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## Impact of Online Games on French and Computer Education Students in Nigerian Universities

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### Abstract

*This study investigated the interdisciplinary impact of online mobile gaming on undergraduate students enrolled in French and Computer Education programs within Nigerian universities. While higher education in Nigeria undergoes a structural transformation to meet the demands of the Fourth Industrial Revolution, mobile online games such as Call of Duty Mobile (CODM), PlayerUnknown's Battlegrounds (PUBG) Mobile, Mobile Legends: Bang Bang (MLBB), and EA Sports FC Mobile have evolved into highly organized, dominant subcultures within university hostels. The phenomenon was examined in five thematic operational sections, each of which is broken down into operational sub-sections. The study assesses the effect of specific games architectures as auxiliary cognitive catalysts, which increase visual-spatial reasoning, real-time algorithmic problem solving, and technological familiarity, while simultaneously creating harsh academic friction through time-sink dynamics, sleep deprivation and cognitive fatigue. The analysis also situates these habits in the specific infrastructural and economic setting of public universities in Nigeria, including unstable power supply, high costs of internet data, among other factors. The study suggests that online gaming is not merely a distraction, but a powerful behavioural amplifier, and concludes with practical institutional structures such as the formalisation of the gamification of curricula, or the creation of institutionalised alliances between campus and tech-esports teams, to channel competitive energies toward useful engineering skills.*

**Keywords:** Online Games, French Education, Computer Education, Students, Nigerian Universities

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### 1. Introduction

Nigeria's higher education system is undergoing a structural transformation, reflecting the needs of the Fourth Industrial Revolution. Vocational and Technical education (VTE) in the Nigerian universities were traditionally oriented towards traditional industrial trades. But today's technological upheavals have required the development of specialized, technologically advanced academic disciplines. Among these new academic models is the establishment of Computer and Robotics Education (CRE) and French departments in various Federal and State universities, in particular, at Universities like University of Nigeria, Nsukka (UNN). The



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learning curve is steep and a combination of deep theory, long periods of concentration and intensive laboratory work is required. The French language learners' experience of online games is a paradigm shift from the mechanical translation tools of yesteryear to highly immersive, active communication sandboxes (Georgina, 2023). Commercial multiplayer games and localised digital platforms serve as opportunities for students to immerse themselves in French, in text logs, in different registers, and in sounds.

This digital interaction brings to an end the affective filter (language anxiety), the main cognitive dividend. In multiplayer situations where students need to coordinate or execute a tactic, the need for those skills trumps a student's fear of grammar. This eliminates the barriers to communication and creates confidence in speaking, which can be a major catalyst to contextual fluency and not rote memorization. In addition, the spontaneous exposure to natural language processing and syntax parsing will be gained in the navigation of user interfaces (UI) in a localized sense and in French language chatrooms. This, however, is a two-sided deal. Overuse of games by French language students for example may lead to serious addictive time-wasting and mental exhaustion of the student, reducing his or her ability to engage in prolonged, focused study, such as phonetic analysis or translation tasks (Udeh, 2024).

At the same time, a parallel digital revolution has taken place in the socio-cultural landscape of Nigeria's universities. With the advent of mobile internet and high performing smartphones, cheaper than ever before, the institutionalization of online gaming among the youth has made it a common pastime in Nigeria (Tartsea-Anshase et al, 2023). Multiplayer online games (MOG) like Call of Duty Mobile (CODM), PUBG, Free Fire and virtual sports games have gone from being a pastime to highly organized and communal subcultures in university hostels and outside campus student residential lodges. An online game is defined as a highly complex technological environment that is mediated online and has interactive rule systems, feedback cycles and highly dynamic social spaces. Unlike static media that are consumed, contemporary online games are dynamic and responsive platforms wherein technical software environment is deliberately modified in real-time in response to players' actions (Stokke et al, 2025). This basic interactivity is tied to digitized structural frameworks in a universal manner. These rule-based areas incorporate points, instant feedback mechanisms, and rank systems that can be visibly seen, all with the aim of deliberately incentivizing user actions and maintaining constant motivation (Atoyebi et al, 2025). These interactions depend heavily on the underlying technological infrastructure, which depends on the global internet connectivity among people and devices, including personal computer, specialized console and mobile devices (Mahmud et al., 2023).

