



Reviewing the Role of Online Gaming and Entertainment Activities in All Round Development of School Students

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Abstract: Today's era is marked with the technological advancements. The widespread use of technology in various fields has impacted the way of living in a tremendous way. Easy access to the internet and other technological inventions has resulted in increasing the use of online games and entertainment activities. The students being one of the biggest users of this latest trend are falling pray to this temptation due to its interactive and engaging interface. This situation needs to be tackled effectively by guiding students on the correct path. The present research was thus conducted to study the role of online gaming and entertainment activities in students' all round development. The data was collected from 51 students using 4-point rating scale. The scores were then analysed using the graphs. The study revealed the positive impact of online games on affective domain whereas for cognitive and psychomotor, domains online games did not show positive impact.

Key words: Online Gaming, Entertainment, All round development

Introduction:

In the modern digital era, online gaming and entertainment have seamlessly integrated into the lives of many students. With the proliferation of smartphones, tablets, and computers, a vast array of gaming and entertainment options are readily available. Although these activities offer enjoyment, relaxation, and avenues for social interaction, their potential effects on students must be carefully evaluated. Online gaming provides a diverse spectrum of experiences, ranging from simple puzzles to immersive multiplayer adventures. Similarly, entertainment platforms such as social media, streaming services, and video-sharing websites offer an abundance of content to explore. Online games can positively impact academic performance by enhancing skills like problem-solving, strategic thinking, and communication, while also increasing engagement and motivation in learning. However, the ease of access and allure of these digital pastimes give rise to concerns regarding their impact on students' academic performance, mental well-being, and social development. A primary concern associated with online gaming and entertainment is their ability to distract students from their academic responsibilities. The constant influx of notifications and the temptation to indulge in "just one more" game or episode can make it difficult for students to prioritize their studies, leading to decreased productivity, procrastination, and ultimately, lower academic achievement. Moreover, excessive engagement with online gaming and entertainment can have adverse effects on students' mental health. Prolonged screen time may contribute to feelings of isolation, disturbances in sleep patterns, and the risk of addiction. Exposure to violent or inappropriate content in games and media could desensitize students to real-world issues and negatively influence their attitudes and behaviors. Additionally, the immersive nature of online gaming and entertainment can impact students' social development. While these activities offer opportunities for socialization and camaraderie through multiplayer games and online communities, they may also impede face-to-face interactions and hinder the development of vital social skills. Excessive screen time might limit opportunities for real-world experiences and meaningful connections with peers and family members. In summary, the effects of online gaming and entertainment on students are multifaceted and intricate. While these activities can offer enjoyment and relaxation, satisfying the need for personal growth, meeting the requirement of social life and promoting academic performance, their excessive use may result in detrimental consequences for academic performance, mental health, and social development. Recognizing and understanding these impacts is crucial for educators, parents, and policymakers to assist students in achieving a balanced and healthy lifestyle in the digital age.

Literature Review:

Bowman, Nicholas & Kowert, Rachel. (2015) studied The Impact of Video Game Play on Human (and Orc) Creativity. This study shed light on the multifaceted relationship between video games and creativity, challenging conventional narratives and exploring the diverse ways in which interactive media can inspire, empower, and provoke thought. Feiyue Li, Di Zhang, Suowei Wu, Rui Zhou, Chaoqun Dong, Jingjing Zhang, (2023) studied Positive effects of online games on the growth of college students: A qualitative study from China. The study highlighted that the college students reported three positive effects of online games, namely, satisfying the need for personal growth, meeting the requirement of social life and promoting academic performance. Abdul Latif, Rubijesmin & Aziz, Norshakirah. (2024) studied Impact of Online Games among Undergraduate Students. The results showed that only students' capability in time management were negatively affected, meanwhile as for the elements social life and emotion, MMOGs (Online Games) do not affected them negatively. Ajit Kumar Pasayat, Mihir Shrestha, Progga Parmita Priya, (2025) studied Unleashing the Possibilities of Play: Analyzing the positive and negative consequences of multiplayer online gaming. The findings of this study suggested that multiplayer online gaming can positively impact cognitive skills, yet excessive engagement may lead to detrimental effects such as a decline in academic performance.

