

## EFFECTS OF MOBILE ONLINE GAMES ON SAINT NICHOLAS SCHOOL – ENGLISH PROGRAMME HIGH SCHOOL STUDENTS’ ACADEMIC PERFORMANCE

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### Abstract

*This study aimed to determine the effect of online games to the academic performance of G.7 to G. 11 students in Saint Nicholas School – English Programme and to know if there is a difference on the effects of playing video games on the academic performances of respondents in terms of grade level and sex. There were 39 respondents in this descriptive survey study. The survey questionnaires were self-administered through Google form to the respondents. The data were statistically analyzed using frequency and percentage distribution, and one-way ANOVA test. The results showed that the students have positive perceptions on the effects of mobile online games to academic performance. They are aware of the positive and negative effects of mobile online games to academic performance. The students’ perceptions towards the effects of mobile online games to academic performance are similar in terms of sex, age, grade level, weekly allowance, online games played and days spent on playing online games. Majority of the students are not academically performing while being engaged in mobile online games. The students’ level of academic performance are similar in terms of sex, age, grade level, weekly allowance and days spent on playing online games. However, the level of academic performance differed in terms of online games played.*

**Keywords:** Effects, Online Games, Academic Performance, Weekly Allowance, Days Spent On Online Games

### INTRODUCTION

Playing online games had its positive and negative effects to their academic performance. Majority of the high school students in SNS – EP were not academically performing while being engaged in mobile online games. High school students across all groups have the same perceptions on the effects of online gaming towards academic performance. Online games played can affect the level of academic performance among high school students in SNS – EP.

### LITERATURE REVIEW

Aquino, I. (2019) The highest frequency on academic grades which range from 85 – 89 with a descriptive equivalent of very satisfactory and implied that despite their involvement in online gaming, they are still academically performing in the class.

Cabrillos, L., Gapasin, J., Marfil, J. & Calixtro, V. (2022) The majority of the respondents are in the 20-year-old age group, with 40% of the respondents coming from the second-year level. It also revealed that the majority of respondents who played online games are men, accounting for 80 percent of the study's

respondents. Based on the findings of this study, it can be concluded that playing online games has no substantial association with the respondents' academic success, as evidenced by their Probability-value.

Chen, L., Chen, T. & Liu, H. (2010) Group A participants (56.5% of the students) are philosophically opposed to online gaming. Group A participants reacted affirmatively to most of the negative statements about online gaming. Group B respondents, representing 34.7% of the student group, are the supporters of online gaming who had high philosophical value ratings and high technical value ratings in this study. In addition, members of Factor C have more neutral attitudes toward online gaming. They think that video games have some negative effects, but also have some benefits. Interestingly, this research does find evidence of some negative perceptions of gaming, but closer examination with those gamers (i.e. gamers in both the New Media Resisters' group and the Pajama socializers' group) reveals that online gaming is a valuable social learning tool.

Dumrique, D. & Castillo, J. (2017) The boys are more of a player compared to girls who often play games that require three or more players like League of Legends, Clash of Clans, Crossfire and many more to mention. It is also stated that those who play online games are around 14-15 years old who are believed to be in the Grade 8 level. These students who often play games have an average weekly allowance of 101 pesos to 500 pesos. Playing online games do not affect their grades badly for they know how to limit themselves. They know that they need to control themselves in order to function well in their class that is why they only play games during vacation and weekends with a lot of time compared when they have classes.

Heiden, J. & Egloff, B. (2019) There is a medium-sized negative correlation between problematic video gaming and psychological functioning with regard to psychological symptoms, affectivity, coping and self-esteem.

Holstein, B., Pedersen, T., Bendtsen, P., Madsen, K., Meilstrup, C., Nielsen, L. & Rasmussen, M. (2014) The three new indexes showed high face validity and acceptable internal consistency. Most schoolchildren with high screen time did not experience problems related to computer use. Still, there was a strong and graded association between time use and perceived problems related to computer gaming, console gaming (only boys) and internet use, odds ratios ranging from 6.90 to 10.23.

Rodica, P. & Talania H. (2019) The majority of the respondents replied and favored that online games gave negative outcome to their study and health.

[Septian, T. \(2019\) There](#) were relations between online game practices and their competence in English. The result showed that some students got low score on their vocabulary test.

[Wright, J. \(2011\)](#) The comparisons using descriptive statistics indicated that the mean GPA score for the player condition ( $M = 3.2$ ,  $SD = .51$ ) was significantly different than the non-player condition ( $M = 3.4$ ,  $SD = .47$ ). These results show that participants who indicated that they did play video games had significantly lower GPAs than participants who indicated that they did not play video games. There were no significant correlations concerning the effects of the amount of time spent playing games on GPA, the amount of puzzle or strategy situations faced in the average game on GPA, or gaming mode on GPA. Overall, the only statistically significant correlation was that of player status and GPA.

[Xie, J., Wang, M. & Hooshyar, D. \(2021\)](#) The students were found to have stronger preference for general mobile game play than teachers and parents.

### **SUGGESTIONS FOR TEACHERS, PARENTS AND STUDENTS**

Further study may be administered to another group of student respondents with different profiles to determine the effects of mobile online games to academic performance.

#### ***Parents and Teachers***

Parents as well as teachers must regularly monitor the academic performance of the students as well as the students' number of hours spent on mobile online games. Parents as well as teachers have the discretion to minimize the students' use of mobile online games when the students have poor academic performance.

Parents of students who are not academically performing should talk to their children about playing mobile online games as well as provide intervention such as enrolling their children to tutorial classes. Meanwhile, students should minimize playing mobile online games and spend more time on academics.

#### ***Students***

Students may engage in other worthwhile activities other than mobile online games such as sports, movies, music, dance, learning other languages or skills, community service, etc.

Students should choose mobile online games that offer not only fun but also a spread of content areas from science, vocabulary, geography to social – emotional learning in order to improve academic performance.

### **CONCLUSION**

Majority of the respondents had different profiles in terms of sex, age, grade level, weekly allowance, online games played and days spent on playing online games.

The students have positive perceptions on the effects of mobile online games to academic performance. They are aware of the positive and negative effects of mobile online games to academic performance.

Majority of the students are not academically performing while being engaged in mobile online games. The students' perceptions towards the effects of mobile online games to academic performance are similar in terms of sex, age, grade level, weekly allowance, online games played and days spent on playing online games.

The students' level of academic performance are similar in terms of sex, age, grade level, weekly allowance and days spent on playing online games. However, the level of academic performance differed in terms of online games played.

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