued to be accurate for more than a century. Self-esteem is the degree to which the qualities and characteristics contained in one's self-conception are perceived to be positive. It reflects a person's physical self-image, view of their accomplishments and capabilities, and values and perceived success in living up to them, as well as the ways in which others view and respond to that person. The more positive the cumulative perception of these qualities and characteristics, the higher one's self-esteem. A reasonably high degree of self-esteem is considered an important ingredient of mental health, whereas low self-esteem and feelings of worthlessness are common depressive symptoms (American Psychological Association, 2020). Self-esteem is an important aspect for mental wellbeing and the overall development of a person. The pursuit of self-esteem is linked to motivation and goals. When people pursue self-esteem, their actions are guided by beliefs about what they need to do or be to have worth and value as a person (Dykman, 1998).

Self-esteem is literally defined by how much value people place on themselves. It is the evaluative component of self-knowledge. High self-esteem refers to a highly favorable global evaluation of the self. Low self-esteem, by definition, refers to an unfavorable definition of the self. High self-esteem may refer to an accurate, justified, balanced appreciation of one’s worth as a person and ones successes and competencies, but it can also refer to an inflated, arrogant, grandiose, unwarranted sense of conceited superiority over others. By the same token, low self-

esteem can be either an accurate, well-founded understanding of one's shortcomings as a person or a distorted, even pathological sense of insecurity and inferiority (Baumeister et al., 2003).

Self-esteem has become an important concept in modern psychology. Teachers, parents, guardians etc consider boosting self-esteem as an important part of the childs overall development because the child will realise his/her worth, build confidence and motivation to work in a particular order or towards a particular goal. The child will have a clear vision and will be able to set aim for their goals in life because they will know their worth and also have self confidence to reach there. Self-esteem is thus perception rather than reality. It refers to a person's belief about whether he or she is intelligent and attractive, for example, and it does not necessarily say anything about whether the person actually is intelligent and attractive. People's beliefs shape their actions in many important ways, and these actions in turn shape their social reality and the social realities of the people around them (Campbell et al., 2003).Morris Rosenberg added that self-esteem involves feelings of self-respect and self-acceptance: When we speak of high self-esteem, then, we shall simply mean that the individual respects himself, considers himself worthy; he does not necessarily consider himself better than others, but he definitely does not consider himself worse; he does not feel that he is the ultimate in perfection but, on the contrary, recognizes his limitations and expects to grow and improve. Low self-esteem, on the other hand, implies self-rejection, self-dissatisfaction, self-contempt. The individual lacks respect for the self he observes (Rosenberg, 1965, p. 31).

1.2.1 Theories of Self Esteem

Self Determination Theory: SDT is a theory of human motivation and personality that is concerned with growth tendencies that are inherent and innate psychological needs. It is concerned with motivation behind choices people make without external influence and interference. It focuses on the degree to which an individual's behavior is self-motivated and self-determined (Deci & Ryan, 1985; Ryan & Deci, 2000).

Sociometer Theory of Self Esteem: It was proposed by Mark Leary in 1999. According to this, humans have evolved a form of psychological meter, or gauge, which monitors the degree to which other people value and accept them. The evaluations of the individual's level of acceptance by others determine self-esteem (Leary & Baumeister, 2000).

Maslow Theory of Self Esteem: Maslow (1943, 1954) needs hierarchy theory comprises of five tier model of human needs depicted as hierarchical levels within a pyramid. Our most basic need is for physical survival and it is the first thing that motivates our behavior. After fulfilling that level, the next level up is what motivates us and so on. The needs are divided into deficiency needs and growth needs. The first four levels are known as deficiency needs (D needs) and the top level is known as being needs (B-needs). Lower level needs must be satisfied before progressing to meet higher level growth needs. When a deficiency need has been satisfied it will go away. The first two levels of needs are considered basic needs of food, water, security and safety. The third level of needs is considered psychological and is based on the need for social connection and relationship with others. The fourth level in Maslow's hierarchy of needs is based on emotions and need for self-esteem and self-respect. Accomplishment of first four levels of needs leads to the last stage of needs based on peak experiences and self-actualization.

Rogers Theory: Carl Rogers (1902,1987), a humanistic psychologist, mentioned that the origin of many people's problems lies in their faulty thinking when they despise themselves and consider themselves worthless and incapable of being loved. Rogers believed in the importance of giving unconditional acceptance to a client and this in turn leads to the improvement in client's self-esteem (Rogers, 1959).

Terror Management Theory: TMT focuses on basic psychological conflict that results from having a desire to live, but realizing that death is inevitable. Terror is created because of this conflict which is then managed by embracing cultural values (Greenberg et al., 1986). The theory tries to explain why we need self-esteem and what psychological functions it may serve. Self-esteem is used as a coping mechanism by people to handle anxiety and to control terror.

1.3 COPING MECHANISM

Coping mechanism is any conscious or unconscious adjustment or adaptation that decreases tension and anxiety in a stressful experience or situation. Modifying maladaptive coping mechanisms is often the focus of psychological interventions (APA, 2020). Coping mechanisms are the cognitive and behavioral efforts used by individuals to manage internal and external demands that are appraised as stressful or exceeding their resources (Lazarus & Folkman, 1984). These strategies can help manage problems or stress and can also help regulating emotions of an

individual. Sometimes when healthy coping strategies also called adaptive coping strategies fail, individuals may turn to harmful also called maladaptive coping strategies which can hinder with their daily lives. The maladaptive coping mechanisms include various strategies like denial (ignoring the reality), withdrawal or behavioral disengagement which may reduce individuals stress for a short time but if used for a long time or daily can give worsen psychological impacts (Carver et al., 1989; Folkman & Moskowitz, 2000).

Coping mechanisms refer to the cognitive and behavioral strategies individuals employ to manage stress and adversity, and they are particularly significant among college students who face a range of academic, social, and personal pressures. A significant proportion of university students experience elevated levels of academic stress stemming from factors such as academic overload, evaluative pressure, decreased motivation, and difficulties in emotional regulation, often compounded by social isolation, financial insecurity, and limited coping resources. In response to such stressors, students adopt both adaptive and maladaptive coping strategies. Adaptive strategies such as engaging in hobbies, practicing self-care through art or sports, and breaking large goals into manageable steps help students feel less overwhelmed and more in control, thereby improving their overall well-being. On the other hand, reliance on maladaptive strategies such as avoidance is associated with heightened stress and poorer mental health outcomes, including anxiety and depression. Recent research suggests that mindfulness training, emotional regulation techniques, and structured peer support programs are effective in helping students cope with academic stress, as these strategies strengthen students' resilience. A comprehensive scoping review of 165 international peer-reviewed studies found that understanding the coping strategies used by students during university can improve higher education institutions' stress-reduction and preventative intervention design, particularly for struggling students. Thus, identifying and promoting effective coping mechanisms is essential for safeguarding the mental health and academic success of college students (Barbayannis et al., 2022;Martínez-Líbano et al., 2025).

1.4 THE RELATIONSHIP OF INTERNET GAMING DISORDER WITH SELF ESTEEM AND COPING MECHANISM

Addictive behaviors are often initiated as maladaptive mechanisms for coping with stress (Khantzian, 1997). Escape motivation and coping by gaming are associated with IGD severity

symptoms (Király et al., 2015; Snodgrass et al., 2018). King et al. suggested that gaming motivation is a key factor for IGD development (King & Delfabbro, 2014). However, the direct association between coping by gaming and IGD has not been confirmed by conducting a diagnostic interview study. Furthermore, whether coping by gaming benefits or negatively affects individuals with IGD remains unclear. Individuals with IGD have been reported to experience higher stress (Lemmens et al., 2011). A coping strategy mediates the association between stress and depression or anxiety, the two common comorbid psychiatric symptoms of IGD (Kardefelt-Winther, 2014). Thus, gamers use gaming as a coping strategy to escape from stress, implying that coping with stress is a critical issue that needs to be addressed in the treatment of IGD (Chen et al., 2021). Evaluation of the coping strategy characteristics of IGD might provide information regarding the type of coping strategy that should be promoted for individuals of IGD to prevent their escaping behavior (Chen et al., 2021).

Self esteem plays a major role in understanding the mental or psychological aspects underlying internet gaming disorder (Kim & Davis, 2009; King &Delfabbro, 2014). Self-esteem is individual's perception of himself. Four cognitive factors have been found to be associated with underlying IGD: IGD-beliefs about game reward value and tangibility, maladaptive and inflexible rules about gaming behavior, over-reliance on gaming to meet self-esteem needs, and gaming as a method of gaining social acceptance (King &Delfabbro, 2014). A study has revealed that general self-esteem, social self-esteem, home-family self-esteem and total self-esteem, all are negatively correlated with Internet addiction and hence similarly affect gaming addiction potential also (Younes et al., 2016). Meta-analytic evidence demonstrates that low self-esteem is significantly associated with gaming disorder, with this relationship appearing consistent across different cultures and age groups (Mills & Allen, 2020). Individuals, who evaluate themselves in a negative way, get a boost when they win in these games, compensate for the negations, thus escaping the reality. They perceive an increased sense of power and a higher status and thus this makes up for the perceived inefficiencies in the individual and has a positive evaluation of self for a short time. Depression mediates the relationship between self-esteem and various addiction potentials (Beard et al., 2017; Bansal & Kranti, 2022).

1.5 SIGNIFICANCE OF THE STUDY

Internet Gaming (IG) has become an emerging mental health concern among college students, driven by increased screen use, easy access to online gaming platforms, and the social appeal of virtual environments. As excessive gaming begins to affect academic performance, emotional regulation, sleep patterns, and interpersonal relationships it is essential to understand the psychological variables that contribute to or protect against this behavior.

This study is significant because it examines the association of IG with self-esteem and **c**oping mechanismstwo key psychological factors that influence how young adults respond to stress, social pressure, and identity development. While global research has explored gaming addiction and mental health, limited studies in the Indian context have focused on the internal psychological resources that may either increase vulnerability to IGD or buffer against it.

