



IMPACTS OF PLAYER UNKNOWN BATTLE GROUND (PUBG) ON SCHOOL GOING CHILDREN (A CASE STUDY OF SHAMOZAI ZARKHELA AND OUCH LOWER DIR, PAKISTAN)

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Abstract

Online gaming is one the modern trends among youth. PUBG is also an online game which is played by many people in world. PUBG leads to addiction which affects people socially, psychologically, academically and economically. This study is digging deeper into the impact of PUBG on academic performance in District Swat (Shomazai) and Dir (Lower) ouch. Research is setting the following hypotheses: (i) Higher participation by school students in PUBG leads to lower participation in academic activities including exam performance, (ii) PUBG leads to abnormal behavioral disorder among school children, (iii) higher participation by school students in PUBG leads to poor social interaction and socialization. This study is quantitative in nature, using questionnaire and interview schedule for data collection. Data has been analyzed/quantified in percentage. Moreover, the data is represented through tables. The study also comes up with a set of findings and recommendations.

Keywords: Online Games, PUBG, addition, children, academic, Swat, participation

Introduction

The word PUBG is an abbreviation for “Player of Unknown Battle Ground”, being an online multiplayer battle royal game. It is developed by the PUBG Corporation of South Korea Video Game Company Blue whole in 2017. The founder of PUBG is Brendan Green and he was inspired by the Japanese’s film ‘Battle Royal’. Brendan Green has designed an online game which is called PUBG. In PUBG, individuals or the group of people communicate each other through message or voice messages. In PUBG, there are 100 stages, the player came into the battle ground, starting from the first stage where they kill their opponent members and go forward stage by stage, when they complete 100 stages that player is considered the winner of the game or conquer. PUBG is considered an international online game in which man and woman both are taking more interest. PUBG has become one of the international online games and it is played in the every corner of the world. The number of pubg players in Asia having crossed 110 million, while there are 70 million players specifically, in south Asia. India has crossed 30 million while Pakistan has currently reached 1.5 million (Kim et al, 2021).

PUBG brings a lot of effects in the lives of students especially, in their academic. The academic performance of students is significantly impacted by engagement in PUBG game play and tournament competitions. This is evidenced by the substantial amount of time students devote to playing PUBG, often extending into late hours of the night. Consequently, students find it challenging to wake up early in the morning due to the nocturnal nature of their gaming habits. The relentless pursuit of victory in matches places students under considerable psychological strain, leading to feelings of

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depression and anxiety when faced with defeat. These psychological burdens not only disrupt their social interactions but also impede their academic endeavors (Ahmad & Arshad, 2020).

PUBG leaves adverse effects on youth like in the form of addiction and it brings a lot of psychological impact among the youth and the mostly common is anxiety, depression, mood disorders, sleep disturbances, headache, and lack of Involvement in social activities. There are also social impacts of PUBG on youth, that is, isolation, no interest in spiritual activity, the lack of playing of outdoor games and the lack of participation in home activity and the lack of interaction with friends, family member and teacher. PUBG affects the academic performance like; most of the student did not perform well in their class, weakening memory, reducing participation in class discussion.

The significance of this study lies in its ability to inform the community about the impacts of PUBG on students. It aims to raise awareness among parents about how this video game can negatively affect their children's academic performance, psychological well-being, and social behavior. The study highlights the potential consequences of excessive gaming, including a decline in cognitive capacity, disruptions to biological rhythms, and the development of unsocial behaviors. Furthermore, the findings underscore the importance of government intervention in monitoring and regulating such games. By understanding the potential impacts of games like PUBG, authorities can implement policies and guidelines to safeguard students' well-being. This research serves as a crucial resource for educators, parents, and policymakers, emphasizing the need for a balanced approach to gaming that prioritizes students' academic success and overall development.

Objectives of the Study

1. To find out psychosocial impacts of PUBG on students
2. To investigate into impact of the PUBG on academic performance of students

Hypotheses

Hypothesis 1. Higher participation by school students in PUBG leads to lower participation in academic activities including exam performance.

Hypothesis 2. PUBG leads to abnormal behavioral disorder among school children.

Hypothesis 3. Higher participation by school students in PUBG leads to poor social interaction and socialization.

