Impact Of Online Gaming Habits On Students' Behaviour

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I. Introduction

In today's digital age, technology has significantly transformed how individuals interact, work, and entertain themselves. This era, often referred to as the "Internet Age," has seen rapid advancements in various fields, including online gaming, which has become one of the most prominent forms of entertainment for young people, particularly students. What started as simple, text-based games in the 1970s has now evolved into a sophisticated, immersive, and global industry. With the advent of smartphones, high-speed internet, and powerful gaming consoles, online gaming has become more accessible, appealing to students worldwide as a popular and highly engaging leisure activity. Online games are technically video games that can be played on smartphones, laptops, computers, or any advanced technology with a connection through the internet or any other computer network available. In the early days, games were simple, text-based interactions, played on rudimentary computer systems. With the rise of personal computers in the 1980s and 1990s, online gaming became more sophisticated, offering players the ability to connect with others through local networks. However, the true turning point came with the advent of high-speed internet in the late 1990s and early 2000s, which allowed for real-time multiplayer gaming on a global scale. Over the last two decades, advancements in graphics, processing power, and internet connectivity have revolutionised the gaming experience. Games have moved from basic two-dimensional graphics to immersive three-dimensional worlds, allowing players to engage with richly detailed virtual environments. Online gaming has advanced since the last decade rapidly.

The concept of online gaming centres around the interaction between players via the internet in a virtual environment. Unlike traditional video games played in isolation, online gaming enables players to connect and engage with others in real-time, whether competitively or cooperatively. The essence of online gaming lies in its interactivity, allowing players to collaborate, communicate, and compete with individuals across the world. Online gaming began with basic text-based games in the 1970s, evolving into multiplayer games with rudimentary graphics on local area networks (LANs) in the 1980s and 1990s. The rise of the internet in the 1990s, particularly with the availability of broadband, revolutionised the space, allowing for the development of more complex and larger-scale games with high-end graphics and more immersive experiences.

As technology advanced, online gaming expanded from computer-based platforms to include consoles and mobile devices, making it more accessible to the broader public. This evolution has also seen the rise of social features such as chat systems, voice communication, and multiplayer modes, making gaming a social experience that brings together communities of players around the globe. Online gaming today is a multi-billion-dollar industry with millions of players participating daily, and it continues to shape the future of both entertainment and technology. Online gaming refers to video games that are played over a computer network, most commonly the internet. This broad category encompasses a variety of game types and genres, ranging from casual mobile games to complex multiplayer titles. The concept of online gaming has evolved alongside advances in technology, leading to greater accessibility, interactivity, and social connectivity.

Online gaming has shifted from a niche hobby to a mainstream form of entertainment, attracting millions of players worldwide. In 2022, the global online gaming market was estimated to generate over $23 billion, with countries like the U.S., China, and India showing significant market shares. This rapid growth has not only transformed the gaming industry but has also had broader cultural and economic impacts, especially with the rise of gaming influencer and professional players in the esports scene.

The development of mobile technology has further revolutionised gaming, making it accessible to virtually anyone with a smartphone. Mobile gaming, in particular, has grown exponentially, as smartphones have become more affordable and widely used. Games like Mobile Legends, PUBG Mobile, and Among Us have captivated young audiences, providing easy access to entertainment and social interaction through a handheld device. The rise of mobile gaming has shifted the landscape, making it easier than ever for students to engage in online games, even during brief moments of free time, such as between classes or while commuting. The main purpose is to entertain players, as it is defined as interactive electronic games. Online technology games also have a lot of genres, including first-person shooters, strategy games, and massively multiplayer online role-playing games. Online gaming has become a primary form of entertainment for students worldwide. For many students, gaming provides a way to unwind after school, socialize with friends, and engage in competitive or cooperative play. The social aspect of online gaming is particularly appealing to younger audiences, as many games allow players to team up with friends or engage with a broader community of gamers from around the world.

However, with this surge in popularity, concerns have arisen about the impact of online gaming on students' behaviour. Online gaming is often criticised for its potential negative effects, it also has several positive impacts, particularly on students. For many young people, online gaming serves as a form of relaxation and stress relief. After a long day of classes or studying, gaming provides an enjoyable escape, allowing students to unwind and recharge. This can be especially beneficial for students who experience high levels of academic pressure, as gaming offers a low-stakes environment where they can immerse themselves in a different world and momentarily forget their stresses. Research also suggests that certain types of online games can enhance cognitive abilities, such as problem-solving, spatial awareness, and critical thinking. Strategy games, in particular, require players to think ahead, manage resources, and develop long-term plans, all of which can strengthen their cognitive skills. Multiplayer games often foster teamwork and communication, as players must work together to achieve common goals. This collaboration can help students develop social skills that are transferable to real-life situations, such as group projects or team-based activities.