By identifying whether low self-esteem and maladaptive coping strategies are linked to higher levels of gaming disorder, the findings may help educators, counselors and mental health professionals design targeted intervention programs that promote healthier coping styles and self-worth among college students. The study also offers practical implications for campus mental health services, digital well-being campaigns and policy discussions on technology use in youth populations.

Although Internet Gaming (IG) has been widely studied globally, there is limited research examining its association with self-esteem and coping mechanisms specifically among college students. Existing studies often focus on the prevalence of IG or its behavioural and physiological effects, but few have explored the psychological factors that may increase vulnerability or resilience. In the Indian context, research is especially scarce, despite rising gaming use among youth. Moreover, coping strategies and self-esteem have rarely been studied as predictors of IGD, leaving a gap in understanding how internal psychological resources influence gaming addiction among emerging adults. This study aims to address these gaps by investigating the interrelationship among IG, self-esteem and coping mechanisms in college students.

1.6 STATEMENTOF THE PROBLEM

A study of relationship between internet gaming disorder, self-esteem and coping mechanisms among college students.

1.7 OPERATIONAL DEFINITION

Internet Gaming Disorder (IGD):

In the present study, Internet Gaming Disorder refers to the extent of problematic and excessive engagement in online games that leads to impairment in daily functioning. It will be operationally defined as the total score obtained by participants on the standardized Internet Gaming Disorder scale. Higher scores indicate greater severity of gaming-related problems.

Self-Esteem:

Self-esteem refers to an individual's overall evaluation of their self-worth and personal value. In this study, self-esteem will be operationally defined as the total score obtained on the Rosenberg Self-Esteem Scale. Higher scores reflect higher levels of self-esteem, while lower scores indicate low self-esteem.

Coping Mechanisms:

Coping mechanisms refer to the cognitive and behavioural strategies used by individuals to manage stress and challenging situations. In the present study, coping mechanisms will be operationally defined as the total score obtained on the standardized coping scale (e.g., Brief COPE). Different subscale scores may also be used to assess adaptive and maladaptive coping strategies.

1.8 OBJECTIVES OF THE STUDY

1. To examine the effect of Internet Gaming on self-esteem among college students.
2. To examine the effect of internet gaming on coping mechanisms among college students.
3. To determine the relationship between Internet Gaming, coping mechanisms and self-esteem among college students.

1.9 HYPOTHESES OF THE STUDY

HA1: It is expected that there will be significant effect of Internet Gaming on self-esteem among college students.

HA2: It is expected that there will be significant effect of internet gaming on coping mechanism among college students.

HA3: There will be significant relationship between Internet Gaming, coping mechanisms and self-esteem among college students.

1.10 DELIMITATION OF THE STUDY

- The present study is done on college students only.
- Only Jammu district college students were taken.
- Only male and female college student were taken.

CHAPTER II

REVIEW OF LITERATURE

2.1 INTRODUCTION

A review of literature provides a systematic examination of existing theoretical and empirical studies related to the variables under investigation. It helps in understanding the current state of knowledge, identifying research gaps, and establishing a conceptual framework for the present study. In the context of behavioral addictions, Internet Gaming (IG) has gained increasing scholarly attention due to its rising prevalence among young adults, particularly college students. Previous research has explored Internet Gaming in relation to various psychological factors such as self-esteem, stress, emotional regulation, and coping strategies. Self-esteem has been identified as a significant psychological construct influencing gaming behavior, with evidence suggesting that individuals with low self-esteem may engage in excessive gaming as a means of compensation or escape. Similarly, coping mechanisms play a crucial role in determining how individuals manage academic and personal stressors, which may influence their vulnerability to maladaptive gaming behaviors.

The existing body of literature highlights the complex interplay between Internet Gaming, self-esteem, and coping mechanisms; however, findings across studies remain fragmented and context-specific. Therefore, a comprehensive review of relevant literature is essential to synthesize existing findings, examine patterns and inconsistencies, and justify the need for the present investigation. This review focuses on studies related to Internet Gaming, self-esteem and coping mechanisms among college students, thereby providing a foundation for understanding their interrelationships and guiding the formulation of research objectives and hypotheses. The different studies done at national and international are as under:

2.2 STUDIES RELATED TO INTERNET GAMING, SELF ESTEEM AND COPING MECHANISM:

Block (2008) advocated for Internet addiction's inclusion in DSM-V, conceptualizing it as a compulsive-impulsive spectrum disorder with three subtypes: excessive gaming, sexual

preoccupations, and e-mail/text messaging. Block identified four core components: excessive use with time distortion, withdrawal symptoms (anger, tension, and depression), tolerance requiring upgraded equipment or increased usage, and negative repercussions including social isolation and academic decline. The editorial highlighted South Korea's public health crisis with 210,000 children (2.1% of ages 6-19) requiring treatment following 10 cardiopulmonary deaths in Internet cafés and game-related violence. South Korea's response included training 1,043 counselors and establishing 190 treatment centers, with 80% of cases requiring psychotropic medication and 20-24% needing hospitalization. China reported 13.7% prevalence among adolescents (10 million teenagers) and implemented laws restricting gaming to under 3 hours daily. The editorial noted 86% comorbidity rates with other DSM-IV diagnoses, treatment resistance, and diagnostic challenges in Western settings where shame and denial complicate identification. Block emphasized remarkable similarity in clinical presentations across cultures despite different access patterns (Internet cafés in Asia versus home-based gaming in the US).

Bahrainian et.al (2014) investigated 408 students (36.8% female&63.2% male) from Birjand Islamic Azad University using Beck Depression Inventory, Cooper Smith Self-Esteem Inventory, and Young's Internet Addiction Test. The prevalence of internet addiction was notably high at 40.7% (2.2% severe, 38.5% moderate), with males showing significantly higher rates than females ($p \leq 0.01$). Significant positive correlation emerged between depression and internet addiction ($r=0.31$, $p<0.001$), with depression predicting 10% of addiction variance. Self-esteem demonstrated significant negative correlation with internet addiction and added 1% predictive power when combined with depression (total $R^2=0.11$). The study aligns with Griffith's compensation theory suggesting individuals with low self-esteem perceive internet use as compensating for deficiencies, allowing assumption of different personalities and social identities. Regression analysis confirmed both depression ($\beta=0.31$, $p<0.001$) and self-esteem (inverse relationship) as significant predictors of internet addiction. The findings support cognitive-behavioral therapy targeting self-esteem enhancement and depression reduction for treating internet addiction.

King and Delfabbro (2014) identified over-reliance on gaming to meet self-esteem needs as one of four core cognitive factors underlying IGD. Their comprehensive review of 36 studies revealed that individuals with IGD tend to overvalue video gaming rewards, activities, and identities while relying on gaming as their primary source of self-worth.

Yılmaz (2015) conducted research examining the role of Big Five personality traits, self-esteem, self-efficacy, and locus of control in internet and gaming dependency among 235 participants. The study employed the Big Five Inventory, Rosenberg Self-Esteem Scale, Virtual-Real Life Social Self-Efficacy Scale, and adapted versions of problematic internet use scales for both general internet and gaming contexts. Hierarchical multiple regression analyses revealed that low conscientiousness ($\beta = .28$, $p < .001$) and low virtual self-efficacy ($\beta = -.30$, $p < .001$) significantly predicted gaming dependency, accounting for 38% of the variance. For internet dependency, the model explained 28% of variance, with conscientiousness ($\beta = .28$, $p < .001$), neuroticism ($\beta = -.15$, $p = .02$), and self-esteem ($\beta = .17$, $p = .02$) emerging as significant predictors. The study highlighted that conscientious individuals, being goal-oriented and disciplined, are less likely to neglect responsibilities for gaming activities, while neurotic personality traits may drive individuals toward online social support when real-life interpersonal relationships prove difficult.

Younes et al. (2016) examined internet addiction and its relationships with insomnia, anxiety, depression, stress, and self-esteem in a cross-sectional study of 600 Lebanese university medical students. The research utilized validated instruments including the Young Internet Addiction Test, Insomnia Severity Index, Depression Anxiety Stress Scales (DASS-21), and Rosenberg Self-Esteem Scale. Findings indicated a potential internet addiction prevalence rate of 16.8% (95% CI: 13.81–19.79%), with significant gender differences showing higher rates among males (23.6%) compared to females (13.9%, $p = .003$). The mean score was 30 ± 18.47, while 9.8% of participants met criteria for clinically significant insomnia. Correlation analyses revealed significant associations between potential internet addiction and all measured psychological variables: insomnia ($r = .268$, $p < .001$), stress ($r = .316$, $p < .001$), anxiety ($r = .350$, $p < .001$), depression ($r = .327$, $p < .001$), and self-esteem ($r = -.286$, $p < .001$). Students with potential internet addiction exhibited significantly higher mean scores on insomnia (10.89 vs 8.99), anxiety (7.09 vs 4.30), depression (8.02 vs 4.91), and stress (9.41 vs 6.50), alongside lower self-esteem (20.15 vs 23.05). The authors emphasized that identifying students with potential internet addiction is crucial because this addiction frequently coexists with other psychological problems, necessitating comprehensive interventions addressing not only the addictive behavior but also associated psychosocial stressors.

Naskar et.al (2016)provides a comprehensive overview of IGD, examining motivational factors, game genres, and clinical consequences. The review documented prevalence rates of 0.2-8.5% globally, with Korea reporting exceptionally high rates (up to 50% of adolescents at risk). Neurobiologically, the review highlighted dopamine release during gaming comparable to substance use, with decreased striatal dopamine transporter density in IGD patients. The authors emphasized India's position as the 22nd highest gaming revenue generator globally, suggesting significant but understudied risk in the Indian population.

Beard et al.(2017) studied 1,044 adult gamers found that high GCSW was associated with more negative outcomes, while global self-esteem served as a protective factor. This suggests that individuals with IGD may develop a compensatory mechanism where low offline self-esteem leads them to derive self-worth primarily from gaming achievements, creating a problematic dependency on the virtual environment for validation.

