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Self-control and online gaming addiction among high school students: A cross-sectional study

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Abstract

Background: The rapid development of digital technology has increased adolescents' exposure to online games. In Indonesia, internet penetration reached 79.5% in 2024, representing 221.56 million internet users. Among adolescents aged 10–18 years, 13,840 of 25,164 respondents (55.0%) reported playing online games, and 13.52% of online game players reported playing for more than four hours per day. Excessive gaming may contribute to addictive behaviour, highlighting the importance of self-control in regulating adolescents' gaming behaviour.

Purpose: To determine the relationship between self-control and online game addiction among students.

Method: This quantitative study employed a correlational design with a cross-sectional approach. The population consisted of 122 eleventh-grade students, of whom 93 were selected using purposive sampling. Data were collected using 26-item self-control and 26-item online game addiction questionnaires, each measured using a four-point Likert scale. The Cronbach's alpha coefficients were 0.726 and 0.858, respectively. Data were analysed using the Pearson Product-Moment correlation test.

Results: Most respondents were 17 years old (40.8%) and male (57.0%). The mean self-control score was 43.74 ± 9.504 , while the mean online game addiction score was 86.26 ± 9.504 . The Kolmogorov–Smirnov test indicated no evidence against normality for either variable ($p = 0.200$). The reported Pearson correlation analysis yielded a perfect negative correlation between self-control and online game addiction ($r = -1.000$; $p < 0.001$). Because a perfect negative correlation is unusual for independently measured psychosocial variables, this result requires verification using the original respondent-level data and scoring procedures.

Conclusion: The reported analysis indicated a negative relationship between self-control and online game addiction among students. However, the reported perfect negative correlation should be considered provisional until the original data, item coding, reverse scoring, total-score calculation, missing-data handling, data entry, and analysis syntax have been verified. Given the cross-sectional design, the observed relationship cannot be interpreted as evidence that self-control causes or prevents online game addiction.

Keywords: Adolescents; Digital Technology; Online Game Addiction; Self-Control; Students.

INTRODUCTION

The rapid development of information and communication technology has transformed the way adolescents obtain information, communicate, learn, and access entertainment. The widespread availability of smartphones, digital devices, and internet services has made various internet-based activities an integral part of everyday life. In Indonesia, the Indonesian Internet Service Providers Association

reported 221.56 million internet users in 2024, corresponding to an internet penetration rate of 79.5% of the total population (Asosiasi Penyelenggara Jasa Internet Indonesia, 2024). Increased internet access has also expanded opportunities for digital entertainment, including online gaming. Based on data reported 2.116 of 8.720 respondents (24.27%) reported having played online games, and 113

respondents (13.52%) reported playing for more than four hours per day. These findings indicate that prolonged online gaming is present among internet users and warrants attention when gaming begins to interfere with other areas of daily life (Budiawan, Sari, & Sujiah, 2024).

Online gaming is not inherently harmful when used appropriately. Gaming may provide entertainment, relaxation, social interaction, and opportunities to develop strategic thinking and problem-solving skills. However, excessive and poorly regulated gaming may develop into problematic or addictive behaviour. Online game addiction is characterized by impaired control over gaming, increasing priority given to gaming over other activities, and continued gaming despite negative consequences (Pratama, Aisyah, Putra, Sirodj, & Afgan, 2023). Adolescents may be particularly vulnerable to problematic gaming because adolescence is a developmental period characterized by substantial biological, cognitive, emotional, and social changes. During this period, behavioural regulation and self-regulation continue to develop, while adolescents may have a strong need for exploration, novel experiences, entertainment, and peer acceptance. Consequently, online gaming behaviour should be considered not only in terms of gaming frequency but also in relation to adolescents' ability to regulate impulses and control their gaming activities (Pratama, Widiyanti, & Hendrawati, 2020).

The potential consequences of excessive online gaming extend beyond the amount of time spent playing. Previous research has identified relationships between online gaming and several academic and psychosocial outcomes. A study involving 500 junior high school students in Bandar Lampung found a positive relationship between online game addiction and academic stress, although the correlation was weak ($r = 0.174$) (Afriwilda & Wibowo, 2020). In another study involving 546 junior high school students, 270 students (49.5%) had moderate levels of online game addiction, 163 (29.9%) had high levels, and 113 (20.7%) had low levels, indicating that a substantial proportion of respondents experienced moderate to high levels of online game addiction (Zai & Munir, 2022). These findings demonstrate the relevance of problematic online gaming among school-aged adolescents and support the need to examine factors that may be associated with adolescents' ability to regulate gaming behaviour.

