

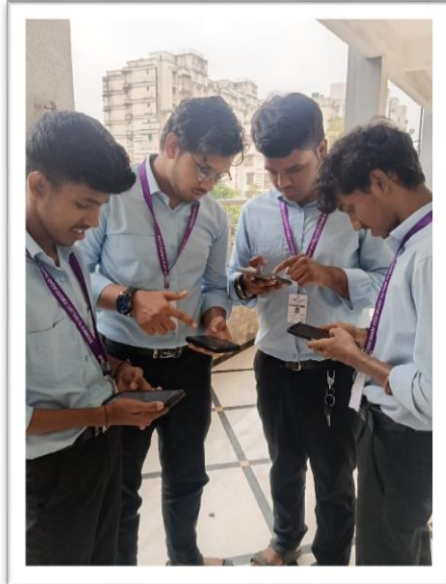
## ABSTRACT

This study looks at how students play online games and how it affects their social lives. By talking to and surveying 20 students from different schools and levels, it found that gaming can be a great way to make friends, build teamwork, and have fun. But playing too much can also cause problems like feeling lonely, spending less time with people face-to-face, struggling in school, and even family arguments. How gaming affects students mostly depends on how much time they spend on it and whether they can balance it with other parts of their life. The study suggests that parents, teachers, and students should work together to keep gaming fun and healthy without letting it take over. But there's a catch—playing too much might cause students to feel isolated, skip social events, or even mess up their schoolwork. The key is balance. The research suggests parents and teachers should help students manage their gaming time, making sure it doesn't take over their social or academic life. Whether gaming is good or bad really depends on how students manage their time and responsibilities. The study suggests that a little guidance from parents and teachers can help students enjoy gaming without the downsides.

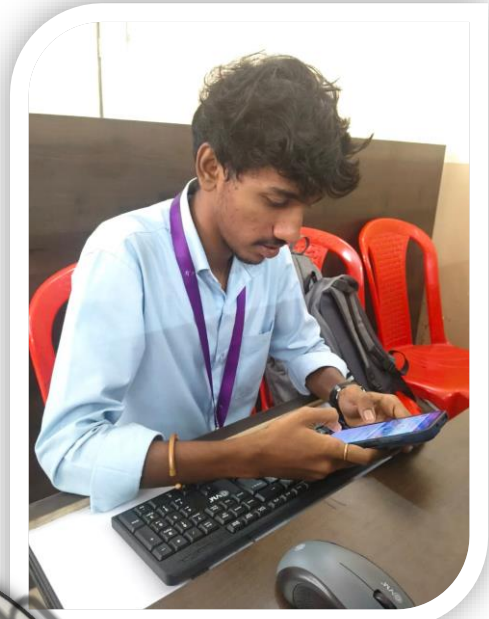
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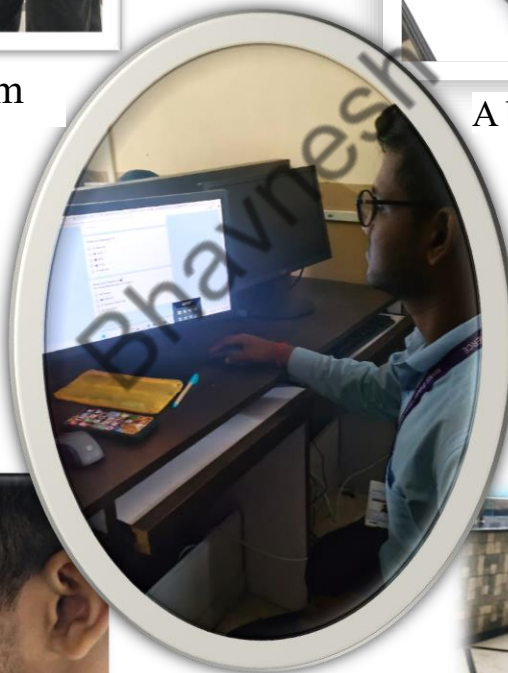
# LIST OF FIGURES



