

Relationship between Internet Gaming Disorder, Impulsivity and Suicidal Ideations Among University Students

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Abstract

Background: Internet gaming has grown rapidly, raising concerns about its mental health effects, particularly on young adults. University students, who are stressed academically, socially, and emotionally, enjoy internet gaming. However, excessive and compulsive gaming can lead to psychiatric issues like Internet Gaming Disorder. The aim was to assess the relationship between internet gaming disorder, impulsivity, and suicidal ideations among university students. **Design:** A Comparative correlational design was. **Sample and setting:** 600 Convenient samples of students 338 from the faculty of nursing and 262 students from the faculty of arts. **Tools:** a Personal data sheet, an Internet gaming disorder questionnaire, Barratt's Impulsivity Scale-11, and Morey suicidal ideation scale. **Results:** showed that the majority of participants in faculty of art students (80.2%) and faculty of nursing students (81.3%) exhibited low levels of impulsiveness. in the faculty of art students' group, 92.0% of students reported a low level of suicidal ideation, while 6.2% reported a medium level, and only 1.8% indicated a danger of suicidal ideation. a significant difference in the distribution of suicidal ideation levels ($\chi^2 = 6.56$, $P = 0.038$) and mean scores ($\chi^2 = 4.281$, $P < 0.001$). **Conclusions:** This study shows a strong link between university students' impulsivity, internet gaming addiction, and suicidal thoughts. It emphasizes that although impulsivity and suicidal ideation are generally low across nursing and arts students, arts students score marginally higher on internet gaming disorder (IGD) and suicidal ideation. **Recommendation:** To develop discipline-specific support strategies that address unique stressors and needs, more research on the effects of IGD across disciplines is required.

Keywords: University students, Internet Gaming Disorder & Suicidal Ideations

Introduction

Digital media hold significant relevance in the lives of several adolescents. Adolescents and young adults constitute some of the most prolific internet users. Consequently, it is unsurprising that there is a growing interest in examining the effects of internet usage on adolescent health (Ohayon & Roberts, 2021). Digital media offer adolescents opportunities and fulfill multiple functions, including education, information, entertainment, and communication, while also exposing them to risks (Erreygers, Pabian, et al., 2016).

For the majority, online gaming serves as an enjoyable and leisurely pursuit. Nonetheless, when it adversely affects the player's social, occupational, educational, familial, and psychological functioning, it may become pathological (Gentile et al., 2023). Certain individuals are anticipated to encounter issues associated with their gaming. For example, disputes

with loved ones or compromised bodily and/or emotional well-being. Mental health impairments have been identified in contemporary psychiatric classification as "internet gaming disorder" (IGD) in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) (American Psychiatric Association, 2013) and as "gaming disorder" in the eleventh edition of the International Classification of Diseases (ICD-11) (World Health Organization, 2019).

Both positive reinforcement (e.g., obtaining rewards or advancing in the video game) and negative reinforcement (e.g., engaging in play to evade negative emotions) may contribute to the emergence of gaming disorder. Additional risk factors for IGD encompass diminished social competence and inadequate impulse control or impulsivity (Şalvarlı, & Griffiths, 2022).

The ambiguity around problematic internet gaming underscores the necessity of examining potential causes and effects. Heightened impulsivity is recognized as a consequence in numerous Internet Gaming Disorder (IGD) models, including the Dual System Models (Bechara 2005) and the Interaction of Person-Affect-Cognition-Execution (I-PACE) Model (Brand et al. 2016). Moreover, impulsivity correlates with melancholy and indirectly contributes to loneliness and deficiencies in interpersonal connections. Consequently, impulsivity may contribute to subsequent emotional and social functioning (Marzilli, et al. 2020).

Suicidality is therefore a very concerning and grave consequence that may be connected to problematic online gaming (Khalil, et al. 2022). Suicidality includes suicidal ideation, attempted suicide, and actual suicide, all of which are marked by a desire to die. It is hypothesized that issue gaming may raise the chance of suicidality by raising psychological discomfort and impulsivity, both of which may raise the risk of suicidal ideation (Mills et al., 2023).

