International Journal of Research Studies in Management
2026 Volume 14 Number 2, 149-158

Influence of playing Roblox on learning engagement and emotional well-being of students in Divine Word College of San Jose

Sanchez, Alyssa Marie C. ✉
Divine Word College of San Jose, Philippines (alyzsamariesanchez@gmail.com)
Dela Roca, Leuvenia Jean E.
Claud, John Harold Allen I.
Bacani, Geeran Nico C.
Macalalad, Reign Charisse F.
Panopio, Prince Jaime A.
Valdez, Erna Joy T.

ISSN: 2243-7770
Online ISSN: 2243-7789

OPEN ACCESS

Received: 24 February 2026 **Revised**: 27 March 2026 **Accepted**: 30 March 2026
Available Online: 2 April 2026 **DOI**: 10.5861/ijrsm.2026.26024

Abstract

This study examined the influence of playing Roblox on students' learning engagement and emotional well-being at Divine Word College of San Jose. Using a descriptive-correlational research design, the researcher collected data from 66 student respondents through structured questionnaires. The study focused on how factors such as collaboration, creativity, imagination, resilience, self-esteem, and self-respect were associated with students' engagement in learning and overall emotional well-being. Results revealed positive relationships between playing Roblox and students' collaboration, creativity, and resilience, while moderate effects were observed on self-esteem and emotional regulation. The findings suggest that, when balanced with academic responsibilities, playing Roblox can support learning engagement and enhance emotional well-being among students. The significant relationship found between playing Roblox, learning engagement, and emotional well-being suggests that Roblox serves as an effective educational and psychosocial platform for students. The findings validate the effectiveness of a structured, self-administered questionnaire as the research instrument, as it comprehensively covered various dimensions of learning engagement, such as collaboration, social interaction, creativity, and imagination, as well as emotional well-being factors, including resilience, self-esteem, and self-respect. This study recommends that parents be encouraged to guide and monitor their children's gaming habits while maintaining open communication with them about their online experiences, to support their children's confidence, resilience, responsible decision-making, teamwork, and social interaction, as well as their online behavior. Proper guidance and support for a child are the best way to help them grow physically and mentally.

Keywords: Roblox, learning engagement, emotional well-being, quantitative research, gaming habits

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1. Introduction

In the digital age, Roblox has become one of the most popular online gaming platforms worldwide. It is a user-made, interactive space where players can create, share, and explore various types of games, including adventure, horror, simulation, roleplay, trivia, and obstacle courses, making it not only a gaming space but also a creative environment. Furthermore, Hernández et al. (2022) reported that Roblox-based activities are enjoyable for students because they support social interaction and cooperative problem-solving. Moreover, these qualities may support teamwork, self-expression, and creative thinking; however, their impact on students' interest in learning, engagement, and emotional well-being has not been thoroughly examined in formal research. Earlier studies have shown that Roblox can help develop digital literacy.

Moreover, these qualities may support teamwork, self-expression, and creative thinking; however, their impact on students' interest in learning, engagement, and emotional well-being has not been thoroughly examined in formal research. Earlier studies have shown that Roblox can help develop digital literacy. As students navigate academic demands and emotional pressures, Rospigliosi (2022) suggests that digital play can both support engagement and pose risks when use becomes excessive or poorly regulated. However, in the Philippine context, Rangel-Pérez et al. (2023) state that most existing work broadly focuses on online gaming or ICT use, and there are insufficient studies in the Philippines on how these factors affect learning engagement and emotional well-being. This research addresses that gap by examining how playing Roblox affects learning engagement and emotional well-being among senior high school students at Divine Word College of San Jose.

This research addresses that gap by testing how playing Roblox influences the learning engagement and emotional well-being of senior high school students at Divine Word College of San Jose. The findings of this study will serve as the basis for recommendations to encourage responsible gaming, enhance learning engagement, and support students' emotional well-being. This can be achieved by examining research findings on how Roblox affects students' emotional well-being and level of engagement in learning. Teachers and educational institutions can use similar game-based strategies to make learning more engaging if the data indicates that playing Roblox enhances students' focus, engagement, and creativity. However, parents and administrators can establish guidelines to promote responsible gaming and balanced screen time if the study shows that excessive gaming leads to attention or mental stress. Through these insights, the research can serve as a useful guide in developing educational programs by helping schools design game-based learning strategies if Roblox shows positive effects or by creating clear screen-time policies and digital wellness programs if excessive use negatively affects students' focus and emotional well-being.