Moreover, for some students, online gaming provides a sense of achievement and self-confidence. Competitive gaming allows players to measure their progress and skills against others, offering rewards and recognition for their achievements. The growing field of eSports, where professional gamers compete for substantial prizes, has opened up new career paths for young people, allowing them to pursue their passion for gaming in a professional setting. This possibility of turning a hobby into a career has motivated many students to take gaming more seriously, with some even aspiring to become professional players or streamers.

Despite the positive aspects of online gaming, its negative effects cannot be overlooked, particularly when it comes to excessive gaming. One of the most significant concerns is the potential for gaming addiction. Many online games are designed to be highly engaging, with reward systems and in-game purchases that keep players invested for long periods of time. This can lead to a situation where students spend excessive amounts of time gaming, often at the expense of their academic responsibilities, physical health, and social interactions. Gaming addiction can manifest in various ways, including disrupted sleep patterns, poor academic performance, and strained relationships with family and friends. Students who spend too much time gaming may neglect their studies, leading to lower grades and academic achievement. They may also experience health issues, such as eye strain, headaches, or a sedentary lifestyle, which can have long-term effects on their physical well-being. Another concern is the potential for online games, especially those with violent content, to foster aggressive or antisocial behaviour. Students who experience or engage in toxic behaviour may suffer from feelings of isolation, anxiety, or depression. Students can now play games wherever they are, whether at home, school, or on the go, due to the easy availability of gaming gadgets. This accessibility has made it easier for young people to incorporate gaming into their daily routines, leading to a significant increase in the amount of time spent playing games.

This popularity surged even more during the COVID-19 pandemic when students found themselves isolated from their usual social networks. Online gaming became a crucial outlet for social interaction, as it allowed students to stay connected with their friends and peers in a virtual environment. The rise in mobile connectivity, especially in regions like rural Manipur in India, exemplifies this trend. The ASER report highlights that, following the pandemic, the mobile user base in rural Manipur surged to 91.9%, marking a significant increase in online gaming activity among students. This shift reflects a broader national trend, with India recording approximately 455 million online gamers in 2023. Understanding the implications of this trend is essential for parents, educators, and policymakers who seek to support students in balancing their gaming interests with their educational and personal development. This introduction sets the stage for a deeper exploration of the dynamics surrounding online gaming among students in Manipur, especially in Bishnupur district examining both the opportunities and challenges it presents in this rapidly evolving digital landscape.

Online Gaming in Manipur

In Manipur, the accessibility of online gaming has significantly increased following the COVID-19 pandemic, as schools transitioned to online classes and parents, regardless of their economic situation, prioritised acquiring mobile phones for educational purposes.

According to the Annual Status of Education Report (ASER), even in rural areas of Manipur, an impressive 92% of households now own a mobile phone. This shift has inadvertently facilitated a rise in online gaming among students, particularly those in higher secondary schools, as they have easier access to gaming platforms and applications through their devices. The pandemic-induced reliance on technology for education has led to a dual impact on students' behaviour. On one hand, students benefit from enhanced digital literacy and access to educational resources. On the other hand, the increase in screen time has correlated with a surge in gaming activities. Many students in Manipur find themselves drawn to popular online games, often engaging in gameplay during their free time. This situation raises concerns among educators and parents about the potential implications of excessive gaming, which may lead to behavioural issues, reduced academic performance, and social isolation.

Furthermore, the psychological effects of prolonged gaming during this period cannot be ignored. Many students use online games as a coping mechanism to alleviate boredom and stress associated with lockdowns and social distancing measures. While gaming can provide a sense of community and belonging through multiplayer interactions, it also risks fostering addictive behaviours, which can hinder students' overall development. Consequently, the need for a balanced approach to technology use in education and leisure has become increasingly apparent, calling for strategies that promote responsible gaming while also harnessing the benefits of digital engagement. As the landscape of online gaming continues to evolve in Manipur, it is crucial for stakeholders, including educators, parents, and policymakers, to monitor its impact on student behaviour and implement measures that encourage healthy gaming habits. Establishing clear guidelines and promoting awareness of the risks associated with excessive gaming can help ensure that students enjoy the benefits of technology without compromising their academic and social well-being.