Some researches indicate that adolescents who engage in Non-suicidal self-injurious behaviors (NSSI) or experience suicidal thoughts may utilize the Internet to locate specific discussion forums for support (Lewis, et al. 2012). Suicidal ideation is an umbrella term that encompasses thoughts about death or the desire to die, as well as the development of death plans. Yu, et al. (2020) concluded that the association between IGD and suicidal ideation may be serially mediated by insomnia and depression. IGD was positively correlated with insomnia, which was subsequently positively correlated with depression, which in turn positively influenced suicidal ideation.

Significance

Egypt's teenage population, aged 10–19, is roughly 17 million, constituting about 19% of the entire population (El Fiky et al., 2022). In Egypt, over 80% of Internet Café patrons were identified as young individuals (Khalil, et al. 2022). Internet addiction and its associated concerns create several psychological and social challenges for individuals, particularly adolescents. Therefore, it is crucial to investigate Internet Gaming Disorder (IGD) in this demographic, as limited research has focused on IGD among university students. (El-Mawgood, et al. 2021).

Over the last decade, there has been a significant surge in research on Internet Gaming Disorder. One of the risk factors for IGD is poor impulse control. The systematic review by Şalvarlı & Griffiths (2022) highlights the need of investigating the role of impulsivity in the genesis of IGD. Further study on

impulsivity among these age groups in Egypt is recommended.

Suicidality and its associated outcomes in adolescents result in significant harm and distress for the affected individuals and their close relations, as well as incurring substantial costs for society (Ingabire and Richters, 2020 ; Klonsky et al., 2016; van Spijker et al., 2012; van Spijker et al., 2011; O'Dea & Tucker, 2005). Therefore, decreasing the incidence of suicidality is a significant public health concern (World Health Organization, 2014).

The prevalence of online gaming has resulted in the emergence of IGD as a significant issue. It is essential to comprehend the connection between IGD and other psychological factors to mitigate the potential detrimental effects on mental health. Consequently, it is imperative to investigate the correlation between Internet Gaming Disorder, impulsivity, and suicidal ideation in university students to gain a comprehensive understanding of the potential hazards associated with excessive gaming and impulsivity, to inform prevention and intervention strategies, and to promote the overall well-being of the student body

Methods

Aim of the study

The study aimed to assess the relationship between internet gaming disorder, impulsivity, and suicidal ideations among university students

Study designs and setting

A comparative correlational design was utilized in this study. This study was conducted at the Faculty of Nursing at Cairo University and the Faculty of Arts at Cairo University.

Research questions

- Q1:** What is the prevalence of internet gaming disorder, impulsivity and suicidal ideations among university students?
- Q2:** What is the difference between both participant students in relation to internet gaming disorder, impulsivity and suicidal ideations?
- Q3:** What are the relationships between internet gaming disorder, impulsivity and suicidal ideations among university students?

Operational Definitions:

Impulsivity: failure in self-control and doing the first thing that comes to mind without judging the consequences, recognized as a predictive factor in the development of maladaptive behaviors. It will be measured by Barratt's Impulsivity Scale-1. It was developed by Patton, Stanford, Barratt (1995).

Internet Gaming Disorder: increased usage of Internet-based games (online and/or offline) with the need to increase the time of usage gradually, useless efforts to control the involvement, noticeable change in some behaviors & neglecting social & developmental requirements. It will be measured by

the Internet Gaming Disorder Questionnaire (IGDS9-SF) developed by Pontes & Griffiths, (2016)

Suicidal Ideations: compulsive ideas about ending one's self-life and planning to die. It will be measured by a Personal assessment inventory of suicidal ideation. It was developed by **Leslie Morey (1991)**.

Sample

600 student samples were conveniently selected 262 from the faculty of nursing, and 338 samples were obtained from the faculty of arts. Inclusion criteria: students of both genders aged 18 to 23 years. Possess a computer, laptop, gaming console, or any other device such as a mobile phone or tablet. Engaging in activities both online and offline. The current study assumed a prevalence rate of 17.16% as reported in the previous study by Xie, Y, Yang, Q., and Lei, F.(2023), this study will require at least 340 students to detect a similar prevalence rate with 5% deviation and 95% confidence level. The sample size was calculated using an open Epi online calculator.