In addition to the source code and physical game hardware itself, an online game is increasingly described in academic writings as an intensive site of digital interaction and communally-constructed identity-building. Web based video games are different from offline or isolated video games in that they are a multi-layered social arena with strong functional architectures: localized match making, active voice channels, text chat networks and persistent player guilds (Syanandi & Hidayanto, 2026). These places serve as powerful, unstructured digital learning environments and frequently develop valuable interpersonal soft skills such as spontaneous group problem-solving, structured tactical communication, strategic cooperation, and team empathy (Syanandi & Hidayanto, 2026). Online games, however, have a complex and double-sided psychological effect on their users due to the psychological reward feedback mechanisms and interactive interfaces of these digital platforms are extremely strong. If used safely and in certain contexts as temporary coping mechanisms, Internet environments provide consistent and highly stimulating cognitive, emotional, and academic experiences of significant stress that are genuinely different from those which occur in the real world (Stokke et al, 2025). However, once engagement enters unhealthy levels, the advantages of the structure of the online world can become a serious maladaptive preoccupation. Uncontrollable and overuse of these

virtual environments have been found to directly affect some essential executive functions of adolescence, including active working memory, behavioral inhibition, and the motivation to achieve success in their real-life learning environments (Soltani-Nazarlou et al, 2025).

It doesn't matter that there's no neutral variable when an undergraduate student is in the middle of both the intellectual and practical rigors of a CRE degree. Rather, it is a dynamic and multi-layered psychological and environmental system that is constantly engaged in their learning. For technical educators, this interaction poses a serious conundrum. On the other hand, computer and robotics students ought to be technologically literate, digitally fluent, and comfortable with virtual interfaces which can often be developed spontaneously through prolonged exposure to rich digital contexts such as video games. Meanwhile, the highly immersive and dopamine-pumping feedback loops built into modern online games are addictive, and are known to cause significant time mismanagement, neglect of academic commitments, and cognitive fatigue (Alzahrani & Griffiths, 2025). In Nigerian public universities, this is further complicated by poor infrastructure, such as unreliable power supply from the national grid, and a complete dependence on personal cell phone data packages, and the learning facilities being overcrowded. So, the role of online games on CRE undergraduates can't be simply considered as distraction or one way benefit. It is a double-sided sword that needs to be carefully and empirically dissected and theoretically analyzed.

## **1.1 Literature review**

### **1.1.1 Types of Online Games Prevalent in Higher Education**

Nigeria's university gaming landscape is varied, with different types of games appealing to different crowds depending on the gameplay. Based on empirical evidence, the most common games can be divided into three main typologies: Mobile Massively Multiplayer Online Role-Playing Games (MMORPGs), Multiplayer Online Battle Arenas (MOBAs) and First-Person Shooters/Tactical Simulations (FPS). The mobile-centric platforms are the most dominant platform in Nigerian Universities due to the portability of devices and the ease at which they are entered. It seems that the most popular games for male engineering and computer science undergraduates currently are the tactical ones such as Call of Duty Mobile (CODM) and PUBG Mobile, while strategy-based card games or virtual sports simulators like EA Sports FC have a broader and more casual appeal. Each of these typologies requires a completely different mental type. For instance, MOBAs involve high level and long-term strategic resource allocation while FPS games focus on immediate visual-spatial reaction loops and audition.

### **1.1.2 Range of Gaming in the Undergrad Cohort**

The behavioral traces of online gaming within Nigerian tertiary institutions show a wide penetration of online gaming into the students' daily activities. Studies measuring digital habits among university students suggest that significant numbers of students in technical higher education are playing digital games at least once a day. This engagement can just be a casual one during lecture breaks or can be intense and competitive matches that last for several hours into the night. Importantly, the scope does not exclude any individual recreation. It has grown into a definite subculture of students who host, with a number of localised multiplayer lounges, shared internet Wi-Fi hotspots and unregulated student gambling. Although this breadth of involvement is an organic force in the growth of digital tech subcultures in academic environments, it can also displace established academic activities and turn gaming into an important part in the social lives of students.

