THE EFFECT OF ONLINE GAMES TO THE ACADEMIC PERFORMANCE OF THE STUDENTS IN THE COLLEGE OF TEACHER EDUCATION

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ABSTRACT: *The advent and development of technology brings many things which may either ease or make life of people more difficult and complicated. One of results of this development is the opening of online gaming through the internet which has become addictive and one of the widely used leisure activities by many people and teenagers. Online gaming is a technology rather than a genre; a mechanism for connecting players together rather than a particular pattern of game play. Online games are played over some form of computer network, now typically on the Internet. This study aimed to determine the effect of online games to the academic performance of the students in the College of Teacher Education. The researchers used the descriptive-correlational research design. This design described the profile of respondents and determined the difference in academic performance of players and non-players of online games. On the basis results of this study, it can be concluded that playing online games has no significant difference between the academic performances of the respondents   for they still excelled in their class as revealed by their academic grades.*

KEYWORDS: *online games, technology, academic performance, leisure activities, descriptive correlational design*

INTRODUCTION

The advent and development of technology brings many things which may either ease or make life of people more difficult and complicated. One of results of this development is the opening of online gaming through the internet which has become addictive and one of the widely used leisure activities by many people and teenagers. Online gaming is a technology rather than a genre; a mechanism for connecting players together rather than a particular pattern of game play. Online games are played over some form of computer network, now typically on the Internet.

According to one concerned Internet Cafe entrepreneur, "Internet Cafe's are seducing youths to a new form of addiction, one which may not destroy their bodies as drugs do, but

which is certainly twisting their minds." In reality, students mostly are addicted in online gaming. They sacrifice their allowances just to save for their bets on online gaming. In fact, students already fail to remember their commitment in school and in their home. Accordingly, video games have an immense impact in the lives of their family, it also distracting students and compromise ones jobs. This can be seen through their attitudes and worse in their absences in their classes and workplace J. .Fieror (2016) said that he can't concentrate on what he is doing. He added that most of the time his mind is not working for he is pre-occupied of the on line games he is addictive to.

Adolescents and even adults are becoming hooked with online games which are becoming more and more popular. In fact, most online games tend to get old too quickly and lost their appeal. It is because of the ever growing number of online games being develop from time to time. Nowadays, the popular online games that encourage the students to play are MINIMILITIA, DOTA 2, LEAGE OF LEGENDS, SPECIAL FORCE, CRAZY KART, GRAND CHASE etc. These online games have a big factor that affects the students in their academic performances in school.

According to Dondlinger (2007) much attention has been directed to the use of video games for learning in the recent years, in part due to the staggering amounts of capital spent on games in the entertainment industry, but also because of their ability to captivate player attention and hold it for lengthy periods of time as players learn to master game complexities and accomplish objectives.

According to the authors Chen and Voderer, gamers fit into certain categories: the competitor, explorer, collector, achiever, joker, director, storyteller, performer, and the craftsmen. Each of these types of players has a specific goal for playing games, motivating them to spend hours staring at a screen. For example the explorer plays "to experience the boundaries of the play world." At the same time there are players who play to escape from the harsh realities of their life and change into a "respected" character that in the fantasy world is a hero. Unfortunately some people feel compelled to escape into these fantasy worlds because of depression and oppression daily. Paducah, Kentucky. Jonesboro, Arkansas. Littleton, Colorado these three towns recently experienced similar multiple school shootings. The shooters were students who habitually played violent video. Eric Harris and Dylan Klebold, the Columbine High School students who murdered 13 people and wounded

23 in Littleton, before killing themselves enjoyed playing the bloody video Doom. Harris created a customized version of Doom with two shooters, extra weapons, unlimited ammunition, and victims who could not fight back features that are eerily similar to aspects of the actual shootings. The one positive result of these tragedies is the attention brought to the growing problem of video-violence, from the newsroom to the U.S. Senate (2000). At a Commerce Committee hearing, several researchers testified that there are indeed valid reasons, both theoretical and empirical, to be concerned about exposing youths to violent video (Anderson, 2000).

Anderson and Bushman (2001) have recently published a meta-analysis of the research. Their analysis concludes that exposure to violent video games has a negative effect on a variety of measures. The analysis of greatest import is the one indicating that playing violent video games causes an increase in aggressive behavior. On the basis of their overall analysis and presumably especially the one regarding aggressive behavior, the authors assert that video games pose a threat to public health.