Statement of the Problem - This study aimed to assess the impact of playing Roblox on students' learning engagement and emotional well-being at Divine Word College of San Jose. Specifically, this study sought to answer the following questions: (1) What is the demographic profile of the respondents in terms of sex, grade level, and frequency of playing Roblox? (2) What is the level of students' learning engagement while playing Roblox, in terms of collaboration & social interaction and creativity & imagination? (3) What is the level of students' emotional well-being while playing Roblox, in terms of resilience, self-esteem, and self-respect? (4) Is there a significant relationship between the demographic profile and playing Roblox on the learning engagement and emotional well-being of students?

Significance of the Study - This study aims to provide valuable information about how playing Roblox influences students' learning engagement and emotional well-being. The results of this research may be useful to several groups who are directly involved in students' learning and development. Senior high school students may

benefit from this study by gaining a clearer understanding of how their gaming habits, particularly playing Roblox, may influence their level of engagement in learning and their emotional condition. Furthermore, this research can benefit educators by offering insights into the relationship between students' gaming habits and their classroom participation. While senior high school students can regulate their own screen use, the findings may help parents understand how gaming habits influence concentration, engagement in school activities, and emotional reactions. This understanding may guide parents in supporting their children to maintain a healthy balance between gaming and academic responsibilities. School administrators may use the findings of this study as a guide to create or improve school guidelines on students' gaming habits. The results may also help develop programs or awareness activities that encourage responsible gaming while ensuring that students remain engaged in their studies. Guidance counselors may use the findings of this study to understand better how students' Roblox gaming habits affect their learning engagement and emotional well-being. The results may also help counselors address gaming habits during guidance sessions and raise awareness of responsible gaming. These activities may also encourage students to reflect on their gaming habits and learn how to balance gaming with their academic responsibilities. Lastly, this study may serve as a reference for future researchers planning to conduct similar studies on Roblox, learning engagement, and emotional well-being. It may also provide a basis for further research on related topics such as screen time management. In addition, the findings may help support the development of future student policies or educational programs.

Scope and Delimitation of the Study - This study focused on identifying the influence of playing Roblox on students' learning engagement and emotional well-being at Divine Word College of San Jose. The respondents in this study were senior high school students enrolled in the academic year 2025-2026. Furthermore, the study considered only individuals with at least 1 year of experience playing Roblox to ensure consistent exposure to the platform. This study does not cover other online gaming platforms or students from other academic institutions to ensure a focused analysis within the specified demographic and digital environment.

2. Methodology

Research Design - This study utilized a descriptive-correlational research design. This design was appropriate for describing the levels of variables and examining their relationships without manipulation. The descriptive aspect determined the demographic profile, level of playing Roblox, learning engagement, and emotional well-being. The correlational aspect tested relationships, such as between playing Roblox and learning engagement, and between playing Roblox and emotional well-being.

Respondents of the Study - The respondents in this study were selected from students in the Senior High School department at Divine Word College of San Jose (DWCSJ) who had been actively playing Roblox for at least one year. The exact number of respondents was finalized after data collection, with representation across various academic strands and grade levels (Grades 11 and 12) to provide comprehensive insights. Thus, there were 66 respondents in all who were actively playing Roblox, out of a total population of 412.

Research Instrument - The researcher-made questionnaire was the main research instrument in this study. The questionnaire was composed of three parts: the respondents' demographic profile, learning engagement in two aspects (collaboration & social interaction and creativity & imagination), and emotional well-being in three aspects (resilience, self-esteem, and self-respect). Moreover, expert validation was conducted to ensure the instrument's validity and reliability. There were 3 experts in the field of research from the senior high and college departments who also validated the survey questionnaire. The questionnaire uses a four-point Likert scale, with options ranging from Strongly Agree (4) to Strongly Disagree (1).

Data Gathering Procedure - To gather quantitative data, researchers sent one (1) request letter to the department coordinator of the Senior High School Department of Divine Word College of San Jose to secure approval to conduct a survey for each section. The researchers then obtained proper consent from the respondents to ensure confidentiality. All collected information was used solely for academic and research purposes. After

approval was granted, the researchers personally distributed the validated survey questionnaire to the qualified respondents, who are senior high school students at Divine Word College of San Jose and have been playing Roblox for at least 1 year. It took two (2) days to finish the data-gathering procedure.