A group filling form



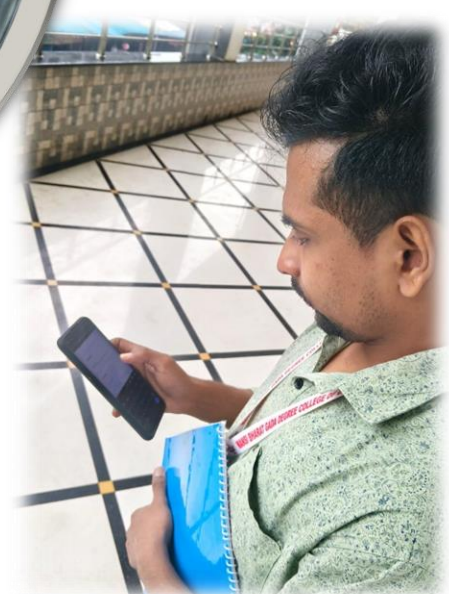
A boy learn the impact



Filling survey data  
on a computer



Completing an online survey



Participant entering responses

# CHAPTER 1: INTRODUCTION

In recent years, online gaming has emerged as a dominant form of entertainment among students, becoming an integral part of their daily lives. With the rapid advancement of technology, increased accessibility to high-speed internet, and the widespread availability of smartphones, tablets, and gaming consoles, students are spending a significant portion of their time engaging in virtual games. These online platforms not only provide an exciting escape from academic pressures but also create virtual communities where players can interact, collaborate, and compete with others across the globe.

While online gaming can have several benefits—such as improving cognitive abilities, enhancing problem-solving skills, and fostering teamwork—it also brings with it a range of social implications. Excessive gaming can lead to social isolation, decreased face-to-face interactions, disrupted sleep patterns, poor academic performance, and even addictive behaviors. Moreover, the virtual nature of these interactions often raises questions about the quality of relationships formed through gaming. This study aims to explore the gaming habits of students and analyze how these behaviors influence their social lives, relationships, academic engagement, and overall well-being, highlighting both the positive and negative impacts of online gaming in a student's social environment. **Students** reflect on their gaming habits and make more informed decisions about time management and social interactions.

These games often provide excitement, a sense of achievement, and opportunities to connect with peers virtually. However, the increasing popularity of online gaming has raised concerns about its effects on students' social behavior and overall lifestyle. Many students develop habits such as playing late into the night, neglecting studies, or avoiding real-world interactions. This can lead to reduced academic performance, social isolation, and in some cases, gaming addiction. On the other hand, online gaming can also offer positive social experiences, such as building teamwork, improving communication skills, and forming friendships across cultures. The impact often depends on the duration of play, the type of games, and the individual's ability to balance gaming with other responsibilities. This topic seeks to explore the nature of students' gaming habits and assess the social effects—both beneficial and harmful—of their engagement with online gaming platforms.

# CHAPTER 2: LITERATURE REVIEW

## Since 2025

✓ **Problematic use of alcohol and online gaming as coping strategies during the COVID-19 pandemic: a mini review**

✓ S Xu, M Park, UG Kang, JS Choi, JW Koo - Frontiers in psychiatry, 2021 - frontiersin.org

✓ **Evidence on problematic online gaming and social anxiety over the past ten years: A systematic literature review**

✓ F Gioia, GM Colella, V Boursier - Current Addiction Reports, 2022 - Springer

## Since 2024

✓ **Exploring the association between online gaming addiction and academic performance among the school-going adolescents in Bangladesh: A cross-sectional study**

✓ R Anjum, NH Nodi, PR Das... - Health Science ..., 2024 - Wiley Online Library

✓ **The impact of online games on changing children's behavior at SMP Muhammadiyah**

✓ A Asman, M Muliani, A Amin - Journal of Indonesian Progressive Education, 2025 - icipi.org

## Sort by relevance

✓ **Online gaming and its effect on academic performance of Bangladeshi university students: A cross-sectional study**

✓ S Mahmud, MAA Jobayer, N Salma... - Health Science ..., 2023 - Wiley Online Library

✓ **... EDUCATION AND POSITIVE LEARNING HABITS IN THE AGE OF ONLINE GAMING: CHALLENGES AND STRATEGIES FOR ELEMENTARY STUDENTS**

✓ FI Muzaki - International Journal of Environmental Sciences, 2025 - theaspd.com

## Review articles

✓ **Evidence on problematic online gaming and social anxiety over the past ten years: A systematic literature review**

✓ F Gioia, GM Colella, V Boursier - Current Addiction Reports, 2022 - Springer

✓ **Relationship between Online Gaming, Aggression and Impulsiveness among Young Adults: A Review**

✓ M Yadav, N Pandey - IAHRW International Journal of Social ..., 2025 - search.proquest.com

# CHAPTER 3: METHODOLOGY

## **3.1 Research Method**

The research employed a **quantitative survey method** to collect data from students regarding their online gaming habits and the associated social effects. This method was chosen for its effectiveness in gathering standardized, measurable information from a large group of participants.

