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Level of Playing Online Games among the students of Toribio Minor National High School, Margosatubig District

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ABSTRACT

Online games, as part of developed technology, are becoming more popular especially these days which became one habit of the students on their daily living and have given many challenges from behaviour of students. This study was conducted with an aim to determine the level of playing online games of the students at Toribio Minor National High School. This study was a quantitative research, wherein a total of 60 respondents comprising 30 academic and 30 techno-vocational livelihood students were surveyed using a semi-structured questionnaire. Results showed that the range of the age of the respondents was 16 to 22 years old both in academic and techno-vocational tracks. The number of respondents both male and female in academic and techno-vocational tracks has different number of respondents with 26 males and 4 females in techno-vocational livelihood and 19 males and 11 females in academic. GAS strand has the highest number of student respondents in academic while techno-vocational track, H.E strand has the highest number of student-respondents. Statistically, there was no significant difference in the level of playing online games of the students ($t_{57.914}$= 2.450, p= 0.17 at α= 0.05) which implies that the mean level of playing online games among academic students (3.08±0.490 with a verbal Interpretation of Sometimes) were significantly comparable with the mean level of playing online games among techno-vocational livelihood students (3.00±0.510 with a verbal Interpretation of Sometimes). Although online gaming have a lot of negative benefits it also have positive impact that gives a lot of benefits, which is to enhance our capabilities critically. In addition, this study is useful for the future researchers who plan further studies around playing online games and student performance.

KEYWORDS - Academic track, quantitative research, survey, techno-vocational livelihood.

1. INTRODUCTION

Internet game also known as online games refer to games that are played over some form of computer network, most often the internet. Online gaming is one of the most popular used relaxation activities by many people (Wang, 2013). Nowadays, most of people are using technology. As the technology evolves, it develops to the things get easier for people just by simply clicking. Even the internet is very attainable to people. One of these things is video games. It is a type of indoor games that is usually used in computer or television. There are two types of video games; offline games and online games (Schindler, 2017).

Offline game is usually played in single while online game requires internet to connect or communicate players all around the world. Online gaming is provided by the internet, because of that, online gaming becomes extremely popular for people especially teenagers since they can easily access on the internet. Usually for teenagers, playing these online games is more comfortable and having just for fun (Lowa State University, 2011).

Video games could help students apply and sharpen skills learned at school. Accordingly, there are also positive benefits that only online gamers can get from online games. However, addiction to computer games can cause disorder in physical health, increase anxiety and depression. Association between playing computer games and physical and also mental disorders have negative effects basically related to the games and their nature. Teens who spend too much time playing computer games risk having problems with violent and aggressive behavior (Posso, 2016).

In this study, it is rooted to the concept of French and Dwyer (2002) that online game players do not have normal social relationship anymore and plays online games in order to cover feelings of anger, depression and low self-esteem. The attitudes and the self-efficacy that characterize learners relative to the internet have been identified as important factors that affect learners' motivation, interests and performance on internet-based learning environments. Meanwhile, learners' perceptions of the internet may shape learner's attitudes and online behaviors. The attitudes of students towards peers with behaviors are measured using once their children find an activity that they enjoy, succeeding in the activity could ultimately build their confidence and self-esteem. Extracurricular activities allow children to contribute to their school or community, which is an important step in preparing for the outside of academic (Peng, 2006).

In this study, the effect of online games in the attitude of students was determined. The reason why the researcher chose the referred school due to the fact that based on observations, the school has number of students who are inclined with online games. If not given much attention, their involvement in online games could possibly affect their attitudes in schools, and eventually their academic performance. Aside from this, no other studies conducted yet in the referred school that focuses on the effect of online games in the attitude of the students, hence the importance of the study.

2. METHODS

Research Design

This study was a quantitative approach in nature. Specifically, a descriptive-survey method was used in this study. This study used the descriptive method of the survey type of research which describes and interpreted data and characteristics about the population or phenomenon being studied.

