



ONLINE GAMES: ITS INFLUENCE ON THE ACADEMIC PERFORMANCE AND EMOTIONAL STABILITY AS PERCEIVED BY THE BACHELOR OF TECHNOLOGY AND LIVELIHOOD EDUCATION STUDENTS AT MINDANAO STATE UNIVERSITY – LANA O NATIONAL COLLEGE OF ARTS AND TRADES

Shamseda A. Tabao, Ph.D.

Professor V, Mindanao State University – Lanao National College of Arts and Trades, Marawi City, Philippines, E-mail: shamsaztab@gmail.com

Aliasgar B. Metmug

Mindanao State University – Lanao National College of Arts and Trades, Marawi City, Philippines, E-mail: metmugaliasgar58@gmail.com

KeyWords

Online Games, Academic Performance, Emotional Stability, Hardcore gamer

ABSTRACT

The study aimed to determine the influence of online gaming to the academic performance and emotional stability as perceived by the targeted respondents at Mindanao State University-Lanao National College of Arts and Trades. The descriptive method of research was utilized to come-up with the findings of the study, employing the survey-questionnaire as the researchers' tool. Relevant statistical tools, such as the Frequency and Percentage Distribution, Weighted Mean, and Rank Distribution were implored to obtain findings. Moreover, the researchers selected fifty-three respondents to answer the questionnaire. The researchers formulated a questionnaire in gathering data from the respondents. There was two parts of the questionnaire to measure the data gathering. The first part of the questionnaire dealt with the demographic profile of the respondents and the other part will be checklist regarding the effects of playing online games to the academic performance and emotional stability of the students. From the gathered data, they revealed that online gaming did influence the academic performance of the respondents with the average mean of 2.456, it conclude that academic performance was found negatively associated with online gaming. This owing to the fact that playing games for long periods of time reduce the learners' ability to focus on academic task. Moreover, online gaming did have an influence on the emotional stability of the respondents. Based on the finding, playing too much online games causes increased anxiety and depression and lack of time for more important activities like studying as respondents dedicate much time to games.

INTRODUCTION

Technology nowadays plays a vital role on every human, as technology has advanced, the thrill and tincture playing games has increase visual stimulus, inventiveness, and contentment for the youngsters. Through the help of gadgets, the daily life became more and more easy, but the fact that some students did not put much attention to the bad effect it would bring, students were most likely to be the one who were into technological gadgets for many reasons. Online games may possibly influenced the social interactions, as online games were becoming more and more realistic causing the students to get their attention and get addicted to it. It was not just only by playing the online games but the features it has. Students could get an access to interact and communicate with varieties of people in the game. They could make lot friends, despite of different cultures and religious; they build friendship and united like one group with one goal, to win. But as it goes on, the students who were playing online games tend to immerse in the game that they forgot their academic responsibilities and that was the saddest part, the effect of being addicted in online games. For most students, playing online games is one of the best past time that they enjoy. Moreover, there were a lot of invented technological gadgets that features online games were teenagers used to play for fun, they do not just actually play because of some sort of seriousness, but also because they just wanted to feel relief from

school hours, students tend to feel stressed due to loads of school works and through playing it will relieve their stress. According to some researchers, online games were beneficial as it enables them to be more active when it comes to decision making, especially to those games with puzzle-related mission or quest. Additionally, 21st century students are the learners that live with the use of technology. The Technology, internet to be definite is very helpful tool for everyone particularly students; it helps them gather data which support them throughout their studies, but because of the expanded technology access, sharing files, documents, and most specially playing online games cause their education achievements and emotional stability breakdown. It seemed the academic performance was affected logically as well as their emotional stability. If it continuously happened, they may suffer from a long term different major problems. As researchers observed the problems, the researchers yearn for how addiction on online games influenced the academic performance and emotional stability of selected students of Mindanao State University – Lanao National College of Arts and Trades and to accumulate ways to prevent the portentous problem. Furthermore, this study can be a tool and realization for both students and parents to be aware that online games or this certain type of entertainment can lead into ruining their lives as it affects either their growth, attitude and their future but more specifically their academic performance and mental health.

METHODOLOGY

The study used a descriptive design using a survey-questionnaire as primary source of data. The questionnaire was composed of two (2) parts. The first part one dealt with the respondents' demographic profile in terms of age, gender, civil status, year level, gamer type, online games and the frequency of playing online games in a day. The second part dealt with the perceived influence on the academic performance and emotional stability of online games where options where to be seen. The respondents simply had to put check mark on any of the four choices: 4 - Always, 3 - often, 2 - sometimes, and 1 - never. The researchers used statistical treatment to determine the frequency and percentage distribution. Percentage was used to convert the numerical data gathered through the questionnaire. The Frequency pertains to the number of respondents that have same answer in a specific question and Percentage was used to determine the ratio of respondents that have the same answer with general number of respondents, the researchers also used Weighted Mean as statistical treatment to determine the extent of perception of respondents to the statements in the 28 questionnaire by getting the sum of all the product of the frequency and the weighted score divide it by the local frequency and Rank Distribution. The researchers used rank distribution to determine the highest rank to lowest rank of the gathered data of the respondents to the statement in the questionnaire. The respondents of the study were the fifty three (53) Bachelor of Technology and Livelihood Education students enrolled during the 2nd semester of academic year 2021-2022.

RESULTS AND DISCUSSIONS

This section contains the presentations, analysis and interpretations of the gathered data that determine the influence of online games on the academic performance and emotional stability as perceived by the student-respondents. The table 1 showed the Frequency and Percentage Distribution of the Student-Respondents' Gamer Type. This implied that the students-respondents know a lot about a certain game in which they became professional, knowing what to do in such game scenarios. Two recent studies investigated different aspects of gaming motivations comparing sport players with casual gamers. Martončík (2015) highlighted, that professional gamers compete in videogame playing to satisfy their life goals (i.e., intimacy, affiliation, altruism, power, achievement, and diversion).