Kuss et al.(2017) conducted a comprehensive examination of dysfunctional coping strategies as mediating mechanisms between psychopathology and excessive Internet use among 681 Polish university students. Employing structural equation modeling, the study identified media-focused coping and substance use coping as significant mediators in the relationship between global psychopathological symptomatology (measured via the Global Severity Index) and excessive Internet use, collectively explaining 29.6% of the variance

Mihara and Higuchi (2017) analyzed 37 cross-sectional and 13 longitudinal studies on IGD epidemiology through May 2016. Prevalence rates ranged from 0.7% to 27.5% across total samples, with males consistently showing higher rates (2.0-22.7%) than females (0-14.9%). The review found no clear geographic differences contradicting earlier assumptions about higher Asian prevalence. Methodological factors significantly influenced reported rates: classroom surveys yielded 0.3-19.9% prevalence, postal surveys 0.6-1.3%, telephone surveys 0.2-2.7%, and online surveys 1.3-27.5%. Longitudinal studies identified risk factors including loneliness, impulsivity, conduct problems, and lower physical activity, while social competence and self-esteem served protective functions.

Kumar and Mondal (2018) examined Internet addiction among college students and found that problematic Internet use was significantly associated with psychopathological symptoms, particularly depression, anxiety and interpersonal sensitivity. Their findings also showed that students with higher levels of Internet addiction tended to have lower self-esteem, suggesting that excessive online engagement may be linked to emotional distress and diminished self-worth. The study highlights that more Internet use not only affects students' psychological well-being but also disrupts their social and family relationships, emphasizing the broader negative impact of addictive online behavior.

Gonzalez Bueso et al. (2018) analyzed 24 studies examining the relationship between IGD and psychiatric comorbidity. The review distinguished IGD from general Internet addiction, noting that 92% of studies reported associations with anxiety, 89% with depression, 85% with ADHD symptoms, and 75% with social phobia and obsessive-compulsive symptoms. The study comprised predominantly cross-sectional designs (21 studies) with only three prospective studies, limiting causal inferences. Most research originated from Europe, with effect sizes ranging from small to large depending on the condition. Male subjects consistently showed higher IGD rates across studies.

Servidio et al. (2018) investigated the mediational role of coping strategies in the relationship between self-esteem and internet addiction among 300 Italian university students. The study employed a cross-sectional design utilizing the Young Internet Addiction Test (YIAT), Coping Orientation to Problems Experienced-New Italian Version (COPE-NIV), and Rosenberg Self-Esteem Scale. Results revealed that 20.7% of participants demonstrated moderate internet addiction risk, with males exhibiting significantly higher addiction rates compared to females (43.29 vs. 39.51 on YIAT scores). The findings confirmed a negative correlation between self-esteem and internet addiction ($r = -.25$, $p < .001$). Importantly, the study demonstrated partial mediation through a structural model wherein low self-esteem predicted avoidance-oriented coping strategies, which in turn affected internet addiction risk

Torres-Rodriguez et al. (2018) presented the first comprehensive clinical characterization of adolescents with IGD, examining 31 male adolescents (aged 12-18 years) who sought treatment at two public mental health centers in Barcelona. This clinical sample study revealed extensive comorbidity, with 80.6% of participants demonstrating significant psychological distress and

multiple co-occurring disorders including depression, anxiety, obsessive-compulsive symptoms, and personality disorders. Family dysfunction emerged as a significant factor, with 77.4% showing poor family cohesion and 64.5% exhibiting poor expressivity, while 51.6% had experienced parental divorce. Participants averaged 47.51 hours of gaming per week, predominantly playing MMORPGs and MOBA games, yet only 36% recognized having a gaming problem, indicating poor insight into their condition. The study's major contribution lies in demonstrating that IGD in adolescence is not a unitary disorder but rather presents with heterogeneous clinical profiles requiring individualized, holistic treatment approaches that address personality vulnerabilities, emotional regulation deficits, comorbid psychopathology, and family dysfunction simultaneously.

Yen et al. (2019) examined how resilience, perceived stress, and depression relate to Internet Gaming Disorder (IGD) among young adults. Results showed that individuals with IGD had significantly lower resilience, higher perceived stress, and higher depression than controls. Low resilience increased the odds of IGD by 3.46 times, but this association disappeared once depression was controlled, indicating that depression is the most proximal factor linked to IGD. Among those with IGD, lower resilience was associated with higher depression. The authors conclude that interventions should prioritize treating depression, enhancing resilience, and strengthening self-discipline to reduce vulnerability to IGD.

Ahsan, et al (2019) found that male students with IGD reported higher levels of self-doubt (M = 46.83) compared to females (M = 41.86), while females demonstrated higher self-efficacy than males.

Kim et al. (2020) examined the relationship between excessive smartphone use and self-esteem among adults with IGD in South Korea, finding that increased smartphone addiction was negatively associated with self-esteem ($\beta = -0.18$, $p = .001$), with men being more negatively affected than women.

Balhara et al.(2020) investigated changes in gaming behavior among 128 Indian college students during the COVID-19 lockdown period, exploring associations with stress and coping mechanisms. The study, which achieved a 34% response rate from an original cohort of 393 students, employed the Internet Gaming Disorder Short Form-9 (IGDSF9), Patient Health

Questionnaire-9 (PHQ-9), and Generalized Anxiety Disorder-7 (GAD-7) scales. Baseline assessment revealed that 14.84% of participants met DSM-5 criteria for Internet Gaming Disorder prior to the lockdown. During the lockdown, 50.8% of participants reported increased gaming behavior while 14.6% reported decreased gaming. The median duration of gaming per day was approximately 1 hour (range: 0-21 hours). Prevalence rates for moderate-to-severe depression and anxiety were 26.9% and 16.92%, respectively. The overall model was statistically significant ($\chi^2 = 50.29$, $p < .001$) and explained 43.3% of variance in increased gaming behavior. Importantly, students who increased gaming endorsed stronger beliefs that gaming helps manage COVID-19-related stress compared to those who did not increase gaming (mean 3.37 vs 2.52, $t = -4.92$, $p < .01$).

Melodia, et al. (2020) conducted a comprehensive systematic review of 26 studies (N = 48,573 participants) examining the role of avoidance coping and escape motives in problematic online gaming. Their analysis revealed that escapism—defined as the intentional use of gaming to detach from the real world and avoid real-life problems—consistently emerged as one of the strongest predictors of IGD across diverse populations and cultural contexts. The review demonstrated that escapism serves as a mediator between various psychological factors (including self-esteem, loneliness, depression, social anxiety, and stress) and IGD, suggesting that individuals turn to gaming as a maladaptive coping mechanism to manage psychological distress.

Singh et.al (2021) conducted cross-sectional study examined 142 students (aged 13-19 years) in western Maharashtra, finding a 10.6% prevalence of IGD with significant male preponderance (15.3% males vs. 3.5% females). The study represents one of the few empirical investigations of IGD in India, highlighting the vulnerability of adolescents and the importance of early gaming exposure in disorder development. Notably, 15 identified cases received psychiatric assessment and essential support, demonstrating the practical clinical implications of screening programs in school settings.

Bisht et al. (2021) examined Internet Gaming Disorder (IGD) among university students and found 23% prevalence, indicating a considerable presence of problematic gaming in this group. The study further reported a significant association between IGD and depression, with most students meeting IGD criteria also showing mild to severe depressive symptoms. In contrast,

students without IGD largely showed no signs of depression, highlighting the strong psychological impact of excessive gaming. The findings suggest that IGD is closely linked with emotional distress and may function as a maladaptive coping mechanism for stress and negative mood.

Rasheed et al (2021) found that Internet Gaming Disorder (IGD) negatively affects self-appraisal among university students. Using a sample of 300 students aged 18–28 years, the study showed that higher IGD scores predicted lower self-appraisal. Gender also significantly moderated this relationship—males reported higher IGD and lower self-appraisal compared to females. The findings highlight the need for interventions that reduce excessive gaming and strengthen students' self-evaluative capacities.

Lin et al. (2021) examined coping strategies, resilience, perceived stress and depression among individuals with Internet Gaming Disorder (IGD) in Taiwan. Comparing 69 IGD participants with 138 controls, the study found that those with IGD used significantly more dysfunctional coping (self-blame, venting, denial, disengagement), relied heavily on gaming as a coping method, and showed lower resilience. IGD participants also reported higher perceived stress and depression. Low resilience was strongly associated with IGD and predicted poorer coping patterns, including less problem-focused and emotion-focused coping. Dysfunctional coping and coping-by-gaming were consistently linked to elevated stress and depression. The study conclude that interventions should promote problem-focused strategies (active coping, planning) and enhance resilience to reduce stress and depressive symptoms among individuals with IGD.

Bansal and Kranti (2022) found a 4.6% prevalence of IGD among college students and reported that higher gaming time significantly predicted IGD symptoms. Their findings also showed that IGD is negatively associated with self-esteem, indicating that students with lower self-worth are more prone to problematic gaming. Additionally, perceived stress and poor sleep quality were strongly positively correlated with IGD, suggesting that stressed students may use gaming as a maladaptive coping mechanism, which further disrupts sleep patterns. Overall, IGD appears closely connected to low self-esteem, high stress, and unhealthy coping behaviors in young adults.

Kavanagh, (2023) conducted the first systematic review and meta-analysis specifically investigating the relationship between self-esteem and gaming disorder. The review included 37 studies with a total sample of 22,142 participants, spanning publications from database inception through October 2021. Studies were included only if they used validated gaming disorder measures recommended by King et al. (2020), such as the Game Addiction Scale, Internet Gaming Disorder Scale, and clinically administered interviews. The random-effects meta-analysis of 30 studies revealed a significant negative association between low self-esteem and gaming disorder ($r = -0.269$, 95% CI: -0.335 to -0.201, $p < .001$). Substantial heterogeneity was observed ($I^2 = 95.837\%$), with prediction intervals ranging from -0.59 to 0.12. Subgroup analyses indicated that this association remained consistent across Eastern versus Western countries and collectivist versus individualist cultures, though the full Rosenberg Self-Esteem Scale demonstrated significantly stronger associations than adapted or alternative measures ($p = .016$). Longitudinal studies yielded mixed findings regarding causality direction, with three studies supporting that low self-esteem predicts gaming disorder, while three others found the reverse relationship. The authors concluded that self-esteem represents a worthwhile risk factor for intervention in gaming disorder treatment, recommending cognitive-behavioral therapy and compassion-focused therapy as evidence-based approaches. They emphasized the need for experimental studies to establish causal mechanisms and suggested investigating sub-components of self-esteem (competence versus self-liking) to understand cultural variations more comprehensively.