Gaming also provides a rehearsal dimension and is capable of delivering various forms of feedback essential in sustaining motivation. Feedback guides the learning process and provides students with a sense of satisfaction and/or accomplishment. Satisfaction can result from extrinsic or intrinsic factors. An instructional game can be defined as any training format that involves competition and is rule-guided (Jones, 2000).

Research on gaming has provided evidence that instructional games can promote retention and the ability to transfer knowledge to new domains. Instructional games are attractive because they offer a simple and creative means of providing high-level motivation, clear and consistent goals, and sustained interactivity. Gaming as an instructional variable maybe analyzed as methods of rehearsal by facilitating the organization and retention of content (Dwyer & Dwyer, 2000; Orbach, 2001).

As individual beings, we have difficulty accepting deriving from what violence is and how video games are to different people. Children who watch television and go to the movies see thousands of murders and countless other acts of violence. Many people believe that being exposed to all this violence causes children to be more aggressive and to commit crimes. (Shin, 2003)

Psychologists point out that both genders can improve spatial skills by practicing video games. Many imply that girls are disadvantaged in the long run by playing far less games (SWS, 2007; AMA Poll, 2008). Regardless of the element of violence, online games have been envisioned as potentially effective tools for learning.

Furthermore, researchers believe that online gaming opens a door to computer literacy leading to potential technology careers (SWS, 2007; AMA Poll, 2008).

Mark Reagan Logan(2009), in his study on the skills performance among freshmen students in Lipa City Colleges (LCC) in the unit of HRM 1 during the school year 2008 - to present revealed that the lack of interest is caused by lack of motivation and poor study habits.

Lojo (2008) conducted a study on the effects of playing computer games on the academic performance and behavior of high school students. The results of her study disclosed that to maintain the good academic performance of students, parents should set limits on how often and how long their child is allowed to play video games.

The effects of electronic games and other factors in the grade five pupils' academic performance at A. Quezon elementary school, DEPED, Manila was looked into by Dorol (2009). Dorol concluded that electronic games were related significantly to pupils' academic performance with correlation of 194 significant .021 levels. This means that the computer games played by the pupils before going to sleep, after taking lunch or supper, and during recess significantly related to their performance in school.

Mandanas (2007) conducted a study on the effects of playing computer games and students' profile in the socialization and academic performance of selected students in Kapayapaan National High School, Canlubang, Calamba City. The study concluded that most of the students playing computer games and the students' profile both have a significant effect on the socialization on the students but no significant effect on the academic performance of the students.

The trend toward increased video game and other interactive digital media usage does not appear to be going away. The upcoming college students are even more likely to be tightly tied to their technology than students today. The current generation is exceedingly comfortable and electronic entertainment. (Escobar-Chaves and Anderson, 2008)

STATEMENT OF THE PROBLEM

This study aimed to determine the effect of online games to the academic performance of the students in the College of Teacher Education. Specifically, it aimed to answer the following questions:

1. What is the profile of the respondents in terms of:

    a. Age

    b. Sex

    c. Weekly Allowances

2. What are the types of computer games being played by the respondents?

3. How often and how many hours do the respondents spent in playing online games in a week?

4. What is the academic performance of the respondents?

5. How do respondents perceive on the effects of online games to their academic performance?

6. Is there a significant difference between the academic performances of the two groups of respondents?

RESEARCH HYPOTHESIS

There is no significant difference between the two groups of respondents on the varied exposure time to online games to their academic performances.

METHODOLOGY

The researchers used the descriptive-correlational research design. This design described the profile of respondents and determined the difference in academic performance of players and non-players of online games.

RESPONDENTS AND SAMPLING PROCEDURE

The students of the College of Teacher Education in CSU - Piat Campus are the respondents of this research. The researchers had a pre-survey first on the prospective respondents. After which, the researchers identified those who play and those who do not play online games.

DATA GATHERING TOOLS -The researcher used two sets of questionnaire for gathering data for the profile of the respondents.

The main tool that was used in gathering data for this research is the researcher made instrument.