Table1. Respondents' Gamer Type

Gamer Type	Frequency	Percentage	Rank
Casual Gamer	13	25	2
Professional Gamer	29	55	1
Hardcore Gamer	12	23	3
Total	53	100	

Table 2 presents the online games preferred by the students were Mobile Legend (ML) showed as most played thus it ranked one. This implied that Mobile Legends is more accessible than other online games. This implied that Mobile Legends is more accessible than other online games. Students may pop one game while being stuck in traffic or while having their classes. Moreover as shown from Table 3, it presents how long it takes thus students playing online games per day and the findings also showed that playing Mobile legends as most played and it takes four times a day. This further implied that it took too much time from their class hours or studying time. From the results it notably affect students' classroom performance likewise their health specifically their mental health as they spend most of the time from online games.

Table2. Online Games

Online Games	Frequency	Percentage	Rank
Mobile Legend (ML)	28	53	1
Player Unknown's Battlegrounds (PUBG)	8	15	2
Clash of Clan (COC)	7	13	3
Call of Duty (COD)	6	11	4
Rules of Survival (ROS)	4	8	5
Total	53	100	

Table3. Playing Online Games spent per day

Online Games	Frequency	Percentage	Rank
Two times	23	47	1
Three times	13	25	2
Four times	11	21	3
Five times	4	8	4
Total	53	100	

Moreover, the results also revealed that parents did not failed to remind them to stop playing online games as shown from table 4, the influence of online games on Academic Performance implied that students playing online games missed learning opportunities owing the fact of skipping classes, lower grades, as unlimited playing affecting learning.

Table4. Influence of Online Games on the Academic Performance as perceived by the respondents

Statement	Mean	Qualitative Description	Rank
1. Are your parents or any elders convincing you not to play online games?	3.53	Always	1
2. Do your friends influence you to play too much time?	3.30	Always	2
3. Are your parents scolding you whenever you play too much time?	2.70	Often	3
4. During class hour, do you feel drowsy because of playing online games over night?	2.50	Often	4
5. Does online game affect your grades?	2.32	Sometimes	5
6. Do you prioritize gaming more over activities in school?	2.22	Sometimes	6
7. Have you experience to skip classes just to play an online game?	1.96	Sometimes	7
8. Do you spend your allowance in school for playing online games?	1.80	Sometimes	8
9. During class hours, do you play online games?	1.72	Never	9
10. Do you make your homework at home instead of playing online games?	1.60	Sometimes	10
Average Weighted Mean	2.456	Sometimes	

Table5. Influence of Online Games on the Emotional Stability

Statement	Mean	Qualitative Description	Rank
1. Are you aware that there were possible proposed symptoms of internet gaming disorder include: anxiety, irritability, and depression?	3.22	Often	1
2. Do you believe that playing too much time of those online games may	3.20	Always	2

lead you to the health problem?			
3. Have you repeatedly made unsuccessful to control, cut back or stop internet use?	3.11	Often	3
4. Do you feel restless, moody, depressed or irritable when attempting to cut down or stop internet use?	2.83	Often	4
5. Do you tend to stay up late due to the online games?	2.63	Often	5
6. Does gaming impede healthy habits such as eating, hygiene, and exercise?	2.33	Often	6
7. Does gaming result in significant changes in mood?	2.32	Often	7
8. Does an online game affect your interpersonal treatment/communicating with other people?	2.22	Sometimes	8
9. Does playing games taken away your sadness?	1.99	Sometimes	9
10. Do you have a proper time to sleep even though online game known as game addicting?	1.66	Never	10
Average Weighted Mean		2.456	Sometimes

The result perceived influence on the emotional stability of online games implied online games addiction as they may called the “hardcore gamer” may lead to worsen their learning ability, poor academic performance and decreased interactions with other people, which gradually lead to failing grades and skipping classes. On the other hand, the respondents were having emotional issue due to gaming addiction, resulting to sleep deprivation and eating disorder, thus this affects their both physical and emotional health. Moreover,

Conclusion

There were many reasons why online games must be considered to have effects on the academic performance and emotional stability. The gathered data indicated that online games had influence on the academic performance and emotional stability of the students, but with the aid of the parents’ supervision this problem was able to be under control due to close monitoring on their studies and as such by using incentives as a way of motivating the students which was proven to be effective. Some of the effects of the online games to the respondents were good and some bad for the hardcore gamer, but the most important thing was that they were aware of it and that their parents and teachers were assisting them to maintain their grades and school performance.

Acknowledgment

The Authors wish to thank their family as a source of their strength and courage to pursue this work and friends for their individual support and above all to Almighty God for the blessings and guidance.

References

- [1] Dockrill, Peter (2016). Students Who Play Online Games Actually Get Better Academic Results. Retrieved from <https://www.sciencealert.com/students-who-play-onlinegames-actually-get-better-academic-results>
- [2] Elen Joy Alata and Eigen John T. Ignacio (2019). Building and Enhancing New Literacies across the Curriculum, Manila, Philippines.
- [3] Jaime B. Bunga, et.als. (2016). Principles of Teaching 2, Quezon City, Manila, Philippines.
- [4] Milagros Lim-Borabo and Heidi Grace Lim-Borabo (2015). Interactive and Innovative Teaching Strategies 3, Cubao City, Philippines.
- [5] Martončik, M. (2015). e-Sports: Playing just for fun or playing to satisfy life goals? *Computers in Human Behavior*, 48, 208–211. <https://doi.org/10.1016/j.chb.2015.01.056>