Factors of Online Gaming Influencing Students' Behaviour Examined in the Present Study

This chapter provides a comprehensive introduction to the dissertation, which investigates the connection between online gaming and its effects on student behavior. It outlines the structure of the dissertation, beginning with a definition of key terms used throughout the study, followed by a detailed chapter summary, a historical context of relevant research, a clear problem statement, research objectives, the importance of the study, hypotheses, and the delimitation of the research. The research aims to explore the relationship between online gaming and its impact on specific behavioral domains of students, including cognitive skills, learning behaviors, emotional well-being, aggression, violent tendencies, and social interaction. These domains have been selected for their relevance in understanding how online gaming influences the overall behavior of students in higher secondary schools. While previous research has examined the effects of online gaming on some of these factors individually, this study uniquely combines them to provide a more holistic understanding. The study seeks to address the following key behavioural factors:

1. Cognitive Skills

This refers to the intellectual abilities of students, such as memory, problem-solving, attention, and critical thinking. The research will assess how online gaming, which often requires strategic thinking and quick decision-making, influences cognitive functions.

2. Learning Behaviour

Learning behaviours include habits, attitudes, and approaches students take toward their academic work. The study will explore how gaming may affect students' motivation to learn, time management skills, and overall academic performance.

3. Emotional Well-being

Emotional well-being is an important aspect of student life, particularly how students manage stress, anxiety, and their emotional responses to challenges. This research will examine the positive or negative emotional impact that prolonged gaming may have on students.

4. Aggression and Violent Behavior

There is ongoing debate about the role of online gaming in promoting aggressive or violent behavior among students. This study aims to contribute to this discussion by examining whether gaming contributes to increased aggression, both in online interactions and real-life behavior.

5. Social Interaction

Online gaming often involves multiplayer modes that can facilitate both positive social interactions, such as teamwork and communication, and negative interactions, such as cyberbullying or isolation. The study will assess how gaming impacts students' social skills and relationships, both in online environments and in their physical, real-world social circles.

The primary objective of this research is to systematically examine the influence of online gaming on the mentioned behavioral factors. It seeks to identify the extent to which gaming affects students' academic performance, emotional states, and social relationships. The findings of this research will be valuable for educators, guidance counselors, and psychologists who work closely with students, as it will provide them with insights into how gaming influences various aspects of students' lives. With the increasing integration of technology and online gaming into everyday life, this study can help professionals develop better strategies for addressing the potential negative impacts while enhancing the positive aspects of gaming on student behavior.

Justification of the Study

In this digital age, the widespread use of mobile phones that are connected to the internet has significantly facilitated students' engagement in Online gaming. According to the ASER Report, after the COVID-19 Pandemic, the mobile user in rural Manipur has reached 91.9%. The prevalence of mobile devices in Manipur has emerged as a primary catalyst for the surge in online gaming habits among students. This, in turn, increased the engagement of online gaming of the students. In the year 2023, India documented approximately 455 million individuals actively participating in online gaming activities. The students in Manipur are also actively participating in online gaming. So, it is important to know the consequences of widespread online gaming engagement among Higher secondary students of the Bishnupur district. With the rapid proliferation of online gaming platforms and increased access to digital devices, students in Bishnupur are increasingly immersed in a virtual world that can have profound effects on their behaviour.

The Understanding of intricate relationship between online gaming habit and students' behavior is paramount in today's digital age. As online gaming becomes increasingly pervasive, it brings with it a lot of challenges and opportunities for students. On one hand, concerns regarding aggression, and mental health issues underscore the need to study deeper into the negative impacts of gaming on behavior. Conversely, studies also indicate that gaming can foster social skills, cognitive abilities, and serve as a source of relaxation for students. Thus, there is a pressing need for a comprehensive study to elucidate the overall influence of online gaming on students' behavior. The area of the present study includes cognitive skills, learning behaviour, emotional well-being, aggressive and violent behaviour and social interactions. By examining both the positive and negative aspects, this study aims to provide valuable insights into how online gaming shapes various dimensions of student behavior. Keeping all this in view, the investigator chooses this topic "Impact of Online Gaming Habits on Students' Behaviour".

II. Review Of Related Literature

Berenguel (2023) conducted a study on "Online Gaming Addiction: It's impact on the learning behaviour of students". The study Emphasized on the significant relationships between online game addiction and students learning behaviour. This study used descriptive, comparative, and correlational research designs. A survey study was conducted at Lal-lo National High School with over 240 participants who answered a three-part hard copy questionnaire. The obtained data from the participants were then analyzed using parametric tests like the Independent Samples T-test, One-way Analysis of Variance (ANOVA), Pearson Correlation, and the non-parametric Kruskal-Wallis. The findings revealed that the students were found to be slightly addicted to online games. In addition, results show a significant difference in online game addiction when grouped according to grade level, program classification, and time spent playing. Next, the results demonstrate that the students' learning behavior is very good. Finally, this study reveals that online game addiction does not significantly correlate with students' learning behavior. It is found that online gaming addiction does not affect the learning behaviour of the students especially girls when students manage their priority appropriately.

