**THE EFFECTS OF VIDEO GAMES ON THE ACADEMIC PERFORMANCE OF GRADE 12 STUDENTS IN GENERAL TIBURCIO DE LEON NATIONAL HIGH SCHOOL**

A Quantitative Research Presented to the Faculty of Senior High School In Partial

Fulfillment of the Requirements in Practical Research II

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**CHAPTER ONE**

**THE PROBLEM AND ITS BACKGROUND**

**Introduction**

         Since the Pandemic was engaged, the majority of adolescents or students spent most of their time on their mobile phones. They spend their time on social media or video games. In this research, we will tackle more on Video Games and their effect on the academic performance of Grade 12 Students in General Tiburcio De Leon National High School. We will determine if Video Games affect not just their academic performance, but also their grades.

A video game, often known as a computer game, is an electronic game that uses a user interface or input devices to offer visual feedback, such as a joystick, controller, keyboard, or motion-sensing device. A video display device, such as a television, monitor, tablet, or virtual reality headset, is used to display this information. Aural feedback, such as that provided by speakers or headphones, as well as other types of input, such as haptic technologies, are widely used to improve video games. The

platforms on which video games are defined include arcade video games, console games, and personal computer (PC) games. Mobile gaming via smartphones and tablets computers, virtual and augmented reality systems, and remote cloud gaming are all recent additions to the business. Video games are divided into genres based on the type of gameplay and the game's objective.

According to [Briz-Ponce](https://link.springer.com/article/10.1007%2Fs10916-016-0487-4#auth-Laura-Briz_Ponce) & [Juanes-Méndez](https://link.springer.com/article/10.1007%2Fs10916-016-0487-4#auth-Juan_Antonio-Juanes_M_ndez), [Francisco et. al](https://link.springer.com/article/10.1007%2Fs10916-016-0487-4#auth-Francisco_Jos_-Garc_a_Pe_alvo) (2016), Mobile devices should be viewed as a supplement to professors' explanations, and numerous barriers and problems must be overcome in order for these educational methods to be adopted at university. The mass of today's students is nearly entirely reliant on their cellphones. This small technological box is the center of their universe. Cell phones are unquestionably advantageous to students. Various companies offer a variety of mobile educational applications to assist children who are having difficulty with their duties and studies. While mobile phones can be a great aid to a child's academic success, they can also be a distraction, especially if the phone includes mobile games. Is this study, however, limited to mobile games? Can this also refer to computer games? Yes, the answer is yes. In reality, this study will cover a wide range of games that have the potential to become a distraction for a student.

This study will look at whether or not students' use of mobile and computer gaming affects their academic performance and involvement in the topic. Video games are created and designed to be a hobby and source of entertainment for everyone. Despite its main function as a diversion, it is being utilized as a big time-killer, perhaps leading to a shortage of time for other critical activities.

**Statement of The Problem**

         The general problem of this study is: Does the frequent usage of video games affect a senior high school student’s academic performance?

         However, the research will seek more answers to the following questions:

1. What types of video games do grade 12 students play?

1.1 Real-Time Strategy (RTS)

1.2 Shooters (FPS & TPS)

1.3 Roleplaying (RPG, ARPG, etc.)

1.4 Non-Fungible Tokens (NFT)

1.5 Others

1. What effects do video games have on the academic performance of grade 12 students?

2.1 Health,

2.2 Motivation,

2.3 Time Management.

1. Is there a significant relationship between the effects of Video Games and the Academic Performance of Grade 12 students?

**Hypothesis**

There is a significant relationship between the effects of Video Games and the Academic Performance of Grade 12 students.

**Scope and Delimitation**

This research is about students who play video games, mobile or computer, and the status of their academic performance. The respondents will be Grade 12 Students of General Tiburcio De Leon National High School. Their response will be recorded through a survey using Google Forms. It is delimited to the student’s profile: their name, age, sections, video games that they play, and the hours spent over video games. This study is conducted in January 2022.

