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THE EFFECT OF ONLINE GAMES ON THE ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS IN HARVEST HOUSE LIFEGIVER COLLEGE OF SOUTHERN PHILIPPINES INC.

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CHAPTER I
INTRODUCTION
BACKGROUND OF THE STUDY

Online gaming addiction is the most common subject of increasing research interest. Since the early 2000s, there has been an important increase in the number of empirical studies examining different aspects of problematic online gaming and online gaming addiction. Online game is very popular today to this modern era. Students as of the moment are very prone to the big influence of technology. They gave more time on the online gaming rather than their school performance or academic matters. playing online games has been popular lately. Another thing we know also that playing online games might affect your health. In actuality, there are both advantages and disadvantages in playing online games. The positive effect of online games, first Enhances Brain Functions: Playing online games can help online players develop their mental skills, especially in academics because in some of the games they are able to learn something that is connected to academics. Second Decision-Making; because online gamers are able to make a quick decision, playing online games teaches the brain to make decisions quickly without making any mistakes. Third Improve Teamwork Online multiplayer will improve teamwork among players. The players will get knowledge about working together to win games. However, these are also the negative effects of playing online games. First is Aggressive Behavior: If a player exhibits this behavior, he is likely to be motivated by a desire to succeed in the game. As a result of their constant desire to play and their absence from school, this has an impact on the student's academic performance as well. Second Wrong Values - Some online games teach players wrong values. Online games portray women as weaker characters and sexually provocative characters. Third, the Impact on Health – Yes, the gamer that takes part in playing online games would not like to participate in any such activities that make them fit and fine. Lastly is Bad Academic Performance – Playing online games for a long time will create a negative impact on your child's academic performance. The more your children spend playing online games, the sooner they fall asleep. Lack of concentration will be an issue for children that spend more time playing online games. Some children would fall into online games and a kind of 47addiction will happen to them. Teenagers and students are more prone to the harmful effects of online games. According to Sofia G. Sernadilla September 2021 for some people it is said that playing online games has a number of reasons to be played, for it can be a stress reliever, challenge and competition, relaxation, enjoyment, social interaction, and even mentally escaping from the real world. They do not just actually play because of some sort of seriousness, but also because they just want to feel relief. During school hours, students tend to feel stressed due to loads of school work and through playing it will relieve their stress.

According to Pauline Denise Rodica 2019 that the study revealed that online gaming has a huge impact among the students regarding their academic performance which led them to poor or low grade and physical distress as well. Majority of the respondents replied and favored those online games that gave a negative outcome to their study and health.In the statement Jackson et al, 2007; Roschelle et al, 200,20010 that many studies have been conducted to examine how academic performance is related to young people's internet use.

HYPOTHESES

The null hypothesis will be tested at 0.5 level of significance using appropriate statistical tool will be;
There is no significant relationship between online games and Senior high School Students' Academic performance.

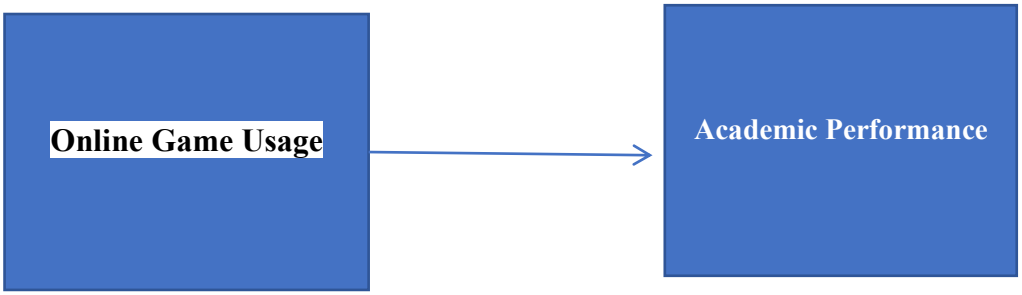
STATEMENT OF THE PROBLEM

The main purpose of this study is to find out the effects of playing online games towards the academic performances of the senior high school students in Harvest House Lifegiver College of Southern Philippines.

a) To identify the positive and negative effects of playing online games to the senior high school students.
b) To determine the effect of online games to the senior high school, and;
c) To determine the relationship between online games and Senior high Students' Academic Performance.

