

## Effects of Online Games on Student's Health, Academic Performance and Social Behaviour

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### **Abstract**

This study was created to look into how playing online games affects students' social interactions, health, and academic achievement. The studies' goals are to examine the demographics of students who use the Internet for online gaming, the frequency of use, the types of online games that students most frequently play the amount of time and money that students and the amount of time respondents spend playing games online, how it affects their children's health and academic performance, and more. To examine the belongings of online gaming on students' academic presentation, health, and social behaviour, a hypothesis was developed. Students from Dera Ismail Khan's Gomal University were chosen as a sample using a simple random process. In order to analyse the data, SPSS Version 21 is used.

**Keywords:** Online games, use of internet, media role, social behaviour, student's health

### **Introduction**

Students do have a significant part in society and how a society is moulded over time. The student population is typically viewed as a fundamental element of society that is hungry for change in the future. They have the freedom to choose their own good and wrong actions, setting everything on a new road for improvement. As a dynamic work force, students are one of the most significant groups in any culture, and they are avid seekers and supporters of novel concepts.

Islands of Kesmai, the first commercially available online role-playing game, debuted in 1984. In the ensuing ten years, numerous graphics games were released, including the 1986 MSX LINKS action games, 1987's Air Warrior, a flight simulator, and 1987's online Go game for the Famicom Modem. All individuals are free to use a variety of media to express their ideas and thoughts in contemporary democratic society. As a result, many students now have easy access to modern

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media technologies, and many of them own multiple electronic devices, Similar to a smartphone's computer and other gadgets (ANDERSON & RAINIE, 2018).

Nowadays, it's common for students to access online games via their social networking or social media accounts. Online gaming causes a lot of emotional, physical, and social issues for individuals. These effects include promoting aggression and violence, obesity, epilepsy brought on by video games, social isolation, and other physical and mental disorders. They also have an impact on kids' academic achievement. Long gaming sessions online can affect students' academic performance in high school and college. A new study found that if students play video games for longer than two hours, they may find it difficult to focus on their academic work (Wright, 37-44).

Video game addicts frequently forego doing their homework in favour of playing video games; this might affect the student's grades and performance. As is common knowledge, students are people who attend educational institutions and have easy access to numerous media, such as laptops and smartphones. Because they have easy access to that kind of media for instructional purposes, I chose students rather than young children or the elderly. There are some good effects, but the majority are unfavourable, such as an increase in violent behaviour, social isolation, detrimental effects on physical and mental health, time wastage, etc (Abbas, Aman , & Nurunnabi, 2019).

Due to the advancement of technology, students are increasingly using smartphones and other online gaming devices, and they enjoy playing a variety of sports and action games with others. While this is important, my focus is solely on how online gaming affects academic performance, health, and social behaviour. Online games give them the freedom to play their favourite games whenever and wherever they want, with their friends or against players around the world using social media accounts or social networking sites. Age and education are the two sections of the questionnaire. It will make it easier for me to locate the participants' ages, levels of education, and study-related questions. It will assist me in learning the main impact of online gaming on social interaction, health, and academic performance. The playing of online games may have a negative impact on students' academic performance, social conduct, and health. Sickneses that can be assumed and acquired while playing online games may make students actually and spiritually absent from college or university-related actions. The impact of these online games has received

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considerable attention from psychologists, social scientists, and other health specialists. In the modern period, technology advancement and scientific discovery have greatly improved the quality of human life. Additionally, it creates and introduces new sociability platforms across various media. Enterprise media, television, radio, video games, music, cell phones, and the Internet are just a few of the many different formats available for modern media. Each type of media has both written and visual components, so it may readily appeal to a range of age groups (Kapoor & Tamilmani, 2017).

### **Problem Statement**

Online games including panel games, first-person shooters, arcade games, casino games, action and adventure games, card games, sports games, shooting games, cross-platform online play, and massively multiplayer online games, have an effect on students at Gomel University in terms of their academic performance, physical health, and social behaviour.

### **Study Limitations**

Online games are affecting student's social and mental abilities all around the world, and this issue is also prevalent in Pakistan. Though research topic is widely discussed in Pakistan, study is limited to the students of Gomal University in the district Dera Ismail Khan, a city of Khyber Pakhtoonkhwa in Pakistan.