Research Environment

The study was conducted at Toribio Minor National High School located at Margosatubig, Zamboanga del Sur for the school year 2021-2022. Toribio Minor National High School is a DepEd Management Monograde Public Monograde Public Secondary School Located in 2nd District of Zamboanga del Sur.

Research Respondents

The participants of this study were the students who are online gamers from the academic tracks and techno-vocational livelihood tracks. There were 30 academic track student-online gamers and 30 techno-vocational livelihood track student-online gamers, having a total of 60 respondents from this study.

Sampling Technique

This study employed a purposive sampling technique. Purposive sampling is also known as judgmental, selective, or subjective sampling. This type of sampling can be very useful in situations when you need to reach a targeted sample quickly, and where sampling for proportionality is not the main concern. (Crossman, 2014). The following were the bases in selecting participants: 1. Student-respondents should be officially enrolled in the referred school for the school year 2021-2022. 2. Student- respondents should be officially enrolled in Grade 12 under the academic and techno-vocational livelihood tracks. 3. Student-respondent should be an online gamer.

Research Instrument

The main tool that was used in gathering the data for this research was the researcher-made structured questionnaire. The questionnaire was divided into two parts. Part I includes personal data information, which will used to draw important information about their gender, age and year level. Part II includes the game session and activities of the online game players. It determines the type of app game being played, how often the student's play online games and number of hours spent in playing the games.

Data Gathering Procedures

The following processes were undertaken that enabled the researcher to gather the data needed in the study. First, the researcher secured permission from the principal of Toribio Minor National High School to conduct this study through a letter-request duly signed by the researcher and research adviser. After securing a permit, the researcher asked from the class advisers of the respondents regarding the list of students in Grade 12. Then, the researcher first met the class advisers for the assurance of the availability of the students. The researcher asked from the students if they are online gamers. If the students are online gamers, they were selected as respondents in this study. Rest assured that the names of the students and the advisers were kept confidential. The field sampling was done for three months (April to June, 2019).

Ethical Considerations

A permission letter approved by the school principal was obtained by the researcher. During the conduct of sampling, the research respondents were asked to sign the consent form to signify their voluntary involvement of the study. The researcher took time to explain to the respondents of their right as participants of the study, as such they can stop or refuse to answer some questions should they feel offended or threaten.

Statistical Analysis

The obtained data on the demographic profile of the respondents were computed in terms of its mean and were graphically presented using Microsoft Excel. The data on the level of playing online games were computed in terms of its mean using Paleontological Statistics version 3.17. Furthermore, these data were subjected to statistical analysis. To determine the significant difference in the level of playing online games between academic and techno-vocational livelihood students, Independent Samples t-test using Statistical Package for Social Sciences Statistics version 17.0.

3. RESULTS AND DISCUSSION

In this study, the students who are playing any online games were randomly selected as respondents in this study. The results of demographic profile of the respondents are graphically shown in Figure 2. In terms of age, the range of the age of the respondents was 16 to 22 years old both in academic and techno-vocational tracks. In academic track, the age 17 years have the highest number of respondents with 17 respondents followed by 18 years old, 20 years old, 21 years old, 22 years old and 16 years old. In techno-vocational track, the age 18 years old have the highest number of respondents with 13 respondents followed by 18 years old, 17 years old, 19 years old and 16 years old.

Moreover, in terms of sex, the numbers of male respondents were higher compared to female respondents both in academic and techno-vocational tracks. Based on the number of respondents per strand both in academic and techno-vocational tracks, GAS has the highest number of student respondents in academic track with 21 students followed by ABM (5 students) and STEM (4 students). In techno-vocational track, HE strand has the highest number of student-respondents with 19 students, followed by EIM (6 students), and SMAW strand has the lowest number of student-respondents with 5 students.

