

Online Gaming Addiction among BSIT Students of Leyte Normal University Philippines its Implication towards Academic Performance

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Abstract

Objectives: Games online is one of the technologies that caught attention over the last decade. Despite the positive effects, parents frowned because of the potential on the overuse of this technology which leads to addiction by students. The dark side of playing online games becomes an issue of debate in society. Thus, this study is conducted to determine the associations of playing online games towards academic performance. **Methods:** The descriptive survey method which involved a questionnaire, interviews, and observations were employed. One hundred thirty-nine (139) students currently enrolled during the first semester of the school year 2017-2018 served as respondents. **Findings:** It showed that the majority of the students expressed that playing online games has adverse effects in their academic performance such as "I cannot focus on my studies" having (49.61%; n=69). **Applications/Improvements:** Results of the study would serve as inputs to the Leyte Normal University, Tacloban City in crafting policy measures that would benefit its stakeholders.

Keywords: Computer Gaming Addictions, Online Games, BSIT, LNU

1. Introduction

Modernization had taken its toll on countries especially in a growing country like the Philippines as observed with the growth of internet users. The Internet acts not only an entertainment tool but also an essential professional resource for work, communication, as well as education. It is a fabulous creation that gives everyone in the world instant access to an endless supply of knowledge. For some, the internet has been used to have unlimited access to entertainment, watching videos, movies, listen to music, and even online gaming.

The Internet is a global communication system which uses TCP/IP to transmit via different types of media. It is an interconnected network across different organizations like the business, academe, private and even government entity. It can send and receive all kinds of information in the form of videos, graphics, texts, voice and even computer programs.

This technology is worthy of attention to humanity especially the millennials, and one example is online games. Online gaming can refer to a video game played through

the internet. The design architecture varies from text-based, sophisticated graphics and even virtual worlds environments where players played in single, or multiple from different locations around the world. Majority of the games developed are in Flash, Shockwave and Java languages. As such, it features more primitive gameplay than downloadable games.¹

Having an online gaming experience typically requires a high-speed internet connection. Proper hardware will be needed whether it is a computer or a gaming console, such as Xbox or PlayStation that's connected to the internet. Some online games need a specific piece of controlling hardware such as a joystick or a game controller, but these days, gaming technology has progressed to an extreme extent. Things like streaming 3-D animation graphics with superb surround sound stereo now can make all addicted to gaming. Regarding video games, online gaming is growing in popularity for a variety of reasons. Gamers can easily find opponents of a similar skill level when playing a head-to-head game over the internet. Players also can compete in massively multiplayer games, where dozens of players play an ongoing game in a virtual world.² Some online games charge a monthly fee for access to video game software.

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Moreover, despite its inherent advantages, the Internet also has its drawbacks. Increasing numbers of individuals are getting hooked on this technology and even to the point of being addicted. Thus, it is on this premise that this study conducted among BS Information Technology Students of Leyte Normal University, Tacloban City during the second semester of the academic year 2017-2018 to determine its implications towards academic performance.

2. Theoretical Framework

This study anchored on Flow State Theory which occurs when an individual faced with a task that has clear goals that require specific responses. For the duration of the competition, the player has concrete goals, allowing attention to be focused entirely on the game during the period of play.³ In the study of Hwang, he explored college students' Internet usage behavior in Taiwan through flow theory and found out that under general situations, the users would experience flow state when using the Internet. The more the users since the premise aspects of flow, the more they will realize the flow experience of the Internet. Hence, they are more likely to proceed with related exploring behaviors.⁴ Another study conducted by Choi and Kim found that people continue to play online games if they have an optimal experience because the flow state had an impact on consumer loyalty.⁵ The experience of online games complies with the psychological state of flow theory. There is an indication of substantial mastery, and user continually seeks new challenges to maintain this state. Furthermore, once the users are more addictive to online games, they would exclusively focus upon finding flow experience.