### **Significance of Study**

As is well known, there is a fundamental demand for more technology. Because we live in a dependent society, people will continue to purchase or use smartphones and computers for purposes other than just work. There may be simple solutions for internet and data connection in the future, such as internet USB and PTCL internet wireless modem, if not everyone on the earth owns or uses a computer or smartphone. Computers and cell phones have already ingrained themselves into every area of our life, becoming a social and economic necessity. The researcher has conducted the study to find out how playing online games affects students' academic performance.

The kids were aware of the psychological and physiological repercussions of playing online games. They were also aware of the drawbacks or detrimental effects of playing online games

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constantly and everywhere, and they must have recognised and learned a lot by discovering that playing too many games was not profitable. The students were receiving more attention from the academics and teachers. They could guide the kids' exploration of more complex vocabulary. Over a longer period of time, they enjoyed themselves while learning. The concept of community was central to online gaming. The majority of internet games made players buddies within the games themselves. Despite the fact that they had never met those friends in person. It fostered enjoyment and had the potential to forge enduring bonds. Parents also benefited from having more time and communicating with their kids. By providing smart guidance, they might easily set boundaries and a schedule for their child when they play online games.

### **Hypothesis**

1. The consequences of connected gaming on students at Gomel University's academic performance will increase with their usage.
2. The consequences of internet gaming on the health of young people at Gomel University will increase with usage.
3. The consequences of online gaming on the social conduct of students at Gomel University will increase with the number of users.
4. The demographics of the respondents and online gaming varied significantly.
5. There are no appreciable differences between respondents' demographics and online gaming.

### **Literature Review**

Children who play violent video games will become more aggressive as they watch them for longer periods of time, according to Anderson and Bushman (2001). It has also been reduced to pro-social actions. According to a University of Buffalo study, players of violent video games may feel terrible about their actions in violation of morality, which makes them more aware of other issues they may have broken while playing. Games that encourage aggressive and violent behaviour can instil in children the wrong values; there is little room for negotiation or nonviolent resolutions, and frequently women are portrayed as hapless victims, inferior characters, or as social provocateurs. (2000) Andersons and Dill, Lynch, Gentile, and Walsh (2004) Academic success may be compared to how much time is spent playing video games; studies have indicated that

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children who spend more time playing video games overall perform worse in school. According to Dmitri A. Christakis of the Seattle Children's research institute, people who play various video games also observe a lot of simulated violence in those games. They can develop immunity to it, become more prone to acting violently themselves, and exhibit less assertive behaviour (KADER, 2016).

The American Psychological Association (APA) likewise came to the conclusion that there is a "consistent correlation" between playing violent video games and aggression, but it concludes that there is insufficient data to draw a connection between violent video game play and violent crime. However, a number of media academics, psychologists, and criminologists claim in an open letter that the APA's study and conclusion are false and alarmist. The approval of games like Death Race, Mortal Combat, Doom, and Grand Theft Auto, on the other hand, has been linked to a decline in youth delinquency, according to numerous experts, including Henry Jenkins of Massachusetts Institute of Technology.

He comes to the conclusion that teenagers are able to put emotional effects of games behind them after the game is ended. There are violent people and it just so happens that many of them also like playing violent video games, therefore it seems that there will always be violent people.

Your child becomes socially isolated if they play video games too much. Additionally, he might engage in fewer extracurricular activities including reading, playing sports, talking to family and friends, and doing his homework. However, a study by academics at North Carolina State University, New York and the University Of Ontario Institute Of Technology shows that playing online games typically does not replace offline social activities but rather enhances them. In actuality, being a loner is not typical among gamers (Tumbokon, 2023).

Your child may become prone to internet risks if they take up harmful words, actions, or behaviour while playing online. According to a research by the National Institute for Media and the Family, which is situated in Minneapolis, playing too many video games and becoming addicted to them can make children depressed and anxious. Children who are addicted exhibit social anxiety. It should come as no surprise that youngsters who are video game addicts perform worse in school. Also implies that playing video games distracts kids from their schoolwork, which has an impact on how well they do in school.

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Since more and more people are using the Internet today and setting up profiles on social media and other websites, online games and movies are becoming increasingly popular among students (Law State of University, 2011). (Wan and Chiou, 2006) contend that a large portion of internet usage is for online gaming. In the modern period, when technology advancement and scientific discovery have greatly improved the quality of human life.

MMORPGs (massively multiplayer online role-playing games) provide players a variety of game-play possibilities. It enables players to communicate and engage with one another in basic open-world settings that are packed with a wide range of doable activities. In 3D graphical video environments, it enables players to create and control their own avatars to play with others as either comrades or rivals. These games draw a large number of companies of all ages, countries, and professions, and the typical weekly playing time for these games is around 20 hours (Shi & Renwick, 2019).