**Significance of the Study**

This study will be useful and helpful to the following:

**Students**

This will assist pupils to understand the significance of studying the lesson rather than spending time playing video games. Although video games may be used as a distraction from the stress of online classes and schoolwork, this study can help students manage their time between academics and video games or leisure activities

**Teachers**

This will assist teachers in determining the various time management talents of their students. Students have a propensity to abandon their assignments in favor of mobile games due to mountains of schoolwork and tight deadlines. This study may serve as a wake-up call to teachers that not all pupils can adhere to the timetable they're indicating, contributing to the stress they're feeling.

**Parents**

  As for the teachers, this research might also help the parents realize that their children might be stressed out due to their hectic schedule, simply ignoring their obligations at school and devoting all of their focus to gaming. This will assist parents in considering their child's mental health and assisting them suitably with their education.

**Future Researchers**

  It will be useful to researchers who will perform a similar study since it will serve as their foundation for writing research papers. This study provides material for them to use as a reference in their goal of becoming exceptional researchers.

**Definition of Terms**

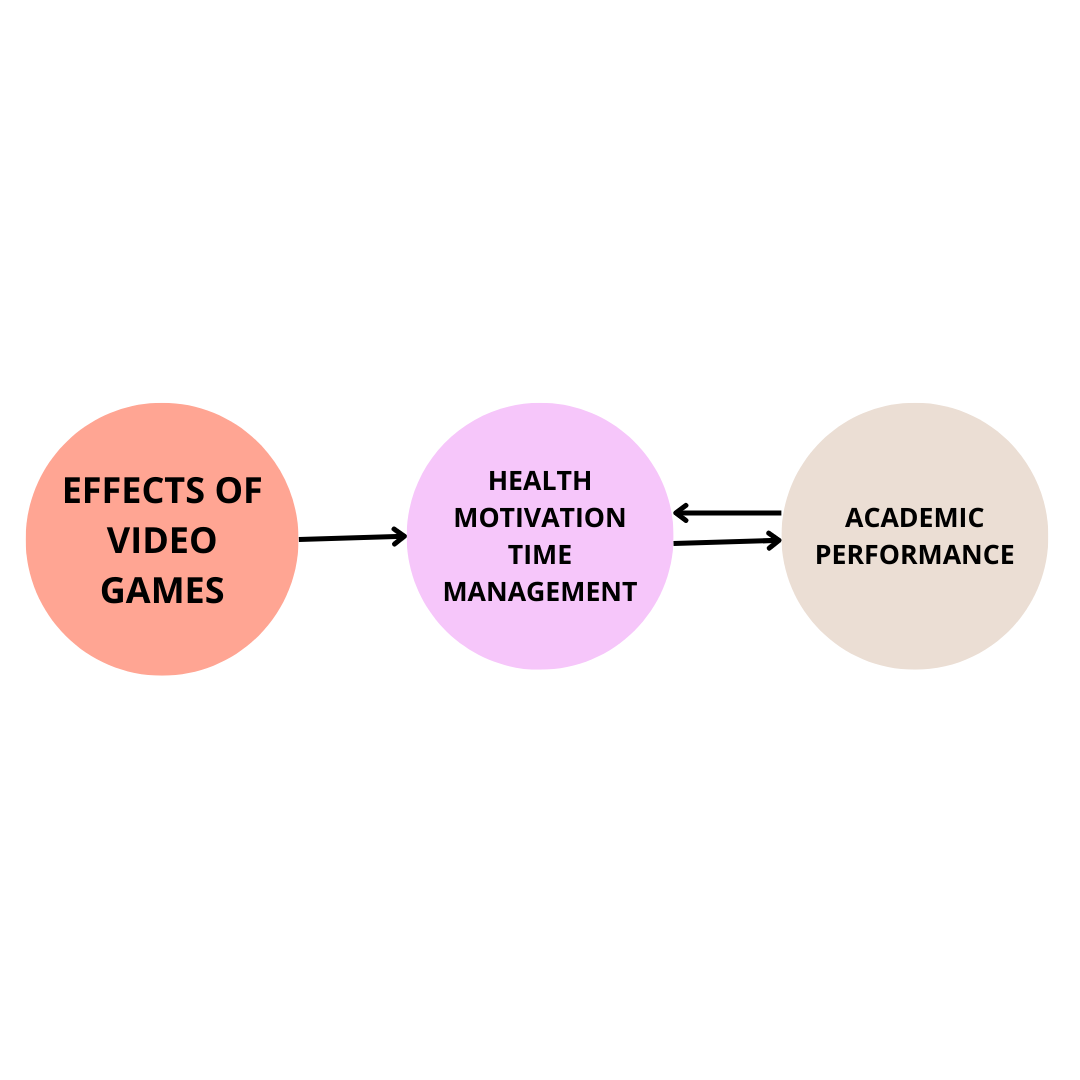
**Academic Performance** - a score or grade earned while studying. It is determined by the student's performance, attendance at lectures, participation in activities, and other factors.