## **3.2 Tool Used**

### **Questionnaire:**

A set of structured questions was given to students in both paper and online formats. It collected data on gaming time, game types, and social or academic effects. Google Forms was mainly used for online distribution.

### **Interview:**

Brief face-to-face and online interviews were conducted with selected students. This helped gather personal opinions and deeper insights into how gaming affects their social life and studies.

### **Observation:**

Students were observed informally during school/college activities. This helped understand their social interactions, gaming discussions, and behavior in real-world settings.

### **Software/Apps:**

Google Forms was used to collect responses, while Microsoft Excel helped with organizing and analyzing data. Charts and graphs were created to clearly present the results.

## **3.3 Sample Size**

The sample size for this study consisted of **20 students** selected from various group of college. A **random sampling technique** was used to ensure diversity in terms of age, gender, academic background, and gaming preferences. The selected sample included students from high school, undergraduate, and postgraduate levels to provide a broader perspective on the issue.

## **3.4 Sampling Method**

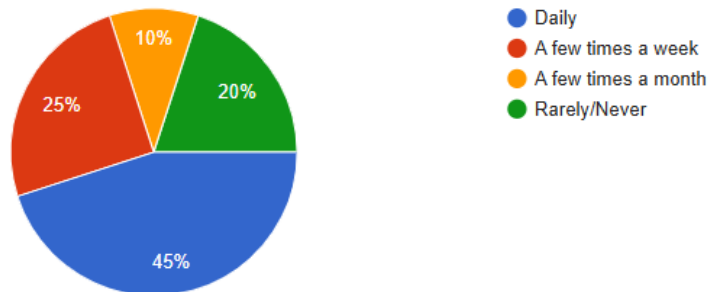
A **random sampling method** was used to select participants from different schools and colleges. This ensured a mix of students from various age groups, academic levels, and gaming backgrounds. The method helped reduce bias and provided a more accurate picture of student gaming habits.

## 3.5 DataAnalysis:

1. How often do you play online games?

20 responses

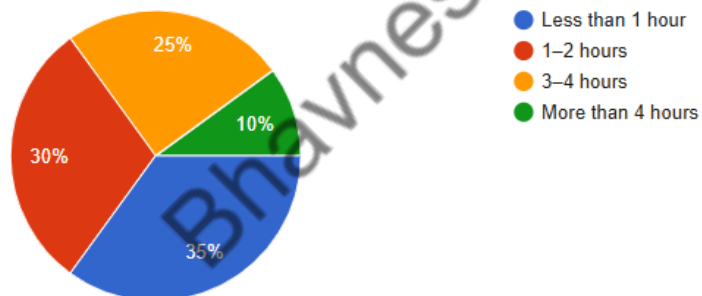
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2. On average, how many hours do you spend gaming per day?

20 responses

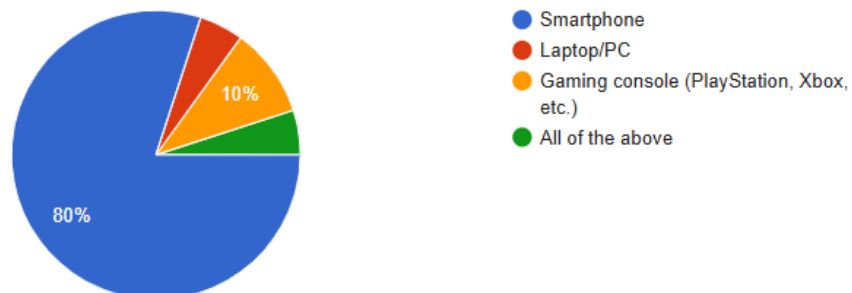
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3. Which device do you mainly use for online gaming?

20 responses

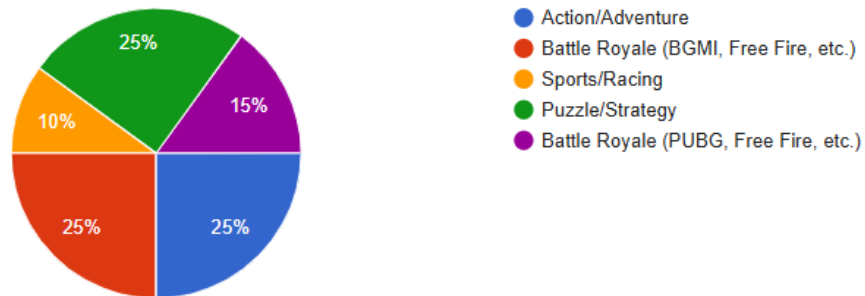
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#### 4. What type of online games do you prefer most?