Statistical Treatment of the Data - Frequency and percentage were used to present the respondents' demographic characteristics, including gender distribution. The weighted mean was used to determine the levels of the variables related to playing Roblox, learning engagement, and emotional well-being. Learning engagement encompassed collaboration, social interaction, creativity, and imagination, while emotional well-being encompassed resilience, self-esteem, and self-respect. Regression analysis was used to determine the influence of the independent variables, which are the demographic profile and playing Roblox, on the dependent variables, which are learning engagement and emotional well-being. This analysis helped identify the influence of playing Roblox and demographic factors on students' learning engagement and emotional well-being.

Ethical Considerations - The researchers made sure that every student was treated with kindness and respect. Before the researchers began, respondents were clearly informed of the research's purpose and voluntarily agreed to participate. Their answers would remain confidential, and all data collected was used only for educational purposes. All data were securely stored and used only for research purposes. Furthermore, the researchers will adhere to the ethical guidelines set by Divine Word College of San Jose, thereby upholding the principles of honesty, respect, and integrity throughout the research.

3. Results and Discussions

Table 1

Demographic Profile of the Respondents

Indicators (Sex)	Frequency	Percentage
Male	32	48.48%
Female	34	51.52%
Total	66	100%
Indicators (Grade Level)		
Grade 11	33	50
Grade 12	33	50
Total	66	100%
Indicators (Frequency of Playing Roblox)		
Less than a week	19	28.79%
3-5 times/week	25	37.88%
6-8 times/week	9	13.64%
9-11 times/week	6	9.09%
12 times or more per week	7	10.61%
Total	66	100%

Table 1 presents the demographic profile of the respondents by frequency of playing Roblox, grade level, and sex. The total number of respondents is 66, with 32 (48.48%) being male and 34 (51.52%) being female. The data suggest that the gender distribution is nearly equal, thereby guaranteeing that both groups are adequately represented in the sample. These figures align with the study by Han et al. (2023), which noted that Roblox attracts a diverse global population of young users and emphasized the importance of sex as a demographic variable in digital research. Furthermore, Hernández et al. (2022) observed that Roblox users in educational settings come from varied backgrounds, which supports the platform's inclusive nature as a basis for examining student engagement and emotional well-being.

In terms of academic level, the data shows a uniform distribution, with 33 (50%) respondents from Grade 11 and 33 (50%) from Grade 12. As noted by Hernández et al. (2022) and Han et al. (2023), grade level is a significant demographic variable in educational studies, as engagement patterns and learning outcomes may vary according to academic stage. Moreover, research by Meier et al. (2020) and Jin (2024) confirms that senior high school students possess the cognitive and technological proficiency required for participation in immersive, game-based learning environments.

The final indicator assesses the frequency of Roblox gameplay among the respondents. The results suggest that while a majority of respondents engage with Roblox regularly, usage patterns generally remain moderate. In this regard, Sadović et al. (2024) assert that the frequency of access is a critical factor in evaluating behavioral and learning outcomes, noting that regular yet moderated use is common among school-aged children. Moreover, Han et al. (2023) asserted that regular access to the platform cultivates familiarity and engagement via repeated exposure. This conclusion is corroborated by Faridah and Deng (2024), who found that students with regular gaming experience exhibit greater engagement and greater acceptability when the platform is used for educational purposes.

Table 2

Mean Level of Learning Engagement in terms of Collaboration and Social Interaction & Creativity, and Imagination

Indicators (Collaboration and Social Interaction)	Weighted Mean	Verbal Description
1. When playing Roblox with friends or teammates, I work together with them to achieve shared goals.	3.18	Moderate High
2. I communicate and coordinate with other players in Roblox to complete game objectives.	3.21	Moderate High
3. Playing Roblox encourages me to listen to my teammates' ideas and give my suggestions.	3.01	Moderate High
4. I cooperate with friends or teammates in Roblox by supporting each other during gameplay.	3.18	Moderate High
5. Playing Roblox with others helps me build positive relationships through teamwork and communication.	3.13	Moderate High
Composite Mean	3.14	Moderate High
Indicators (Creativity and Imagination)		
1. Playing Roblox allows me to create my own game worlds and explore new ideas.	3.03	Moderate High
2. I enjoy designing characters or items in Roblox that reflect my own unique ideas.	3.15	Moderate High
3. Playing Roblox inspires me to think of new ways to solve challenges or complete tasks.	3.21	Moderate High
4. I use my imagination to invent stories and scenarios while playing Roblox	2.87	Moderate High
5. Playing Roblox	3.07	Moderate High
Composite Mean	3.07	Moderate High
Total Mean	3.10	Moderate High