### **Research Plan and Technique**

The study's approach was survey research. A survey can be carried out using both an interview guide and a questionnaire. In this study, a questionnaire was employed to collect data.

### **Descriptive Research Design**

This study examined the impact of online gaming on D.I. Khan students at Gomel University's social interactions, health, and academic performance. The approach utilised was survey research. Data gathered through a questionnaire to gauge the study's goals.

### **Survey Research Method**

Survey research was used to investigate the phenomenon and gather the necessary information. In the current study, survey research was used to measure the study's objectives because it was an exploratory study that benefited from the respondents' perspectives. This is a very common statistical research technique that includes a series of questions that are chosen from representations to collect data. A quantitative technique was applied in this investigation. The current study's research question has a descriptive name. For this study, a cross-sectional survey design was adopted.

**Treatments to be studied:**

Population refers to everything; the subjects of the study are referred to as the population. Male and female students from Gomel University made up the study's population. Dera Ismail Khan is a city in the KPK province. It is situated on the western bank of the Indus River, and the Bhakker district of Punjab lies to the east. Kula Chi, Durban, Paroa, and Paharpur are some of the other tehsils in the district of Dera Ismael Khan. Dera Ismael Khan has a total population of 1, 627,132 people and a total density of 220/km<sup>2</sup>. Dera Ismail Khan has a total area of 7,326 km<sup>2</sup>. Dera Ismael Khan's two primary languages are Saraiki and Pashto. Dera Ismael Khan has 1421 schools and institutions in total.

**Constraints to be considered:**

Major concepts of study are as under to determine the effects of online games on youth towards academic performance, health and social behaviour.

1. **Effects on Health** i.e. , acquire painful fingers, Obtain red eyes, acquire obesity, Feel no tension, mildly stressed, high levels of stress feeling a lot of tension, Having ongoing rage issues, feeling worn out persistent annoyance
2. **Effects on Academics** i.e., typically miss classes, become a normal student, dull in academics, raises the focus level during studies, increase your class grades, Previously good grade lost, hesitate to accept your class obligations, insufficient motivation joyful educators and groups, swift to react.
3. **Properties on Social performance**  
Social events blow, lost touch with relatives and friends, Typically, I forget my appointments, hesitate to fulfil societal obligations, Family and friends are all content, When someone interrupts, it irritates Disconnect from online gaming anytime family occasions occur. Lacking in confidence and greeting guests while playing.

**Table no 1.**

	Categories	Frequency	Percent	Valid Percent	Cumulative Percent
	very frequently	157	20.9	22.3	22.3

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<b>Board games</b>	Frequently	275	36.7	39.0	61.3
	Rare	252	33.6	29.5	90.8
	Never	65	8.7	9.2	100.0
	<b>Total</b>	<b>750</b>	<b>100</b>	<b>100.0</b>	
<b>first person shooter</b>	very frequently	99	13.2	14.0	14.0
	Frequently	285	38.0	40.4	54.4
	Rare	255	34.0	36.1	90.5
	Never	67	8.9	9.5	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>Arc ade games</b>	very frequently	173	23.0	18.3	18.3
	Frequently	208	27.7	29.5	47.7
	Rare	199	26.5	28.2	75.9
	Never	170	22.7	24.1	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>E d action and adventure games</b>	very frequently	137	18.3	19.4	19.4
	Frequently	263	35.1	37.3	56.7
	Rare	226	30.1	32.0	88.7
	Never	124	16.5	11.3	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
	very frequently	211	28.1	29.9	29.9
	Frequently	301	40.1	36.4	66.3
	Rare	175	23.3	24.8	91.1
	Never	61	8.1	8.6	99.7
<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>		
<b>Card games</b>	very frequently	127	16.9	18.0	18.0
	Frequently	369	49.2	46.0	64.0
	Rare	200	26.7	28.3	92.4
	Never	54	7.2	7.6	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>strategy games</b>	very frequently	132	17.6	18.7	18.7
	Frequently	251	33.5	35.6	54.2
	Rare	235	31.3	33.3	87.5
	Never	132	17.6	12.5	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>sports games</b>	very frequently	134	17.9	19.0	19.0
	Frequently	317	42.2	38.7	57.6
	Rare	234	31.2	33.1	90.8
	Never	65	8.7	9.2	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	

