

# Chapter 1

[Literature](#), [Play](#)



Chapter 1 PROBLEM AND ITS BACKGROUND INTRODUCTION When the internet was first created programmers from all over the world created different games that could be play over the internet. Internet games (also known as online games) are games that are played online via the Internet. They are distinct from video and computer games in that they are normally platform independent relying solely on client side technology (normally called (‘ plugins’). Normally all that is required to play internet games are a web browser and the appropriate plug in (normally available for free via plug-in makers website). A game played in a browser is often called browser-based games. Online computer games provide an exciting and interactive medium for games play with in education. The computer industry obviously has been quite successful in attracting these young customers. From technical perspective one could point out that starting and playing electronic games has become easier in the past two decades. Most pupils therefore have learned about computer before teachers or other educators begin their instruction. Computer games may possibly become a part of the school curriculum. However, there are a number of issues which need to be addressed before using computer games in the classroom. Each game is developed for a variety of ages so many contain unsuitable content or themes for children at school. As time passes by, technology continues to evolve. Because of technology, new things were created that sustains and lightens human work. The researcher wants to know the effects of playing online games on the academic performances of the students North Marie Montessori Academy. The reason why the researcher have chosen this particular research topic was know the advantages and disadvantages of

playing computer games on the academic performances of the selected high school students. The researcher aims to know how many high school students were addicted on playing online games. Some of the tasks of the researcher has to complete in order to attain the aims of the research paper were to do surveys within the NMMA, to know if the playing online games bring good or bad effects to the academic performances of the high school students. Some of the researcher intents were to help also some students when this research is already finished or done.

#### BACKGROUND OF THE STUDY

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. Some of the advantages of playing online games are; the ability to connect to multiplayer games, although single-player online games are quite common as well, and the ability to build the confidence of the individual in the game that they're used to play. Some of the disadvantages also on playing online games are; the students may be too much hooked on this game and may have insufficient time to study their lessons that their teachers taught them.

**STATEMENT OF THE PROBLEM** The main purpose of the study is to identify the effects of online games in the academic performances of the high school students in North Marie Montessori Academy. S. Y. 2012-2013.

1. What are the common games that the students usually play?
  - i. Garena Games
    - a. DOTA (Defense Of The Ancients)
    - b. LOL (League Of Legend)
  - ii. Facebook Games
    - a. Tetris
    - b. Dragon City
1. Who encouraged the students to play online games?
2. How do the online games affect the academic performances of the students?

following are the hypothesis formulated by the researchers: 1. Students lose their focus in their study. 2. Students can conquer their study and online games. 3. The online games may lead to eye damage.

**OBJECTIVE OF THE STUDY** To know the effects of online games to the academic performances of the High School students.

**SIGNIFICANCE OF THE STUDY** This study will lead to many claims about the negative effects of the online games, for learning on the academic interest. Therefore, it would be very useful reference for students, parents, and researcher. Specifically, it would give light concept on playing online games. To the students, this study will help the students in guiding them doing what is right and remained them to negative effect of online games to their academic performance. To the parents, this will help the parents to know that playing online games has negative effects to their children and to guide and to protect their children from addiction of online games. To researchers, this study is significant to the future researchers for them to able to use the information about online games and why the students are addicted to it.

**SCOPE AND LIMITATIONS OF THE STUDY** This study will cover the effects of online games to their academic performance of overall High School students of North Marie Montessori Academy.

**CONCEPTUAL FRAMEWORK** This figure presents the paradigm of the study. Playing Online Games is the input while the student's academic performance is the output. Spending more time playing online games may affect the student's academic performance. We find the answer by processing of survey questionnaire.

**OUTPUT PROCESS INPUT STUDENT'S ACADEMIC PERFORMANCES SURVEY QUESTIONNAIRE PLAYING ONLINE GAMES**

**FEEDBACK PARADIGM OF THE STUDY**

**DEFINITION OF TERMS** The following

terms defined operationally for better understanding of the topic: Internet - network that connects computer networks worldwide. Online Gaming - is a technology rather than a genre, a mechanism for connecting players together rather than a particular pattern of game play. Video Games - an electronic game played by means of images on a video screen and often emphasizing fast action. Technology - Application of knowledge to the practical aims of human life or to changing and manipulating the human environment.