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Conceptual Framework



In the conceptual framework, the independent variable is **academic performance**, which refers to the students' achievements in their studies, including grades, test scores, and overall learning progress. The dependent variable is **online games**, which represent the students' engagement in digital gaming activities, whether for entertainment, social interaction, or skill development. This framework aims to explore the relationship between these two variables, analyzing how academic performance influences students' gaming habits. It considers whether students with high academic performance tend to play online games more as a reward or relaxation strategy or if struggling students use gaming as an escape from academic stress. Understanding this dynamic helps educators, parents, and policymakers develop strategies to balance academic responsibilities and gaming activities, ensuring a healthy and productive student lifestyle.

THEORETICAL FRAMEWORK

This study will look at how playing online games affects students' academic performance, approach to problem-solving, ability to make decisions, and ability to visualize space. Through a variety of scenarios and identifications on the questionnaire, the ability to solve problems, memorize information, and make decisions will be evaluated by Aceron Lozano.

According to Dondlinger (2007), a lot of focus has been placed on the use of video games for learning in recent years, in part because of the staggering sums of money invested in games in the entertainment industry, but also because of their capacity to capture player attention and hold it for extended periods of time as players learn to master game complexities and accomplish goals. A gamer can be a competitor, explorer, collector, achiever, joker, director, storyteller, performer, or craftsman, according to authors Chen and Voderer. Each of these groups of players is driven to spend hours glued to a screen by a particular objective.

CHAPTER II METHODS

RESEARCH DESIGN

Our aim in this study is to find out the effects of playing online games towards the academic performances of the Senior High School students in Harvest House College of Southern Philippines.

Researchers used quantitative approach in our study, this study was based on survey evidence of playing online games, how playing online games affects the behavior of students in terms of the academic performances of the Senior High school students, the goals are to reduce the negative effects of playing online games and also to prevent the new cases because of playing online games.

This study will examine the relationship between variables, specifically the impact of playing online games on high school students' academic performances, self-efficacy and self-awareness. This quantitative research will include correlation between the impact of playing online games on students' behavior especially on their academic performance and also on their self-efficacy.

Sampling Technique

In this study, a purposive sampling technique will be employed to choose senior high school students from Harvest House Lifegiver College of Southern Philippines Inc. This method is appropriate as it allows researchers to target students who are actively engaged in online gaming, ensuring that the sample is relevant to the study's objectives. By focusing on students who frequently play online games, the research can effectively analyze the impact of gaming on their academic performance. Additionally, the sample size will be determined based on the availability and willingness of students to participate, ensuring a balanced representation of different grade levels and gaming habits. This approach enhances the reliability and validity of the findings while maintaining feasibility in data collection.

Research Instruments

The researchers used a pretest questionnaire supplemented by the evaluations, comments and recommendations from the members of the Senior High School student population. Researchers used samples for re-testing of the data-gathering instrument of the study. The formulated questionnaire has been done through Likert Scale that develops the principle of measuring perspectives of the respondents to a series statement about the topic, in terms of the extent to which they agree with it, and so tapping into cognitive and affective components of their actions. The main tool that will be used in gathering the data for this research is the researcher-made instrument. The instrumentation used in this research is a survey. The researchers prepared a survey questionnaire. The questionnaire consists of eight (8) questions which include several inquiries about online games. It will be given to one hundred (100) chosen respondents. The instrumentation used will give way and support in retrieving data for the research.

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The respondents were asked to check the number in each item which best describes the Online Games Its Effect on Academic Performance of Senior High School Students using a four-point Likert scale of 1 Always, 2 Sometimes, 3 Rarely, Never.