Saket (2023) undertook a study on "Impact of Online Gaming Among Youth with Reference to Maharashtra". The aim of the study is to identify the level of addiction of online gaming among youth. To study different type of health issue faced by youth because of online gaming. To identify the positive effect of online gaming on youth. To identify the factors affecting youth because of online gaming. The researcher used Descriptive research method is used for this study, data is collected from the respondent from various districts of Maharashtra. The sample size was 119. The data has been collected by both primary and secondary data. Primary data is collected through structured questionnaire, and secondary data is collected by various websites and journals, also form Economics times newspapers. The researcher used SPSS (Statistical Packages of Social Sciences) Software by IBM technologies and MS-Excel for analysis purpose. Factor Analysis, KMO & Bartlett's test and Correlation Test has been done for analysis of data. The main findings are of the youth in Maharashtra

playing online games to have fun, some of them have reason like they have stress in life and want to make new friends. They at least play online games for half an hour on daily basis. Sport, Adventure, Puzzle, Racing, Action and Fighting these types of online games are mostly played by the youth in Maharashtra.

Sharma, D. C. (2024) undertook a study on "Effect of Online Gaming among Youth Bethkuchi (Guwahati)". This research is an effort by the researcher to understand the awareness level of online gaming among youth and to identify the source of information on the Effects of online gaming among youth. Guwahati is a place where presently the number of online gaming addictions is being increasing. Youth play online games for relaxing, to get free out from their academics, meet new friends. According to Who the rate of online gaming can be increased in the future days with this online gaming rate of depression, anxiety and fear can be increased because online gaming has both positive and negative effects on youth and on the other hand online gaming has an effect on their academics and on their career. Through this particular study, an effort has been made by the researcher to understand the awareness level of online gaming in youth and to identify the source of information on the Effects of online gaming among youth. Through increased online gaming the online gaming market is been in demand throughout the country. There are a large number of addictions found among youth.

Objectives of the Study
The present paper is aimed at achieving the following objectives:
1. To study the influence of online gaming habits on overall students' behaviour.
2. To study the influence of online gaming on Cognitive skills of Students.
3. To study the influence of online gaming on student's learning behaviour.
4. To study the influence of online gaming on the emotional well-being of the students.
5. To study the influence of online gaming on the student's aggressive and violent behaviour.
6. To study the influence of online gaming on student's social interactions.

Hypotheses
In light of the objectives of the study, the following hypotheses have been found:
1. There will be a significant influence of online gaming on overall students' behaviour.
2. There will be a significant influence of online gaming on the cognitive skills of students.
3. There will be a significant impact of online gaming on students' learning behaviour.
4. There will be a significant influence of Online gaming on the psychological well-being of the students.
5. There will be a significant influence of online gaming on the students' aggressive and violent behaviour.
6. There will be a significant influence of online gaming on students' social interactions.

III.   Method Of Study
For the present study, a descriptive survey method will be used. The "descriptive survey method" is one of the most widely used and well-regarded approaches in research, especially for collecting comprehensive and informative data.

Population of the Study
The population of the present study includes all the Higher Secondary Schools in Bishnupur District, Manipur. The population of a study refers to the complete set of individuals, groups, events, or items that a researcher is interested in studying.

Sample
In the present study, the sample will be selected through Purposive sampling method. The sample of the present study was confined to only 120 students of Higher Secondary classes i.e. from all the schools of Bishnupur district, Manipur. The 120 students were selected from 6 higher secondary Schools of Bishnupur District, Three government higher secondary school and Three Private Higher Secondary School. The selection of an appropriate sample is vital to the success of any research, and in this study, the investigator employed a purposeful sampling method because the target group, class XI& XII students who play online game was not randomly available.

Tools
After identifying the study objectives, the researcher selected appropriate tools to ensure the successful achievement of these goals. To complete the present study, a self-administered questionnaire was chosen as the primary data collection tool.

Statistical Techniques Used

The analysis of data for the present study was conducted in alignment with the objectives and hypotheses established by the investigator. To thoroughly analyse and interpret the gathered data, the investigator employed the following statistical techniques: Chi-square test, Percentage, Pie Chart and Bar Graph.