Chapter 2 REVIEW OF RELATED LITERATURE AND STUDIES

FOREIGN LITERATURE \*Online Games designed for Learning According to Sheff (2004), educational video games started to be developed relatively early in the computer science history. The obvious fascination of games and the power of computers to handle rules, interactions and feedbacks led to a growing interest. In the seventies, educational researches and game developers started to investigate the potential of video games for education. The approach was to develop games that could teach contents of specific skills. In the eighties, genres started to diversify further. Presently, with the proliferation of online games, all people have easy access to improve their cognitive skills. \*Impact of Online Games According to Griffiths (2007) discussed about the impact of computer on children's activities and development particularly in the physical, cognitive and social development. It was mentioned that access to computers increases the total amount a time children spend in front of a computer screen at the expense of other activities, thereby putting them at risk for obesity. On the other hand, playing computer games can be an important building block to computer literacy because it enhances children's ability to read and visualize images in

three-dimensional space and track multiple images simultaneously. Also, home computer use is linked to slightly better academic performances.

\*Computer Gaming Addiction Fisher (2006) stated that another type of computer addiction has been identified, which has been labeled as positive addiction. The term may sound contradictory, but having positive addiction is identified as obsessive behavior which the benefits received outweighs the cost of addiction. There are many ways in which immersing one into the computer can actually help make a person better, healthier, more aware as a human being. Not all the stuff on the internet is bad, by any means. There is an incredible wealth of valuable, enriching materials available in an endless variety in cyber space as well.

LOCAL LITERATURE

\*Reasons for Playing Online Games There are numerous of reasons why computer games have become popular to consumers for the last 30 years. Mendoza (2008) mentioned a few of them. According to him, video games offer a unique assortment of recreational activities. As compared to other games that children and adolescent play, they are able to encourage players to become a part of the game's script. Players are motivated to actively participate as a character in the game by choosing how they will interact with other characters, with the use of weapons for fighting or attacking opponents included in the virtual match. Morales (2009) also stated that most people turn to online games their past time because they provide an escape for the problems that they are currently dealing with. Computer games offer an imaginary world where they could be everything they are not. They become their fantasy world. Playing computer games for some is a significant activity because, in part, it determines what identifies are possible.

FOREIGN

RELATED STUDIES \*Positive Effects of Online Gaming on Academic Performance According to a study of Gunter (2003), although the majority of video games are violent in nature, there are many emerging that take an intellectual standpoint. These include puzzle games such as the widely popular Tetris. His findings showed that these types of games stimulate the mind by presenting challenges puzzles to the player rather than enemies and worlds. Many play them just to keep the mind active and alert. This type of game play has brought about the idea that video games can be used as a form of therapy. Some of them are relaxing and soothing, and they can be specifically altered to meet an individual patient's needs. A video game can be created to help a specific type of person, whether it is to help connect certain memory cells in the brain, or just help stimulate brain activity in general. Due to the programmatic nature in which video games created, their possibilities of creation are endless. \*Negative Effects of Online Gaming on Academic Performance The study by O'Leary (2009) found that students who spent the most time playing games on average reported lower grades than those who spent less time playing games. The study accounted for a "displacement hypothesis", which essentially suggest that the amount of time spent playing games replaces time spent on academic, so it is important to examine video game play in the context of other activities, such as watching television or reading for pleasure. Hartney (2010) discussed several diagnoses evident in student who have become addicted to computer games. They include but are not restricted to school grades dropping, avoiding to parents or family, being in the computer in most or all of their spare time, anxiousness to be with the computer, and basically, trying to be