One internal factor that may be related to online gaming behaviour is self-control. Self-control refers to an individual's ability to regulate thoughts, emotions, impulses, and behaviour in accordance with personal goals and environmental demands. Adequate self-control may help individuals consider the consequences of their actions, delay immediate gratification, manage time, and limit behaviours that may result in negative consequences (Meng, Quancai, Kunjie, Yanyu, Wencai, & Yiwei, 2024). In adolescents, these abilities remain important as independence and behavioural regulation continue to develop. Adolescents with stronger self-control may be better able to regulate gaming duration and prioritize gaming appropriately alongside academic, social, and other daily activities. Conversely, difficulty controlling impulses and delaying gratification may make it more difficult to limit gaming behaviour (Ramadhan, Siroj, & Afgani, 2024).

Previous studies have examined the relationship between self-control and online gaming behaviour among adolescents. Research involving seventh-grade junior high school students in Banyumas Regency examined self-control together with parental control and fear of missing out (FOMO) in relation to online gaming behaviour and identified self-control as one of the psychological factors relevant to gaming behaviour (Muttaqin & Magistarina, 2024). Other studies have also reported negative associations between self-control and online game addiction. A negative relationship between self-control and online game addiction among students (Bawamenewi & Syaimi, 2025) Examined the relationship between self-control and online game addiction among adolescents or school-aged children (Azis & Nasir, 2024; Budiman 2023). These findings provide a basis for further examination of the relationship between self-control and online game addiction in different adolescent populations and educational settings.

Despite previous research, studies specifically examining the relationship between self-control and online game addiction among senior high school students in Bandar Lampung remain limited. Previous studies cited in this context have largely involved junior high school students or examined online gaming in relation to other psychological or behavioural outcomes. Senior high school students may have different developmental characteristics, academic demands, and patterns of digital technology

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use, making further investigation in this population relevant. At Senior High School 10 Bandar Lampung, a preliminary interview with 11 students found that 10 students (90.9%) reported a tendency toward excessive online gaming, while one student (9.1%) did not report such a tendency. Several students reported spending considerable amounts of time playing online games, which reduced the time available for studying, resting, and other activities. These preliminary findings indicate the presence of problematic gaming behaviour in the study setting and provide a basis for examining whether self-control is related to online game addiction among students.

RESEARCH METHOD

This study employed a quantitative correlational design with a cross-sectional approach to examine the relationship between self-control and online game addiction among students of Senior High School 10 Bandar Lampung. The study was conducted on February 26, 2026, at Senior High School 10 Bandar Lampung. The study population consisted of all Grade XI students, totalling 122 students, and the sample size was determined using the Slovin formula with a 5% margin of error, resulting in 93 respondents. Participants were selected using purposive sampling based on predetermined inclusion criteria, namely Grade XI students aged 15–17 years who played online games, had played online games within the previous 1–2 weeks, and were willing to participate in the study. Students who were absent during data collection or did not complete the questionnaire were excluded. The independent variable was self-control, whereas the dependent variable was online game addiction. Self-control was assessed using a questionnaire covering behavioural control, cognitive control, and decision control, while online game addiction was assessed using a questionnaire covering compulsion, withdrawal, tolerance, and interpersonal and health problems. Both instruments used a four-point Likert scale consisting of strongly agree, agree, disagree, and strongly disagree, with favourable items scored from 4 to 1 and unfavourable items scored from 1 to 4. The online game addiction questionnaire consisted of 26 items and demonstrated good internal consistency, with a Cronbach's alpha coefficient of 0.858, while the self-

control questionnaire consisted of 26 items with a Cronbach's alpha coefficient of 0.726, indicating that both instruments were reliable.

Data collection was conducted after the researchers obtained research permission and coordinated with the administration of Senior High School 10 Bandar Lampung. Before completing the questionnaires, respondents were informed about the study objectives, procedures, potential benefits, and their rights as participants. Students who agreed to participate provided informed consent before completing the questionnaires. The questionnaires were then distributed and completed at a predetermined time. The completed questionnaires were checked for completeness, followed by editing, coding, processing, and data cleaning before statistical analysis. Data analysis consisted of univariate and bivariate analyses using statistical software. Univariate analysis was performed to describe respondent characteristics and the distribution of self-control and online game addiction scores, whereas bivariate analysis was performed to determine the relationship between self-control and online game addiction. Before the correlation analysis, normality and linearity tests were performed as prerequisites for parametric analysis. When the data were normally distributed and the relationship between the variables was linear, the Pearson Product-Moment correlation test was used; otherwise, the Spearman Rank correlation test was applied. Statistical significance was determined at $\alpha = 0.05$ with a 95% confidence interval, and the direction and strength of the relationship were determined based on the correlation coefficient.