Literature Review

The PUBG game can be played on mobile phones or computers. It is considered one of the best ways to alleviate boredom and enhance mental pleasure. However, excessive engagement with it can lead to addiction due to a lack of self-discipline and overuse of the internet (Meadows, 2019). Addiction to technology is a concerning issue in modern society, leading to various psychological problems. Many students spend excessive hours on their mobile phones, making it their primary source of entertainment and neglecting their roles and responsibilities as students, teachers, parents, or professionals (Benrazavi et al., 2020). PUBG game addiction is associated with numerous negative consequences, including sacrificing real-life relationships, sleep, work, education, and socializing, as well as developing an obsession with gaming. This addiction can result in a lack of attention, increased aggression, stress, poor coping mechanisms, lower academic achievement, memory problems, and decreased well-being (Purwaningsih et al., 2021). Psychosomatic consequences such as post-traumatic stress symptoms, confusion, anger, fear of infection, financial losses, and privacy concerns have also been observed (Allison et

al., 2020). Socialization is crucial for human development, fostering healthy relationships within families and communities. While acquiring academic skills is important, developing social skills and learning to interact effectively with others pose significant challenges for children and adolescents (Ginsburg et al., 2021). Socialization involves learning norms, skills, attitudes, and behaviors necessary for functioning in society. Participation in cultural and religious activities helps individuals navigate life's challenges and develop social competence (Michelson et al., 2021). The social effects of PUBG on children are concerning, as these games can interfere with real-life social interactions, hindering the development of essential social skills such as communication, cooperation, and emotional regulation (Ankita & Maneck, 2019). Boys tend to play PUBG more frequently than girls, often with friends, while girls may face social isolation due to less participation in gaming. This imbalance can have negative effects on social competence, especially among girls (Hartmann & Klimt, 2006). PUBG can impact various aspects of life, including academic performance. Excessive gaming can lead to a lack of concentration on academic tasks, resulting in poor performance in tests, exams, and school activities (Durlak et al., 2021). The internet also plays a significant role, as excessive use can negatively affect academic performance unless it is utilized for educational purposes (Asdaque, 2020). Heavy internet use can reduce social activities among students and negatively impact school performance, according to teachers' observations (Zamboang & delSur, 2019).

These concerns have included unfavorable content such as sex, aggression, killing and violence (Benrazavi, Teimouri, & Griffiths, 2020); PUBG game addiction among some excessive gamers (Griffiths & Meredith, 2020; Kuss & Griffiths, 2017) the debate around violence and PUBG gaming is as yet unresolved. There are two perspectives; that games increase aggression or that PUBG games provide a release for pent-up aggression. In all likelihood both are legitimate conclusions and the outcomes varies with game and player. and increased aggression, anxiety, and medical consequences (Anderson & Murphy, 2021; Charlton, 2020) Furthermore, (Jansz and Martens 2018) indicated the showing of violence in PUBG game and risk of social isolation as a result of gaming issues to dominate these debates. PUBG game brought impact on the student health one of the Negative effects of PUBG game on students is that it is harmful to their health. Sitting a long time in front of the computer screen, tablet or mobile phone screen is extremely harmful to the health of the students. First, there is a negative impact on the view, which is in constant tension. Sometimes it is necessary to wear headphones constantly so that the ears are under pressure. The second is the position of the body. A sitting or lying position has a negative effect on the back and neck and, if not changed regularly, can lead to health problems and physical problems (Zamboang & delSur, 2019).

PUBG game can be further operationalized as consumption of an entertainment product in such amounts or at such times that it causes demonstrable problems in the user's real life (Mamun & Griffiths (2019). Under this definition, PUBG game would become problematic when it dominates and displaces other behaviors, leads to conflict, or causes anxiety when social vulnerability. PUBG players may not be a successful at this self-control, and allow consistent involvement in PUBG game to interfere with their everyday life. Self-control is characterized by an individual's management of his or her own behavior through self monitoring, evaluation against perceived standards, and self-administration of behavioral one (Nawaz & Nadeem (2020). Escapism players value gaming as an opportunity to get away from the

pressures of the real world. Entering the virtual world allows an Escapism player to forget about day-to-day concerns and take a therapeutic break from reality. Gaming is an attractive release due to the various forms of stress relief it offers, providing the ability to outlet frustrations and anxieties built up during the course of normal daily life. In addition to its Above-mention relationship to Achieve, Escapism is also moderately correlated with Relationship play (Ogbu & Simons 2020).