with the computer as much as possible. LOCAL RELATED STUDIES

\*Characteristics of Computer Games According to a study by Rafael Cabredo, a faculty member at De la Salle University, a child usually being to play at age six and the average age of gamers is 29 years old. Statistics in Philippines are still unverified; however it could be figured that majority gamers are school-ages boys and girls. His study suggested that the students who usually are playing computer games, particular online games, are these aged from 13 to 17 years old. Also shown in his study, is that most of them are spending 10 to 20 hours a week playing. The study by Villegas (2009) pointed out that among elementary and middle-school populations, girls play for an average of about 5-5 hours per week and boys average 13 hours per week. Playing games is not limited to adolescent boys. Recently, there have been reports that several companies are now designing video games consoles for preschoolers. Preschoolers aged to 2-5 play an average of 28 minutes per day. The amount of time spend playing games is increasing, but at the expense of television viewing which has remained stable at about 24 hours per week. SYNTHESIS The numerous of literature and studies concerned with the influences of online games to the academic performances. The discussions included in the chapter have, to a great extend, supported the present study. The foreign literature explains that certain computer games were designed for learning. They impact student's ability particularly in the physical, cognitive and social development that the games provide when played. These feeling make the game more appealing engaging and addictive. The local literature states the educational benefits of computer games in which they teach students strategies and planning



skills that would be beneficial for their later use as they go on with life's challenges. In addition, several reasons for playing online games were given. It was mentioned that computer games provide players the satisfaction of being able to do the things that are impossible for them to carry out in actual life. They can be whatever personality they would like through the games that they engage in. The foreign related studies discuss the positive and negative effects of online games on academic performance. Online games may help the students for their learning purpose and to help connect certain memory cells in the brain, or just help stimulate brain activity in general this is the positive effects of online games. But online games may also have negative effects, students may lose their focus in their study. The local related studies explain the characteristics of computer games. It was mentioned that the students who usually are playing online games, are these aged from 13 to 17 years old and these boys that play online games.

Chapter 3 METHODOLOGY LOCALE OF THE STUDY In this study, the researchers chose to distribute their survey and gather information in North Marie Montessori Academy Siranglupa, Calamba City. THE RESPONDENTS On this study we used the overall High School students of North Marie Montessori Academy. METHOD OF RESEARCH In this study the researchers, used survey method to gather data and information about the effect of online games in the academic performance on the high school students of North Marie Montessori Academy. INSTRUMENT USED IN DATA GATHERING This study used a survey questionnaire as an instrument for getting data. The survey questionnaire is form by answering " yes" or " no" question and short responds or item-checking. DATA GATHERING PROCEDURE The survey

questionnaire was used formulated in light of specific questions related to the study. The data included the effect of online games in the academic performances of high school students in North Marie Montessori Academy. The questionnaires were distributed to the respondents of North Marie Montessori Academy last February 18 - 20 year 2013. Finally, when all the necessary data were gathered, the researcher tallied, analyzed, interpreted, and tabulated the results.

**STATISTICAL TREATMENT OF DATA** The percentage was used in determining the frequency of the effects of online games in the academic performances of high school students in North Marie Montessori Academy.  $P = \frac{f}{n} \times 100\%$  Where; P= percentage F= frequency N= total number of respondent

**Chapter 4 PRESENTATION, ANALYSIS AND INTRETATION OF DATA** This chapter consists of the presentation, analysis, and interpretation of data to determine the effect of online games.

**DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE** The distribution of respondents according to age is shown in Table 1

AGE	FREQUENCY	PERCENTAGE
12	15	7%
13	53	26%
14	50	25%
15	49	24%
16	31	15%
17	7	3%
TOTAL	205	100%

Table 1. Frequency and percentage distribution of the respondents according to age. Table shows that most of the respondents are 13 years old with 53 or 36% while the least is 17 years old with 7 or 3%.