**Internet** - a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.

**Mobile** - A wireless handheld device that allows users to connect with others, conduct research, and accomplish things. Most students, on the other hand, utilize it to access other social media platforms and to play video games.

**Video Games** - a type of electronic game that incorporates interaction with a user interface or input devices, such as a joystick, controller, keyboard, or motion-sensing device, to provide visual feedback.

**Conceptual Framework**

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**FIGURE 1**

The effects of video games are health, motivation, and time management. These three affect academic performance. This model illustrates that playing video games has a significant impact on a student's health, motivation, and time management, all of which have an impact on academic performance.

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE AND STUDIES**

This chapter provides a definition of the relevant literature on the impact of playing games on student academic performance as well as a review of relevant papers that will aid in a better understanding of the topic. This chapter also includes ideas, generalizations, conclusions, and others.

The world we live in today is largely composed of technology. We've been immersed in a world of high-definition television, Facebook, YouTube, internet radio, "green" automobiles, outlandish thrill rides, 3-D technologies, and so on in a relatively short period of time. However, no sector of technology has gained as much traction as video gaming.

The internet, like any other kind of societal innovation, has its upsides and downsides. The arrival of video games brought in a new period. Smyth (2007) stated that there appears to be an increased interest in video game research to answer the question "What are the negative effects or consequences?" In recent years, there appears to have been a lot of research on the subject. In reviewing the evidence, one major concern

appears to be whether playing video games has a harmful or good impact on academic achievement, as well as what those outcomes are.

According to Anand (2007), video games have a massive penetration in the United States, with at least 90% of houses having children who have played (rented or owned) video games. This is a new high that will continue to rise. 55% of gamers use consoles and 66% of online participants are over the age of 18.

Based on the article that Shao and Wang had constructed back in 2019, too much exposure to video games may result in a drastic change in behavior and school performance of a student, like, having too much display of video games can make your mood change and thus make a student's inspiration go away and make their behavior change in an instant.

According to Dirandeh, Sohrabi, et al.(2015), practically all youths were interested in video games, and 76.8% of students played video games at least once. Female pupils with older parents played video games more frequently than those with younger mothers. Male students having housewife mothers and handheld devices in their rooms were also found to spend more time playing games. The male students who spent the most time playing video games were more hostile than the other students. Furthermore, female pupils who played video games exhibited odd behavior and a peculiar mental state rather frequently. When they spent more time playing video games, both genders showed a high rate of screaming and overeating. They concluded their study by stating that playing video games has a substantial

impact on adolescent behavior but not on academic performance. Playing video games is also influenced by social determinants of health.

According to Wright (2015), online games are becoming more popular throughout the world, resulting in more immersive and compelling entertainment than ever before. The consequences of gaming on several facets of life are extremely important and consequential. As a result, the ramifications of the current study's findings are important. Do authorities and schools take steps to guarantee that video games do not interfere with educational attainment? Could parents and schools learn to incorporate gaming into the educational process by promoting games that foster critical thinking and establishing appropriate time limits for video game engagement? Despite the fact that spending time playing computer games seemed to have no significant influence on academic achievement, the findings of this study demonstrate that there is a genuine need for Limiting the average time spent gaming and the necessity for the education department should adapt videogames into to the learning experience such that computer games become a motivator for learning rather than an inherent decrease in academic GPA scores.