Fatima & Zulfiqar, (2023) examined 500 male adolescents (ages 12-18) from Islamabad and Rawalpindi schools using the IGD Scale-Short Form and Wong-Law Emotional Intelligence Scale. Results revealed a significant negative correlation between IGD and emotional intelligence ($r=-0.149$, $p<0.01$), indicating that excessive gaming impairs adolescents' ability to recognize, assess, and regulate emotions in themselves and others. Regression analysis demonstrated that low emotional intelligence predicted 2% variance in IGD ($F=11.352$, $p=0.001$). The majority (60%) were late adolescents, with 66.2% from nuclear families. Most participants (60%) spent less than 4 hours gaming daily, though 27.4% exceeded 7 hours. The study identified emotional intelligence as a significant predictor of IGD, suggesting that adolescents with poor interpersonal skills engage more in addictive gaming behaviors, failing to develop age-appropriate emotional competencies.

Sultan et al. (2023) investigated personal, psychological, social, and Internet-related factors predicting IGD among 328 Pakistani college students (160 males, 168 females) aged 17-20 years. Using hierarchical regression analysis, the researchers systematically entered four categories of risk factors and found that social factors explained the highest proportion of variance (56%) in IGD, followed by psychological factors (43%), Internet-related characteristics (21%), and personal factors (15%). Among social factors, loneliness emerged as the strongest predictor ($\beta = 0.47$), followed by aggression ($\beta = 0.40$) and low pro-social behavior ($\beta = -0.44$), collectively demonstrating that social isolation and interpersonal difficulties play a central role in IGD development.

Gurjar et al. (2024) examined the prevalence and correlates of Internet Gaming Disorder (IGD) among college students in Gujarat and found a 5.3% prevalence rate, indicating a growing concern in young adults. The study showed that male students, those whose mothers had higher educational qualifications, and students who played for more than two hours per day had significantly higher IGD scores. Physical symptoms such as tingling, numbness, and hand pain were also associated with IGD, highlighting the physical strain of excessive gaming. Overall, the study demonstrates that prolonged gaming time is a key predictor of IGD and underscores the need for awareness regarding its behavioral and physical consequences among college students.

Imran et al. (2024) conducted a cross-sectional study among 170 engineering students in Andhra Pradesh and identified a 10.58% prevalence of Internet Gaming Disorder (IGD), with notably higher rates among males. The study examined personality correlates using the Big Five traits and found that IGD was positively associated with neuroticism, while extraversion and conscientiousness showed significant negative associations. These findings suggest that emotionally unstable, less sociable, and less disciplined individuals may be more vulnerable to IGD. No significant links were found with agreeableness or openness. The results underscore personality traits as important predisposing factors for IGD and highlight the need for early screening and awareness among youth populations.

Batool & Iftikhar (2024) examined 256 adolescents (158 boys, 98 girls; ages 13-18) gaming 4-6 hours daily from Lahore institutions using comprehensive assessment battery including Perceived Stress Scale, Childhood Experiences Questionnaire (CEQ-58), Measure of Adolescents Coping Strategies (MACS), and 10-item IGD Test. Results demonstrated significant

positive correlations between all study variables. Multiple regression revealed childhood experiences ($\beta=0.83$, $p<0.001$) and stoicism coping ($\beta=0.08$, $p=0.006$) significantly predicted IGD, explaining 15% variance ($R^2=0.15$, $F=6.68$, $p<0.001$). Mediation analysis identified coping strategies as significant mediators: stoicism, acting out, rumination, and self-care mediated the relationship between perceived stress and IGD; stoicism, acting out, and rumination mediated childhood experiences and IGD.

Yashika and Dhanoa (2025) found significant negative correlations between online gaming behavior and self-esteem ($r = -.17$, $p < .05$) among Indian adolescents.

Swain and Ojha (2025) examined Internet Gaming Disorder (IGD) among undergraduate students and reported a 28% prevalence, indicating a notably high rate compared to other student populations. The study found that male students were more prone to IGD, and IGD was significantly associated with substance abuse, particularly alcohol and smoking. Additionally, IGD showed a strong positive relationship with psychological distress, including depression, anxiety, and stress, as measured by DASS-12. Their findings highlight that excessive gaming is linked not only with addictive behaviors such as substance use but also with broader psychosocial difficulties, emphasizing the need for early identification and intervention among college students.

The present study therefore adopted both quantitative and qualitative approaches to capture a fuller and more meaningful picture of this phenomenon. While the quantitative component allowed for the systematic measurement and statistical analysis of internet gaming behavior, self-esteem levels, and coping strategies across a broader sample of students, the qualitative component gave voice to their personal experiences, feelings, and the deeper reasons behind their gaming habits and coping choices. Together, these two approaches complemented each other — one revealing the patterns, the other revealing the stories behind those patterns. This integration of methods ensured that the findings of the study are not only statistically meaningful but also grounded in the real, everyday realities of college students navigating academic pressure, emotional challenges, and the pull of the digital world.

RESEARCH GAP

The existing body of research on Internet Gaming (IG) has predominantly focused on psychological distress and maladaptive behavioral patterns, while comparatively limited attention has been given to the internal psychological mechanisms that influence gaming behavior among college students. Previous studies have separately examined variables such as self-esteem and coping mechanisms in relation to IG; however, there remains a significant gap in understanding how these psychological factors interact simultaneously within the same population. Moreover, much of the available literature has concentrated on specific demographic groups or particular geographical regions, resulting in a lack of comprehensive evidence among Indian college students. Another important limitation in prior research is the insufficient exploration of gender differences in gaming addiction and related psychological outcomes. Existing studies have also largely relied on Western theoretical frameworks and assessment tools, which may not fully capture the socio-cultural context of India. Therefore, this study seeks to address these gaps by investigating the relationship between IG, self-esteem, and coping mechanisms among college students within the Indian context, thereby contributing to the limited empirical literature available in this area.

CHAPTER III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The present study adopts a cross-sectional research design to examine the relationship between internet gaming disorder, coping mechanisms, and self-esteem among college students. A cross-sectional approach is considered appropriate as it allows for the collection of data from participants at a single point in time, enabling the researcher to analyze patterns, associations, and differences across variables without manipulating the study environment. The study focuses on college students from different age groups within the same academic setting to capture variability in experiences related to gaming behavior, coping styles, and self-perception.

3.2 DESIGN OF THE STUDY

Research design refers to the overall plan or blueprint that guides the process of data collection, measurement, and analysis. In the present study, a quantitative, correlation research design is employed. This design is suitable as the objective is not to establish causation but to examine the nature and strength of relationships among the variables under study. The design ensures systematic collection of data and helps in drawing meaningful and valid conclusions based on statistical analysis.

3.3 METHOD

3.3.1 SAMPLE

The sample for the present study consists of 178 college-going students selected from 5 different colleges in Jammu district. The participants include both male and female students, representing 3 different academic streams i.e medical, commerce and arts within the college population. This sample size is considered adequate for statistical analysis and for ensuring reasonable generalizability within the defined population.

3.3.2 SAMPLING TECHNIQUE

The study employs purposive sampling as the method of participant selection. In this technique, participants are selected based on specific characteristics relevant to the study, such as being college students and having exposure to internet gaming. This method allows the researcher to focus on individuals who are most likely to provide meaningful data related to the variables under investigation.

3.4 VARIABLES OF THE STUDY

- Independent Variables:
    - Internet Gaming
    - Coping Mechanisms
- Dependent Variable:
    - Self-Esteem

The study aims to examine how internet gaming behavior and coping strategies are associated with the level of self-esteem among college students.

3.5 RESEARCH TOOLS AND THEIR DESCRIPTION

To ensure reliable and valid measurement of variables, standardized psychological instruments are used:

- **Self-esteem scale (Rosenberg, 1965):** This scale consists of 10 items designed to measure global self-worth by assessing both positive and negative feelings about the self. It is widely used and has demonstrated good reliability and validity across diverse populations.
- **Coping mechanism scale (Carver, 1997):** The coping scale includes 28 items that assess different coping strategies employed by individuals when dealing with stress. It captures both adaptive and maladaptive coping responses.
- **Internet gaming disorder scale (Pontes & Griffiths, 2015):** This 9-item scale is used to assess symptoms of internet gaming disorder based on established diagnostic criteria. It

measures the extent and severity of gaming-related behaviors and their impact on daily functioning.

3.6 STATISTICAL ANALYSIS TECHNIQUES

The data collected will be analyzed using appropriate statistical methods:

- **Descriptive statistics:** Mean and Standard Deviation is compared to understanding the central tendency and variability of the data.
- **Inferential statistics:** correlation analysis is used to examine the relationship between variables, while regression analysis will be conducted to assess the predictive role of independent variables on self-esteem.
- **Software:** Statistical analysis is carried out using the statistical package for the social sciences (SPSS) which facilitates accurate and efficient data processing.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results of the statistical analyses undertaken to examine the relationship between internet gaming disorder, self-esteem and coping mechanisms among college students. The data collected for the present study were systematically analyzed using appropriate statistical techniques SPSS in order to address the objectives of the research. The chapter begins with an overview of the demographic characteristics of the sample to provide context for the analysis. This is followed by the presentation of descriptive statistics, including measures of central tendency and dispersion, for the principal variables of the study, namely internet gaming disorder, self-esteem and coping behavior. Further, inferential statistical analyses were conducted to explore the relationships among the variables. Pearson's product-moment correlation was employed to assess the direction and strength of associations between internet gaming disorder, self-esteem, and coping mechanisms. In addition, regression analyses were performed to determine the extent to which internet gaming disorder predicts self esteem and coping behavior. The findings are presented in a structured and systematic manner through tables and accompanying interpretations. This chapter is confined to the objective reporting of results, while the interpretation and discussion of these findings are addressed in the subsequent chapter.