### **1.1.3 Dominant Gaming Titles found on Campus.**

The exact software setup preferred by Nigerian undergraduates is strictly dictated by cross-platform accessibility and optimized data consumption models. Because high-end gaming personal computers and next-generation consoles represent a significant financial barrier, the mobile smartphone serves as the primary gateway to interactive entertainment within university ecosystems. Furthermore, given the volatile cost and fluctuating bandwidth of local

telecommunication networks, students naturally gravitate toward software architectures that minimize background data traffic while maximizing real-time network stability. Within the vibrant social ecosystems of university hostels across the country, four specific titles have achieved dominant status, each cultivating distinct subcultures, cognitive demands, and localized competitive infrastructures.

*Call of Duty Mobile (CODM):* *Call of Duty Mobile (CODM)* stands as a premier fast-paced tactical shooter within the Nigerian campus environment, acting as a major hub for high-intensity digital competition. The game requires exceptional, highly refined psychomotor control, forcing players to abandon traditional thumb-only controls in favor of complex, multi-finger touchscreen configurations like the "four-finger claw" or "six-finger claw." These physical techniques allow undergraduates to manage movement, camera aiming, jumping, crouching, and weapon firing simultaneously within fractions of a second.

Beyond individual mechanical precision and muscular coordination, CODM demands high-level, complex team communication. Within the crowded, high-energy spaces of university hostels, squads cannot rely on passive gameplay; they must execute instantaneous voice-coordinated strategies to control map choke points, manage spawn rotations, and trade eliminations efficiently. This converts casual dorm rooms into highly focused tactical command centers where split-second verbal cues dictate the outcome of a match. The game's competitive ranking system fosters a prestigious hierarchy on campus, where achieving the "Legendary" rank serves as a notable social badge of honor among peers. Because the software architecture allows for rapid, five-to-ten-minute multiplayer matches, it fits perfectly into the fragmented schedules of university students, providing an intense blast of adrenaline and mechanical testing between lectures or during evening power outages.

*PlayerUnknown's Battlegrounds Mobile (PUBG Mobile):* In sharp contrast to the claustrophobic, immediate engagements of short-form shooters, *PlayerUnknown's Battlegrounds (PUBG) Mobile* offers an expansive, survival-based battle royale experience built on endurance, patience, and massive scale. Dropping one hundred players simultaneously onto a sprawling, constantly shrinking island terrain, the game shifts the primary cognitive load toward extensive spatial mapping and real-time situational awareness. Undergraduate players must mentally calculate topographical elevations, predict the geometric shrinkage of the safe zone circle, and accurately decipher distant, multi-directional audio cues such as muffled footsteps, vehicular movement, or suppressed gunfire.

Survival in *PUBG Mobile* relies heavily on data conservation and software optimization; its underlying network protocol is uniquely engineered to maintain large, ninety-player lobbies over unstable or fluctuating 3G and 4G mobile data connections common across Nigerian networks. This impressive technical efficiency allows students to engage in prolonged, thirty-minute matches without experiencing catastrophic packet loss or connection drops. The social structure of *PUBG Mobile* on campus is deeply rooted in squad mechanics, where four-man teams from the same hostel wing or academic department form long-term alliances. These matches foster deep bonds of trust, as players must share scarce resources like ammunition and medical kits, coordinate complex vehicle rotations across open fields, and execute high-stakes rescue operations to revive downed teammates under intense enemy pressure.

*Mobile Legends: Bang Bang (MLBB):* For university students drawn to deep strategic planning, economic theory, and complex fantasy systems, *Mobile Legends: Bang Bang (MLBB)* serves as the undisputed dominant Multiplayer Online Battle Arena (MOBA) on campus. The game functions through advanced algorithmic workgroups, where five-man teams must carefully select complementary character classes—such as Tanks, Assassins, Mages, and Marksmen—to maximize their lineup's mechanical efficiency and crowd-control capabilities. Success in *MLBB* requires meticulous, real-time resource management, as players must constantly calculate the allocation of virtual gold and experience points across the team while

engaging in tight tactical loops that revolve around objective control, lane pressure, and jungle positioning.

The staggering popularity of MLBB in Nigerian university hostels is directly tied to its highly optimized software footprint. Featuring a heavily compressed file size and lightning-fast, data-efficient matchmaking algorithms, it runs seamlessly on budget and mid-range Android smartphones without overheating the device or draining precious battery life during campus blackouts. The game acts as an intellectual proving ground, where students analyze patch notes, design innovative character builds, and study international esports strategies. This creates an environment where mental sharpness, strategic foresight, and macro-level map management are valued just as highly as raw physical reflex speed.