Need of the study

Understanding the impact of online gaming and entertainment on students is crucial due to its significant influence on their academic performance, mental health, and overall well-being. Recognizing the benefits and drawbacks associated with this form of entertainment can provide valuable insights to educators, parents, and policymakers, enabling them to implement necessary measures to guide students in responsibly navigating their digital environments. On one hand, online gaming and entertainment can offer cognitive benefits such as improved problem-solving skills, strategic thinking, and hand-eye coordination. Additionally, it can facilitate social interaction, allowing students to connect with peers and cultivate friendships. Furthermore, specific educational games can enhance learning experiences and reinforce academic concepts in an interactive manner. However, excessive involvement in online gaming and entertainment can result in adverse effects. Students may witness decreased academic performance due to procrastination and neglect of schoolwork. Furthermore, extended screen time can contribute to sedentary lifestyles, sleep disturbances, and even addiction. Additionally, exposure to inappropriate content or online predators poses risks to students' safety and mental well-being. By examining the dual nature of online gaming and entertainment using the past studies and literature, researchers can develop interventions to promote responsible digital habits among students and mitigate potential negative consequences. Ultimately, studying this topic is essential for fostering a balanced approach to technology use and supporting students in achieving academic success while maintaining their health and social development.

Statement of the problem: A study of the role of online games and entertainment in all round development of students.

Aim of the study: A study of the role of online games and entertainment in all round development of students.

Operational definition of variables:

- Online gaming - Online gaming is playing video games over the internet with other people, either alone or with friends. Devices like computers, consoles, or smartphones are used here, to connect to the game and play with others from different places.
- Entertainment - Entertainment means doing things that make you happy, have fun, or relax. It could be watching movies, playing games, listening to music, or anything else that you enjoy and helps you unwind.
- All round development – It is the holistic growth of students in all three domains – cognitive, affective and psychomotor.

Objectives of the study

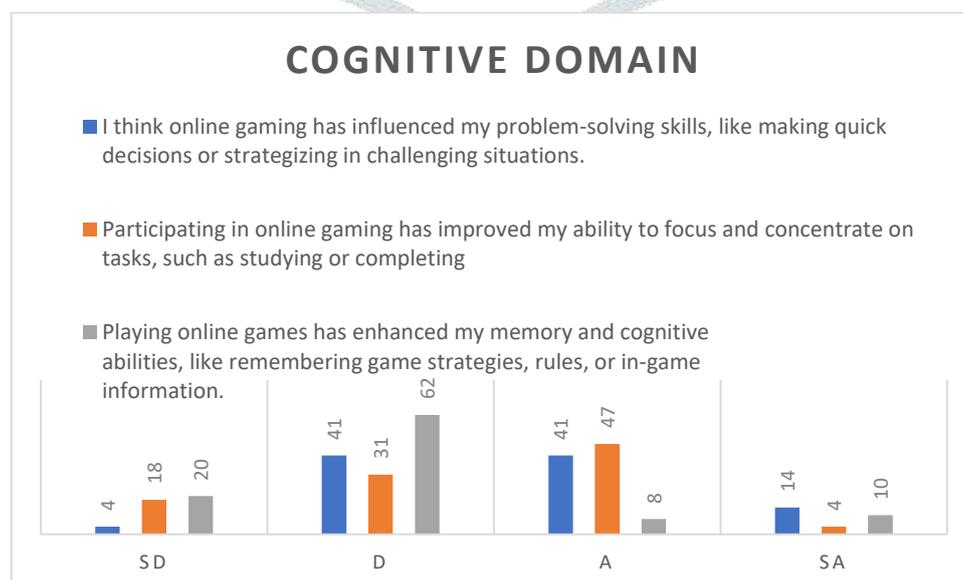
- To study the effect of online gaming on the cognitive domain of students.
- To study the effect of online gaming on the affective domain of students.
- To study the effect of online gaming on the psychomotor domain of students.
- To study the effect of online entertainment activities on all round development of students

Procedure:

A survey was conducted to examine the effects of online gaming and entertainment on eighth standard students. The survey included 51 student respondents, collected using a non-probability convenience sampling technique. The researcher employed 15 items - four-point Likert scale to measure levels of agreement and disagreement among the students. This rating scale was prepared by the researcher and had 4 dimensions – cognitive domain, affective domain, psychomotor domain and entertainment. Collected data was analysed using descriptive analysis wherein graphical representation was used by the researcher.