DATA COLLECTION AND PROCESS

The first step to be used is to ask permission from the teacher of Senior High School to conduct the survey. The researchers will administer the questionnaire to the respondents, conduct tests and analyze the pertinent records to get the necessary data, retrieve the questionnaire from the class, collate and classify the questionnaire to examine and compare carefully to note points and verify the order, necessary for the completeness of the study. The following are the specific and detailed steps done by the researchers in order to complete this study.

Step 1. Selection of the topic: After discussing a research paper the researchers decided a topic that is very relevant for students.

Step 2. Approval of the topic: After the researchers decide what should be the topic, it undergoes the process of checking until it is approved.

Step 3. Formulations of the Chapters: After the approval of the topic, they started formulating chapter 1. It includes the introduction, the problem and its settings.

Step 4. Checking of Chapter 1. After the researcher finished chapter one, the researchers passed it to their adviser and checked it before they could proceed to the next chapter.

Step 5. Chapter 2 (Review of Related Literature): This chapter the researchers indicate the local and foreign literature and studies.

Step 6. Chapter 3 (Researcher Design and Methodology): This chapter focuses on what the researchers are going to do with questionnaires. And for the researchers on how they will find out the percent of the respondents.

Step 7. Making of questionnaire: In this part, the researchers focus on the possible questions that they can make for the questionnaire.

Step 8. Distribution of the questionnaire: the researchers conduct the survey of the Senior High School (SHS) Students.

Step 9. Tallying: After the researchers gather the answered questionnaire and data the researchers proceed to tallying to know the results of the study that is being conducted.

CHAPTER III-RESULTS AND DISCUSSION

METHOD

This chapter describes the methods that will be used in this study in order for the researchers to come up with an idea and to answer the questions that had arisen in the formation of the problem. The methods are namely the research design, research locale, population and sample, research instrument, data collection, and statistical tools of the study.

Results

This section presents the analysis and interpretation of the study on the (research problem) following the quantitative methodology. The content of this chapter are the responses of the respondents gathered through survey method. Through interviews, respondents were able to unconsciously cover the questions

Table 1.
Distribution of Respondents

Grade level	Numbers of Students	Numbers of Respondents	Percentage
11	130	64	64%
12	34	24	26%
Total:	161	100	100%

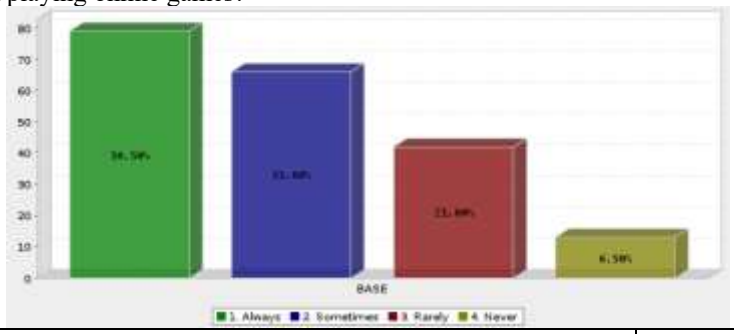
Table 2.
Range of Mean

Range	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that the level of senior high school in HHLCOSP IS affected always on their Academic Performance due to playing online games.
3.40 - 4.19	High	This means that the level of Senior High School Students in HHLCOSP is affected by their Academic Performance often due to playing online games.
2.60 - 3.39	Moderate	This means that the level of Senior High School Students in HHLCOSP is affected by their Academic Performance sometimes due to playing online games.
1.80 - 2.59	Low	This means that the level of High School Students in HHLCOSP is rarely affected by their Academic Performance due to playing online games.
1.00 - 1.79	Very Low	This means that the level of Senior High school Students in HHLCOSP is never affected by their Academic Performance due to playing online games.

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Table 3.