Part I includes data information, it describes important information about their age, sex, weekly allowances, and their final average based on the previous grading during their second semester in the year 2017-1018.

Part II includes the game session and activities of the online game players. It determines the type of computer games being played, how often the students play online games and the number of hours spent playing online games in a week? And why do they play online games?

For the non-player:

Part I includes data information, it described important information about their names, age, gender, weekly allowances and their final average based on the previous grading.

Part II includes the reasons why they are not playing online games? What do they do during their vacant time?

STATISTICAL TREATMENT

The following were used in the analysis and interpretation of data. Frequency, percentage and T-test distributions were used to facilitate the analysis of data.

RESULTS AND DISCUSSION

Table 1.1 Frequency and Percentage Distribution of the Respondents' Profile in terms of Age

AGE	ON LINE PLAYER		NON-PLAYER	
	Frequency	Percentage	Frequency	Percentage
24-26	0	0	2	4.00
21-23	4	8.00	4	8.00
18-20	46	92%	44	88.00
Total	**50**	**100.00**	**50**	**100.00**
Mean age = 22.6				

Table I presents the frequency and percentage distribution of the respondents' profile in terms of age. The table revealed that both groups of respondents, the online players and the non-players, have the highest frequency on age which is ranging from 18-20 with a frequency of 46 or 92 percent and 44 or 88 percent respectively. The data imply that majority of the respondents are already on the legal age and that they are already aware of the repercussions of being addictive to online gaming.

Table 1.2. Frequency and Percentage Distribution of the Respondents' Profile in terms of Sex

SEX	ON LINE PLAYER		NON-PLAYER	
	Frequency	**Percentage**	**Frequency**	**Percentage**
MALE	42	84%	16	32%
FEMALE	8	16%	34	68%
Total	**50**	**100.00**	**50**	**100.00**

Table 2 shows the frequency and percentage distribution of the two groups of respondents as to sex. As revealed from the table, 42 or equivalent of 84 percent is male while 8 or equivalent of 16percent are female. Further, for the non-player group, the female has the highest frequency of 34 or equivalent of 68 percent. This implies that there are more males playing online games than females.

Table 1.3. Frequency and Percentage Distribution of the Respondents' Profile in terms of Weekly Allowances

WEEKLY ALLOWANCE	ON LINE PLAYER		NON-PLAYER	
	Frequency	**Percentage**	**Frequency**	**Percentage**
550-700	10	20.00	2	4.00
350-500	32	64.00	40	80.00
150-300	8	16.00	8	16.00
Total	**50**	**100.00**	**50**	**100.00**
Mean Weekly allowance 425.67				

The weekly allowance of the two groups of respondents is shown in table 3. As shown in the table, the two groups of respondents has the weekly allowance ranging from 350-500 pesos with frequency of 32 or equivalent to 64 percent and 40 or 80 percent respectively.

TABLE 2: Frequency and Percentage Distribution of the types of Computer Games played by the Respondents

Types of Computer Games	Frequency	Percentage
DOTA2	10	20.00
LEAGUE OF LEGENDS	6	12.00
SPECIAL FORCE	6	12.00
SPECIAL KART	0	0.00
MINIMITIA	10	20.00
OTHERS(Clash of Clans)	18	36.00
TOTAL	**50**	**100.00**

Table 2 presents the frequency and percentage distribution of the type s of on line gaming they are engaged into. It shows that most type of computer games being played by the was the COC(Clash of Clans) with a frequency of 18 or equivalent to 36 percent.

TABLE 3: Frequency and Percentage Distribution Spent by the Respondent Online Games

No. of days	Frequency	Percentage
1 day	8	16.00
2 days	6	12.00
3 days	6	12.00
4 days	0	0
OTHERS (everyday)	30	60.00
TOTAL	**50**	**100.00**

Table 3 presents the frequency and percentage distribution of the respondent's number of days in playing online games. It shows that most of the respondents play online games every day with a frequency of 30 or equivalent to 60 percent

TABLE 4: Frequency and Percentage Distribution of Respondents' Academic Grades

AVERAGE GRADE	PLAYER		NON-PLAYER	
	Frequency	Percentage	Frequency	Percentage
90-100	4	8.00	0	0
85-89	20	40.00	30	60.00
80-84	20	40.00	16	32.00
75-79	6	12.00	4	8.00
Below 75	0	0	0	0
Mean grade=	**50**	**100.00**	**50**	**100.00**