Data Analysis**Cognitive Domain**

Graph 1 showing the data analysis of sub-dimension Cognitive domain

**Interpretation:**

- For statement 1, equal number of votes have been given to disagree and agree. This marks that half of them agree that online gaming has influenced their problem-solving skills while others don't agree.

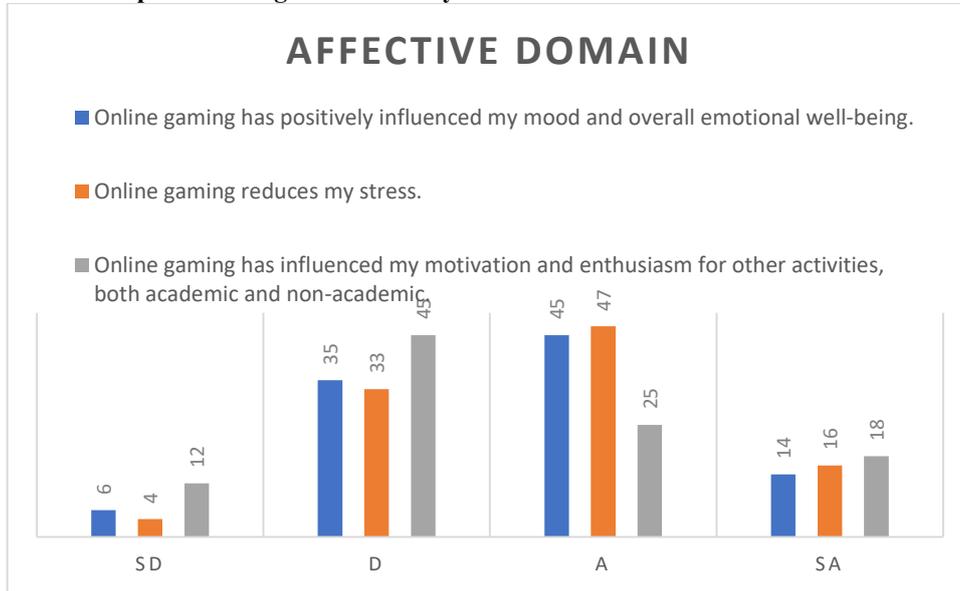
- For statement 2, majority of the students have marked on agree. This brings us to the point that for majority of students online gaming has improved their ability to focus on tasks.
- For statement 3, majority of students disagree that playing games has enhanced their memory and cognitive.

Findings:

- From the above graphical representation of the data and interpretation made, its evident that playing online games doesn't necessarily impact their cognitive domain or memory or problem-solving skills.

Affective domain

Graph 2 showing the data analysis of sub-dimension Affective domain



Interpretation:

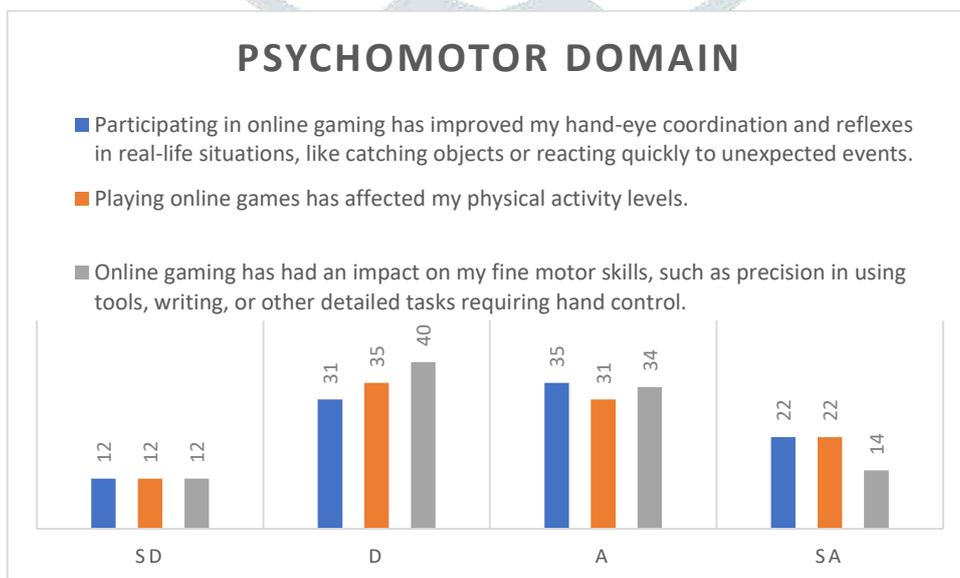
- For statement 4, most of the students agree. This means that when they play online games, it positively affects their mood.
- For statement 5, majority of the students agree that playing online games reduces their ongoing stress.
- For statement 6, most of the students have ticked on disagree. This means that completing assignments and playing online games are not connected for them.