### ONLINE GAMING AND HEALTH EFFECTS

**Table no. 2**



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	Categories	Frequency	Percent	Valid Percent	Cumulative Percent
<b>get sore fingers</b>	s.agree	90	12.0	13.0	13.0
	Agree	214	28.5	31.0	44.1
	Disagree	345	46	43.6	87.7
	s.disagree	77	10.3	11.2	98.8
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>get red eye</b>	s.agree	71	9.5	10.3	10.3
	Agree	260	34.7	37.7	48.0
	Disagree	237	31.6	34.3	82.3
	s.disagree	162	21.6	17.1	99.4
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>Become obese</b>	s.agree	111	14.8	16.1	16.1
	Agree	203	27.0	23.0	39.1
	Disagree	274	36.5	39.7	78.8
	s.disagree	142	18.9	20.6	99.4
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>Feel no stress</b>	s.agree	52	6.9	7.5	7.5
	Agree	175	23.3	25.4	32.9
	Disagree	326	43.4	40.9	73.8
	s.disagree	177	23.6	25.7	99.4
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>Feel mildstress</b>	s.agree	135	18.0	13.2	13.2
	Agree	209	27.9	30.3	43.5
	Disagree	210	28.0	30.4	73.9
	s.disagree	171	22.8	24.8	98.7
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>feel high stress</b>	s.agree	206	27.4	23.5	23.5
	Agree	266	35.5	38.6	62.0
	Disagree	188	25.1	27.2	89.3
	s.disagree	70	9.3	10.1	99.4
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>Feel extreme stress</b>	s.agree	100	13.3	14.5	14.5
	Agree	311	41.4	38.7	53.2
	Disagree	246	32.8	35.7	88.8
	s.disagree	74	9.9	10.7	99.6
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>suffering from consistent anger</b>	s.agree	133	17.7	19.3	19.3
	Agree	226	30.1	32.8	52.0
	Disagree	280	37.3	34.2	86.2
	s.disagree	92	12.3	13.3	99.6
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>feel fatigue</b>	s.agree	92	12.3	13.3	13.3
	Agree	293	39.06	36.1	49.4
	Disagree	252	33.6	36.5	85.9
	s.disagree	90	12.0	13.0	99.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>feel constant headache</b>	s.agree	75	10.0	10.9	10.9
	Agree	264	35.2	31.9	42.8
	Disagree	289	38.5	41.9	84.6
	s.disagree	102	13.6	14.8	99.4

Total	750	100.0	100.0
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**ONLINE GAMING AND PERFORMANCE IN EDUCATION**

**Table no 3**

	Categories	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Usually skip classes</b>	s.agree	129	17.2	10.0	10.0
	Agree	207	27.6	30.0	40.0
	Disagree	270	36.0	39.1	79.1
	s.disagree	142	18.9	20.6	99.7
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>become regular I n class</b>	s.agree	47	6.3	6.8	6.8
	Agree	166	22.1	24.1	30.9
	Disagree	342	45.6	40.9	71.7
	s.disagree	193	25.7	28.0	99.7
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>dull in studies</b>	s.agree	221	29.5	32.0	32.0
	Agree	222	29.6	23.5	55.5
	Disagree	185	24.7	26.8	82.3
	s.disagree	120	16.0	17.4	99.7
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>increases concentration level in studies</b>	s.agree	64	8.5	9.3	9.3
	Agree	338	45.0	40.3	49.6
	Disagree	207	27.6	30.0	79.6
	s.disagree	138	18.4	20.0	99.6
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>improve grades in class</b>	s.agree	85	11.3	12.3	12.3
	Agree	179	23.9	25.9	38.3
	Disagree	318	42.4	46.1	84.3
	s.disagree	167	22.2	15.5	99.9
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>lost previous good grades</b>	s.agree	67	8.9	9.7	9.7
	Agree	214	28.5	31.0	40.7
	Disagree	331	44.1	39.3	80.0
	s.disagree	138	18.4	20.0	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>hesitate to take class responsibilities</b>	s.agree	135	18.0	8.8	8.8
	Agree	177	23.6	26.3	35.0
	Disagree	282	37.6	41.8	76.9
	s.disagree	156	20.8	23.1	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>lack of motivation</b>	s.agree	74	9.9	11.0	11.0
	Agree	178	23.7	26.4	37.4
	Disagree	276	36.8	40.9	78.3
	s.disagree	222	29.6	21.7	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
	s.agree	146	19.4	10.4	10.4
	Agree	182	24.3	27.0	37.4