Table 4.1*Frequency distribution based on gender*

Gender	**Frequency**	**Percentage**
Male	67	37.2
Female	111	61.7
Total	178	100%

The table presents the gender-wise distribution of participants included in the study on internet gaming disorder, self-esteem and coping mechanisms. A total of 178 respondents were considered for this analysis. Among them, most participants were female, comprising 111 individuals (61.7%), while male participants accounted for 67 individuals (37.2%).

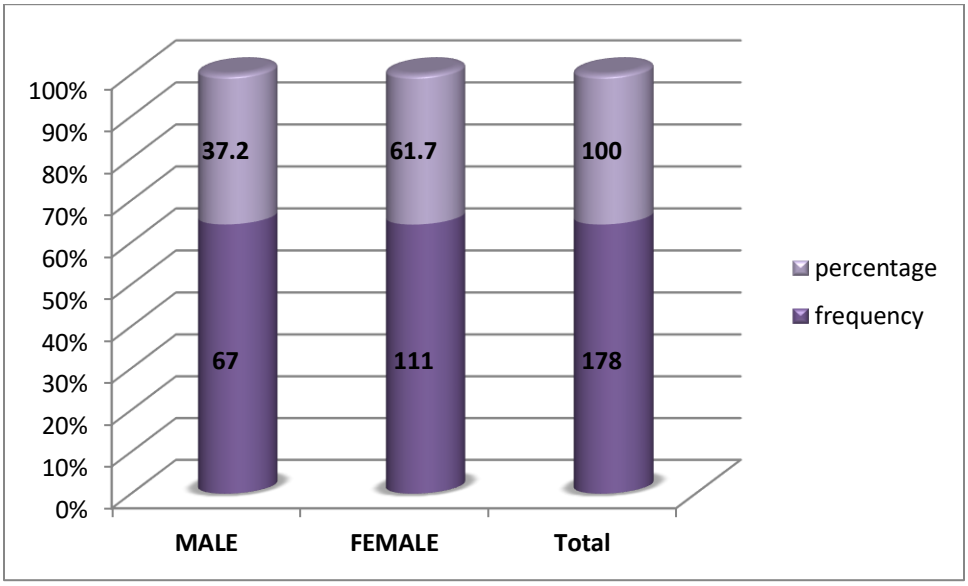


FIGURE 4.1: *Frequency distribution on the basis of gender*

Table 4.2 *Frequency distribution on the basis of type of institution*

Institution	Frequency	Percentage
Government	54	30.3
Private	122	69.7
Total	178	100.0

The table depicts the distribution of participants based on the type of institution to which they belong. A total of 178 respondents were included in this analysis. The findings reveal that the majority of participants were affiliated with private institutions, accounting for 122 individuals (69.7%). In contrast, 54 participants (30.3%) were from government institutions.

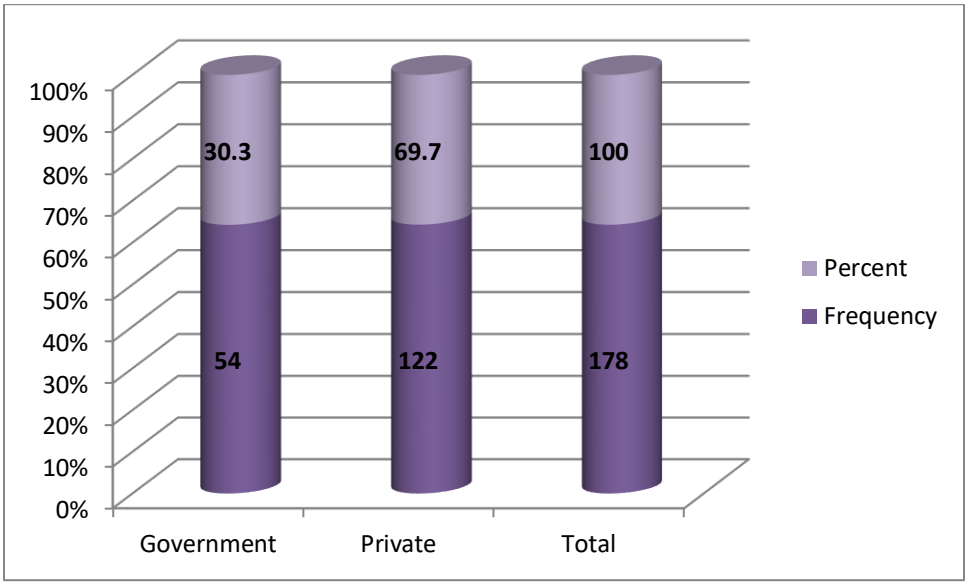


FIGURE 4.2 *Frequency distribution on the basis of type of institution*

HA1: It is expected that there will be significant effect of Internet Gaming on self-esteem among college students.

Table 4.3 *Showing Model summary of Internet Gaming on self-esteem among college students*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df2	Sig. F Change
1	.264[a]	.070	.064	4.756	.070	12.93	173	.000**

Table 4.3B *Linear regression analysis predicting Internet gaming and self esteem*

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	20.402	.938		21.747	.000**
	Internet gaming	-.171	.048	-.264	-3.596	.000**

a. **Dependent Variable:** *Self Esteem*

The coefficients table provides further insight into the nature of this relationship. The Unstandardized coefficient for internet gaming (B = -0.171, SE = 0.048) indicates that for each one-unit increase in internet gaming scores, self-esteem decreases by 0.171 units. The standardized coefficient (β = -0.264) suggests a modest negative relationship between the variables. The t-value (-3.596) and corresponding significance level (p < .001) indicate that this effect is statistically significant.

Overall, the findings suggest a significant negative association between internet gaming and self-esteem, indicating that higher levels of problematic gaming behavior are associated with lower levels of self-esteem among participants. While the effect size is relatively small, the relationship remains statistically meaningful and relevant within the context of psychological functioning.

HA2: It is expected that therewill be significant effects of internet gaming on coping mechanism among college students.

TABLE 4.4A

Showing Model summary of internet gaming on coping mechanism among college students.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df2	Sig. F Change
1	.266[a]	.071	.065	10.642	.071	13.162	173	.000**

Table 4.4 B *Linear regression analysis predicting Internet gaming and coping mechanism*

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	57.79	2.099		27.529	.000**
	Internet gaming	.386	.106	.266	3.628	.000**

A simple linear regression analysis was conducted with internet gaming as the predictor and coping behavior as the dependent variable. The model summary indicates that internet gaming significantly predicts coping behavior, with an R value of .266. The R^2 value of .071 suggests that approximately 7.1% of the variance in coping behavior is explained by internet gaming, while the adjusted R^2 value (.065) confirms the stability of this estimate.The coefficients table further clarifies the nature of this relationship. The Unstandardized coefficient for internet gaming disorder (B = 0.386, SE = 0.106) indicates that for every one-unit increase in internet gaming disorder, coping behavior increases by 0.386 units. The standardized coefficient (β = .266) reflects a modest positive association. The t-value (3.628) and significance level ($p < .001$) confirm that this effect is statistically significant. The constant (B = 57.794, $p < .001$) represents the expected coping behavior score when internet gaming is zero.

Overall, the findings suggest that internet gaming is a significant positive predictor of coping behavior. Although the explained variance is relatively small, the results indicate that individuals with higher levels of gaming may also report greater engagement in coping strategies. This relationship may reflect the use of gaming itself as a coping mechanism or the coexistence of other adaptive or maladaptive coping responses, which warrants further exploration in the broader context of psychological functioning.

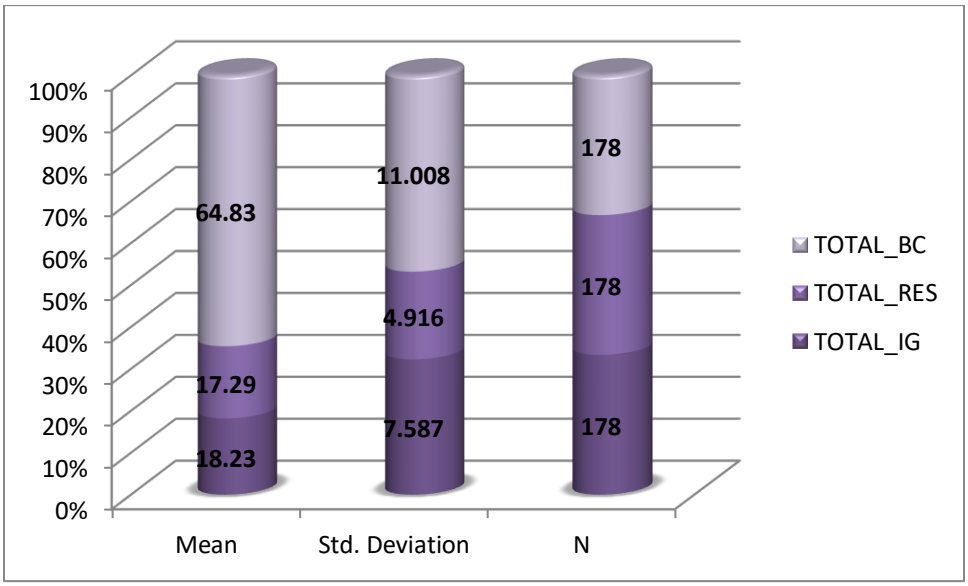
HA3: There will be significant relationship between Internet Gaming, coping mechanisms and self-esteem among college students.

Table 4.5 *Mean, SD of Internet Gaming, coping mechanisms and self-esteem*

Gender	Mean	Std. Deviation	N

Internet gaming	18.23	7.58	178
Self esteem	17.29	4.91	178
Coping mechanism	64.83	11.00	178

The table presents the descriptive statistics, correlation analysis, and results of a simple linear regression examining the relationship between internet gaming and coping behavior.The descriptive statistics indicate that the mean score for coping behavior was 64.83 (SD = 11.008), while the mean score for internet gaming was 18.23 (SD = 7.587), based on a total sample of 178 participants. These values suggest moderate variability in both coping behavior and gaming levels within the sample.