Scale: 3.25-4.00 High; 2.50-3.24 Moderate High; 1.75-2.49 Moderate Low; 1.00-1.74 Low

Table 2 shows the level of students' learning engagement while playing Roblox in terms of collaboration and social interaction. The result indicated that the second indicator had the highest weighted mean, specifically 3.21. However, indicator 3 had the lowest weighted mean of 3.01. The assessment of each indicator yielded a moderately high composite mean, indicating a relatively positive level of respondents' involvement. Furthermore, the composite mean of 3.14 indicates that students demonstrated a moderately high level of learning engagement during their interactions with Roblox. The findings recommended that students frequently engage in collaboration and gathering while playing games, especially those that require communication, collaboration, and teamwork. However, differences in average scores revealed that students had varying skill levels in collaborating and interacting with others. The findings are corroborated by a study conducted by Jawhar et al. (2024), which demonstrated that Roblox fosters teamwork among players by encouraging communication and problem-solving. In the same vein, Cai et al. (2025) found that collaborative digital simulation enhanced student engagement and motivation, thereby reaffirming the moderate-to-high level of involvement observed in this study. Even though Roblox's related features encouraged social contact, Du et al. (2021) found that the degree and type of engagement depended on the specific setting and the person involved. This result explained the lower weighted means observed for certain indicators, despite the overall positive outcome. The study shows that Roblox had a beneficial effect on students' learning engagement by facilitating collaboration and social interaction; however, the results varied across indicators.

Moreover, the study evaluates how students participate in learning within Roblox, highlighting their creativity

and imagination. The results showed that Indicator 3 had the highest weighted mean (3.21), while Indicator 4 had the lowest (2.87). The composite mean of 3.07, defined as Moderate High, indicated that students generally exhibited a moderate-to-high level of creativity and imagination while on Roblox. This observation suggests that students were capable of expressing ideas, designing characters or items, and investigating novel concepts through playing Roblox, regardless of the different levels of imaginative engagement across the indicators. These results were confirmed by Cheng (2025), who documented that open and user-generated environments, such as Roblox, encouraged increased creative engagement by allowing players to design, modify, and explore game worlds freely. In a similar study, Meier et al. (2020) found that students who used Roblox were able to create interactive virtual worlds even with little technological knowledge. This made them more confident and creative. Overall, the findings show that Roblox favorably affects students' creativity and imagination, while involvement varied across distinct creative dimensions.

Table 3

Mean Level of Resilience, Self-Esteem, and Self-Respect

Indicators (Resilience)	Weighted Mean	Verbal Description
1. When I fail a challenge in Roblox, I keep trying until I succeed.	2.97	Moderate High
2. Playing Roblox helps me stay patient when tasks or levels are difficult.	2.78	Moderate High
3. I learn from my mistakes while playing Roblox and try new strategies.	3.18	Moderate High
4. Playing Roblox motivates me to keep improving my skills even after setbacks.	3.07	Moderate High
5. I don't give up easily when I face obstacles in Roblox.	2.93	Moderate High
Composite Mean	2.99	Moderate High
Indicators (Self-Esteem)		
1. Playing Roblox makes me feel confident in my abilities to complete challenges	3.06	Moderate High
2. I feel proud of myself when I achieve goals or win games in Roblox.	3.28	High
3. Playing Roblox helps me believe in my ability to make good decisions in the game.	3.22	Moderate High
4. I feel capable and confident when I try new strategies in Roblox.	3.21	Moderate High
5. Playing Roblox encourages me to trust my skills and abilities.	3.18	Moderate High
Composite Mean	3.19	Moderate High
Indicators (Self-Respect)		
1. Playing Roblox encourages me to follow rules and play fairly with others.	3.13	Moderate High
2. I feel good about myself when I help teammates in Roblox.	3.33	Moderate High
3. Playing Roblox motivates me to take responsibility for my actions in the game.	3.12	Moderate High
4. I treat myself with respect by staying patient and composed during challenging games.	2.98	Moderate High
5. Playing Roblox helps me feel proud when I act honestly and respectfully toward others	3.03	Moderate High
Composite Mean	3.12	Moderate High
Total Mean	3.10	Moderate High

Scale: 3.25-4.00 High; 2.50-3.24 Moderate High; 1.75-2.49 Moderate Low; 1.00-1.74 Low