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<b>teachers and friends happy with me</b>	Disagree	299	39.9	44.4	81.8
	s.disagree	123	16.4	18.2	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>quick to respond</b>	s.agree	130	17.3	8.0	8.0
	Agree	193	25.7	28.6	36.6
	Disagree	305	40.7	45.3	81.9
	s.disagree	119	15.9	17.7	99.6
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	

### ONLINE GAMING AND SOCIAL BEHAVIOR

**Table no. 4**

	Categories	Frequency	Percent	Valid Percent	Cumulative Percent
<b>lost contact with friends and family</b>	s.agree	188	25.1	27.9	27.9
	Agree	175	23.3	26.0	53.9
	Disagree	277	36.9	29.8	83.7
	s.disagree	110	14.7	16.3	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>usually forget appointments</b>	s.agree	140	18.6	9.5	9.5
	Agree	171	22.8	25.4	34.9
	Disagree	218	29.1	32.3	67.2
	s.disagree	221	29.5	32.8	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>easily manage social responsibilities</b>	s.agree	85	11.3	12.6	12.6
	Agree	218	29.1	32.3	45.0
	Disagree	246	32.8	36.5	81.5
	s.disagree	201	26.8	18.5	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>hesitate to take social responsibilities</b>	s.agree	50	6.7	7.4	7.4
	Agree	213	28.4	20.3	27.7
	Disagree	290	38.7	43.0	70.8
	s.disagree	197	26.3	29.2	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>all family members and friends are happy</b>	s.agree	49	6.5	7.3	7.3
	Agree	198	26.4	29.4	36.6
	Disagree	283	37.7	42.0	78.6
	s.disagree	220	29.3	21.4	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>Irritate when someone intrrupt b</b>	s.agree	66	8.8	9.8	9.8
	Agree	140	18.7	20.8	30.6
	Disagree	282	37.6	41.8	72.4
	s.disagree	262	34.9	27.6	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>disconnect playing online games whenever events in family</b>	s.agree	60	8.0	9.1	9.1
	Agree	176	23.5	26.7	35.8
	Disagree	251	33.5	38.0	73.8
	s.disagree	263	35.0	26.2	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
	s.agree	84	11.2	12.7	12.7

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<b>feel lack of confidence</b>	Agree	222	29.6	33.6	46.4
	Disagree	343	45.7	38.3	84.7
	s.disagree	101	13.5	15.3	100.0
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	
<b>welcome visitors during gaming</b>	s.agree	63	8.4	9.6	9.6
	Agree	117	15.6	17.8	27.3
	Disagree	290	38.7	44.0	71.3
	s.disagree	279	37.2	28.5	99.8
	<b>Total</b>	<b>750</b>	<b>100.0</b>	<b>100.0</b>	

### Conclusion and Analysis

This study was done by the researcher to find out how internet gaming affects students' social behaviour, academic achievement, and health. The study's nine objectives were divided into five main hypotheses. Survey research methodology was utilised to analyse all the variables. To experimentally assess the research and study's null hypothesis, appropriate statistical tests were used.

This research involves analysis. Its main objective was to investigate the phenomenon of the online game effect and determine whether there was any connection between online gaming and students' health, academic performance, and social conduct. From the specific questionnaires given to both male and female Gomal University Dera Ismail Khan students, a survey report was compiled. The statistical data that formed the basis of the analysis were examined using SPSS 21.0. To examine the relationship between the research variables and the impact of online gaming, various statistical tests, including the t-test and the Pearson correlation matrix, were performed. This statistical proof strengthened the arguments we had already made.

It was determined that there was no link between respondents' academic achievement, physical health, or social behaviour when playing online games. It is found that there are disparities between online games and the respondents' demographics, including their age, gender, level of education, and income. In contrast to our null hypothesis, the mean difference of the variables confirmed our study hypothesis. It was revealed that there are discrepancies in viewpoints about internet gaming in terms of academic achievement and social behaviour.

### Recommendations:

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- It is highly advised that someone conduct research on how parents, instructors, and other adults influenced their students' and pupils' use of internet games.
- It is advised that the university administration hold a session about the negative health impacts of online gaming among students.
- The "Parental Control" settings found on all contemporary gaming consoles are a useful tool for managing kids who are addicted to video games.
- In order to protect their children from screen-related items, parents have a duty to keep them out of their children's reach.

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