According to the article “Can Computer Games Affect a Gamer positively?” (2020), scientists have long been interested in the impact of computer games on a

person's physical and mental health. According to certain research, gambling has negative impacts such as despair and violence. This is hardly unexpected given that current games include an athletic component. Everyone in an online competition wants to win and feels rage and frustration when they lose. In addition, there includes content that may depict violence. If this can affect someone’s behavioral attitude, it can also affect someone’s academic performance.

Conforming to research posted via wordpress.com, a player's psyche is altered when playing computer games because he or she develops fantasies about what he or she is doing. Computer games with violence are frequently responsible for the effect. This discovery includes the brain, which is technically our body's powerhouse. If a person's lifestyle and behaviors are influenced by violence in computer games, the person's lifestyle and actions may become habitual to the activities seen in these computer games.

A blogger on studocu.com (2020), in the United States, said that there’s an ongoing concern about the video game players there’s a breakdown of around 150 million of a player of these, and students show that a 94 percent of a video games addicts are male and only six percent are female. A video game addiction they feel discomfort if they cannot play video games regularly, and the concern about video games has grown in recent years, it is not new because of appears a between depression, self-esteem, the addiction to video games is although to contribute to their of mental health and social anxiety because the video gaming understandably of they two traits could of influence a student’s in there’s of academic performance in their school of doing their complete assignments and to spent hours on playing games and they don’t have time to sleep regularly anymore.

The utter obsession with them has had a devastating effect on millennials. It can affect a child’s health, or learning, as well as behavior. (Guelas, 2017) In fact, according to one research, addiction is excessive playing and it can no longer be controlled. Because many young people say that boredom in their activities especially in studying is their reason for playing. Therefore, playing video games is their hobby and enjoyment. The frequent playing of video games affects the health of young people by damaging the eyes due to focusing on their gadgets all day. In addition, prolonged sitting and infrequent movement can cause pain in the back, head, and other parts of the body. A child also goes hungry because of playing with them for long periods which can cause them diseases, such as ulcers, and so on. However, based on the information gathered, it can be concluded that addiction to playing Video Games can still be prevented if a child gains control over himself and learns the limitations of the use of gadgets. Because too much play them can have bad effects on the youth, or in other words, all too much is harmful.

According to Dr. Jose George Los Baños (2017), a psychiatrist, playing games can have a good effect, just as your friend increases because it connects people with the same interest in something, there is also stress relief, it makes it possible for us to have fun and be able to die of time. But, excessive playing of video games has a bad effect on us. For example, addiction, due to improper use becomes addictive and causes us to miss

family, friends, and especially our health. It is an addiction that can have a bad effect on a person. "It is an online game and it hits you to be part of something, especially the basic human instinct," he said. "The addiction, there is a need that is met because for any person so on the part of the children is the involvement in the game itself, they live in the world of the game," Dr. Los Baños added, online games also have a big impact on a person's behavior.

Players mimic the actions they take in what they play because, in these kinds of scenarios, they become addicted to violence. They also lose their ‘social life’ or interaction with other people. It also damages a family relationship because of its excessive use. It also causes a loss of reality due to the overuse of such entertainment. But not all of its effects are purely negative, but there are also positive ones. It provides a good lesson and expands a player's imagination. It also has benefits, especially for students if they can use it for their studies. And they can use it to hone their talents by playing games that are suitable for them to get better.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

This chapter presented the methods and techniques of the study, the research design, the population and sample, the research instruments, the data gathering procedure, and the data processing that were applied in the analysis and interpretation of data.