Table 3 shows the level of students' emotional well-being in Roblox, measured by resilience. The results show that Indicator 3 had the highest weighted mean of 3.18, indicating that students frequently demonstrate resilience while playing Roblox. Meanwhile, Indicator 2 reveals the lowest weighted mean of 2.78, showing that resilience was present but less obvious in some situations. The overall mean of 2.99, analyzed as moderate-high, indicates that students generally demonstrated a moderate to high level of resilience when playing. These findings suggest that playing Roblox may help students handle challenges, regulate their emotions, and recover from difficulties in the game environment. However, the level of resilience varied across the indicators, indicating that students did not experience it in the same way. This result is supported by a study of Canale et al. (2019), who explained that psychological resilience can serve as a protective factor against stress and unhealthy gaming behaviors, helping individuals manage gaming-related challenges more effectively. Similarly, Pusey et al. (2020) explained that interactive technologies, such as digital games, may support the development of resilience by allowing players to practice problem-solving and coping strategies through feedback and active engagement. In addition, Maresch and

Kampman (2022) suggested that online gaming environments can provide a sense of safety where players reflect on their strategies and outcomes, which may strengthen resilience. However, the results also align with the view of Tichon and Mavin (2016), who noted that the experience of overcoming challenges in games varies among individuals and depends on personal factors and context. This perspective helps explain why some indicators showed lower weighted means despite the overall Moderate High level of resilience. Overall, the findings suggest that Roblox may contribute positively to students' emotional well-being by supporting resilience, although the extent of this effect differs among players.

The table also presents the students' emotional well-being, specifically self-esteem, while playing Roblox. The results show that Indicator 2 obtained the highest weighted mean of 3.28, which was interpreted as High. This indicates that students felt satisfied when they achieved goals or won the game. Such experiences may strengthen students' sense of competence and accomplishment. On the other hand, Indicator 1 had the lowest weighted mean of 3.06, which was described as "moderately high." This means that while students usually showed confidence when dealing with challenges, their confidence sometimes decreased when tasks were more difficult. The composite mean of 3.19, also interpreted as "moderate high," indicates that students generally felt confident in their abilities while playing Roblox. These results suggest that achieving goals in the game may help students feel proud of themselves and capable of doing tasks. However, some studies show different views. A study by Lemenager et al. (2020) found that playing games may only temporarily boost self-esteem, especially among individuals with low self-esteem. Similarly, Cudo et al. (2019) reveal that low self-esteem can sometimes lead to unhealthy gaming habits, suggesting that confidence gained from gaming may not last long. Overall, the results suggest that playing Roblox in moderation may improve students' self-esteem by allowing them to experience success and achievement in the game. However, the impact of gaming on self-esteem appears to vary among students and may not always be lasting. Moreover, the findings also show how playing Roblox influenced students' sense of self-respect. Indicator 2 had the highest weighted mean of 3.33, classified as High.

In contrast, Indicator 1 gained the lowest weighted mean of 2.99, which is defined as "Moderate High." The overall mean of 3.10, also defined as "moderate high," shows that students generally had a moderately high level of self-respect while playing the game. These results suggest that Roblox may encourage responsible behavior, following rules, and respect for other players, especially during collaborative and goal-oriented gameplay. However, the differences in the weighted means indicate that students experienced self-respect differently across its aspects. The findings support the study by Corbitt and Becker (2024), which found that Roblox can foster community interaction and identity development. Through active participation on the platform, players may develop a sense of agency and self-respect by taking part in meaningful activities. Similarly, Damanhuri and Wali (2024) reported that collaborative gameplay and moral scenarios in Roblox may encourage responsibility and respectful behavior among young players. On the other hand, some studies show different results. Green et al. (2020) explained that strong attachment to avatars and problematic gaming behavior may negatively affect self-respect, especially when gaming is used to escape real-life problems. Similarly, Kavanagh et al. (2023) noted that although gaming may temporarily increase self-esteem, this improvement does not always translate into long-term self-respect, particularly among individuals who develop unhealthy gaming habits.

Overall, the results suggest that Roblox is associated with higher levels of self-respect among students. This may be influenced by game experiences that encourage cooperation, responsibility, and fair play. However, differences across indicators and mixed results from previous studies suggest that the development of self-respect through gaming may depend on students' individual experiences and on how they play.