**ONLINE GAMES** The different online games are presented in Table 2.

ONLINE GAMES	FREQUENCY	PERCENTAGE
DOTA (Defense of the ancients)	68	33%
LOL (League of Legend)	18	9%
Tetris	63	31%
Dragon City	13	6%
Others	43	21%
TOTAL	205	100%

Table 2. Frequency and percentage distribution of the respondents according to online games they usually play. It reveals that the respondents

said that DOTA is the number one online games they usually play with 68 or 33%, second is Tetris with 63 or 31% of respondents, 43 or 21% in others, 18 or 9% in LOL and 13 or 6% in Dragon City. THE AVERAGE OF THE STUDENTS ON HOW LONG THEY PLAY ONLINE GAMES The averages of the students on how long they play online games are discussed in Table 3.

MONTHS	FREQUENCY	PERCENTAGE
0-6 months	84	41%
7-12 months	37	18%
More than 12 months	84	41%
TOTAL	205	100%

Table 3. Frequency and percentage distribution of the respondents according how long they play online games. Most of the respondents said that they play online games more than 12 months.

THE AVERAGE HOURS OF PLAYING ONLINE GAMES IN A DAY The average of the students on how long they play online games is discussed in Table 4.

TIME	FREQUENCY	PERCENTAGE
Less than 1 hour	54	26 %
1 — 2 hours	88	43 %
3 - 4 hours	32	16 %
More than 5 hours	31	15 %
TOTAL	205	100 %

Table 4. Frequency and percentage distribution of the respondents according to the hours of playing online games. Most of the respondents play online games 1 hour to 2 hours in a day with 88 or 43 % and the least is more than 5 hours that has 31 or 15 %.

AMOUNT SPENDING FOR PLAYING ONLINE GAMES The amount spending for playing online games is presented in table 5.

AMOUNT	FREQUENCY	PERCENTAGE
Less than $\hat{a}, \pm 20$	92	45 %
$\hat{a}, \pm 20 - \hat{a}, \pm 50$	78	38 %
$\hat{a}, \pm 60 - \hat{a}, \pm 100$	25	12 %
More than $\hat{a}, \pm 100$	10	5 %
TOTAL	205	100 %

Table 5. Frequency and percentage distribution of the respondents according to the amount spending for playing online games. It can be noticed that most of the respondents spend less than  $\hat{a}, \pm 20$  for playing online games that has 92 or 45 % and the least is more than  $\hat{a}, \pm 100$  with 10

or 5 %. HOURS IN STUDYING IN A DAY The hours in studying in a day is discussed in table 6. TIME | FREQUENCY | PERCENTAGE | Less than 1 hour | 57 | 28 % | 1 - 2 hours | 87 | 43 % | 3 - 4 hours | 31 | 15 % | More than 5 hours | 30 | 14 % | TOTAL | 205 | 100 % | Table 6. Frequency and percentage distribution of the respondents according to the hours in studying in a day. It shows that the most respondents spend 1 to 2 hours in studying in a day with the highest percentage of 43 %.

AVERAGE OF 8 HOURS OF SLEEP IN A DAY The average of 8 hours of sleep in a day is shown in Table 7. | FREQUENCY | PERCENTAGE | Yes | 120 | 59 % | No | 85 | 41 % | TOTAL | 205 | 100 % | Table 7. Frequency and percentage distribution of the respondents according to the average 8 hours for sleeping. It can be noticed that 120 or 59 % of the respondents sleep 8 hours a day.

EFFECTS IN THE STUDY OF STUDENTS PLAYING ONLINE GAMES The effects in the study of students playing online games are shown in Table 8. | FREQUENCY | PERCENTAGE | Yes | 108 | 53 % | No | 97 | 47 % | TOTAL | 205 | 100 % | Table 8. Frequency and percentage distribution of the respondents according to the effects in the study of the students playing online games. The table reveals that 108 or 53 % of respondents agreed that playing online games affect their study.

STUDENT'S DAILY ALLOWANCE The student's daily allowance is discussed in Table 9. AMOUNT | FREQUENCY | PERCENTAGE | Less than  $\hat{a}, \pm 20$  | 24 | 12 % |  $\hat{a}, \pm 20 - \hat{a}, \pm 50$  | 109 | 53 % |  $\hat{a}, \pm 60 - \hat{a}, \pm 100$  | 50 | 24 % | More than  $\hat{a}, \pm 100$  | 22 | 11 % | TOTAL | 205 | 100 % | Table 9. Frequency and percentage distribution of the respondents according to the student's daily allowance. Most of the respondents have  $\hat{a}, \pm 20 - \hat{a}, \pm 50$  daily allowances with 109 or 53 % and the least is more than  $\hat{a}, \pm 100$  that has 22 or 11 %.