LEGEND:

Below 75 - DID NOT MEET EXPECTATION

90 - 100 – OUTSTANDING

85-89 - VERY SATISFACTORY

80 - 84 – SATISFACTORY

75-79-FAIR SATISFACTORY

Table 2 shows the frequency and percentage distribution of the two groups of respondent's academic grades. Bothe groups of respondents garnered the highest frequency on academic grades which range from 85-89 with a descriptive equivalent of very satisfactory. This data imply that despite their involvement in on line gaming, they are still academically performing in the class.

TABLE 5: Weighted Mean Distribution on the Respondents' Perception on the Effects of Online Gaming to their Academic Performance

EFFECTS OF ONLINE GAMING	WEIGHTED MEAN	DESCRIPTIVE VALUE
1. Playing online games is one way to increase my computer literacy.	3.08	agree
2. Playing online games can change my attitude through the character on the games.	2.34	disagree
3. Playing online games can destroy my sense of sight.	2.92	agree
4. Playing online games help me become more creative and imaginative	3.48	strongly agree
5. Playing online games can loss the appetite of eating	2.68	agree
6. Playing online games can enhance the accuracy/speed of my hands.	3.32	strongly agree
7. Playing online games can stimulate anger and violence due to games	2.56	agree
8. Playing online games can enhance my analytic thinking	3.12	agree
9. Playing online games can consume my time.	3.04	agree
10. Playing online games makes me smarter	2.76	agree
11. Playing online games is one way to develop my high level of	2.96	agree

thinking skills.		
12. It develop my reading and math skills reading direction, quantitative analysis	2.92	agree
13. It develops my inductive reasoning.	2.84	agree
14. It improved my ability to rapidly and accuracy recognizes visual information	3.08	agree
15. It can increase my self-confidence and self-esteem.	2.98	agree
16. It gives a feeling of happiness and well-being.	3.28	strongly agree
17. Video games make my vision become more sensitive to different shades of color.	*2.76*	agree
18. Violent video games may acts as a release of aggression and frustration.	2.84	agree
19. Too much video game makes me socially isolated	*2.76*	agree
20. Playing online games can confuse reality and fantasy	2.76	agree
21. Video games will affect your physical appearance especially your postural, muscular and skeletal disorders.	2.64	agree
22. Too much online games may adapt bad language.	2.8	disagree
23. Playing online games may exhibit impulsive and have attention problems.	2.6	disagree
24. Too much playing online games may decrease your performance in school.	2.64	agree
25. Playing online games decline my verbal memory performance.	2.48	disagree
26. Playing online games significantly reduced amount of slow wave sleep	2.72	agree
27. Playing online games may lead to problems such as hyperactivity, ADD *or ADHD*	2.52	agree
28. Playing online games spent less time *in* working responsibility.	2.84	*agree*
29. Playing online games can learn new strategies use full in my studies.	2.92	agree
30. Playing online games increase emotional disorder r symptoms	2.24	disagree

Table 5 presents the weighted mean distribution on the respondents' perception on the effects of online games to their academic performance. The data showed that online games have bad effects on their academic performance which the respondents AGREE with a weighted mean of 2.82.

TABLE 6: Analysis on the Significant

Difference Between the Academic Performance of the Respondents

CALCULATED VALUE	DEGGRESS OF FREEDOM	CRITICAL VALUE AT .05	DECISION
0.370	48	2.010	NOT SIGNIFICANT

Table 6 shows the computed t value of 0.370 is less than the critical value of 2.010 which means that there is no significant difference between the academic performances of the respondents' in playing online games.

CONCLUSION

On the basis results of this study, it can be concluded that playing online games has no significant difference between the academic performances of the respondents for they still excelled in their class as revealed by their academic grades.

RECOMMENDATIONS

In the light of foregoing findings, the researcher recommends the following:

1. Parents should be aware of the effects of on line games on the academic performances of their children and that proper guidance and supervision on their extra-curricular activities must be monitored.

2. Students must find others activities where they can engaged in other than on line games

3. A similar study can be conducted where an in-depth analysis can be done

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