Methodology

The nature of the research study is quantitative in nature because the researchers collected the data from 9th and 10th class students through a semi-structured questionnaire and analyzed the data statistically. Questionnaire is adopted for the collection of data related to the questions set. Moreover, Interview schedule is used for those students who have problem in understanding of the questionnaire. Questionnaires were distributed among 40 students of class 9th and 10th in District Swat (Shomazai) and Dir (Lower) ouch. Characteristics of the respondents are as follows: male, under 18, private and public-school students, and of middle class of society.

Purposive sampling is used in the selection of the respondents. The students of class 9th and 10th who were using PUBG game were selected as they serve the purpose of the research.

Data Analysis

i. Characterization of Time with PUBG

Trends of Playing	F	%age	Time spent playing PUBG	F	%age
Yes	40	100	1-2 hour	31	77.5
			3-4 hour	8	20
No	-	-	5-6 hour	1	2.5
Total	40	100	Total	40	100

Table No.1. Showing Trends of Playing PUBG and hours spent while playing

Upon closer examination of the data, it becomes apparent that most students allocate 1 to 2 hours for PUBG game, accounting for 31 out of 40 respondents, or 77.5%. Following this category, 8 out of 40 students, equivalent to 20%, spend 3 to 4 hours playing PUBG. Lastly, only 1 out of 40 students, representing 2.5%, reported spending 4 to 6 hours on PUBG game.

ii. Characterization of PUBG and Students' Concentration

Impact of PUBG on concentration	F	%age	class based discussion	F	%age

Yes	18	45	Yes	10	25
No	22	55	No	30	75
Total	40	100	Total	40	100

Table No. 2

Table 2 Showing Impact of PUBG on concentration level and class based

Out of 40 students surveyed, 55% reported no discernible impact of PUBG on their concentration levels, while 45% indicated otherwise. In terms of class-based discussions, 75% of students stated no influence from PUBG, while 25% reported an impact on their engagement.

iii. Characterization of PUBG and Students' Homework

Impacts of PUBG on homework assigned	F	%age	Preparation for class test	F	%age
Yes	10	25	Yes	12	30
No	30	75	No	28	70
Total	40	100	Total	40	100

Table No. 3

Table 3 Showing PUBG impacts on homework assignment and preparation for class test

The data provided indicates two key aspects: homework completion and preparation for class tests, as depicted in the table. Regarding homework, 75% of students (30 out of 40) reported no impact from PUBG, while 25% (10 out of 40) noted PUBG's influence on their homework completion. Concerning preparation for class tests, 70% of students (28 out of 40) stated no effect from PUBG, while 30% (12 out of 40) indicated that PUBG affected their readiness for tests.

iv. Characterization of PUBG and Social Relationships

PUBG Impact on relationship with his family	F	%age	Impacts on relationship with his friends	F	%age
Yes	8	20	Yes	8	20
No	32	80	No	32	80
Total	40	100	Total	40	100

Table No. 4

Table 4 Showing PUBG Impact on relationship with family members and with friends

The data in the table outlines two key indicators: the impact on relationships with family members and with friends. For relationships with family, 80% of students (32 out of 40) reported no discernible impact from

PUBG, while 20% (8 out of 40) indicated otherwise. Concerning relationships with friends, the same proportion, 80% (32 out of 40), reported no impact, while 20% (8 out of 40) acknowledged an impact from PUBG.

V. Characterization of PUBG and Classroom Interaction

PUBG Impact on relationship with teachers	F	%age	Impact on relationship with his parents	F	%age
Yes	5	12.5	Yes	8	20
No	35	87.5	No	32	80
Total	40	100	Total	40	100

Table No. 5

Table 5 Showing PUBG Impact on relationship with teachers and with parents:

The table data reveals two key points: the effect of PUBG on teacher-student relationships and its influence on parent-child dynamics. Regarding teacher-student relationships, the vast majority, 87.5% (35 out of 40) of students, stated no noticeable impact from PUBG. However, 12.5% (5 out of 40) reported experiencing some effects. Regarding parent-child relationships, 80% (32 out of 40) of students indicated no discernible impact from PUBG, while 20% (8 out of 40) acknowledged its influence.