*EA Sports FC Mobil: EA Sports FC Mobile* provides a pristine virtual sports simulation that taps directly into Nigeria's deeply rooted, deeply passionate football culture. Unlike the other dominant campus titles, which often require constant internet-driven squad cohesion and remote server synchronization, FC Mobile is uniquely intertwined with localized, face-to-face competitive structures and spontaneous social recreation within the university community. It serves as the primary tool for digital wagering, intense room bragging rights, and quick casual breaks between long academic lectures. The game's head-to-head matches mimic the explosive atmosphere, banter, and high drama found in real-world European football viewing centers across Nigerian cities. Hostel rooms frequently transform into mini-stadiums, with crowds of spectators gathering around a match to cheer on spectacular goals or mock defensive blunders.

From a technical standpoint, the game is highly praised by undergraduates for its low data consumption models, allowing players to manage their ultimate teams, complete daily skill challenges, and play ranked matches with minimal financial strain on their data budgets. By bridging the gap between cutting-edge mobile gaming skill and traditional, real-world sports fandom, EA Sports FC Mobile creates an incredibly accessible, culturally resonant competitive loop that unifies students across different departments, levels, and social backgrounds.

## **2. Advantages of Online Gaming in French and Computer Education**

Passive use information alone is not enough to understand these uses, one must take into account how students interact with, manipulate and troubleshoot through the game environments. When an interaction involves a complex and multi-layered digital and linguistic system, it is hard to play a modern, online game for a dual focus student, French and Computer Education. Gamers do not simply react to visual information; they often adjust network configurations, tweak frames per second (FPS) parameters and manipulate graphics pipelines for maximum hardware usage, and communicate and interpret across cultures, and use varying language registers during high stakes situations.

This process is very similar to the user gratification theories where students engage with the virtual platform to gain a feeling of competence, control and communicative agency. Complex logic patterns and syntactic decodings run automatically, while dealing with high ping connections on shaky internet connections, analysing game telemetry, and using custom interfaces with virtual controllers as well as real-time bilingual or immersion-based team coordination to enhance tactical performance. The deep structural interaction makes an unofficial space for coding environments, natural language processing (NLP) awareness, parsing of syntax and digital translation workflows. As a result, online gaming has obvious benefits in terms of both the cognitive-techniques and socio-linguistic dimension.

### **2.1 Spatial Reasoning and Interactive Intelligence**

Recent studies have shown that some online games can be utilized as informal supplemental materials in technical and language education (TLE) (Alzahrani & Griffiths, 2025); therefore, this implies that the educational community views video games have a negative impact on academic achievement. Others are directly related to basic values in the field of computation and linguistic practice that are important for the undergraduates who will

go on into a career in French and Computer Education. The most obvious of these include the development of visual-spatial short-term memory and working memory, attention control, psychomotor speed and auditory processing, with all of these being actively stimulated during fast-paced, multilingual play (Badejo & Gandonu, 2024).

Software design and virtual world-building relies on a core knowledge of how to design software, how to handle spatial geometry and how to map text in space, as well as an understanding of three-dimensional coordinate systems. Students are regularly asked to use spatial and contextual intelligence in multiplayer tactical games in which they have to respond to audio feedback or text-based logs in French, and move around in fluid environments. This cognitive conditioning is directly applicable to the academic field in which localization of User Interface (UI), Computer Graphics architecture, listening comprehension of a second language (L2) are the topics of study under cognitive load. The situated learning experience approach to video games involves learners being able to experiment, fail and try again, without fear of judgement. This reduces the "affective filter" (language anxiety) in language learning, leading to classroom experiences that enable rich language learning, resulting in higher levels of technical knowledge, critical thinking, fluent bilingual communication and advanced problem-solving skills (Farotimi & Abiodun, 2026).

## **2.2 Algorithmic Problem-Solving and Digital-Linguistic Familiarity**

Furthermore, strategy and multiplayer online battle arena (MOBA) games have to allocate resources in real-time, execute loops of logic, recognize patterns, and decode the text quickly. Such sequences of thoughts are very similar to control logic in computer science and syntactic parsing in applied linguistics, where the user has to make sense of multi-threaded data, detect anomalies in the system or context and make decisions to activate commands in real-time without interrupting the system or the flow of communication. Therefore, using gaming to enhance several cognitive functions such as sustained attention, critical thinking, structural problem solving, and decision making across different cultures can be developed (Alzahrani & Griffiths, 2025).