3. Objectives of the Study

This study was conducted to determine its implications towards academic performance when playing online games among BSIT students of Leyte Normal University, Tacloban City, Philippines.

This study would answer the following questions:

- What is the respondents' profile in terms of:
 - Age.
 - Gender.
 - Year level.
 - Preferred time to play an online game.

- Online games commonly played.
- No. of hours spent playing the online game.
- What are the possible reasons for playing online games?
- What are its implications when addicted to online game addiction towards academic performance?
- What inputs for recommendations can be derived based on the findings of the study?

4. Methodology

4.1 Research Design

The study employed a descriptive method using a questionnaire as its data gathering tool to determine the reasons for playing online computer games and its implications towards academic performance.

4.2 Research Procedure

The researcher requests permission from the head of the agency of the Leyte Normal University, Tacloban City for the determination of respondents that will be involved directly in the study and distribution of the questionnaires.

4.3 Respondents of the Study

There are 323 students officially enrolled in the program BS Information Technology where the researcher considers as respondents. However, there were only 139 who participated in the actual survey which is almost 43.03 percent of the entire population. Such students were enrolled during the first semester of the school year 2017-2018 of the Leyte Normal University, Tacloban City.

4.4 Data Gathering Instruments

Survey questionnaires as its main instrument to gather data. It consists of two parts; the first part was the demographic profile of the respondents while the second part focused on the emotional signs or symptoms towards online gaming addiction, its effects to physical health, psychological health and academic performance. The researcher conducts a personal distribution of questionnaires to respondents giving them enough time to think about the questions as enumerated in the instrument, thus producing more accurate information period.

4.5 Statistical Treatment of Data

Using Excel software application, responses from questionnaires was encoded. Descriptive statistics (frequency counts and percentages) for its analysis were applied.

5. Result and Discussion

This section presents the profile of respondents, preferred time playing an online game, the total number of hours playing online games, reasons for playing online games and its implication of playing online games towards academic performance. Table 1 shows **“Profile of the BSIT students”**: **Age**: The most number of respondents were 19-20 years old (62.60%; n=87), came next is 22-22 years old (15.10%, n=21), this was followed with 17-18 years old (10.80%, n=15), while 25 and above years old represent the smallest portion of the sample (2.10%, n=3); **Gender**: The data showed that female respondents dominate having (50.40%; n=70) and male which has (49.60%; n=69) from 139 respondents; **Year Level**: The data disclosed that most respondents were on the third year level having(41.00%; n=57), fourth year level (33.10%; n=46), second-year level (16.50%; n=23) and the smallest is in the first year level (9.40%; n=13). The data in Figure 1 shows **“Preferred Time Playing Online Game”** which disclosed that majority of the students preferred to play online games between 5pm-10pm having (54.7%; n=76), followed by between 12noon – 5pm having (23.7%; n=23) while the least is between 3am – 8am (7.9%; n=11). Figure 2 disclosed **“Online Games Commonly Played”** that majority of the students played Clash of Clans having (37.4%; n=52), came next was the Defense of the Ancient (DOTA) having (28.1%; n=39) while the least online games played is Eve Online having (0.7%; n=1).The data revealed in Figure 3 as **“Total number of hours played Online Games”** that majority of the students devote playing online games from 1-3 hrs. In a day having (77.7%; n=108), came next was 3-5 hours a day having (10.8%; n=1) while the least is 11 hrs. And above in a day having (0.7%; n=1). Figure 4 **“Reasons for Playing Online Games”** reveals that majority of the students played an online game because of Entertainment having (51.1%; n=71), came next was Stress Relief having (49.6%; n=69) while the third is Boredom having (46.8%;n=65). The data as showed in Figure 5 **“Implications of Playing Online Games towards Academic Performance”** that majority of the students expressed that playing online

games has an adverse effect in their academic performance such as “I cannot focus on my studies” having (49.61%; n=69). Came next was “I cannot do my assignment” having (41.7%; n=58) while the least is “I am absent in class” having (11.5%; n=16). Hence, this is warning messages or indications that this student is addicted. The university must take actions to come up with measures to mitigate this problem so that it will not lead students to the point of mental problems like anxiety and depression.