Population size(for finite population correction factor or fpc)(N): 2903
Hypothesized % frequency of outcome factor in the population (p):50%+/-5
Confidence limits as % of 100(absolute +/- %)(d): 5%
Design effect (for cluster surveys-DEFF): 1

Sample Size(n) for Various Confidence Levels

ConfidenceLevel(%)	Sample Size
95%	340
80%	156
90%	248
97%	406
99%	541
99.9%	789
99.99%	996

Equation

Sample size $n = [DEFF * Np(1-p)] / [(d^2/Z^2_{1-\alpha/2} * (N-1) + p * (1-p))]$

Results from OpenEpi, Version 3, open source calculator--SSPropor
Print from the browser with ctrl-P
or select text to copy and paste to other programs.

Study tool

Data was collected by using four tools as following

Personal data sheet: It included student age, gender, level of education, type of education, daily time spent on internet games

Internet gaming disorder questionnaire (IGDS9-SF) (Pontes & Griffiths, 2016), IGDS9-SF was developed by Pontes & Griffiths, in 2015. This questionnaire is 9 items used to assess gaming activity during the past year (i.e., the last 12 months). It was rated on a four-point Likert scale of 1 = Never to 5 very often. The total scores can range from a 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 an endorsement of the criterion.

Barratt's Impulsivity Scale-11

The BIS-11 was the 11th revision of the Barratt Impulsiveness Scale developed by Patton, Stanford, and Barratt (1995). The BIS-11 was a 30-item self-report questionnaire to assess the multifaceted personality/behavioral construct of impulsiveness. It was rated on a four-point Likert scale of 1 = Rarely/Never to 4 = Almost Always/Always. The total scores can range from 30 to 120. Higher scores on the BIS reflect higher levels of impulsiveness. The BIS-11 had shown good internal consistency in various populations, the reliability was high with Cronbach's alpha ranging from 0.69 to 0.83

Morey suicidal ideation scale

Suicidal ideation (SUI), was developed by Leslie Morey (1991). Translated into Arabic (honors, 1998) measures a respondent's frequency and severity of suicidal thoughts and plans. a self-report 12-item personality test that assesses a respondent's severity of suicidal thoughts and plans. Each item is a statement about the respondent that the respondent rates with a 4-point scale (0-"Not true at all, False", 1-"Slightly true", 2-"Mainly true", and 3-"Very true"). Reliability studies indicate that the PAI Sui has a high degree of internal consistency across samples-results are stable over periods of 2-4 weeks (Median alphas for full scales are .81, .82, and .86 for the normative, college, and clinical samples, respectively). Validity studies demonstrate convergent and discriminant validity with more than 50 other measures of psychopathology. All items are evaluated on a point Likert scale ranging from 0-3. Not true at all (0), rarely true (1), sometimes true (2), true nearly all of the time (3), The total score ranges from 0 to 36, the higher the score indicates a High level of suicidal ideation. In the current study, the cut point of the scale is as follows: less Than 60% indicates a low level of suicidal ideation, 60 -70% indicates a high level of suicidal ideation, and more than 85 indicates the case is series or dangerous. There were two reverse questions (numbers 10, 12).

Pilot study

A pilot study was conducted to assess the feasibility and effectiveness of the research design, data collection methods, and measurement tools. This preliminary investigation involved a small sample (N = 20) drawn from the target population to identify potential issues related to participant recruitment, survey/questionnaire clarity, and procedural implementation. The pilot findings ensured that the final study design was well-structured and capable of yielding meaningful results.

Data collection

Using existing textbooks, papers, journals, and the internet, a survey of the Arabic and English-language literature from the past and present that covers many

facets of the issue was conducted to familiarize oneself with the research subject. Once official authorization was obtained from the Dean of the Faculty of Nursing and the Faculty of Arts at Cairo University to perform the study. The content validity of the study instruments was assessed by three specialists in the psychiatric profession, the researchers met with each student to explain the goal of the study, assuring them of confidentiality and anonymity, and then inviting them to participate in the study individually. Students were also advised of their ability to withdraw from the study at any moment without providing a reason. Data was obtained. Researchers conducted 30-minute interviews with students to fill out the study items. Finally, the researcher thanked everyone who participated in the study. The time of data collection were 4 months, started from September 2023 to December 2023

Statistical analysis

Data was analyzed using Statistical Package for Social Sciences (SPSS), version 20. Numerical data is expressed as a mean and standard deviation.