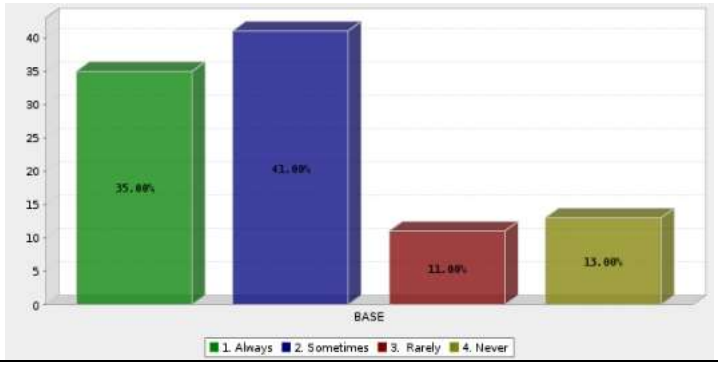
Q1. Do you engage yourself in playing online games?



	Answer	Count	Percent
1.	Always	79	39.50%
2.	Sometimes	66	33.00%
3.	Rarely	42	21.00%
4.	Never	13	6.50%
	Total	200	100%
Mean: 1.945	Confidence Interval @ 95%: [1.816 - 2.074]	Standard Deviation: 0.931	Standard Error: 0.066

Table 4.

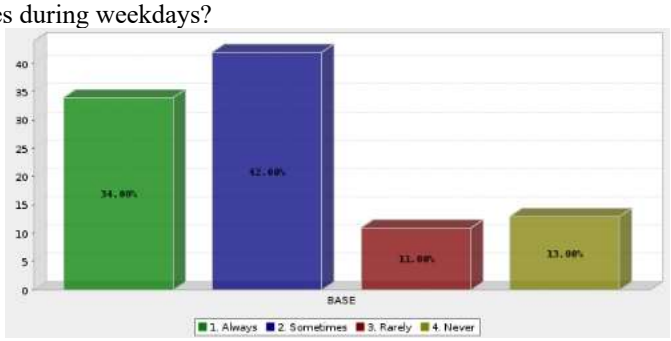
Q2. Do you spend 3-5 hours playing online games?



	Answer	Count	Percent
1.	Always	35	35.00%
2.	Sometimes	41	41.00%
3.	Rarely	11	11.00%
4.	Never	13	13.00%
	Total	100	100%
Mean: 2.020	Confidence Interval @ 95%: [1.825 - 2.215]	Standard Deviation: 0.995	Standard Error: 0.099

Table 5.

Q3. Do you still play online games during weekdays?

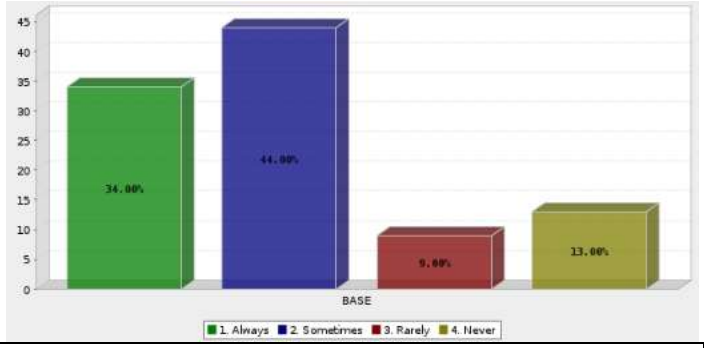


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	Answer	Count	Percent
1.	Always	34	34.00%
2.	Sometimes	42	42.00%
3.	Rarely	11	11.00%
4.	Never	13	13.00%
	Total	100	100%
Mean: 2.030	Confidence Interval @ 95%: [1.836 - 2.224]	Standard Deviation: 0.989	Standard Error: 0.099

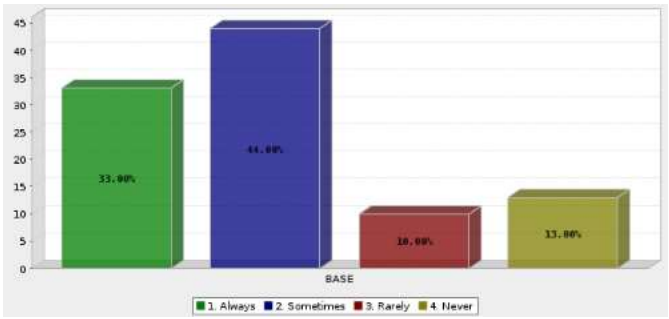
Table 6.