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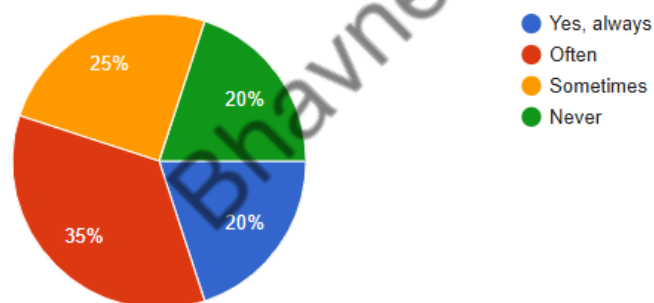
20 responses



#### 5. Do you spend more time gaming than doing outdoor activities?

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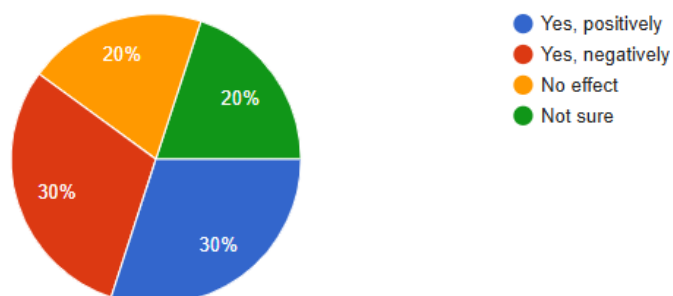
20 responses



#### 6. Do you think gaming affects your academic performance?

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20 responses

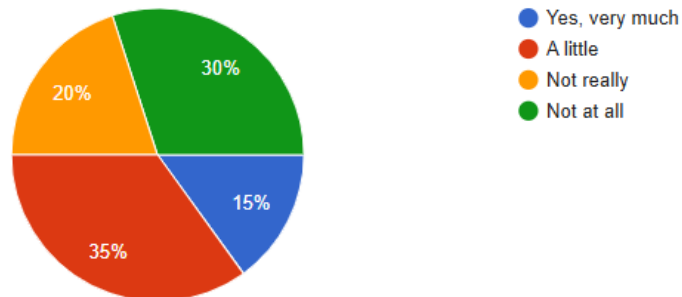




7. Do you feel stressed or anxious if you cannot play your favorite game?

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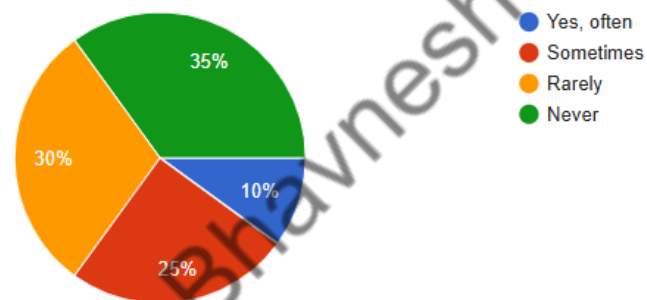
20 responses



8. Have you ever faced conflicts with family/friends due to excessive gaming?

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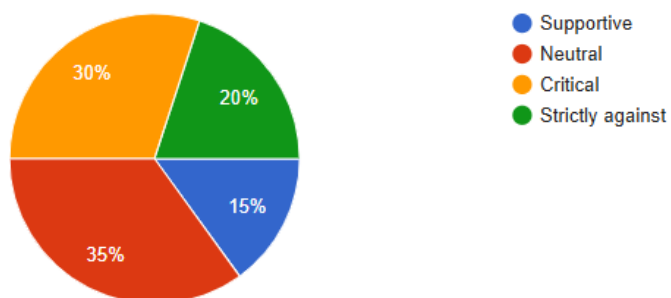
20 responses