Note: Total_BC: coping mechanism, Total_res: self-esteem, Total_IG: internet gaming

FIGURE 4.3: *Mean, SD of Internet Gaming, coping mechanisms and self-esteem*

Table 4.6 *Correlation Matrix for Internet Gaming, self-esteem, and Coping Behavior (N = 178)*

Variables	**1**	**2**	**3**
1. Internet gaming	—	-.264**	.266**

2. Self esteem	-.264**	—	-.063
3. Coping Mechanism	.266**	-.063	—

Note: p< .01 (2-tailed).

The table presents the intercorrelations among internet gaming, self-esteem and coping behavior for a sample of 178 participants. The results indicate that internet gaming is significantly and negatively correlated with resilience ($r = –.264$, $p < .01$), suggesting that higher levels of problematic gaming are associated with lower levels of resilience. This reflects that individuals who are more engaged in gaming behaviors may have diminished capacity to effectively adapt to stress and adversity. In contrast, internet gaming is found to be significantly and positively correlated with coping behavior ($r = .266$, $p < .01$). This suggests that individuals with higher levels of gaming report greater engagement in coping strategies. However, the strength of this relationship is modest, indicating that the coping behaviors may include both adaptive and maladaptive forms, potentially including gaming itself as a coping mechanism. The relationship between self-esteem and coping behavior is negative but not statistically significant ($r = –.063$, $p > .05$), indicating that no meaningful association exists between these two variables within the present sample. Overall, the findings demonstrate that internet gaming has a modest but significant relationship with both resilience and coping behavior, whereas resilience and coping behavior do not appear to be significantly related.

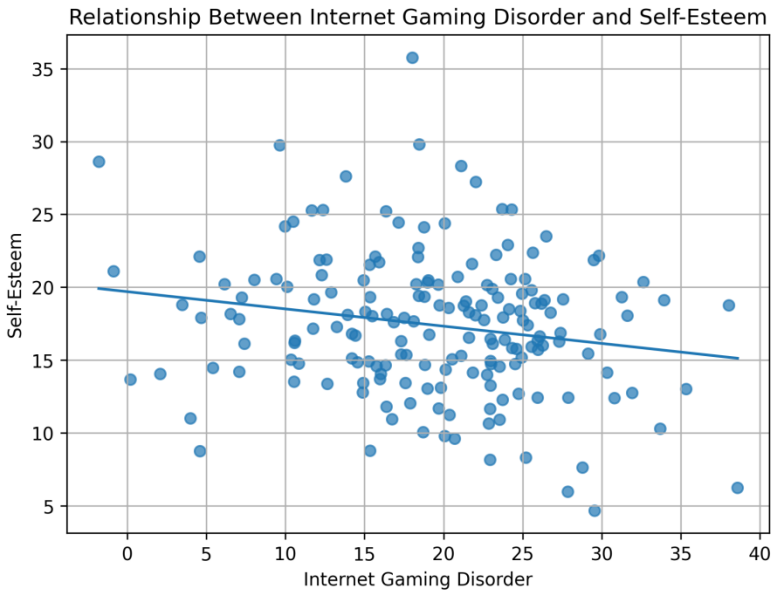


Fig 4.4: *Scatter plot diagram showing relationship of internet gaming and self esteem*

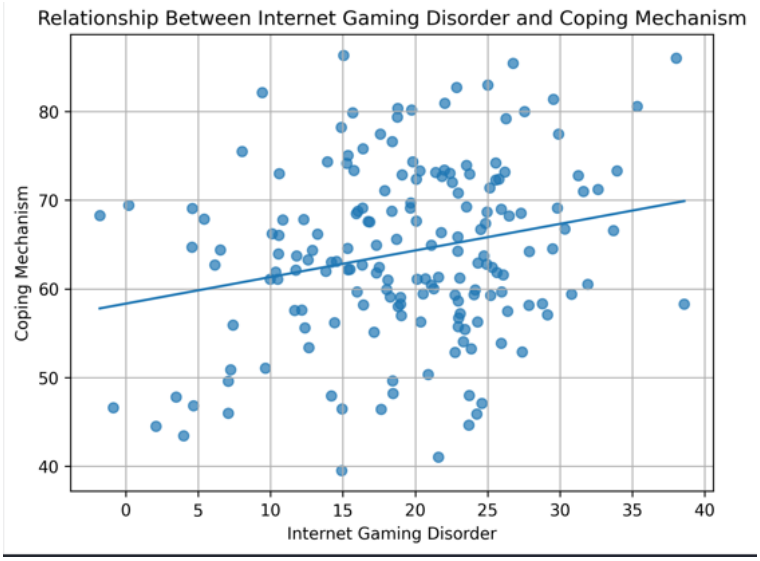


Fig 4.5: *Scatter plot diagram showing relationship between internet gaming and coping mechanism*

CHAPTER V

FINDINGS, CONCLUSION, FUTURE IMPLICATIONS AND SUGGESTIONS

5.1 INTRODUCTION

The summary and conclusion form an essential part of any research work, as they bring together the entire study in a concise and meaningful manner. This chapter holds particular importance as it provides a clear understanding of what has been examined, how the study was carried out, and what has been found.

This chapter outlines the key aspects of the research, including the topic, objectives, methodology, tools used for data collection, and the statistical techniques applied for analysis. It also highlights the major findings that have emerged from the investigation.

The present study, titled "An Investigation into the Relationship between Internet Gaming, Self-Esteem, and Coping Mechanisms among College Students," attempts to understand how problematic gaming behavior is associated with psychological factors such as self-esteem and coping strategies. Based on the analysis, certain conclusions have been drawn to shed light on these relationships.

In addition to summarizing the findings, this chapter also provides suggestions for future research and practical implications of the study. Thus, it serves as a comprehensive closing section that brings together all the important elements of the research in a systematic manner.

5.2OBJECTIVES OF THE STUDY

1. To examine the effect of Internet Gaming on self-esteem among college students.
2. To examine the effect of internet gaming on coping mechanisms among college students.
3. To determine the relationship between Internet Gaming, coping mechanisms and self-esteem among college students.

5.3HYPOTHESES OF THE STUDY

HA1: It is expected that there will be significant effect of Internet Gaming on self-esteem among college students.

HA2: It is expected that there will be significant effect of internet gaming on coping mechanism among college students.

HA3: There will be significant relationship between Internet Gaming ,coping mechanisms and self-esteem among college students

5.4SUMMARY OF THE STUDY

The present study was undertaken to examine the relationship between internet gaming, self-esteem and coping mechanisms among college students. The primary objective was to understand how problematic gaming behavior is associated with psychological factors such as resilience (as an indicator of adaptive functioning), self-esteem and coping behavior. A sample of college students was selected, and data were collected using standardized measures of internet gaming, self-esteem and coping mechanisms. The collected data were analyzed using statistical techniques including descriptive statistics, Pearson's product-moment correlation, and simple linear regression analysis with the help of SPSS.

The demographic profile indicated that a greater proportion of participants were female and most respondents belonged to private institutions. Descriptive statistics revealed moderate levels of internet gaming, self esteem, and coping behavior among the participants.

To test the hypotheses, inferential statistical analyses were conducted. The findings indicated that internet gaming significantly predicts self esteem and coping behavior. Further, correlation analysis revealed that internet gaming is negatively associated with self esteem and positively associated with coping behavior. In addition, a strong negative relationship was observed between problematic media use and self-esteem.

Overall, the study provides empirical insight into the associations between behavioral addiction and key psychological variables among college students.

5.5CONCLUSION

Based on the findings of the study, several conclusions can be drawn.First, internet gaming was found to have a significant negative relationship with self esteem. This suggests that individuals who exhibit higher levels of problematic gaming behavior tend to have lower levels ofself esteem, which may affect their ability to effectively manage stress and challenges.

Second, internet gaming demonstrated a significant positive relationship with coping behavior. This indicates that individuals with higher levels of gaming involvement report greater engagement in coping strategies. However, this relationship should be interpreted with caution, as it may reflect the use of both adaptive and maladaptive coping mechanisms, including gaming as a means of escape or avoidance.

Third, no significant relationship was found between self esteem and coping behavior, suggesting that these constructs may operate independently within the present sample.

Additionally, the findings highlight a strong negative association between problematic media use and self-esteem, indicating that increased engagement in such behaviors is linked with poorer self-evaluation.

In conclusion, the study establishes that internet gaming is an important psychological factor associated with variations in coping behavior and self-esteem among college students. Although the magnitude of these relationships is modest, they are statistically significant and relevant for understanding the psychological impact of excessive gaming.

5.6 IMPLICATIONS OF THE STUDY

The findings of the present study have several important implications in academic, clinical, and practical contexts. From a psychological perspective, the negative association between internet gaming and self esteem highlights the need to strengthen adaptive capacities among students. Interventions aimed at enhancing self esteem, such as stress management training and emotional regulation strategies, may help reduce vulnerability to problematic gaming behaviors.

The positive relationship between internet gaming and coping behavior suggests that gaming may be used as a coping mechanism. This underscores the importance of promoting healthy and adaptive coping strategies among college students. Educational institutions can play a key role by organizing workshops and awareness programs focusing on effective coping skills and mental well-being.

The observed relationship between problematic media use and low self-esteem indicates the need for interventions that focus on improving self-worth and self-concept among young individuals. Counseling services and peer support systems within colleges can be beneficial in addressing these concerns.

From an academic standpoint, the study contributes to the existing body of literature by providing empirical evidence on the interplay between internet gaming, self-esteem, and coping mechanisms in an Indian college context. It also opens avenues for further research to explore these relationships in greater depth, including longitudinal and experimental designs.

Practically, the findings suggest that stakeholders such as educators, mental health professionals, and policymakers should take into account the psychological dimensions of gaming behavior while designing intervention and prevention strategies.

5.7 LIMITATIONS OF THE STUDY

1. The study was conducted only on college students from Jammu district, limiting generalizability to other regions or populations.
2. The sample size of 178 students may not fully represent the entire college student population.
3. A cross-sectional design was used, so cause-and-effect relationships between variables cannot be established.
4. The study relied only on self-report questionnaires, which may be affected by response bias or social desirability.
5. Only three variables (Internet gaming, self-esteem and coping mechanisms) were studied, leaving out other important psychological factors like anxiety, depression, or stress.