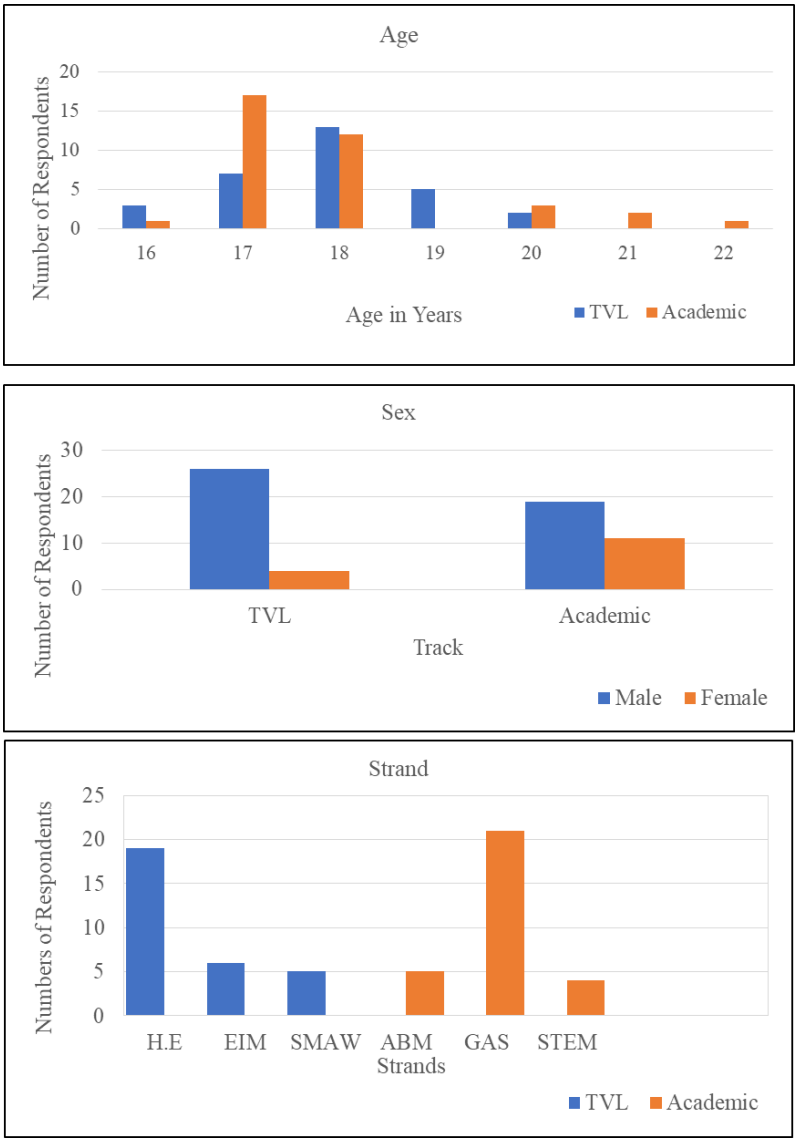

Figure 1 Demographic profiles of the respondents at Toribio Minor National High School.

The mean level of playing online games among the students is presented in Table 1. Results showed that the mean level of playing online games was higher in academic track students compared to techno-vocational livelihood students. The mean level of playing online games of academic students was 3.08±0.490 with a verbal interpretation of Sometimes. On the other hand, the mean level of playing online games of techno-vocational livelihood students was 3.00±0.510 with a verbal interpretation of Sometimes.

Table 1. Mean level of playing online games among the students at Toribio Minor National High School.

Track	**Level of Playing (Mean ± SD)**	**Interpretation**
Academic	3.08±0.490	Sometimes
Techno-vocational livelihood	3.00±0.510	Sometimes

Notes:
1.0-1.99-Never
2.0-2.99-Seldom
3.0-3.99-Sometimes
4.0-4.99-Often
5.0 Above-Always

The obtained data on the level of playing online games between academic and techno-vocational livelihood students were further subjected to statistical analysis. Prior to heterogeneity test (t-test), the homogeneity of variants was tested using Levene's test. As shown in Table 2, the p-value of Levene's test for the level of playing online games between academic and techno-vocational livelihood is reflected as p= 0.403 at α= 0.05. This indicates that it can be assumed that the obtained data on the level of playing online games between academic and techno-vocational livelihood students were not statistically different.