**Research Design**

This study is set to focus on the effects of video games on the academic performance of students. This research is Quantitative Research because its main objective is to determine the effects of the said technology on the academic performance of students, knowing that these games can be either an inspiration or a distraction to the said individuals. The researchers considered this study Quantitative since its main purpose is to attain greater knowledge and understanding of the social world. Its main purpose and this research’s objective are somehow related, therefore, concluding that this research is Quantitative research. This study is a Descriptive Research Design because the researchers used a Survey/Questionnaire as their procedure for Data Collection.

**Methods and Techniques of the Study**

This study has been conducted through a distinctive method as an appropriate way of researching the hypothesis that is common to applied research like; with knowledge, understanding, and solution to the problems experienced by people in the society are made possible (Patton,2002); the point of view of the interviewer/researchers emanated during the data collection, and the learned perceptions were substituted of others’ and the participants provided candid responses to interview questions.

Since the study was phenomenologically designed since most of the responses were based on the respondents' experience with the topic under study, the researcher also used a vivid approach because the study was set naturally unstructured like in the classroom. According to Creswell (1998) “Phenomenology is a design that focuses on the subjective experience of the individual and seeks to understand the essence or structure of a phenomenon from the perspective of those who have experienced them. Data were gathered using unstructured interviews or in-depth interviews”.

**Population and Sample of the Study**

To effectuate the stated target, students in General Tiburcio De Leon National High School at the Senior High School Department were conferred to consider their opinions and to gain awareness from their answers about the subject postmortem. The

respondents were thirty (30) Grade 12 students and they would acknowledge the given interview questions.

The researchers believed that the numbers of respondents had reached saturation as it is stated that quantitative analyses typically require a smaller sample size than qualitative analyses. Furthermore, there are no specific rules when determining the appropriate sample size in quantitative research. The above-mentioned respondents were chosen through the non-probability purposive sampling technique because we set some circumstances for choosing our respondents based on their availability.

**Research Instrument**

The unstructured interview was the instrument used by the researchers in accumulating data. This research instrument was made accordingly for the chosen 15 grade 12 respondents.

The questions mentioned in the instrument were made possible to discover the effects of video games, the advantage, and disadvantages of the said software, and its impact on the students’ educational efficiency, specifically to those who regularly play video games on daily basis.

**Data Gathering Procedure**

Since the global pandemic is currently suppressing everyone, the physical distribution of paper-printed questions will not be applicable. Thanks to advanced technology nowadays, researchers found a substitute way to gather information. The researchers will use Google Forms which contains the said questions for the respondents. The guide questions were constructed for generating in-depth insights from the respondents about the topic under study. To investigate the students’ academic performance with and without the influence of video games.

Before the researchers conducted the interview, letters of consent were secured and given to those who were part of the present study for confidentiality and legality.

**Data Analysis**

1. **Questionnaire**

* It is the primary source of data. It contains questions, which answered the questions in Chapter One. The respondents checked the item/s that corresponds to their answers to their questions. Some statements contained five choices that explained the respondents’ attitudes about the study and their points of view. The responses were given numerical values, which were computed using the needed statistical tool.

**2. Interview**

* This is the secondary data. The unstructured data was conducted personally, yet informally by the researchers to complement the questionnaire. Some unclear, confusing, and doubtful answers in the questionnaire were ironed out or cleared during the unstructured interview.

**3. Observation**

* This is another secondary source of data. The direct observations of the researcher had help in the analysis of the data and gave weight to the veracity of answers in the questionnaire.

**Research Locale**

This research will be conducted at General Tiburcio De Leon National High School in Corner Mercado St., Brgy. Gen. T. De Leon, Valenzuela City. A variety of Grade 12 Students with different courses will be chosen to participate in the research.

**CHAPTER FOUR**

**PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter presents, analyzes, and interprets the study's findings in order to address the particular issues posed in the statement of the problem.

1. **Types of Video Games played**

Table 1 shows the different types of video games that respondents play in order to see if a certain classification of video games has a greater impact on their academic performance or vice versa.