9. How do your parents/family view your gaming habit?

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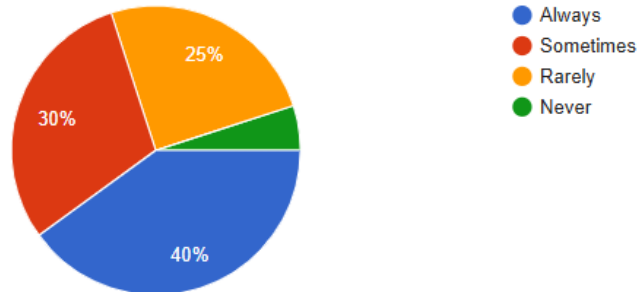
20 responses



10. How often do you play online games with friends?

20 responses

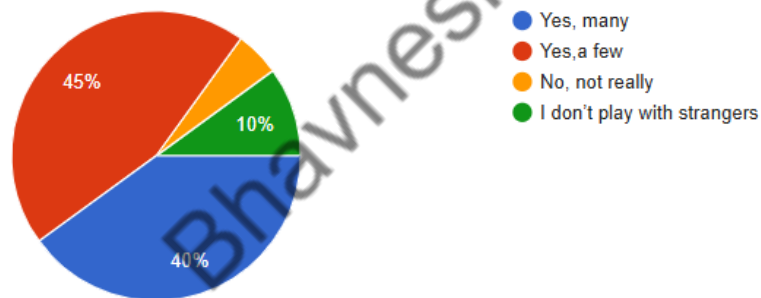
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11. Has online gaming helped you make new friends?

20 responses

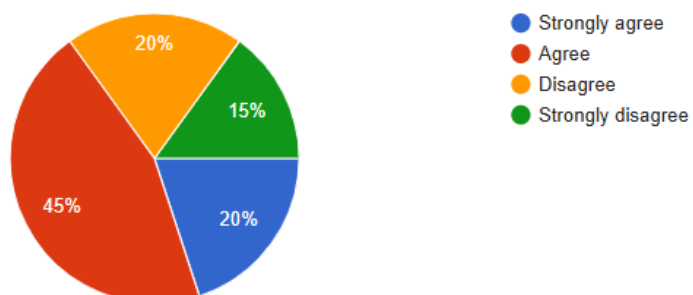
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12. Do you feel more connected to your peers through gaming?

20 responses

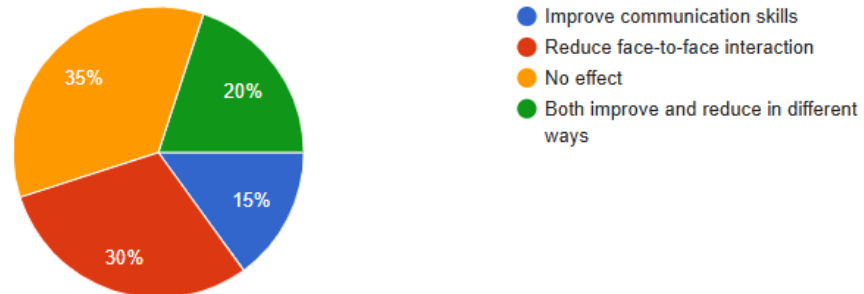
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13. How do online games affect your real-life social interactions?

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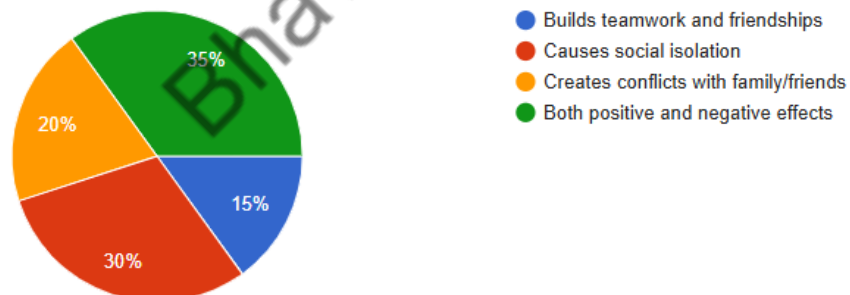
20 responses



14. In your opinion, what is the main social effect of online gaming?

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20 responses



# **CHAPTER 4: FIELD WORK**

## **DESCRIPTIONS, OBSERVATION AND ANALYSIS**

### **4.1 Field Work Description**

For this project, I looked into how students spend time on online games and how it affects the way they interact with others. I gathered information through surveys and interviews with different types of students. I mainly wanted to see how often they play, what kinds of games they're into, and how gaming influences their friendships and communication. I also tried to spot the good sides—like learning teamwork—and the bad sides—like becoming more withdrawn. Overall, the study gave me a clearer picture of how gaming is shaping students' social lives.