IV.   Results And Discussion

Table – 1

The Influence of Online Gaming on Overall Students' Behaviour

Categories	Observed Frequency	Chi-Square Frequency	Chi-Square
Strongly Agree	30	24	1.50
Agree	30	24	1.50
Undecided	17	24	2.16
Disagree	30	24	1.50
Strongly Disagree	13	24	5.23
Total	120	120	Obtained=12.09
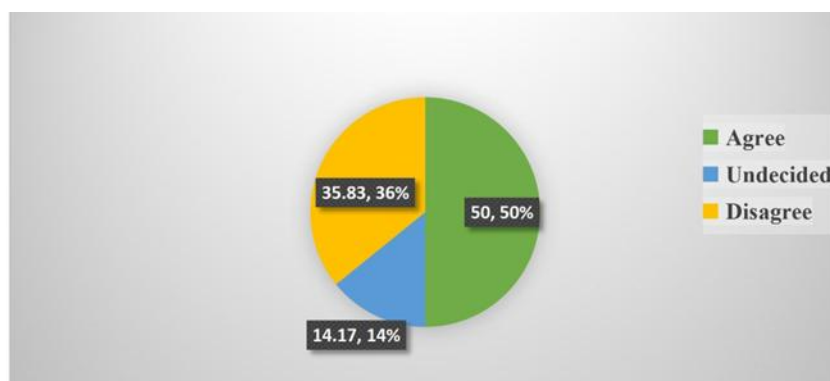
From Table 1, it can be observed that the obtained chi-squared value of the data is 12.09. And the table value of chi square at 4 degrees of freedom (df) at 0.05 level of significance is 9.488, and at 0.01 level of significance is 13.277. Therefore, the obtained value of chi-square is significant at the 0.05 level. This means that there is a significant influence of online gaming on students' overall behaviour, which includes critical thinking, learning behaviour, emotional well-being, aggressive and violent behaviour, and social interaction. Thus, the above-stated hypothesis that there will be a significant influence of online gaming on the overall behaviour of the students is accepted.

And from Pie Chart 1, it is observed that 50 % of the students are of the opinion that playing online games influences the overall behaviour of the students. The students agreed that online gaming increases their aggressive and violent behaviour and online gaming influences their critical thinking, learning behaviour, emotional well-being and social interactions.
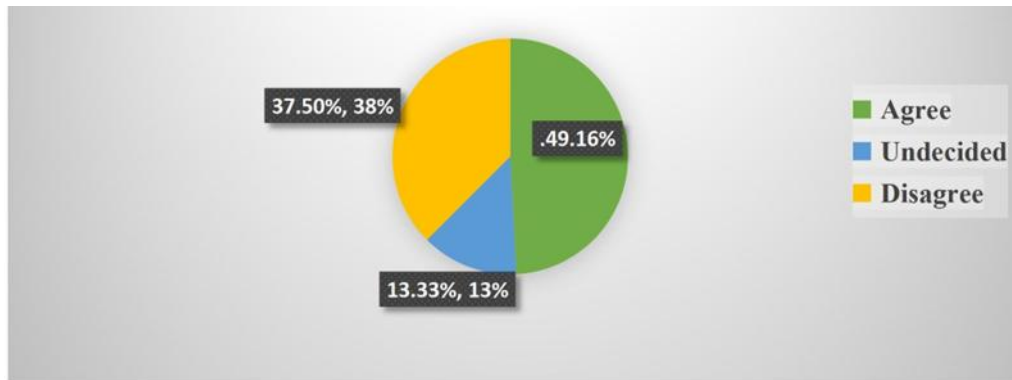
Table – 2

The Influence of Online Gaming on the Cognitive Skills of Students.

Categories	Observed Frequency	Chi-Square Frequency	Chi-Square
Strongly Agree	32	24	2.67
Agree	27	24	0.38
Undecided	16	24	2.68
Disagree	33	24	3.38
Strongly Disagree	12	24	6.00
Total	120	120	Obtained=15.11

From Table 2, it can be observed that the obtained chi-squared value of the data is 15.11. And the table value of chi square at 4 degrees of freedom (df) at 0.05 level of significance is 9.488, and at 0.01 level of significance is 13.277. Therefore, the obtained value of chi-square is significant. It means that there is an influence of online gaming on the cognitive skills of the students. This means that online gaming plays a role in shaping cognitive abilities, which contributes to changes in students' cognitive abilities of students.