Qualitative data is expressed as frequency and percentage. For the qualitative data, the Chi-square test was used. Probability (p-value) > 0.05 indicates a non-significant result, p-value < 0.05 was considered a significant result, and p-value < 0.001 is considered a highly significant result. The Pearson correlation test was used to determine the correlation between internet gaming disorder, impulsivity, and suicidal ideations among university students.

Ethical consideration

Primary permission was obtained from the research ethics committee at the Faculty of Nursing at Cairo University, IRB Approval (IRB/2019041701). Additionally, the study was conducted with the official approval of the dean of the faculty of nursing and the faculty of art at Cairo University. After being revised and approved by the research ethics committee, written consent was obtained from all participant students. Additionally, they were informed of the study's objectives and characteristics. The researchers underscored that the willingness to participate in the study was voluntary. And, confidentiality and anonymity were guaranteed

Results

Table (1): Comparison of the personal data of the study sample

	Faculty of art students (n=338)		Faculty of nursing students (n=262)		Chi – Square	
	N	%	n	%	X ²	P
Age (Years)						
18 – 20	166	49.1	115	43.9		
21 – 23	172	50.9	147	56.1	1.615	0.204
Mean ±SD	20.6 ±1.6		20.7 ±1.7		0.738	0.460
Gender						
Male	81	24.0	77	29.4		
Female	257	76.0	185	70.6	2.239	0.135
Educational Year						
First	65	19.2	51	19.5		
Second	61	18.0	45	17.2		
Third	136	40.2	119	45.4		
Fourth	76	22.5	47	17.9	2.489	0.477
Time spent on internet gaming (Hours)						
1 – 2	235	69.5	165	63.0		
2 – 4	61	18.0	50	19.1		
More than 4	42	12.4	47	17.9	4.059	0.131

The table used two types of tests; Chi- square test and independent samples t- test

Table (2): Comparison of the Internet gaming disorder level in both group (n =600)

	Faculty of art students (n=338)		Faculty of nursing students (n=262)		Chi – Square	
	n	%	n	%	X ²	P
Internet gaming disorder questionnaire level						
Low level of disorder	292	86.3	240	91.6		
High level of disorder	46	13.6	22	8.3	3.568	0.059
Mean ±SD	16.2 ±6.4		17.9 ±6.5		3.161	0.002*

The table used two types of tests; Chi- square test and independent samples t- test

Table (3): Comparison of the Impulsivity level in both groups (n= 600)

	Faculty of art students (n=338)		Faculty of nursing students (n=262)		Chi – Square	
	n	%	n	%	X ²	P
Impulsiveness level						
Low levels of impulsiveness	271	80.2	213	81.3		
High levels of impulsiveness	67	19.8	49	18.7	0.119	0.730
Mean ±SD	67.6 ±7.8		67.2 ±8.9		0.620	0.535

The table used two types of tests; Chi- square test and independent samples t- test

Table (4): Comparison of the Suicidal ideation level in both group (n= 600)

	Faculty of art students(n=338)		Faculty of nursing students (n=262)		Chi – Square	
	n	%	N	%	X ²	P
Suicidal ideation level						
Low level of suicidal ideation	311	92.0	252	96.2		
Medium level of suicidal ideation	21	6.2	10	3.8		
Serious danger of suicidal ideation	6	1.8	0	0.0	6.565	0.038*
Mean ±SD	9.9 ±4.3		8.4 ±4.2		4.281	<0.001**

The table used two types of tests; Chi- square test and independent samples t- test

Table (5): Correlation between Internet gaming disorder questionnaire, Suicidal ideation and Impulsiveness level

	Faculty of art students(n=338)				Faculty of nursing students (n=262)			
	Internet gaming disorder		Suicidal ideation		Internet gaming disorder		Suicidal ideation	
	R	P	r	P	R	P	r	p
Internet gaming disorder								
Suicidal ideation	0.235	<0.001**			0.063	0.307		
Impulsiveness	0.197	<0.001**	0.322	<0.001**	0.142	0.021*	0.201	<0.001**

The test used is Pearson's correlation test

Table (1): Reveals more than half of the studied students in both groups were between 21-23 years old. The mean age was 20.6 ± 1.6 years for the faculty of art students and 20.7 ± 1.7 years for the faculty of nursing students. Regarding gender, the majority of participants were female (76.0% of them in the faculty of art students and 70.6% of them in the faculty of nursing students). In both groups, the majority of participants were in their third year of

education (40.2% of them in the faculty of art students and 45.4% of them in the faculty of nursing students). Regarding time spent on internet gaming, In both groups, more than half of the studied students spent 1-2 hours on internet gaming (69.5% of them in the faculty of art students and 63.0% of them in the faculty of nursing students).