Results of t-test showed that there was no significant difference in the level of playing online games between academic and techno-vocational livelihood students (t57.914= 2.450, p= 0.17 at α= 0.05). Statistically, this implies that the mean level of playing online games among academic students (3.08±0.490) were significantly comparable with the mean level of playing online games among techno-vocational livelihood students (3.00±0.510).

Table 2. Independent samples t-test on the means of two variables (level of playing online games between academic and techno-vocational livelihood track students) for the school year 2021-2022.

		Levene's Test for Equality of Variances		**t-test for Equality of Means**				
		F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Diff.**	**Stndrd. Error Diff.**
Level of Playing Online Games	Equal variances assumed	.710	.403	2.450	58	0.17^{ns}	0.316	0.129
	Equal variances not assumed			2.450	57.914	0.17^{ns}	0.316	0.129

Note: * - significant if *p<0.05*; ** - highly significant if *p<0.0000*; ns - not significant if *p>0.05*.

Playing online games is experience-oriented but few studies have explored the user's initial (trial) reaction to game playing and how this further influences a player's behavior (Wu, Wang and Tsai, 2010). However, few studies have investigated why people continue to play certain online games or which design features are most closely related to the amount of time spent by players at particular online gaming sites. Online game addiction has become a common phenomenon that affects many individuals and societies. Personal interaction can be facilitated by providing appropriate goals, operators and feedback; social interaction can be facilitated through appropriate communication places tools (Choi and Kim, 2004).

Playing online games can become problematic and engender adverse consequences. Several psychological factors have been shown to influence the development and the maintenance of this problematic behavior, including impulsivity traits, motives to play (immersion, achievement, social affiliation), and self-esteem (Thorens et al., 2015).

Game users today are not only children but also parents who play online games. In fact, online games are also often played between parents or husbands and wife. Therefore, these conditions can affect the harmony of the family. Game players have different reasons according to the intensity, frequency, and motive of playing the game so that it does not have a negative effect on family communication patterns. Thus, it can be concluded that online games can positively impact family communication patterns if appropriately implemented (Firmannandy, Prasetyo and Safitri, 2021).

Playing online games do not affect the grades of the students 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 compared when they have classes. Even though they play online games; they know how to socialize well and they can perform very well when it comes to academic performance (Dumrique and Castillo, 2018).

This study found that subjects who had previously played online games were predominantly male. Gender differences were also found in the severity of online gaming addiction and motives for playing. Older age, lower self-esteem, and lower satisfaction with daily life were associated with more severe addiction among males, but not among females (Ko et al., 2005).

The factors that influence the adoption of online gaming are a major topic concern for academic reseachers, online games marketers, and developers alike. By integrating a motivational perspective into the social cognitive theory (SCT), the research model in this study captures both internal (self-efficacy) and external (social influence) factors when explaining and predicting gamers' outcome expectations, trust, and intention to play online games (Liu, 2016). Moreover, this study investigates the level of playing online games between academic and techno-vocational livelihood students. The above-mentioned factors are some of the most debated factors among educational professionals that have both positive and negative impacts on the level of playing online games of the students.

4. CONCLUSION

This study was able to determine and compare the academic track and techno-vocational track at Toribio Minor National High School year 2021-2022. The finding showed that the obtained data on the level of playing online games between academic and techno-vocational livelihood students were not statistically different. The sometimes level playing online games of the students at Toribio Minor National High School could be attributed to the social interaction, parent involvement in school, personal interaction, and academic performance of the students. Results obtained in this study can serve as baseline study for future research. This study only focused on quantitative data, future studies can use both quantitative and qualitative data to further elaborate the performance of the students. The parents should pay attention to their children especially in playing online games and they should also give their children a time limit in playing to avoid online gaming addiction. Students must find others activities where they can engage in other than online games.

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