Thus, the above-stated hypothesis that there will be a significant influence of online gaming on the cognitive Skills of the students is accepted.
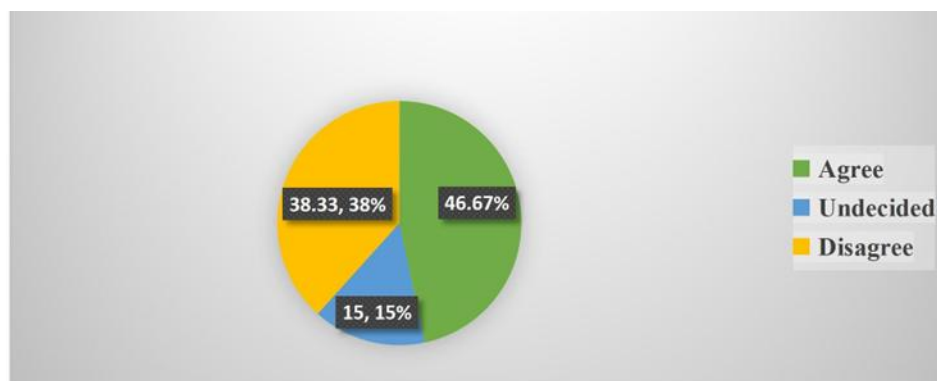
And from Pie Chart 2, it is observed that 49.16 % of the students are of the opinion that playing online games influences the cognitive skills of the students. The students are of the opinion that gaming decreases their attention span, diminishes their patience, and most students agreed that the skills they learn in online games they apply to real-life situations.

Table - 3
The Influence of Online Gaming on the Learning Behaviour of the Students.

Categories	Observed Frequency	Chi-Square Frequency	Chi-Square
Strongly Agree	33	24	3.38
Agree	23	24	0.04
Undecided	18	24	1.50
Disagree	35	24	5.04
Strongly Disagree	11	24	7.04
Total	120	120	**Obtained=17.00**

From Table 3, it can be observed that the obtained chi-squared value of the data is 17.00. And the table value of chi square at 4 degrees of freedom (df) at 0.05 level of significance is 9.488, and at 0.01 level of significance is 13.277. Therefore, the obtained value of chi-square is significant. It means that there is an influence of online gaming on the learning behaviour of the students. This means that online gaming has an influence of positive influence, such as through increased engagement, adaptability, and enhanced problem-solving skills fostered by strategic games and negative effects, such as distraction and reduced focus due to excessive gaming.

Thus, the above-stated hypothesis that there will be a significant influence of online gaming on the learning behaviour of the students is accepted.

And from Pie Chart 3, it is observed that 46.67% of the students are of the opinion that playing online games influences the learning behaviour of the students. This means that nearly half of the students agreed that there is a connection between online gaming and learning behaviour.
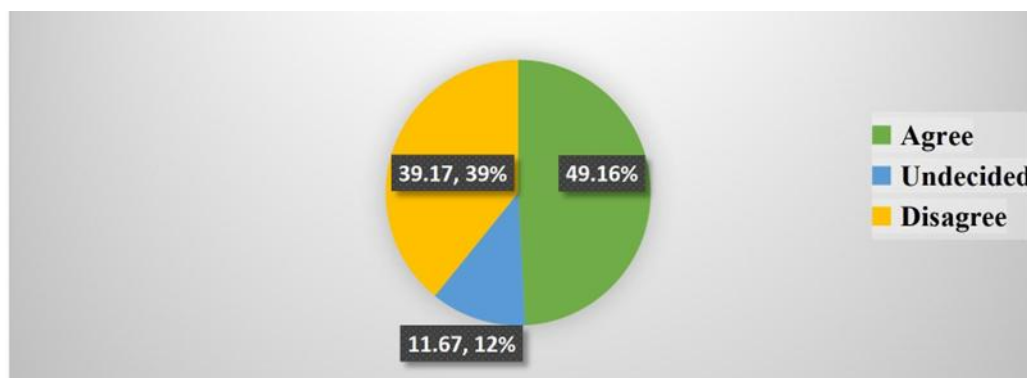
Table - 4
The Influence of Online Gaming on the Emotional Well-Being of Students.

Categories	Observed Frequency	Chi-Square Frequency	Chi-Square
Strongly Agree	26	24	0.17
Agree	33	24	3.38
Undecided	14	24	4.17

Disagree	30	24	1.50
Strongly Disagree	17	24	2.04
Total	120	120	**Obtained=11.26**

From Table 4, it can be observed that the obtained chi-squared value of the data is 11.26. And the table value of chi square at 4 degrees of freedom (df) at 0.05 level of significance is 9.488, and at 0.01 level of significance is 13.277. Therefore, the obtained value of chi-square is significant at the 0.05 level. It means there is an influence of online gaming on the emotional well-being of the students. The influence of online gaming on emotional wellbeing can be both positive i.e., stress relief and enjoyment and negative i.e., anxiety, frustration, or emotional instability.