ENCOURAGED

THE STUDENTS TO PLAY ONLINE GAMES The people encouraged them to play online games is shown in Table 10. | FREQUENCY | PERCENTAGE | Family | 17 | 8 % | Friends | 168 | 82 % | Fellow Students | 20 | 10 % | TOTAL | 205 | 100 % | Table 10. Frequency and percentage distribution of the respondents according to the people encouraged them to play online games. It shows that the most of the respondents is encouraged by their friend that has 168 or 82 % and the least is family that has 17 or 8 %.

#### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION SUMMARY

FINDINGS Most of the respondents are 13 years old with 53 or 36% and least belongs to age of 17 years old. Specific problem no. 1 — What are the common games that the students usually play? The findings revealed that the student usually play DOTA (Defense of the Ancients) with 33% followed by Tetris with 31%. Specific problem no. 2 - Which encouraged the students to play online games? The result revealed that the most respondents encouraged their friends with 168 or 82%. Specific problem no. 3 - Can online games affect the student's academic performances? The finding revealed that online games may affect the student's academic performances. CONCLUSION After conducting the study, the following are the conclusions derived from the findings: 1. DOTA (Defense of the Ancients) is the usually played online games by students. 2. Students influenced to play online games by their friends. 3. Playing online games may affects the student's academic performances. RECOMMENDATIONS In the light of the foregone findings and conclusions, the following recommendations were made: 1. The students should control their time in order to balance their playtime and study time. 2. The students should involve themselves into

other activities like sports to stay busy to set aside their game addiction.

BIBLIOGRAPHY A. Book Merriam- Webster’s Pocket Dictionary. Springfield,

Massachusetts: Merriam- Webster Inc. B. Thesis Hombrebueno, M. C., &

Arcenal, H. (2011) Percieved Effects of Computer Gaming on Selected

College Student: Unpublished Undergraduate Thesis. Laguna College of

Business and Arts, Calamba City C. Electronic Sources www. merriam-

webster. com APPENDIX A North Marie Montessori Academy Siranglupa,

Calamba City Date Laguna College of Business and Arts Burgos St. Librarian,

The graduating students of Secondary Education in North Marie Montessori

Academy, is currently processing a thesis for this school year entitled “ THE

EFFECTS OF ONLINE GAMES TO THEIR ACADEMIC PERFORMANCES OF THE

HIGHSCHOOL STUDENTS OF NORTH MARIE MONTESSORI ACADEMY" Despite

of that, we are seeking a permission to be able to gather some information in your library. We are hoping for your confirmation regarding to this matter.

Thank you and God bless you. Very sincerely yours, RIZZA MAE RAFER

Researcher, North Marie Montessori Academy Noted: Directress Approved

by: (Signature over printed name) APPENDIX B North Marie Montessori

Academy Siranglupa, Calamba City The Effects Of Online Games In The

Academic Performances Of High School Students In North Marie Montessori

Academy S. Y 2012-2013 SURVEY QUESTIONNAIRE I. Personal Information

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Year & Section: \_\_\_\_\_

Gender: \_\_\_\_\_ II. This questionnaire aims to know what the effects of

online games to the students. Instruction: Read the question carefully and

kindly answer it truthfully. 1. What online games you usually play? [ ] Garena

(DOTA)  LOL (League of Legends)  Tetris  Dragon City  Other (pls. specify) \_\_\_\_\_

2. How long have you been playing online games?  0 – 6 Months  7 – 12 Months  More than 12 Months

3. How many hours in a day do you spend in playing online games?  Less than 1 hour  1 – 2 hours  3 – 4 hours  More than 5 hours