Findings:

- From the above graphical representation of the data and interpretation made, its evident that playing online games reduces their stress and makes them feel better. It also positively affects their mood.

Psychomotor domain

Graph 3 showing the data analysis of sub-dimension Psychomotor domain



Interpretation:

- For statement 7, majority of the students agree that when playing online game, it has improved their hand eye coordination and reflexes in real life situations.
- For statement 8, most of the students have disagreed. Playing online games have not affected their physical activity levels, according to them.

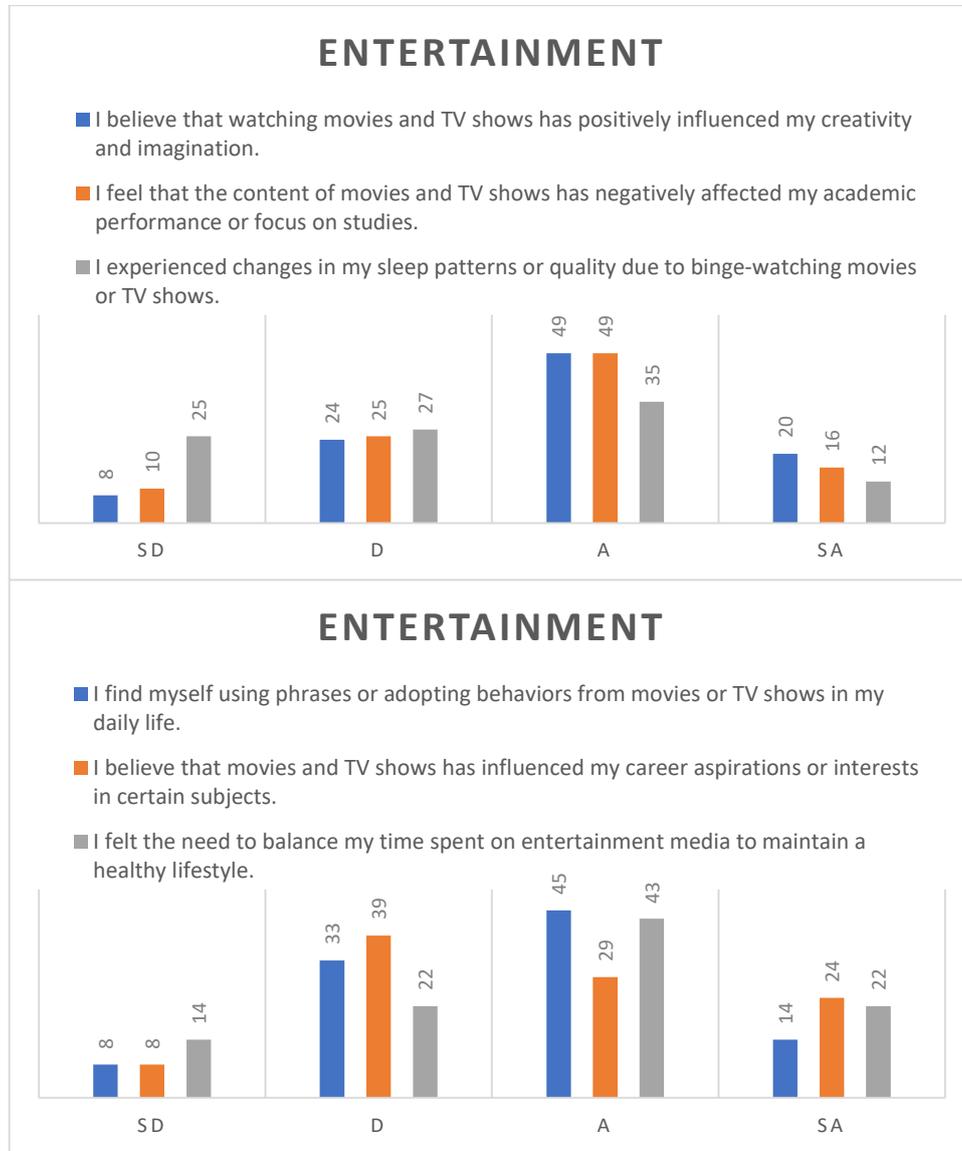
- For statement 9, most of the students have disagreed. This marks that online gaming has had no effect on their fine motor skills in any way.