Thus, the above-stated hypothesis that there will be a significant influence of online gaming on the emotional well-being of the students is accepted.
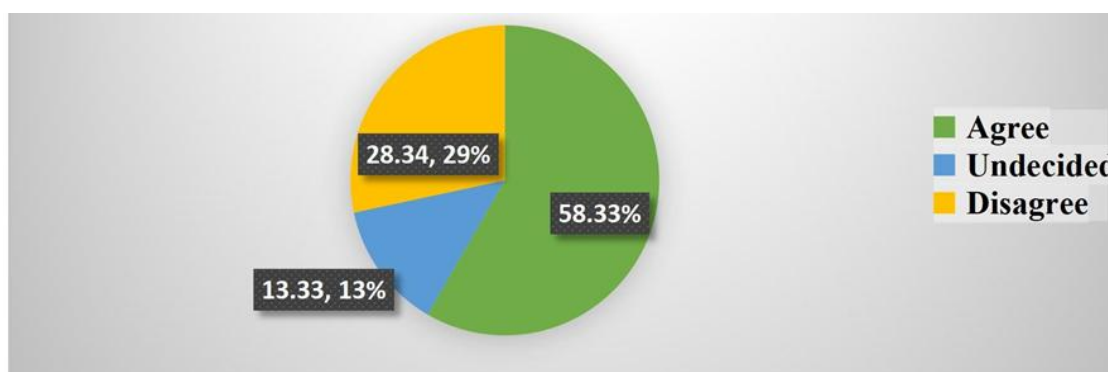

And from chart 4, it is observed that 49.16 % of the students are of the opinion that playing online games influences the emotional well-being of the students. This means that nearly half of the students agreed that a connection between online gaming and their emotional health.

Table - 5
The Influence of Online Gaming on the Aggressive and Violent Behaviour of Students.

Categories	Observed Frequency	Chi-Square Frequency	Chi-Square
Strongly Agree	29	24	1.04
Agree	41	24	12.04
Undecided	16	24	2.67
Disagree	22	24	0.17
Strongly Disagree	12	24	6.00
Total	120	120	**Obtained=21.92**

From Table 5, it can be observed that the obtained chi-squared value of the data is 21.92. And the table value of chi square at 4 degrees of freedom (df) at 0.05 level of significance is 9.488, and at 0.01 level of significance is 13.277. Therefore, the obtained value of chi-square is significant. It means there is an influence of online gaming on the aggressive and violent behaviour of the students. This means that playing online games increases the development of aggressive and violent behaviour in students.

Thus, the above-stated hypothesis that there will be a significant influence of online gaming on the aggressive and violent behaviour of the students is accepted.

And from Pie Chart 5, it is observed that 58.33 % of the students are of the opinion that playing online games influences the aggressive and violent behaviour of the students. The majority of the students view that playing online games, particularly those with violent content, contributes to increased aggression or violent behaviour among students.

Table - 6
The Influence of Online Gaming on the Social Interaction of the Students.

| Categories	Observed Frequency	Chi-Square Frequency	Chi-Square
Strongly Agree	30	24	1.50
Agree	26	24	0.17
Undecided	20	24	0.67
Disagree	32	24	2.67
Strongly Disagree	12	24	6.00
Total	120	120	Obtained=11.01

From Table 6, it can be observed that the obtained chi-squared value of the data is 11.01. And the table value of chi square at 4 degrees of freedom (df) at 0.05 level of significance is 9.488, and at 0.01 level of significance is 13.277. Therefore, the obtained value of chi-square is significant at the 0.05 level. It means there is an influence of online gaming on the social interaction of the students. This means that playing online games plays a role in shaping the social interactions of the students; they regularly interact with their friends and make new online friends.

Thus, the above-stated hypothesis that there will be a significant influence of online gaming on the social interaction of the students is accepted.
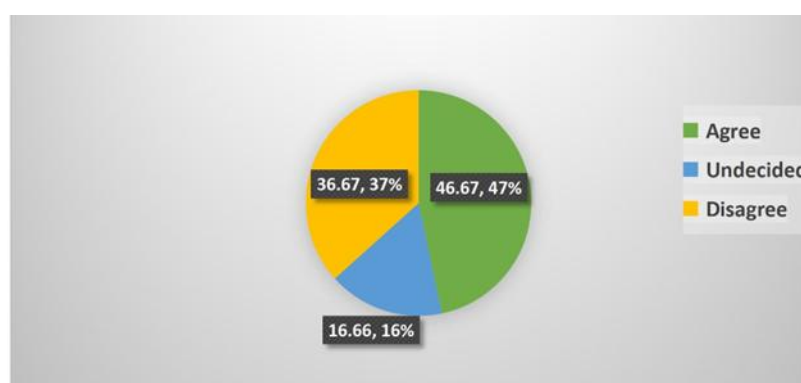
And from chart 6, it is observed that 46.67% of the students are of the opinion that playing online game influence on the social interaction of the students. The students agreed that playing online gaming on their ability to connect and interact with others.