The study was conducted in accordance with applicable research ethics principles. Participants were informed that participation was voluntary and that they had the right to refuse or withdraw from the study at any time without consequences. Respondents' identities were not included in data processing or reporting, and all information obtained during the study was kept confidential. Research permission was obtained from the relevant institution before data collection, and the study was conducted with respect for informed consent, anonymity, confidentiality, voluntary participation, and respondents' privacy.

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RESEARCH RESULTS

Table 1. Characteristics of Respondents (N= 93)

Variable	Results
Age (n/%) (Mean±SD) (Range) (Year)	(16.1±0.8) (15-17)
15	29/31.2
16	26/28.0
17	38/40.8
Gender (n/%)	
Male	53/57.0
Female	40/43.0
Grade (n/%)	
M1	23/24.7
M2	23/24.7
M3	23/24.7
M4	24/25.8

Table 1 shows that the respondents had a mean age of 16.1 ± 0.8 years, with an age range of 15–17 years. The largest proportion of respondents was aged 17 years (40.8%), followed by those aged 15 years (31.2%) and 16 years (28.0%). Most respondents were male (57.0%), while 43.0% were female. The distribution by grade was relatively balanced, with M4 representing the largest proportion of respondents (25.8%), followed by M1, M2, and M3, each accounting for 24.7%.

Table 2. Descriptive Statistics of the Study Variables

Variable	Minimum	Maximum	Mean	Std. Deviation
Self-Control	26	60	43.74	9.504
Online Game Addiction	70	104	86.26	9.504

Table 2 shows that self-control scores ranged from 26 to 60, with a mean score of 43.74 (SD = 9.504). Online game addiction scores ranged from 70 to 104, with a mean score of 86.26 (SD = 9.504). The two variables had identical standard deviations of 9.504. This descriptive characteristic should be considered when interpreting the subsequent correlation analysis because the Pearson correlation reported in Table 4 was -1.000 . The identical standard deviations do not by themselves establish that the two variables were incorrectly scored; however, together with the reported perfect negative correlation, they indicate the need for careful verification of the original scoring and data-processing procedures.

Table 3. Kolmogorov–Smirnov Normality Test

Variable	Kolmogorov–Smirnov Statistic	P-value	Interpretation
Self-Control	0.068	0.200	Normally Distributed
Online Game Addiction	0.068	0.200	Normally Distributed

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Table 3 shows that the Kolmogorov–Smirnov test yielded a p-value of 0.200 for both self-control and online game addiction. Since both p-values were greater than 0.05, the data were normally distributed. Therefore, the Pearson product-moment correlation test was used to examine the relationship between self-control and online game addiction.

Table 4. Pearson Product-Moment Correlation between Self-Control and Online Game Addiction

Variable	Self-Control	Online Game Addiction
Self-Control	1.000	-1.000**
Online Game Addiction	-1.000**	1.000
p-value (2-tailed)	-	<0.001

Table 4 reports a Pearson product-moment correlation coefficient of $r = -1.000$ with $p < 0.001$, indicating a perfect negative linear relationship between self-control and online game addiction in the reported analysis. However, a perfect correlation is an unusual finding for two independently measured psychosocial variables. In addition, the identical standard deviations reported for the two variables in Table 2 warrant careful verification of the scoring and data-processing procedures. Because the raw respondent-level dataset was not provided, the reported correlation cannot be independently recalculated or confirmed. Therefore, the result should be treated as a reported finding pending verification of the original data, item coding, reverse-scored items, total-score formulas, missing data, data entry, and analysis syntax. If the coefficient is confirmed after these procedures are independently checked, it may be retained as the observed result; otherwise, the correlation analysis should be rerun using the corrected data.

DISCUSSION

A total of 93 respondents participated in this study. The majority were 17 years old (38/40.8%), followed by 15-year-olds (29/31.2%) and 16-year-olds (26/28.0%), while respondents aged 18 years represented the smallest proportion (3/3.2%). Most respondents were male (53/57.0%), while females accounted for 40 respondents (43.0%). The distribution across grades was relatively even, with 24 respondents (25.8%) from M4 and 23 respondents (24.7%) from each of M1, M2, and M3. The predominance of respondents aged 17 years indicates that most participants were in mid-adolescence, a developmental period involving

continued development of emotional regulation, impulse control, and decision-making. These developmental characteristics may be relevant to adolescents' ability to regulate behaviours, including digital technology and online game use.

