

**THE INFLUENCE OF ONLINE COMPUTER GAMES ON THE STUDY HABITS AND  
ACADEMIC PERFORMANCE OF THE GRADE VI PUPILS IN DUMINGAG CENTRAL  
ELEMENTARY SCHOOL**

A Bachelor's Thesis presented to

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Bachelor in Elementary Education

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## **ABSTRACT**

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### Summary

This study aimed to identify the influence of online computer games on the study habits and academic performance of Grade VI pupils in Dumingag Central Elementary School, School Year 2015-2016. It sought the respondents' profile which includes the sex and age, online games commonly played by the respondents; frequency and average hours spent weekly in playing online computer games by the respondents; effects of playing online computer games on the study habits and academic performance of the respondents. It also sought the significance of the relationship between the pupils' average hours spent in playing online computer games and their study habits: significance of the relationship between the pupils'

average hours spent in playing online computer games and their academic performance; and significance of the relationship between the pupils' study habits and their academic performance.

The researchers employed the descriptive-survey method with an adopted questionnaire with modification from the study of Ortenero, et al. (2013) and Caberte, et al. (2013).

The statistical techniques used in the study were frequency counts, percentage, WAM and chi-square.

The findings of the study revealed that majority of the respondents were 11-12 years old and by males. Dota, counter strike and assault fire were the top three online computer games commonly played by the respondents with frequency in playing online computer games of once a week and average hours of 1-5 hours per week. Moreover, the pupil-respondents observed that the effects of online games on their study habits were "Good". On the other hand, as perceived by teachers, the effects of online computer games on the pupil respondents' study habits were "Uncertain". Meanwhile, the respondents' study habits respondents were "Fair" and many of the respondents have "Fair" academic performance.

Finally, the study recommends that teachers guide their pupils to stay focused on their studies and encourage them to employ good study habits. That the teachers also motivate pupils' interest to study and employ more activities that would limit

divert pupils' attention from playing online computer games. That the parents impose limitations in their homes in using computers so that their children will be guided and monitor their children's studies habits and academic performance. That another study be conducted in other schools with more variables being considered.