Figure: Analysis and Interpretation of Bar Chart
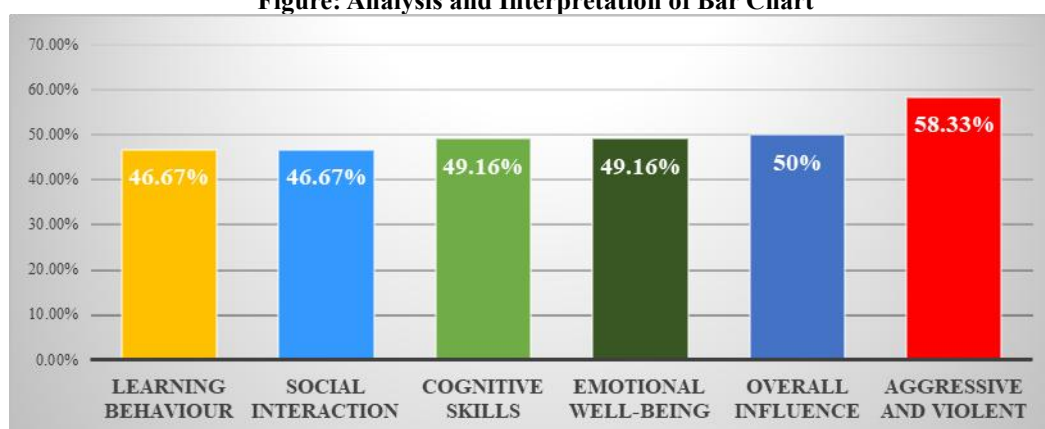
V. Conclusion and Suggestions

From the present study it can be concluded that

1. There is a significant influences of online gaming students' overall behavior, impacting cognitive skills, learning behavior, emotional well-being, aggressive tendencies, and social interactions. The role of online gaming in student behavior is complex, with both positive and negative effects.
2. Online gaming influence cognitive skills, like critical thinking and quick decision making. However, a significant portion of students also noted decreased patience and reduced attention spans, indicating mixed effects based on individual experiences and gaming content.
3. Online gaming was found to influence students' learning, which include adaptability and problem-solving skills. However, there is also negative effect like distraction and reduced focus reveals a need for balance, as excessive gaming could hinder academic performance.
4. Online gaming influence students' emotional health, which offer relaxation for some, while causing anxiety or frustration in others, especially in competitive gaming settings. This finding revealed the need for moderation and awareness around game content to promote emotional balance.
5. A significant influence exists between online gaming and aggressive behaviour of the students, especially students exposed to violent game content. These findings reveal the psychological effects of prolonged exposure to aggressive gaming environments, which could lead to heightened aggression in some students.
6. Online gaming influences social interaction, especially social skills, developing teamwork and communication in cooperative settings. However, for some, excessive gaming may disrupt real-life social interactions and could contribute to isolation, emphasising the need for boundaries to maintain healthy relationships.

It can be concluded that the study contributes to an understanding of the different effects of online gaming on student behaviour, cognitive skills, emotional well-being, learning behaviour, aggressive and violent behaviour, and social isolation.

Suggestions

The increasing popularity of online gaming among students has sparked growing concern about its impact on their behaviour, academic performance, emotional wellbeing, aggressive and violent behaviour and social interactions. While gaming can offer certain benefits, such as improving critical thinking skills and providing stress relief, it can also lead to negative outcomes like addiction, aggression, and isolation if not properly managed.

To address these concerns, it is essential to develop strategies that encourage responsible gaming habits and minimise its harmful effects:

1. To encourage balanced gaming habits by setting time limits to prevent excessive gaming and allocate sufficient time to academics, physical activities, and social interactions.
2. To promote the use of educational and collaborative games that foster cognitive development, teamwork, and problem-solving, rather than competitive or violent games.
3. To increase awareness among students, parents, and educators about the potential negative effects of excessive online gaming, such as aggression, social isolation, and academic decline.
4. To implement school-based programs that teach digital literacy and responsible online behaviour, helping students understand the consequences of their gaming habits on their overall well-being.
5. To provide counselling and support services for students struggling with gaming addiction, offering strategies to help them regulate their screen time and cope with any gaming-related emotional or behavioural issues.
6. To encourage parents to actively monitor the content of the games their children play and engage in open conversations about their gaming experiences and emotional responses.
7. To encourage using alternative recreational activities, such as sports, arts, and community engagement, to provide students with healthy outlets for their time and energy outside of gaming.
8. To collaborate with voluntary organisations to create gaming awareness campaigns and offer workshops that help students develop time-management skills and reduce the risk of gaming addiction.

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