The user-system interaction has been found to benefit from online gaming in order to develop the interactive skill of the user-system interface, thus minimizing the psychological barrier that students are faced with when given advanced technical and linguistic tools. Gaming skills are not just about abstract thinking; they also cultivate a hands-on familiarity with technology and language diversity by troubleshooting connectivity issues, tuning graphic settings or handling variations in local software, to name just a few. In the Nigerian universities, a lack of meaningful activities, entertainment and the necessity to gain rare digital and linguistic skills can sometimes lead Nigeria's undergraduates to online gaming as a means of escaping boredom, entertaining and gaining some rare skills (Tartsea-Anshase et al., 2023). These experiences help to decrease the "scary" components of migrating to the industrial simulation software, integrated development environments (IDEs), computer-assisted translation (CAT) tools, and hardware/software debugging interfaces in the university lab's environment, while acquiring the necessary digital and linguistic skills.

## **3. Academic risks, procrastination and cognitive burnout in French and Computer Education.**

### **3.1 Sleep disturbances and the phenomenon of time-sinking**

Although the cognitive convergences are evident, the unlimited access to online games can pose significant academic dangers to the academic performance of French and Computer Education students. Main reason for conflict is the amount of time and mental energy these platforms require, making behavioral dependencies that displace the necessary academic behaviors. Problematic gaming directly results in neglecting academic tasks, including schoolwork and homework, as well as preparation for exams, which results in poor academic

performance (Alzahrani & Griffiths, 2025). Programming languages, hardware engineering, requires deep work: uninterrupted periods of targeted attention. If a student has to continually switch back and forth between a 10-minute session of playing the game and a 10 minute session of debugging thousands of lines of code, or soldering the latest integrated circuit, he can't do either. Overuse of online games can result in a behaviour-based addiction, a term that refers to behaviours carried out over and over, detrimental to academic and social adaptation skills (Badejo & Gandonu, 2024).

Student gamers who are very active on their computer games can spend as much as twenty hours a week online, which can lead to academic problems ranging from heavy procrastination in laboratory reports, to chronic sleep deprivation. When it comes to cognition, excessive and problematic gaming straightway cuts down on cognitive functions, vision problems, musculoskeletal pain, and severe sleep disturbances (Alzahrani & Griffiths, 2025). French and Computer Education students who arrive at an early morning electronics workshop exhausted cannot retain very complicated, abstract concepts, such as data structures or circuit theory.

### **3.2 The illusion of technical competence**

Also, there is a psychological-risk underlying that can be described as “gamer's hubris.” Students pick up a lot of manual dexterity and rapid response logical skills in the user interface of a game, getting a false sense of technical capability. But playing with a virtual avatar or controlling game assets doesn't replace the hard, exacting tasks of writing raw script, troubleshooting a "burnt out" motor driver chip or manually locating a short circuit on a real breadboard. French and Computer Education students with an addiction to online games tend to spend more time playing online games, diverting their attention away from academic activities and causing their interest to fade quickly and become bored. They became less focused, tired easily and loss interest in academic work because they put more time and energy into playing games (Yemima & Purnama, 2024). Long-term games addiction has profound effects on physical health, personal social skills, learning and work performance (Wang, 2024). Overspending causes real technical output to be replaced by rapid virtual rewards that cause frustration, reduced school performance and increased anxiety when students experience real world engineering failures.

## **4. The infrastructure realities of Nigerian Universities.**

It is important to look at the special socio-economic and infrastructural environment of Nigerian Public University to fully understand the impact of online gaming. Students have limited resources in their environment and academic and personal decisions have clear financial and academic implications. Nigerian French and Computer Education undergraduates do not enjoy consistent power supply, a high cost of living nor have access to any free data plan, other than their own cellular data subscription, as their peers in developed countries do. Online gaming requires a lot of data and consumes lots of battery power.