4. How much money do you spend in playing online games?  Less than 20  ± 20 - ± 50  ± 60 - ± 100  More than ± 100

5. How many hours in a day do you spend in studying?  Less than 1 hour  1 – 2 hours  3 – 4 hours  More than 5 hours

6. Do you sleep with in average of 8 hours a day?  Yes  No If no, How long do you sleep? \_\_\_\_\_

7. Can online games affect your study?  Yes  No

8. How much is your daily allowance?  Less than 20  ± 20 - ± 50  ± 60 - ± 100  More than ± 100

9. Who influenced you to play online games?  Family  Friends  Fellow students

#### CURRICULUM VITAE A. PERSONAL DATA

Name : Rizza Mae C. Rafer Nickname : Mae

Address : Block 3 Lot 4 Major Homes, Siranglupa Calamba City

Birthdate : August 06, 1996 Birthplace : Pasay City Age : 16 y/o Height : 5"3 Religion :

Roman Catholic Father's Name : Mr. Roy R. Rafer Occupation : Employee

Mother's Name : Mrs. Yolanda C. Rafer Occupation : Housewife

B. EDUCATIONAL ATTAINMENT Primary Level : North Marie Montessori Academy

Siranglupa, Calamba City 2009 Secondary Level : North Marie Montessori

Academy Siranglupa, Calamba City 2013

C. CURRICULUM VITAE A. PERSONAL DATA Name : Liezel D. Barit Nickname : Liezel

Address : Block 4 Lot 14 MCDC Canlubang, Calamba, City

Birthdate : December. 06, 1995 Birthplace : Calamba City

Age : 17 y/o Height : 5"3 Religion : Roman Catholic

Name : Mr. Manolo M. Barit Occupation : Jeepney Driver Mother's Name : Mrs. Araceli D. Barit Occupation : Housewife B. EDUCATIONAL ATTAINMENT Primary Level : North Marie Montessori Academy Siranglupa, Calamba City 2009 Secondary Level : North Marie Montessori Academy Siranglupa, Calamba City 2013 CURRICULUM VITAE A. PERSONAL DATA Name : Michelle M. Dagos Nickname : Mich Address : Block 5 Lot 5 Pittland, Cabuyao Laguna Birthday : March. 1, 1997 Birthplace : Batangas City Age : 15 y/o Height : 5"3 Religion : Roman Catholic Father's Name : Mr. Efren L. Dagos Occupation : House Husband Mother's Name : Mrs. Emieliana M. Dagos Occupation : Housewife B. EDUCATIONAL ATTAINMENT Primary Level : Balibago Elementary School Balibago, Lubo Batangas 2009 Secondary Level : North Marie Montessori Academy Siranglupa, Calamba City 2013 CURRICULUM VITAE A. PERSONAL DATA Name : Charles Darwin R. Hierco Nickname : Ace Address : Block 15 Lot 7 Manfil Kapayapaan Vill. Canlubang, Birthday : May 20, 1994 Birthplace : Makati City Age : 18 y/o Height : 5"8 Religion : Roman Catholic Father's Name : Mr. Ronald M. Hierco Occupation : Driver Mother's Name : Mrs. Marian R. Hierco Occupation : OFW B. EDUCATIONAL ATTAINMENT Primary Level : Pitogo Elementary School Pitogo Makati City 2009 Secondary Level : North Marie Montessori Academy Siranglupa, Calamba City 2013 CURRICULUM VITAE A. PERSONAL DATA Name : Mark Ronnie A. Alcantara Nickname : Ronnie Address : Siranglupa Calamba City. Birthday : February 22, 1996 Birthplace : Calamba City Age : 17 y/o Height : 5"1 Religion : Roman Catholic Father's Name : Mr. Ramon N. Alcantara Occupation : Security Guard Mother's Name : Mrs. Linabel A. Alcantara Occupation : Housewife B. EDUCATIONAL ATTAINMENT Primary Level :



Canlubang, Calamba Elementary School Canlubang, Calamba City 2009

Secondary Level : North Marie Montessori Academy Siranglupa, Calamba City  
2013