Furthermore, table (1) reveals that the demographic characteristics of both groups were comparable, with

no significant differences observed in age, gender, educational year, or time spent on internet gaming.

Table (2): Compares Internet Gaming Disorder (IGD) levels among students from the Faculty of Arts and the Faculty of Nursing. According to the data, nursing students (91.6%) are more likely than arts students (86.3%) to have a "low level of disorder". In contrast, a higher proportion of arts students (13.6%) exhibit a "high level of disorder" than nursing students (8.3%). However, the chi-square test result ($X^2 = 3.568$, $p = 0.059$) is not statistically significant at the standard 0.05 level.

The mean IGD scores show a significant difference between the two groups (mean \pm SD: arts students = 16.2 ± 6.4 ; nursing students = 17.9 ± 6.5 , $p = 0.002$). This considerable difference in average scores implies that, on a continuous scale, nursing students may suffer slightly more IGD symptoms, despite similar category distributions.

Table (3): Shows the majority of participants in both faculty of art students (80.2%) and faculty of nursing students (81.3%) exhibited low levels of impulsiveness. The mean impulsiveness score was 67.6 ± 7.8 for the faculty of art students and 67.2 ± 8.9 for the faculty of nursing students. No significant difference between the two groups ($p = 0.535$).

Table (4): Reveals, that in the faculty of art students' group, 92.0% of students reported a low level of suicidal ideation, while 6.2% reported a medium level, and only 1.8% indicated a serious danger of suicidal ideation.

In the Faculty of nursing students' group, a higher percentage of students reported a low level of suicidal ideation at 96.2%, with 3.8% reporting a medium level. Notably, no students in this group indicates a serious danger of suicidal ideation. Furthermore, table (2) shows a statistically significant difference in the distribution of suicidal ideation levels between both groups ($X^2 = 6.56$, $P = 0.038$) also there is statistically significant difference between both groups in the mean scores ($X^2 = 4.281$, $P < 0.001$).

Regarding faculty of art students: **Table (5):** Displays, a statistically positive correlation between internet gaming disorder and suicidal ideation at ($r = 0.235$, $p < 0.001$), also there is a statistically positive correlation between internet Gaming Disorder and Impulsiveness ($r = 0.197$, $p < 0.001$). Furthermore, there is a statistically positive correlation between suicidal ideation and impulsiveness ($r = 0.322$, $p < 0.001$). Regarding Faculty of Nursing Students: table (5) shows, is a statistically positive correlation between internet Gaming Disorder and Impulsiveness ($r = 0.142$, $p < 0.021$). Also, there is a statistically positive correlation between Suicidal ideation and Impulsiveness ($r = 0.201$, $p < 0.001$)

Discussion

Personal data of student

The current study's data suggests that the majority of female participants, exceeding two-thirds in both Faculties, correspond with developments in higher education, where some disciplines, notably nursing and the arts, draw a greater percentage of female students. This gender disparity may affect other facets of the study, including perceptions of internet gaming and its perceived influence on academic achievement. A research by **Xu, et al. (2023)** indicates that demographic trends in higher education show that disciplines such as nursing and the arts consistently draw a greater proportion of female students. This corresponds with the gender distribution noted in the present investigation.

The research indicates that a substantial percentage of students in both faculties dedicates 1-2 hours daily to internet gaming, with 69.5% of arts students and 63.0% of nursing students acknowledging this time investment. This discovery prompts inquiries regarding the possible impacts of gaming on academic achievement and social relationships, especially considering the rising frequency of gaming among young adults. According to **Gentile et al. (2023)**, male and female students may suffer disparate consequences from gaming. Male students indicated greater instances of gaming-related distractions, adversely impacting their academic performance, whereas female students utilized gaming as a social instrument, perhaps improving collaborative skills.