5.8 SUGGESTIONS FOR FUTURE RESEARCH

While the present study provides meaningful insights into the relationship between internet gaming, self-esteem and coping mechanisms among college students, certain limitations open avenues for further research.

First, future studies should consider employing larger and more diverse samples drawn from different regions, educational backgrounds, and socio-cultural contexts. The present study was limited to a specific group of college students, which may restrict the generalizability of the findings. Expanding the sample would help in understanding whether the observed relationships hold true across varied populations.

Second, the use of a cross-sectional research design limits the ability to draw causal inferences. Future research may adopt longitudinal designs to examine how internet gaming and related psychological variables evolve over time. Such an approach would provide a clearer understanding of the directionality and long-term effects of gaming behavior on self-esteem and coping mechanisms.

Third, the present study relied on self-report measures, which may be influenced by response biases such as social desirability or inaccurate self-perception. Future research could incorporate mixed-method approaches, including qualitative interviews or observational techniques, to gain a deeper and more nuanced understanding of the underlying psychological processes.

Fourth, future research may explore additional constructs such as anxiety, depression, stress, loneliness, and emotional regulation. Including these variables may help in developing a more comprehensive model of the psychological impact of internet gaming.

Fifth, future studies may also distinguish between adaptive and maladaptive coping strategies. The current findings suggest a positive association between internet gaming and coping behavior; however, it remains unclear whether these coping strategies are beneficial or harmful. A more detailed classification of coping mechanisms would provide clearer insights into this relationship.

Sixth, experimental and intervention-based research can be conducted to assess the effectiveness of programs aimed at reducing problematic gaming behavior and enhancing psychological well-being. For instance, interventions focusing on self-esteem enhancement, and healthy coping strategies could be evaluated for their impact on reducing internet gaming.

Seventh, future research may explore gender differences and institutional variations in greater depth, as demographic factors may influence gaming behavior and psychological outcomes. Comparative studies could provide a better understanding of how these variables interact across different groups.

Finally, with the rapid advancement of digital technology, future studies may also examine the role of specific types of games (e.g., multiplayer, competitive, or mobile gaming) and patterns of usage in influencing psychological well-being. This would allow for a more detailed and context-specific understanding of internet gaming.

In conclusion, future research should aim to adopt more comprehensive, methodologically rigorous, and multidimensional approaches to further expand the understanding of internet gaming and its association with psychological variables.

SUMMARY

TOPIC: INVESTIGATION INTO THE RELATIONSHIP BETWEEN INTERNET GAMING, SELF ESTEEM AND COPING MECHANISM AMONG COLLEGE STUDENTS

SUPERVISOR **INVESTIGATOR**

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INTRODUCTION

Living in the 21st century, the internet has become an essential part of daily life. From children to older adults, every age group is either familiar or becoming familiar with evolving digital technologies. The internet provides numerous platforms for social interactions, occupational opportunities, education, business, and gaming. With growing availability, internet gaming has become widespread, particularly among youth and college students. Young adults often utilize online gaming for entertainment, relaxation, and social interaction.

During the COVID-19 pandemic, initial lockdowns forced much of the global youth population to engage more heavily in internet gaming due to shifted lifestyles, such as working or studying from home. However, excessive online gaming can restrict real-life experiences and lead to severe negative consequences. Due to its prominent negative impacts and clinical similarity to other addictive disorders, this loss of control over gaming was termed "Internet Gaming Disorder" (IGD) and was formally included in Section III of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). It is characterized by persistent and recurrent use of the internet to engage in games, leading to impaired control, escalated usage despite negative outcomes, and clinically significant impairment or distress. Studying internet gaming behavior is

an critical field of contemporary psychological research heavily intertwined with concepts like self-esteem and coping mechanisms.

SELF ESTEEM

Self-esteem captures an individual's sense of positive self-regard that develops when consistently meeting important life goals. It acts as the evaluative component of self-knowledge, reflecting a person's physical self-image, view of accomplishments, and perceived success in living up to personal values. A reasonably high degree of self-esteem is crucial for mental health, whereas low self-esteem is closely linked to depressive symptoms, feelings of worthlessness, and a distorted sense of insecurity. In modern psychology, establishing healthy self-esteem is considered central to building self-worth, motivation, and clarity in pursuing long-term aims. Prominent theoretical perspectives—such as Sociometer Theory, Maslow's Needs Hierarchy, and Self-Determination Theory—explore how human actions are guided by our underlying need to maintain self-worth and establish acceptance from others.

COPING MECHANISMS

Coping mechanisms denote the cognitive and behavioral strategies individuals employ to manage internal and external demands appraised as stressful or exceeding personal resources. University students frequently experience elevated academic and personal stress stemming from academic overload, evaluative pressure, and social adjustments. In response, they deploy both adaptive and maladaptive coping responses. Adaptive strategies (e.g., active planning, sports, and self-care) improve overall well-being, whereas maladaptive strategies (e.g., avoidance, denial, and behavioral disengagement) can dramatically worsen anxiety and depression over time. Identifying these internal strategies is crucial for designing prevention systems that protect student mental health.

NEED AND SIGNIFICANCE OF THE STUDY

While global research has explored gaming addiction, limited empirical work within the Indian context has investigated the simultaneous interaction of self-esteem and coping strategies as internal psychological resources. Emerging adults navigating college life are highly vulnerable to

IGD due to heavy technology reliance and intense academic pressures. This study addresses a vital research gap by shifting focus away from broad prevalence rates toward identifying exactly how internal psychological constructs coexist within the same population. By examining if low self-esteem and dysfunctional coping styles predict greater gaming severity, these findings can directly assist educators, counselors, and campus mental health professionals in building targeted intervention programs.

STATEMENT OF THE PROBLEM

"A study of the relationship between internet gaming, self-esteem and coping mechanisms among college students"

OPERATIONAL DEFINITIONS

Internet Gaming Disorder (IGD): The extent of problematic and excessive engagement in online games that leads to impairment in daily functioning, operationally defined by the total score obtained on the standardized Internet Gaming Disorder scale.

Self-Esteem: An individual's overall evaluation of their self-worth and personal value, operationally defined by the total score obtained on the Rosenberg Self-Esteem Scale.

Coping Mechanisms: The cognitive and behavioral strategies used by individuals to manage stress and challenging situations, operationally defined by scores on the standardized Brief COPE scale.

OBJECTIVES OF THE STUDY

1. To examine the effect of Internet Gaming on self-esteem among college students.
2. To examine the effect of internet gaming on coping mechanisms among college students.
3. To determine the relationship between Internet Gaming, coping mechanisms, and self-esteem among college students.

HYPOTHESES OF THE STUDY

HA1: It is expected that there will be a significant effect of Internet Gaming on self-esteem among college students.

HA2: It is expected that there will be a significant effect of internet gaming on coping mechanisms among college students.

HA3: There will be a significant relationship between Internet Gaming, coping mechanisms, and self-esteem among college students.

POPULATION AND SAMPLE

The target population for this study comprised secondary higher education/college students. Utilizing a purposive sampling technique, a sample of 178 college-going students was gathered from 5 different colleges in the Jammu district. The sample included both male (37.2%) and female (61.7%) students across medical, commerce, and arts streams. Demographically, a majority of the sample were female and enrolled in private institutions (69.7%).

TOOLS USED

Data collection was executed utilizing the following standardized psychological instruments:

1. Internet Gaming Disorder Scale (Pontes & Griffiths, 2015): A 9-item tool evaluating the severity of problematic gaming behavior and its daily impact.
2. Rosenberg Self-Esteem Scale (Rosenberg, 1965): A 10-item inventory evaluating global feelings of self-worth.
3. Brief COPE (Carver, 1997): A 28-item scale assessing both adaptive and maladaptive behavioral and cognitive strategies to manage stress.

METHODOLOGY & STATISTICAL ANALYSIS

The study adopted a cross-sectional, quantitative correlation and regression research design. Collected data was compiled, processed, and analyzed using SPSS software. Descriptive metrics (Mean and Standard Deviation) established baseline sample characteristics. Inferential metrics—

specifically Pearson's product-moment correlation and simple linear regression—were utilized to determine the strength of associations and test predictive values among variables.

RESULTS AND DISCUSSION

Statistical processing yielded the following major indices:

Descriptive Summary Statistics

Internet Gaming: {Mean} = 18.23, {SD} = 7.58

Self-Esteem: {Mean} = 17.29, {SD} = 4.91

Coping Mechanisms: {Mean} = 64.83, {SD} = 11.00

Inferential Testing & Regression Models

Internet Gaming & Self-Esteem (HA1): Linear regression revealed that Internet gaming significantly and negatively predicts self-esteem (B = -0.171, \beta = -0.264, t = -3.596, p < .001). The model accounted for approximately 7\% of variance (R^2 = .070). This confirms that higher levels of problematic gaming are meaningfully linked to lower self-esteem, supporting HA1.

Internet Gaming& Coping Behavior (HA2): Linear regression indicated that Internet Gaming is a significant positive predictor of coping behavior (B = 0.386, \beta = .266, t = 3.628, p < .001), explaining 7.1\% of the variance (R^2 = .071). This positive association supports HA2, suggesting that individuals with high gaming scores report greater engagement in coping strategies, likely reflecting the use of gaming itself as an escapist mechanism.

Interrelationships (HA3): Pearson correlation confirmed that Internet Gaming is significantly and negatively correlated with self-esteem/resilience (r = -.264, p < .01) and significantly positively correlated with coping behavior (r = .266, p < .01). However, self-esteem and coping behavior did not yield a statistically significant correlation (r = -.063, p > .05). Thus, HA_3 is

partially supported as Internet Gaming demonstrates modest, distinct associations with both variables.