Heavy gaming takes money away from educational requirements, particularly when regular power to the campus isn't provided, and French and Computer Education students must pay for internet data on their personal allowances. Poverty with low money often takes French and Computer Education students to seek solace and entertainment in online games but the addiction carries with it a huge economic, academic, and occupational burden on the individual (Badejo & Gandonu, 2024). It is common for money that would be useful for buying critical parts and components for one's own projects to be used instead on internet data packages to download huge updates for large games or to keep one's multiplayer connections (Sanchez-Fernandez & Borda-Mas, 2023). This financial burden is directly affecting hands-on learning as French and Computer Education students without any components are required to work in a large group during lab time, thus reducing the hands-on experience for each student.

Furthermore, there are often intermittent power outages and network connectivity

problems in public university campuses. In this technological context, French and Computer Education students who rely on a mobile smartphone as their main Internet gateway experience high stress because mobile smartphones are high risk technological dependency instruments due to their mobility and accessibility (Sánchez-Fernández & Borda-Mas, 2022). French and Computer Education students will add stress to shared resources when they meet in academic zones for gaming, or when they meet in public Wi-Fi access zones to update gaming software.

This can push other undergraduates out of the way who have requirements for the same source of power and network bandwidth to access academic publications, download software libraries or write their graduation projects. The university student population is one of problematic use of online products and services, which includes problematic smartphone use and specific cyber addictions, among high-risk groups (Sánchez-Fernández & Borda-Mas, 2022). The institutionalisation of the gaming culture as a hegemonic hostel culture consequently generates a conflict between the recreational media consumption and the technical education infrastructural needs.

## **5. Prospects of Online Games in Nigerian Universities**

### **5.1 Gamification of Pedagogy and Digital-Based Learning (DGBL)**

Although the focus of the conversation about online gaming tends to be on online behavioral control, there is enormous transformative potential in the future of embedding game architectures into the structure of Nigerian Universities. The main paths for institutional development are the formalization of the transition towards Digital Game-Based Learning (DGBL) and the gamification of challenging technical learning contents. Computer and Robotics Education is a discipline that requires profound concepts of machines or challenging lines of code to adhere to, and this is often difficult to keep the French and Computer Education students engaged with traditional lectures.

Localized learning games with low bandwidth can be created in universities, which can take advantage of the internal incentive mechanisms and dopamine cycle of popular video games and use them to augment learning. Digital game frameworks have proven to be valuable tools in enhancing motivation in African classrooms, and incorporating interactive simulations within coding and electronics learning could help make abstract learning engaging for students (Farotimi & Abiodun, 2026). This approach to gamification enables undergraduates to safely execute trial and error cycles on simulated microcontroller and software compilers without risk to the costly physical laboratory hardware.

### **5.2 Formalization of Campus Esports and Institutional Revenue**

In addition to the classroom, the institutionalization of competitive esports is a vast opportunity for Nigeria tertiary education in terms of infrastructure and economic activities. In the global landscape, eSports has emerged as a multi-billion-dollar business, and Nigerian universities are ideally positioned to grow into hubs of tech talent and eSports leagues for the region. Creating formal structured university approved esports clubs will help to shift gaming from unregulated hostel distractions to formal extracurricular activity (Tartsea-Anshase et al, 2023). Competitive game meets creative software engineering, data analytics, and interactive media design panels in the formal club. French and Computer Education students who are actively involved in managing a team, analysing game play information or resolving networking problems gain industry-standard project management skills. University esports leagues create new avenues for institutional sources of funding via corporate sponsorships, hardware donations from tech multi-national corporations and tech-driven career placement programs.

### **5.3 Technical Capacity Building and Indigenous Game Development**

Lastly, online gaming is becoming increasingly popular, and this is a major incentive for indigenous software development and entrepreneurial creativity among French and

Computer Education students. Nigeria's university French and Computer Education students are not just using or consuming Western or Asian digital assets, they are the future producers of localized gaming content. The high interaction with the online gaming platforms can also be a driver for entrepreneurial development in the tertiary institutions (Chukwuka & Nwaka, 2026). Once French and Computer Education students play with complicated game design paradigms, they are naturally interested in coding graphics engines, creating secure cloud-based databases for multi-player game tracking, and creating localized digital payment gateways. This gamification drive can be channeled into student-driven tech startups when their ideas are housed in the structured business incubators of the university. The ecosystem has the potential to impact the African market in terms of Africa's game development industry, as well as providing opportunities for Nigerian entrepreneurs to create jobs in the real world.