The findings of the present study reveal no statistically significant variations in demographic factors, such as age, gender, educational year, or duration of internet gaming, between art and nursing students. This indicates that both groups are comparably comparable in these areas, which is significant when evaluating how these demographic factors may affect mental health outcomes like IGD. These results do not align with **Junus et al. (2023)**, who demonstrate that gender influences gaming behaviors and preferences, with males generally participating more frequently in competitive gaming contexts than females.

The comparative study emphasizes the complexities of the relationship between gaming habits and academic achievement, implying that both the quantity and context of gaming are important factors. According to **Lemmens Valkenburg & Peter (2023)**, excessive gaming can have a negative impact on academic achievement, particularly in occupations that need a high level of cognitive involvement, like nursing.

The absence of notable changes in demographic features between the two groups indicates that any effects identified in subsequent studies can be

ascribed to the factors of interest rather than demographic variations. The comparison enhances the validity of the study's conclusions.

Participant level of internet gaming disorder

The findings of the present study indicated that art students may exhibit a greater prevalence of internet gaming disorder, as evidenced by a higher percentage of individuals categorized with a severe level of disorder and an increased mean score compared to nursing students. Nonetheless, the majority of students in both examined groups exhibited a universally low level of internet gaming disorder. These results are inconsistent with a study conducted on university students in Egypt by Saudi medical students (Al Asqah, et al., 2020; ELNahas, et al. 2018), which found that only approximately one-quarter of the total 996 students from six faculties at Ain Shams University experienced problematic gaming. These findings do not align with the results of Hammad; Al-Shahrani (2024) & Alsunni;Latif (2022), which indicated that approximately one third of university students in Saudi Arabia exhibited Internet Gaming Disorder (IGD) severe enough to classify them as disturbed gamers.

The current results indicate a substantial mean score difference in IGD, suggesting that the Art students exhibit a more pronounced gaming behavior issue compared to the Nursing students. This study closely resembles that of Shouman, et al. (2023), who examined the Internet Gaming Disorder (IGD) among 870 students from four distinct faculties (Art, Medicine, Engineering, and Education) at the University of Mansoura, Egypt. Individuals in theoretical faculties (education and arts) had a 1.2-fold increased risk for Internet gaming disorder (IGD) compared to those in practical faculties (medical and engineering). According to the researchers' perspective, nursing and other medical and practical disciplines necessitate more time for laboratory work, clinical application, and study compared to theoretical disciplines.

Impulsivity levels between the study groups

The large percentages of both groups reporting low levels of impulsivity show that impulsivity levels are similar across the two study groups, suggesting that there is no substantial difference in impulsivity levels between the two faculties. This suggests that impulsivity in these student populations may not be much influenced by academic discipline.

In order to contextualize these discoveries, numerous recent studies have offered valuable insights into the correlation between impulsivity and behaviors like internet gaming. This is not consistent with the findings of (Zhu et al. 2023), who conducted a study on the relationship between impulsivity and Internet Gaming Disorder (IGD). Their findings indicated that

a higher level of impulsivity is associated with a higher likelihood of developing IGD. This corroborates the idea that impulsivity is a risk factor for problematic gaming behaviors.

In contrast to the findings of the current study, Hammad & Al-Shahrani (2024) investigated the role that aggression and impulsivity play as risk factors for IGD in college students. However, their research showed that although impulsivity is a strong predictor of IGD, it does not always differ among disciplines, which is consistent with the current findings that demonstrate no significant differences between the two faculties. This is also in line with the findings of Shouman et al., (2023), who investigated the connection between IGD and university students' psychological health and discovered that impulsivity leads to detrimental psychological effects. This demonstrates that although impulsivity could be a useful feature in comprehending IGD, the current study suggests that its effects might not be evenly distributed among various student populations.

From the researcher's perspective, the current student sample may be capable of regulating their desires and behaviors regarding games. They frequently engage in impulsive gaming in order to save the internet for their online studies and exams. Consequently, they are aware of the necessity to minimize their gaming time in order to achieve success, as their college academics necessitate a greater investment of time and effort.