Q4. Do online games affect your schoolwork?



	Answer	Count	Percent
1.	Always	34	34.00%
2.	Sometimes	44	44.00%
3.	Rarely	9	9.00%
4.	Never	13	13.00%
	Total	100	100%
Mean: 2.010	Confidence Interval @ 95%:[1.818 - 2.202]	Standard Deviation: 0.980	Standard Error: 0.098

Table 7.



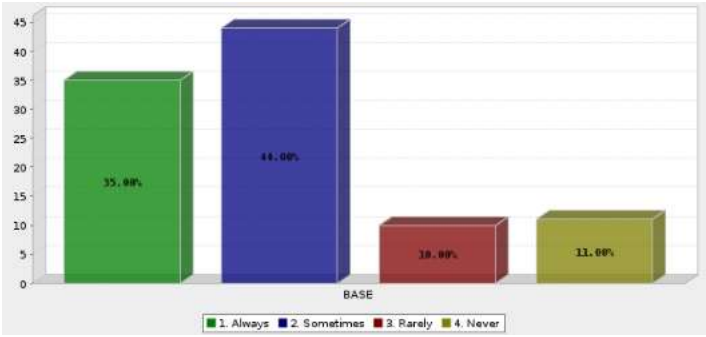
Q5. Do you spend more time playing online games than doing your school work?

	Answer	Count	Percent
1.	Always	33	33.00%
2.	Sometimes	44	44.00%
3.	Rarely	10	10.00%
4.	Never	13	13.00%
	Total	100	100%
Mean: 2.030	Confidence Interval @ 95%: [1.838 - 2.222]	Standard Deviation: 0.979	Standard Error: 0.098

Table 8.

Q6. Do you still play online games during class hours?

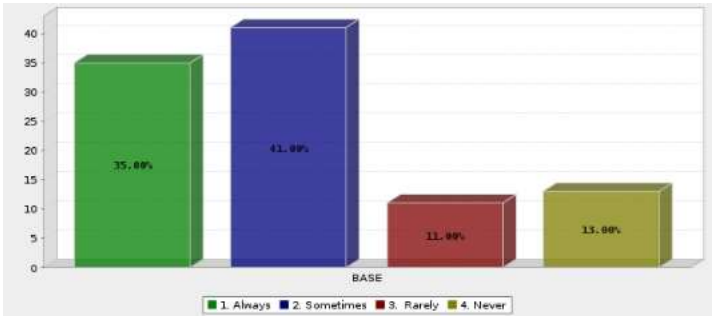
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	Answer	Count	Percent
1.	Always	35	35.00%
2.	Sometimes	44	44.00%
3.	Rarely	10	10.00%
4.	Never	11	11.00%
	Total	100	100%
Mean: 1.970	Confidence Interval @ 95%: [1.784 - 2.156]	Standard Deviation: 0.948	Standard Error: 0.095

Table 9.

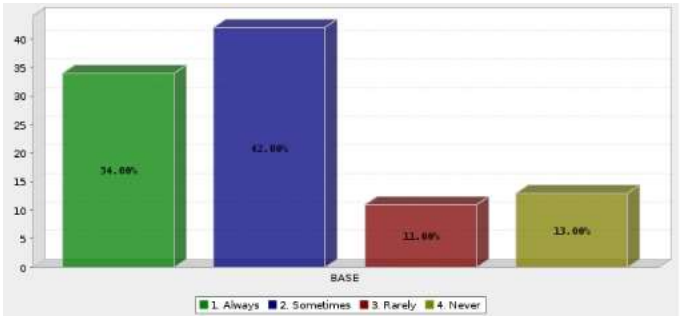
Q7. Is playing online games the factor why you cannot focus and concentrate on your studies?