Findings:

- From the above graphical representation of the data and interpretation made, its evident that playing online games has had no effect or impact on the psychomotor domain of the students and has no relationship related to fine motor skills.

Entertainment

Graph 4 showing the data analysis of sub-dimension Entertainment



Interpretation:

- For statement 10, most of the students have agreed on it. This marks that watching movies and shows have positively influenced their creativity and imagination.
- For statement 11, majority of the students have marked on agree. This means that watching tv shows and movies have negatively affected their academic performance or focus on studies.
- For statement 12, most have agreed to this statement. This means that most of the students have experienced changes in sleep patterns because of movies or tv shows.
- For statement 13, most students have agreed. Students often find themselves using phrases from movies in their daily life.
- For statement 14, most of the students disagree to this statement. Watching movies and tv shows haven't influenced their career or interest.
- For statement 15, students agree that they need to balance their time spent watching shows and movies to maintain a healthy lifestyle.

Findings:

- From the above graphical representation of the data and interpretation made, its evident that watching movies and tv shows influence students directly or indirectly. They also have a sense of maintaining and keeping a balanced distance from entertainment and academics.

Conclusion: The survey conducted on the effects of online gaming and entertainment on eighth standard students offers a nuanced perspective on how these activities intersect with various aspects of student life. The research findings revealed a well-regulated approach to screen time

among the students, with most being conscious of their usage limits and not exceeding them. This responsible behavior indicates a level of self-awareness and discipline that is commendable and encouraging for both educators and parents. The study highlighted that online gaming and entertainment have a significant positive impact on the affective domain, as they refresh students' minds and improve their moods. This emotional uplift can be crucial during the often-stressful school years, providing a necessary balance to academic pressures. The minimal impact on the psychomotor domain suggested that while these activities are largely sedentary, they do not detract significantly from students' physical abilities or activities. One of the most striking findings is the positive influence of inspirational and emotional media on the cognitive domain. Students reported feeling motivated to complete assignments and focus better on their studies after engaging with such content. This suggested that integrating motivational and educational media into the curriculum could be a powerful tool to enhance student engagement and academic performance. Moving forward, several recommendations emerge from this study. Schools and parents should collaborate to promote balanced screen time, ensuring that students can enjoy the benefits of gaming and entertainment without compromising their educational and physical well-being. Encouraging educational content and incorporating it into learning experiences can leverage the positive effects observed in the cognitive domain. Regular physical activities should be promoted to counterbalance the sedentary nature of screen time, fostering a holistic approach to student health. Moreover, creating media clubs and organizing workshops on healthy media consumption can empower students and parents with knowledge and strategies to manage screen time effectively. Such initiatives can foster a supportive community where students can share experiences and learn from each other. In conclusion, this study underscored the complex yet manageable relationship between online gaming, entertainment, and student well-being. By recognizing the positive aspects and addressing potential pitfalls, educators and parents can create an environment that harnesses the benefits of media while ensuring students' overall development. The insights gained from this survey pave the way for more informed decisions and policies that support balanced media consumption, contributing to the holistic growth of students.

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