Suicide ideation levels between the study groups

The current data indicate that, despite both groups displaying elevated levels of low suicide ideation, Faculty of Arts students have a higher mean score and a larger percentage reporting severe risk levels than their nursing counterparts. The notable p-values suggest that these disparities are substantial and may represent distinct pressures or mental health issues linked to each academic subject. This aligns with the study of Hammad & Al-Shahrani (2024), which indicated that nursing students exhibit reduced levels of suicidal ideation compared to students in other disciplines, attributable to the supportive educational environments and mental health supports provided in nursing programs. This corroborates existing findings indicating reduced instances of severe suicidal thoughts among nursing students.

Abbas et al. (2024) investigated the correlation between academic resilience, psychological well-being, and suicidal thoughts in medical and non-medical students. Research indicates that diminished academic resilience is associated with elevated suicidal ideation, implying that medical students exhibit more academic resilience and reduced suicidal ideation relative to non-medical students. Suicidal

ideation levels among non-medical students were significantly elevated.

Considering the signs presented by **Ali et al. (2023)**, effective coping strategies can alleviate suicide ideation among university students. The researchers of the present study found a statistically significant difference between the two groups, indicating that art students may encounter distinct stressors affecting their mental health and may resort to gaming more frequently as a coping mechanism, in contrast to nursing students who typically benefit from structured support systems and educational programs.

The examination of the current study results indicates substantial links between Internet Gaming Disorder, suicidal ideation, and impulsivity among Faculty of Arts students, whereas Faculty of Nursing students have weaker associations. In accordance with **Orozo et al. (2024)**, the study investigated the correlation between Internet Gaming Disorder (IGD) and suicidal ideation in college students, revealing that those with IGD demonstrated markedly elevated rates of suicidal thoughts and behaviors. This corroborates existing research by indicating that impulsive actions linked to gaming may exacerbate suicide ideation in arts students, who may utilize gaming more often as a coping strategy.

Junus et al. (2023) performed a comprehensive survey demonstrating a substantial correlation between (IGD) and suicidal tendencies in younger populations. Their findings indicate that excessive gaming can intensify emotions of loneliness and hopelessness, potentially resulting in heightened suicidal thoughts, especially in high-stress disciplines. Finally, while both art and nursing students can develop Internet Gaming Disorder, the prevalence varies greatly depending on factors such as academic stress, coping techniques, and availability of mental health resources. Art students may have higher rates of IGD due to their use of gaming as a form of escapism, whereas nursing students may benefit from structured support systems that help mitigate these risks and access to resources that promote psychological well-being as a protective factor against excessive gaming.

Limitations

The limitations include a small sample size and Female overrepresentation may have influenced the results given there are gender disparities in gaming habits, impulsivity, and suicidal ideation. Further research should include a wider range of samples to provide a more comprehensive knowledge of these crucial topics. The study asked participants to indicate how much time they spent gaming; however, it did not collect specific information regarding the kind of games played or the context in which gaming occurred. Different gaming types (e.g., social gaming,

competitive gaming) and situations (e.g., solitary versus group gaming) may have distinct effects on mental health outcomes.

Conclusion

This study highlights a significant correlation between Internet Gaming Disorder (IGD), impulsivity, and suicidal ideation among university students. It underscores that, while both nursing and arts students generally exhibit low levels of impulsivity and suicidal ideation, arts students demonstrate slightly higher scores in IGD and suicidal ideation. The results suggest that art students may be more vulnerable to these risks, potentially due to different stressors or less structured support systems compared to nursing students. These findings align with existing research showing that impulsivity and IGD are significant predictors of mental health challenges, including suicidal ideation.

Recommendations

- Implementation of Mental Health Programs: Universities should create specific mental health support programs for students, particularly those in theoretical fields, to assist them cope with the psychological pressures associated with high levels of IGD and impulsivity.
- Promotion of Healthy Gaming Habits: Educational initiatives should be created to promote awareness about the dangers of excessive gaming, urging students to adopt balanced gaming habits that do not jeopardize their academic or personal health.
- Supportive Counseling Services: Creating accessible counseling and support networks on campus could aid students coping with IGD and impulsivity by providing resources and skills for managing their mental health efficiently. More study into the effects of IGD across disciplines is needed to establish discipline-specific support techniques that meet individual stressors and requirements.

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