Descriptive analysis showed that self-control scores ranged from 26 to 60, with a mean of 43.74 (SD = 9.504). Based on the categorization applied in this study, the mean self-control score indicated a moderate level of self-control among respondents. Online game addiction scores ranged from 70 to 104, with a mean of 86.26 (SD = 9.504), indicating a relatively high level based on the categorization used in this study. Self-control during adolescence may continue to develop and can be influenced by environmental factors, including family and school environments (Fajar, Masyhuri, & Muda, 2024). Adolescents may therefore experience variation in their ability to regulate impulses and behaviours. Previous research has also highlighted the relevance of self-control in adolescents' ability to regulate behaviour and respond to environmental influences (Faras, Fitriani, Anggraeni, & Setiawati, 2024). Strengthening self-regulation through character education and school-based guidance may therefore be relevant during this developmental period (Abduh, Alawiyah, Apriansyah, Sirodj, & Afgani, 2023).

The relatively high mean score of online game addiction indicates that online gaming was a relevant behavioural concern among the respondents based on the measurement instrument used. Previous research has reported moderate to high levels of online game addiction among students in Bandar Lampung (Theresia, Setiawati, & Sudiadnyani, 2019). Research involving adolescents has also indicated that online game use may be associated with

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behavioural and psychosocial factors that require attention, particularly when gaming becomes excessive or difficult to regulate (Mardhiyah, Dinilhaq, Amelia, Arini, Hidayatullah, & Harmonedi, 2025). The use of online games may be particularly relevant during adolescence because games can provide competitive challenges, reward systems, and virtual social interactions. Without adequate regulation of gaming time, these features may contribute to prolonged engagement in gaming activities (Afiani, Achmad, Gustiawati, & Mahardhika, 2022). The Pearson product-moment analysis reported a correlation coefficient of $r = -1.000$ with $p < 0.001$. This result indicates a perfect negative linear relationship between self-control and online game addiction in the reported analysis, such that higher self-control scores corresponded to lower online game addiction scores. However, the magnitude of this coefficient requires particular caution before it is interpreted as a substantive empirical finding. A Pearson correlation of -1.000 represents a perfect negative linear relationship, which is unusual for two independently measured psychosocial variables. The identical standard deviations reported for self-control and online game addiction ($SD = 9.504$) also warrant careful examination of the original scoring and data-processing procedures.

Because the respondent-level raw dataset was not provided, the reported coefficient cannot be independently recalculated or confirmed in the present review. Therefore, the result should be regarded as a reported finding pending verification of the original data. The verification should include examination of respondent-level scores, item coding, reverse-scored items, total-score calculation, missing-data handling, data entry, variable definitions, and statistical syntax. Particular attention should be given to whether the online game addiction scores were inadvertently constructed as an exact reverse linear transformation of the self-control scores. If such a scoring relationship occurred unintentionally, the value of $r = -1.000$ would reflect the data-processing procedure rather than an empirical association between two independently measured constructs. Conversely, if the audit confirms that both instruments were scored independently and correctly and that the coefficient is genuinely present in the respondent-level data, the result may be retained as an observed

perfect negative correlation, while its unusual magnitude should still be explicitly acknowledged.

Previous studies have reported negative associations between self-control and online game addiction, although with correlation coefficients substantially different from -1.000 . For example, Bawamenewi and Syaimi (2025) reported a negative association between self-control and online game addiction, with $r = -0.473$. Other studies have similarly reported associations between self-control and problematic or addictive online gaming among adolescents (Kaya, Türk, Batmaz, & Griffiths, 2024; Azis & Nasir, 2024; Budiman, 2023). These findings provide contextual support for the direction of the association reported in the present study, but they do not independently validate the magnitude of -1.000 .

From a theoretical perspective, adolescents with stronger self-control may have greater ability to regulate impulses, manage time, delay immediate gratification, and prioritize academic responsibilities. Conversely, lower self-control may be associated with greater difficulty regulating gaming behaviour. These mechanisms provide plausible explanations for an inverse relationship between the two variables but should not be interpreted as evidence that self-control directly prevents online game addiction. The present cross-sectional design identifies an association between variables at a particular point in time and cannot establish causality. Therefore, the reported negative relationship between self-control and online game addiction should be interpreted cautiously and retained as a definitive finding only after verification of the original scoring procedures and respondent-level data. If verification confirms the accuracy and independent scoring of both variables, future research may further examine the relationship using larger samples and longitudinal or analytical designs to clarify the temporal and behavioural factors associated with online game addiction.

CONCLUSION

The reported analysis indicated a negative association between self-control and online game addiction among students ($r = -1.000$, $p < 0.001$), with higher self-control scores corresponding to lower online game addiction scores. However, because the reported coefficient represents a perfect negative correlation, the finding requires verification using the original respondent-level data and scoring

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procedures, including item coding, reverse scoring, total-score calculation, missing-data handling, data entry, and analysis syntax. Therefore, the reported correlation should be considered a finding pending data verification rather than a definitive result. Furthermore, because this study employed a cross-sectional design, the observed association cannot be interpreted as evidence that self-control causes or prevents online game addiction.

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