### **4.2 Observations**

During the field work, it was observed that most students engage in online gaming regularly, with varying durations ranging from short daily sessions to several hours at a stretch. Many students reported that gaming helped them build teamwork and communication skills, especially in multiplayer games. However, some students also noted feelings of social isolation and reduced face-to-face interaction with peers due to excessive gaming. Overall, gaming habits influenced students' social behaviors in both positive and negative ways.

### **4.3 Analysis**

The survey shows varied online gaming habits among students, with 45% rarely playing and 20% gaming daily, mostly on smartphones and favoring Battle Royale and strategy games. About 40% spend more time gaming than on outdoor activities, and views on gaming's academic impact are mixed. Many students experience some stress when unable to play, and 65% face occasional family conflicts over gaming. Despite this, over half play with friends and have made new connections through gaming. While gaming helps build teamwork and friendships, it also reduces face-to-face interaction for many, highlighting both positive and negative social effects.

# CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

## 5.1 Conclusion:

The findings of this study indicate that online gaming has become a significant part of students' daily routines, with varying degrees of impact on their social behavior and interactions. While moderate gaming can provide entertainment, stress relief, and opportunities for social connection, excessive gaming tends to be associated with negative consequences such as social isolation, decreased academic performance, and altered communication patterns. Students who balance their gaming with real-life social activities and academic responsibilities tend to experience fewer adverse effects. Overall, the social impact of online gaming is complex and largely dependent on the duration, purpose, and context in which students engage with games. Continued awareness and guidance are essential to help students manage their gaming habits in a healthy and socially constructive manner.

## 5.2 Recommendations:

1. **Promote Balanced Gaming Habits:** Encourage students to set time limits on online gaming to prevent excessive play and ensure they allocate sufficient time for academics, physical activity, and face-to-face social interactions.
2. **Parental and Educator Involvement:** Parents and teachers should monitor students' gaming activities, provide guidance on responsible gaming, and recognize signs of problematic gaming behavior early.
3. **Incorporate Social Skills Programs:** Schools can introduce programs that foster communication and interpersonal skills to counteract potential social withdrawal caused by excessive gaming.
4. **Encourage Social Gaming:** Promote multiplayer and cooperative games that enhance teamwork and social interaction rather than solitary gaming.
5. **Raise Awareness:** Conduct workshops and campaigns to educate students on the potential social impacts of gaming, emphasizing the importance of balance and self-regulation.
6. **Support Mental Health Resources:** Provide accessible counseling and support services for students experiencing negative social or emotional effects related to their gaming habits.

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## **Primary Source**

➤ Google Form Survey. (2025). Survey on Online Gaming habits among students and their social effects.

Google Form link:

<https://docs.google.com/forms/d/e/1FAIpQLSd3ezZUwXsFMOtcegCGMwn2X22gcf8gUK6o8qg-QvhUysLGoQ/viewform?usp=header>

□ Griffiths, M. D. (2010). The role of context in online gaming excess and addiction: Some case study evidence. *International Journal of Mental Health and Addiction*, 8(1), 119–125. <https://doi.org/10.1007/s11469-009-9206-9>

□ Kuss, D. J., & Griffiths, M. D. (2012). Internet gaming addiction: A systematic review of empirical research. *International Journal of Mental Health and Addiction*, 10(2), 278–296. <https://doi.org/10.1007/s11469-011-9318-5>

## **Journal Articles**

Lemmens, J. S., Valkenburg, P. M., & Peter, J. (2011). Psychosocial causes and consequences of pathological gaming. *Computers in Human Behavior*, 27(1), 144–152. <https://doi.org/10.1016/j.chb.2010.07.015>

Przybylski, A. K., Weinstein, N., & Murayama, K. (2017). Internet gaming disorder: Investigating the clinical relevance of a new phenomenon. *American Journal of Psychiatry*, 174(3), 230–236. <https://doi.org/10.1176/appi.ajp.2016.16020224>

Gentile, D. A. (2009). Pathological video-game use among youth: A two-year longitudinal study. *Pediatrics*, 127(2), e319–e329. <https://doi.org/10.1542/peds.2008-2826>

## **AI Tool Used**

➤ OpenAI. (2025). ChatGPT (GPT-5) [Large language model]. OpenAI. <https://chat.openai.com>