Table 1. Profile of the respondents

Age	N	%
17-18	15	10.80
19-20	87	62.60
21-22	21	15.10
23-24	13	9.40
25 & above	3	2.10
Total	139	100.00
Gender		
Female	70	50.40
Male	69	49.60
Total	139	100.00
Year Level		
First	13	9.40
Second	23	16.50
Third	57	41.00
Fourth	46	33.10
Total	139	100.00

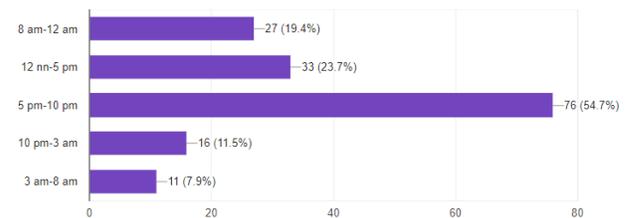


Figure 1. Preferred time playing online game.

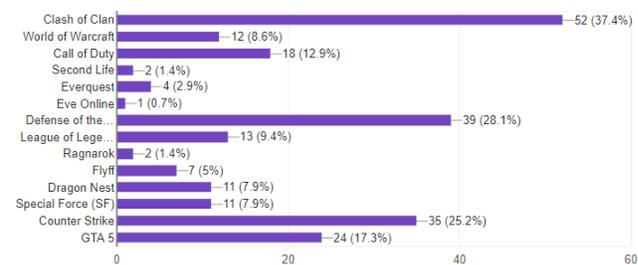


Figure 2. Online games commonly played.

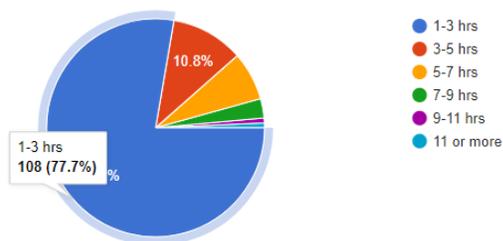


Figure 3. Total no. of hrs. playing online games.

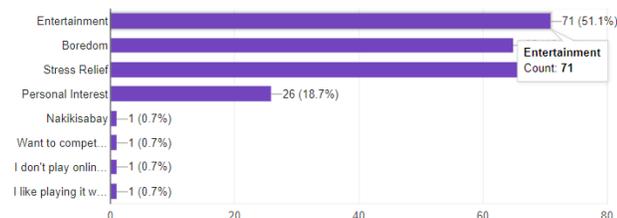


Figure 4. Reasons for playing online games.

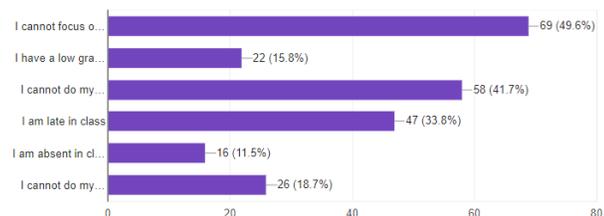


Figure 5. Implications of playing online games towards academic performance.

6. Conclusions

The game is one of the technologies worthy of attention by industry and at the same time it can be a concern for parents and other stakeholders such as university about its effects on the academic performance of the students whether teens or adult addicted to the online gaming.

7. Recommendations

The researcher formulated the following recommendations based on the findings and conclusion drawn:

- Parents or guardians of students currently studying should be oriented on the dark side of playing online games and should regulate their children's time on it. They must discipline their children so that students can perform satisfactorily in their studies.
- The university must come-up policies and programs to closely monitor students who are addicted to playing online games.
- Students must think that games are only a form of recreation. Therefore it should not be given much priority over higher and more realistic priorities such as their studies.

8. References

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