	Answer	Count	Percent
1.	Always	35	35.00%
2.	Sometimes	41	41.00%
3.	Rarely	11	11.00%
4.	Never	13	13.00%
	Total	100	100%
Mean: 2.020	Confidence Interval @ 95%: [1.825 - 2.215]	Standard Deviation: 0.995	Standard Error: 0.099

Table 10.

Q8. Do online games have a negative effect on your academic performance?



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	Answer	Count	Percent
1.	Always	34	34.00%
2.	Sometimes	42	42.00%
3.	Rarely	11	11.00%
4.	Never	13	13.00%
	Total	100	100%
Mean: 2.030	Confidence Interval @ 95%: [1.836 - 2.224]	Standard Deviation: 0.989	Standard Error: 0.099

SUMMARY, CONCLUSION, AND RECOMMENDATION

DISCUSSION

This study focused on the Effect of Online Games in Academic Performance among Senior High School (SHS) Students of Harvest House Lifegiver College of Southern Philippines. The researcher used one hundred twenty (100) respondents which are composed of males and females. The researcher personally administered the distribution of the questionnaires during the available time of the students so that their classes will not be disturbed. They used a pretest questionnaire supplemented by the evaluations, comments and recommendations from the members of the Senior High School student population. The formulated questionnaire has been done through Likert Scale. After gathering all the data needed, researchers carefully tallied and arranged the data. In this gathered data, the researchers found that online games have a negative effect on the academic performance of Senior High School students of HHLCOSP. Study revealed that online gaming has a huge impact among them regarding their academic performance which led them to poor or low grade and physical distress as well. Majority of the respondents replied and favored those online games that gave a negative outcome to their study and health.

RECOMMENDATION

Based on the following and conclusion the following recommendation are forwarded:

Administrator. The administrator must have policies regarding playing online games at class hour. The administrator also should make a culmination or program regarding negative effects on playing games, for the awareness and time management of the students.

Guidance personnel. The guidance personnel may look out the behavior of Senior High School students for them to improve their academic performance.

Students. The students involved in this issue must be aware of the effect of online games for them to know how they would be when they continuously use this application.

Teachers. The teachers who are the second parent of the student must inform them regarding the occurring problem. They must not tolerate this kind of habit. Guide and motivate them into other meaningful and school relevant activities to transform their bad practice/routine into a good one.

Parents. For the parents of students currently studying, they should be aware of the effects of playing online games and should regulate their children's time on it. For the students playing online games, they should be disciplined when it comes to playing online games which they could still perform satisfactorily in their studies. As it is only a form of recreation, it should not be given much priority over higher and more realistic priorities such as their studies.

Future researcher. This could serve as a resource for upcoming researchers conducting their own research. Future studies may uncover the variables that affect how well SHS students perform academically as a result of playing online games. They can use this information according to their needs in their study as supporting evidence or any relevant issues. They can also use the study in other students to create a comparative study between playing online games and Academic performance.

Conclusion

By collecting answers received from the surveys given out to the respondents, each criterion was tallied and was divided to the total number of tallies of all criteria; then, the quotient was converted to a percentage by multiplying it to 100. This study found out that there is an effect on academic performance of Senior High School students of Harvest House lifegiver College of Southern Philippines when they are fond of playing online games. They found out that the students cannot focus on their studies, they cannot do their homework as well as their projects and that they have low grades. Out of 100 respondents, 58% replied that they are affected in their academic performance by playing online games. From this, the researchers conclude that a number of students playing online games could have an effect on their academic performance. Though the 58% respondents replied that they're affected.

First objective, to identify the positive and negative effect of playing online games to the Senior High School student in Harvest House Lifegiver College of Southern Philippines. We found out that there are no positive effects of playing online games towards their Academic performance.

Second objective, to determine the effect of online games to Senior High School students in Harvest House Lifegiver College of Southern Philippines.

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