## **6. Implications of the findings**

The findings of the study emphasise a significant paradox between the learning and development of digital skills and significant academic conflict. On the other hand, the mobile online games act as informal and low-stakes sandboxes that boost algorithmic problem-solving and minimize the language learning "affective filter. On the one hand, mobile online games serve as an informal and low-stakes sandbox that improves algorithmic problem-solving and reduces the language learning "affective filter. Gambling, however, is most often a time-consuming and mentally fatiguing activity, as documented in the psychological breakdowns of frontal lobe deficits and behavioral abnormalities (Achebe et al., 2024). This counterproductive effect is heightened by the high cost of data packages, which underscores the profound psychosocial nature of Nigeria's macroeconomic crises (Onyemaechi et al., 2025). These financial pressures typically lead to disagreements about shared campus resources, such as water, electricity, and heating, which is reflected in the perception of resource distribution and employee development programs in state owned tertiary institutions (Onwuka et al., 2022).

Pedagogically, this campus subculture points towards a "dynamic shift in learning toward digital tools," in keeping with the speedy evolution of skit making in the realm of social media in Neo-Nollywood (Ilukwe, 2026; 2019). In order to overcome the structural corruption and incompetence of administrative leadership typical of the traditional teaching frameworks in Universities, which are lecture-driven, universities can use interactive Digital Game Based Learning. This shift reflects adaptations of the modern digital business model to resist IP theft (Nwadiigwe & Ilukwe, 2023) and cross-cultural localizations of the western drama into local contexts (Ilukwe, 2025). In addition, the voice-coordinated teamwork that is observed in student gaming teams is a rebellious and high-energy team. The collective mobilization against actual limitations is similar to the tactic of mobilizing against oppressive authority figures in revolutionary African theater (Ilukwe & Ume, 2025; Ume & Agoha, 2025). The virtual environment also affords students a safe space to challenge the rigid power structures in society, as is the case with digital comedy skits which actively challenge gendered power structures (Agoha et al., 2026), and cinematic narratives which promote child rights while simultaneously revealing the abuses of society's structures (Agoha et al., 2024).

Last but not least, the special text tags and non-verbal symbols utilized within campus sports are important pathways of maintaining identity, in a manner akin to the traditional oral "praise" performances (Ilukwe, 2021) and traditional war dances (Okeke & Akunne, 2023). Such digital interaction patterns are similar to those of traditional dance patterns (Ume & Akas, 2021). In summary, these personalised gaming characters are contemporary representations of culture, and like the specialised costumes for performing they convey a certain identity to their wearer, and must be documented carefully and studied in the academic sense to maintain their significance (Utoh-Ezeajugh & Ume, 2025a, 2025b). Campus esports clubs can be established to help universities effectively harness the energies of their students and transform them into beneficial engineering skills and rhetorical/linguistic abilities in the area of social media's

overall influence on the justice system (Ilukwe & Ume, 2026), while simultaneously enabling students to engage in meaningful and formal discussions about the role of social media in the justice system.

## 7. Conclusion and Recommendations

Online gaming does not have to be bad for a Computer and Robotics Education student and it does not have to be good. It's like an amplifier. The game also improves spatial thinking, logic in real time, and an understanding of software tools, but its addictive nature can also destroy the discipline needed to become a successful technical educator or innovator. Academic departments should accept a proactive approach in balancing this ecosystem in the Nigerian university structure, instead of trying to implement impossible bans on student recreation. The use of gamification in learning can enhance students' retention, understanding, and performance in school in a positive way because it connects traditional learning and learning with what French and Computer Education students are used to.

It is therefore recommended that lecturers must be engaged and apply the gamified learning model in their teaching. Competitive programming tasks can be crafted as competitive games, hackathon-style programming sessions, or local robotics design competitions, which can focus students' competitiveness on measurable engineering tasks, consistent with the benefits of game-based structures. Academic departments need to seek to move gaming out of the hostel room to the formalised time-limited campus club. Incorporating gaming within academic settings also allows institutions to connect recreation directly with workshops focused on game design, software coding, and hardware integration, transforming gaming into a shared skill. All engineering departments need to have a compulsory orientation program on time management and mental fatigue. French and Computer Education students should be advised to use online game as a controlled reward and not a displacement activity that diverts attention from required laboratory tasks; this will aid in moderation in terms of time allocation.

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