iv. Characterization of PUBG and Psychology of Children

PUBG creation of mood swing	F	%age	Psychological Worries	F	%age
Yes	18	45	Yes	18	45
No	22	55	No	22	55
Total	40	100	Total	40	100

Table No. 6

Table 6: Showing PUBG creation of mood swing and psychological worries

The table highlights two indicators: mood swings and psychological concerns among students. In terms of mood swings, 55% (22 out of 40 students) reported no impact, while 45% (18 out of 40 students) indicated otherwise. Regarding psychological worries, 55% (22 out of 40 students) reported no concerns, while 45% (18 out of 40 students) expressed worries associated with gaming.

vi. Characterization of PUBG and Emotion

PUBG game create imaginary world	F	%age	how player feels	F	%age
Yes	13	32.5	Superior to other	24	60
No	27	67.5	Inferior to other.	16	40

Total	40	100	Total	40	100
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Table No. 7

Table 7 Showing Playing PUBG game create imaginary world and how player feels

The table outlines two key indicators: the creation of an imaginary world while playing PUBG and the feelings experienced by players. Regarding the creation of an imaginary world, 67.5% of students (27 out of 40) reported that PUBG does not create such a world, while 32.5% (13 out of 40) stated otherwise. In terms of feelings experienced while playing, 60% of students (24 out of 40) reported feeling superior to others, while 40% (16 out of 40) reported feeling inferior.

Findings of the Study

- All students (100%) reported playing PUBG.
- The majority of students (77.5%, 31 out of 40) spend 1-2 hours playing PUBG.
- Most students (55%, 22 out of 40) stated that PUBG does not impact their level of concentration.
- A significant portion of students (75%, 30 out of 40) reported no impact on class-based discussions.
- Similarly, 75% of students (30 out of 40) indicated no impact on homework assignments.
- The majority of students (70%, 28 out of 40) reported no impact on preparation for class tests.
- Most students (80%, 32 out of 40) stated no impact on their relationship with family.
- Likewise, 80% of students (32 out of 40) mentioned no impact on their relationship with friends.
- Although the wording is unclear, it seems that 80% of students (32 out of 40) reported no impact on their relationship with teachers.
- Furthermore, 80% of students (32 out of 40) stated no impact on their relationship with parents.
- Regarding mood swings, 55% of students (22 out of 40) reported no impact.
- Similarly, 55% of students (22 out of 40) mentioned no psychological worries associated with playing PUBG.
- The majority of students (67.5%, 27 out of 40) stated that PUBG does not create an imaginary world.
- Additionally, 60% of students (24 out of 40) reported feeling superior to others while playing PUBG.

Conclusion

The study investigated the impact of PUBG on school-going children, revealing significant insights. Findings indicate that the majority of students belong to the 16-17 age groups, with 37.5% from nuclear families and 62.5% from joint families. Those who play PUBG for less than one hour reported no negative impact on their study habits or interest in learning. They actively participate in class discussions, complete assignments on time, and prepare for tests without any decrease in concentration or attendance issues. However, there was a slight decline observed in academic performance, with some students dropping from

the top three positions to fourth, fifth, or sixth. While parents expressed dissatisfaction with academic performance, students themselves were content. Socially, PUBG players maintain active relationships with family and friends, engaging in gatherings and domestic chores. They also participate in outdoor activities and uphold societal norms and values. Psychologically, PUBG does not induce worries, anxiety, or feelings of inferiority; students feel mentally well-adjusted, focused, and socially connected, dispelling any sense of loneliness.

Recommendations

Encourage Moderation: Advocate for balanced gaming habits among students, stressing the importance of moderation. Provide educational materials to highlight the potential negative impacts of excessive gaming on academic performance and social relationships.

Integrate Gaming into Education: Develop strategies to incorporate students' gaming interests into educational practices. Explore game-based learning methods to boost classroom engagement, homework completion, and test readiness.

Facilitate Social Interaction: Organize extracurricular events and workshops to foster healthy social connections beyond gaming. Emphasize face-to-face communication, teamwork, and collaboration to strengthen relationships with peers, family, teachers, and parents.

Encourage Reflection: Promote critical thinking by encouraging students to assess their gaming habits and reflect on their impact. Facilitate discussions and reflective exercises to help students understand the consequences of their gaming behaviors and make informed choices.

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