Table 4 shows the path coefficients, effect sizes, t-values, and p-values concerning the direct effects of Roblox gameplay on students' learning engagement and emotional well-being at Divine Word College of San Jose. The results demonstrate a statistically significant positive impact on learning engagement ($\beta = 0.314$, $t = 2.65$, $p = 0.01$). Therefore, the null hypothesis (H01), which posits that playing Roblox does not significantly affect students' learning engagement, is rejected. This rejection is supported by the p-value, which is below 0.05. thus offering sufficient evidence to support the claim that Roblox gameplay has a significant effect. Furthermore, the effect size

($r^2 = 0.099$) suggests a small, yet meaningful, influence.

Table 4

Correlation Coefficients and p-values for Hypothesis Testing

Variables	Correlation Coefficients	Effect Size	t-value	p-value	Interpretation
Profile of the Students' →Learning Engagement	0.314	0.099	2.65	0.01	Significant
Profile of the Students' →Emotional Well-Being	0.254	0.065	2.1	0.04	Significant

Legend: p-value < 0.05 Significant

Similarly, the results show a significant relationship between playing Roblox and students' emotional well-being. This is supported by the obtained correlation coefficient of 0.254, a t-value of 2.10, and a p-value of 0.040. Since the p-value is lower than the 0.05 level of significance, the null hypothesis is rejected. This indicates that playing Roblox is measurably connected to students' emotional well-being. The effect size ($r^2 = 0.065$) further suggests that although the level of influence is not very high, it still represents a valuable contribution to students' emotional well-being. These findings are consistent with previous studies that also tested the role of Roblox in education and student development. For instance, Faridah and Deng (2024) pointed out that Roblox provides an interactive environment that can increase students' participation and interest in learning activities. Likewise, Alhasan et al. (2023) explained that when Roblox is effectively integrated into classroom activities, it can help students collaborate to solve problems and develop a deeper understanding of the lesson. Studies by Ho and Lee (2023) and Meier et al. (2020) also reported that Roblox-based learning activities can improve creativity, cooperation, and active participation through games and learning methods.

In terms of emotional well-being, Hernández et al. (2022) observed that multiplayer game environments, such as Roblox, encourage peer interaction, promote empathy, and help students develop a sense of belonging, all of which are important aspects of students' emotional growth. Additionally, Damanhuri and Wali (2024) found that Roblox games incorporating elements of moral and character education can encourage positive social behavior and better emotional regulation among players. Vuorre et al. (2022) and Johannes et al. (2021) have shown that intrinsic motivation, social connection, and autonomy during gameplay positively influence emotional well-being. This supports the significant connections found in this research. Lastly, the significant relationship found between playing Roblox, learning engagement, and emotional well-being suggests that Roblox serves as an effective educational and psychosocial platform for students.

4. Conclusions

Based on the findings of the study on the influence of playing Roblox on students' learning engagement and emotional well-being at Divine Word College of San Jose, several conclusions were drawn: First, the demographic profile showed that the respondents were almost evenly divided by sex. However, there were slightly more females than males. Grade 11 and Grade 12 students were also equally represented in the study. Most respondents reported playing Roblox about 3 to 5 times a week, suggesting they played the game regularly but not excessively. This observation implies that the platform fosters communication, teamwork, and creative problem-solving. Furthermore, students demonstrated moderate to high levels of emotional well-being while playing Roblox, as evidenced by their resilience, self-esteem, and self-respect throughout the gaming experience. Playing Roblox seems to help students feel more emotionally stable and confident as they complete goals in the game. The study also found a strong relationship between playing Roblox and the variables examined. In particular, there was a significant connection between Roblox gameplay and students' learning engagement and emotional well-being. Consequently, students' involvement with Roblox appears to affect both their academic engagement and emotional well-being, with consistent yet moderate gameplay exerting a beneficial influence on these aspects.

Recommendations - Based on the study's conclusions, the following recommendations are proposed. The students may follow simple guidelines to play more safely, such as setting limits on screen time and practicing

good online behavior, especially since they use Roblox regularly. Students may also be encouraged to practice self-discipline in managing their gaming time to avoid negative effects on their school performance. To improve their learning engagement, students may draw on the collaboration, creativity, and imagination skills they develop while playing Roblox. Students may also reflect on how playing the game affects their emotional well-being, including resilience, self-worth, and self-respect. Playing games can also help them build social skills, make better decisions, and gain more confidence. School administrators may include interactive and team-based activities inspired by games in extracurricular programs. This can help students apply the skills they develop in Roblox, like teamwork and creativity, to their schoolwork and other activities. Future researchers may study the effects of playing Roblox on students' learning engagement and emotional well-being using larger and more diverse groups. They may also look at other factors, such as gaming platforms, screen time, or academic performance, to better understand how gaming affects students.

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