CONCLUSIONS

1. Internet gaming has a modest but statistically significant negative relationship with self-esteem among college students, indicating that escalating gaming addiction aligns with declining self-worth evaluations.
2. Internet gaming exhibits a significant positive relationship with broad coping behaviors. This suggests that heavy gaming involvement mirrors an increase in overall coping efforts, capturing a trend where students cycle through diverse behavioral or avoidant strategies to cope with distress.
3. Self-esteem and coping behavior operate independently within this student sample, showing no statistically meaningful direct relationship.

FUTURE IMPLICATIONS

Psychological & Counseling Contexts: The clear negative association between disordered gaming and self-esteem underscores the need for campus intervention models. Educational settings should implement proactive stress management and emotional regulation workshops to curb students' reliance on escapist digital environments.

Academic & Preventative Frameworks: This study provides rare empirical, quantitative evidence mapping behavioral addiction variables within an Indian college population. It offers a valuable foundation for university administrators and policymakers to craft structural student support networks and tech-hygiene guidelines on campuses.

SUGGESTIONS FOR FURTHER RESEARCH

1. Sample Expansion: Future investigations should incorporate larger, more geographically and culturally diverse student samples across different states in India to maximize generalization.

2. Longitudinal Designs: Longitudinal research should be deployed to track changing digital patterns over time, establishing definitive cause-and-effect trajectories between self-esteem erosion and gaming dependency.
3. Granular Coping Analysis: Future frameworks must cleanly distinguish between adaptive (problem-focused) and maladaptive (avoidance-focused) subscales on the Brief COPE to clarify whether specific coping archetypes reduce or exacerbate Internet Gaming severity.
4. Multi-Dimensional Models: Incorporate additional critical psychiatric comorbidities—such as clinical anxiety, depression, objective loneliness, and sleep architectural profiles—to build a more comprehensive psychological model of gaming.

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APPENDIX A

Internet Gaming Disorder Scale–Short-Form (IGDS9-SF) (Pontes&Griffiths,2015)

Instructions: These questions will ask you about your gaming activity during the past year (i.e., last 12 months).

By gaming activity we understand any gaming-related activity that has been played either from a

computer/laptop or from a gaming console or any other kind of device(e.g., mobile phone,tablet,etc.) both online and/or offline.

	Nev	Rarely	Sometimes	Often	Very Often
1.Do you feel preoccupied with your Gaming behavior?(Some examplees: Do you think about previous gaming activity or anticipate the next gaming session? Do you think gaming has become the dominant activity in your daily life?)	○	○	○	○	○
2.Do you feel more irritability,anxiety or even sadness when you try to either Reduce or stop your gaming activity?	○	○	○	○	○
3.Do you feel the need to spend increasing amount of time engaged gaming in Order to achieve satisfaction or pleasure?	○	○	○	○	○
4.Do you systematically fail when trying to control or cease your gaming activity?	○	○	○	○	○
5.Have you lost interests in previous hobbies and other entertainment activities as a result of your engagement with the game?	○	○	○	○	○
6.Have you continued your gaming activity despite knowing it was causing Problems between you and other people?	○	○	○	○	○
7.Have you deceived any of your family members,therapists or others because The amount of your gaming activity?	○	○	○	○	○
8.Do you play in order to temporarily escape or relieve a negative mood(e.g., helplessness,guilt,anxiety)?	○	○	○	○	○
9.Have you jeopardized or lost an important relationship, job or an educational or Career opportunity because of your gaming activity?	○	○	○	○	○

Scoring information:

Total scores can be obtained by summing up all responses given to all nine items of the IGDS9-SF and can range froma minimum of 9 to a maximum of 45 points, with higher scores being indicative of a higher degree of Internet Gaming Disorder. In order to differentiate disordered gamers from non-disordered gamers, researchers should check if participants have endorsed at least five criteria out of the nine by taking into account answers as '5: Very Often', which translates as endorsement of the criterion.

References:

Pontes , H.M., & Griffiths, M.D.(2015).Measuring DSM-5InternetGamingDisorder:Developmentand validation of a short psychometric scale. *Computers in Human Behavior, 45*, 137-143. doi:10.1016/j.chb.2014.12.006

APPENDIX B
Rosenberg Self-Esteem Scale(RSE)

Author: Morris Rosenberg

The purpose of the 10 item RSE scale is to measure self-esteem. Originally the measure was designed to measure the self-esteem of high school students. However, since its development, the scale has been used with a variety of groups including adults, with norms available for many of those groups.

Scoring: As the RSE is a Guttman scale, scoring can be a little complicated. Scoring involves a method of combined ratings. Low self-esteem responses are "disagree" or "strongly disagree" on items 1, 3, 4, 7, 10, and "strongly agree" or "agree" on items 2, 5, 6, 8, 9. Two or three out of three correct responses to items 3, 7, and 9 are scored as one item.One or two out of two correct responses for items 4 and 5 are considered as a single item; items 1,8, and 10 are scored as individual items; and combined correct responses (one or two out of two) to items 2 and 6 are considered to be a single item.

The scale can also be scored by to talling the individual 4 point items after reverse-scoring the negatively worded items.

Reliability: The RSE demonstrates a Guttman scale coefficient of reproducibility of.92, indicating excellent internal consistency. Test-retest reliability over a period of 2 weeks reveals correlations of .85 and .88, indicating excellent stability.

Validity: Demonstrates concurrent, predictive and construct validity using known groups. The RSE correlates significantly with other measures of self-esteem, including the Coopersmith Self-Esteem Inventory. In addition, the RSE correlates in the predicted direction with measures of depression and anxiety.

Reference:

Rosenberg, M.(1979).*Conceiving the Self*. New York: Basic Books.

RSE

Please record the appropriate answer for each item, depending on whether you Strongly agree, agree, disagree, or strongly disagree with it.

1 = Strongly agree
2 = Agree
3=Disagree
4 =Strongly disagree

_____1. On the whole, I am satisfied with myself.

_____2. At times I think I am no good at all.

_____3. I feel that I have a number of good qualities.

_____4. I am able to do things as well as most other people.

_____5. I feel 1 do not have much to be proud of.

_____6. I certainly feel useless at times.

_____7. I feel that I'ma person of worth.

_____8. I wish I could have more respect for myself.

_____9. All in all,I am inclined to think that I am a failure.

_____10. I take a positive attitude toward myself.

APPENDIX C

Brief-Coping Orientation to Problems Experienced Inventory (Brief-COPE)

Instructions:

The following questions ask how you have sought to cope with a hardship in your life.Read the statements and indicate how much you have been using each coping style.

		I haven'tbeen doing this at all	A little bit	A medium amount	I've been doing this a lot
1	I've been turning to work or other activities to take my mind off things.	**1**	**2**	**3**	**4**
2	I've been concentrating my efforts on doing something about the situation I'm in.	**1**	**2**	**3**	**4**
3	I've been saying to myself "this isn't real".	**1**	**2**	**3**	**4**
4	I've been using alcohol or other drugs to make myself feel better	**1**	**2**	**3**	**4**
5	I've been getting emotional support from others.	**1**	**2**	**3**	**4**
6	I've been giving up trying to deal with it.	**1**	**2**	**3**	**4**
7	I've been taking action to try to make the situation better.	**1**	**2**	**3**	**4**
8	I've been refusing to believe that it has happened.	**1**	**2**	**3**	**4**
9	I've been saying things to let my unpleasant feelings escape.	**1**	**2**	**3**	**4**
10	I've been getting help and advice from other people.	**1**	**2**	**3**	**4**
11	I've been using alcohol orother drugs to help me get through it.	**1**	**2**	**3**	**4**
12	I've been trying to see it in a different light,to make it seem more positive.	**1**	**2**	**3**	**4**
	I've been criticizing myself.	**1**	**2**	**3**	**4**
13	I've been trying to come up with a strategy about what to do.	**1**	**2**	**3**	**4**
14	I've been getting comfortand understanding from someone.	**1**	**2**	**3**	**4**
15	I've been giving up the attempt to cope.	**1**	**2**	**3**	**4**

16					
		Ihaven'tbeen doing this at all	A little bit	A medium amount	
17	I've been looking for something good in what is happening.	**1**	**2**	**3**	**4**
18	I've been making jokes about it.	**1**	**2**	**3**	**4**
19	I've been doing something to think about it less,such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	**1**	**2**	**3**	**4**
20	I've been accepting the reality of thefact that it has happened.	**1**	**2**	**3**	**4**
21	I've been expressing my negative feelings.	**1**	**2**	**3**	**4**
22	I've been trying to find comfort in my religion or spiritual beliefs.	**1**	**2**	**3**	**4**
23	I've been trying to get advice or help from other people about what to do.	**1**	**2**	**3**	**4**
24	I've been learning to live with it.	**1**	**2**	**3**	**4**
25	I've been thinking hard about what steps to take.	**1**	**2**	**3**	**4**
26	I've been blaming myself for things that happened	**1**	**2**	**3**	**4**
27	I've been praying or meditating	**1**	**2**	**3**	**4**
28	I've been making fun of the situation.	**1**	**2**	**3**	**4**

Developer Reference:

Carver,C.S.(1997).You want to measure coping but your protocol'toolong: Consider the brief cope. International journal of behavioral medicine, 4(1), 92-100.

		Ihaven'tbeen doing this at all	A little bit	A medium amount	I've been doing this a lot
17	I've been looking for something good in what is happening.	**1**	**2**	**3**	**4**
18	I've been making jokes about it.	**1**	**2**	**3**	**4**
19	I've been doing something to think about it less,such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	**1**	**2**	**3**	**4**
20	I've been accepting the reality of thefact that it has happened.	**1**	**2**	**3**	**4**
21	I've been expressing my negative feelings.	**1**	**2**	**3**	**4**
22	I've been trying to find comfort in my religion or spiritual beliefs.	**1**	**2**	**3**	**4**
23	I've been trying to get advice or help from other people about what to do.	**1**	**2**	**3**	**4**
24	I've been learning to live with it.	**1**	**2**	**3**	**4**
25	I've been thinking hard about what steps to take.	**1**	**2**	**3**	**4**
26	I've been blaming myself for things that happened	**1**	**2**	**3**	**4**
27	I've been praying or meditating	**1**	**2**	**3**	**4**
28	I've been making fun of the situation.	**1**	**2**	**3**	**4**

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