**Table 1 Types of Video Games played**

| **TYPE OF VIDEO GAME** | **PERCENTAGE** |
| --- | --- |
| 1. Real-Time Strategy | 33.07% |
| 2. Shooters (FPS & TPS) | 34.73% |
| 3. Roleplaying (RPG, ARPG, etc.) | 24.7% |
| 4. Non-Fungible Tokens (NFT) | 7.5% |

Table 1 shows the percentage of the different types of video games played by the respondents. With a percentage of 34.73, the majority of the respondents played shooters

(FPS and TPS). A first-person shooter (FPS) is a subgenre of shooter video games in which the player controls the protagonist and experiences the action through the eyes of the protagonist in three-dimensional space. Third-person shooters (TPS) are a subgenre of 3D shooter games in which shooting is the primary gameplay mechanic. Real-Time Strategy (RTS) comes in second with a percentage of 33.07. Real-time strategy (RTS) is a time-based computer game in which players develop troops and defeat an opponent using resources. Real-time strategy games are usually compared to turn-based strategy games, in which each player has time to think about his next move without having to worry about his opponent's. Role-playing games (RPGs, ARPGs, etc) come in third with a percentage of 24.7. A role-playing game (RPG) is a type of video game in which the player assumes control of a fictional character (or characters) on a quest in a fictional setting. The Non Fungible Tokens (NFT) come in last with a rate of 7.5%. Non-fungible tokens (NFTs) are blockchain-based cryptographic assets having unique identification codes and information that separate them from one another. They cannot be bought or swapped at face value, unlike cryptocurrencies. This is in contrast to fungible tokens, such as bitcoins, which are all similar and hence may be used as a means of exchange. There aren't available study yet that shows that a student's academic performance might be affected by a certain category of a video game.

1. **Effects of Video Games on Academic Performance**

Table 2 to 4 presents the effects of video games on the academic performance of the respondents in order to determine if video games have a direct and indirect impact on their said performance in terms of health, motivation, and time management.

**Table 2 Effects of Video Games on Health**

| **Health** | **WM** | **VI** |
| --- | --- | --- |
| 1. Sleeping late at night due to video games makes me skip my classes the next day. | **2.97** | **A** |
| 2. By playing video games every day enhances my memory skills. | **2.77** | **A** |
| 3. I could not eat properly because of too much video games and I lost focus on doing my assignments. | **2.73** | **A** |
| 4. I spent almost the entire day playing video games until my muscled and body ached, for that, I skipped my whole class. | **2.53** | **A** |
| 5. Playing video games helps my mental state since it reduces and improves my mental skills, allowing me to be more active in school activities. | **2.70** | **A** |
| **Average Weighted Mean** | **2.74** | **A** |

**LEGEND: 4 -** 3.51-4.00 Strongly Agree (SA) **2 -** 1.51-2.50 Disagree (D)

**3 -** 2.51-3.50 Agree (A) **1** - 1.00-1.50 Strongly Disagree (SD)

Table 2 shows the impact of video games on the respondent’s health relating to their academic performance. Sitting all day, facing the computer, can cause muscle and

body ache. According to Edward R. Laskowski, M. D. (2020), long hours of sitting have been related to a variety of health problems. Obesity is one of them, as is metabolic syndrome, which is characterized by high blood pressure, high blood sugar, extra body fat around the waist, and abnormal cholesterol levels, as the weighted mean of 2.53 shows. It also shows that playing video games can affect a student’s sleeping routine and eating schedule, giving it direct and obvious effects on the student’s performance in school with a weighted mean of 2.97 and 2.73. Games with the mechanics of memorizing and analyzing things can improve a student’s memory skills and mental skills, having a good impact on their academic performance, with 2.77 and 2.70 as their weighted mean.

**Table 3 Effects of Video Games on Motivation**

| **Motivation** | **WM** | **VI** |
| --- | --- | --- |
| 1. I get distracted while trying to finish my tasks due to the temptation of playing video games. | **2.57** | **A** |
| 2. I lost the will to study due to video games because it is more enjoyable than studying. | **2.57** | **A** |
| 3. Due to playing video games, it gives me more desire to finish school activities faster than usual. | **2.60** | **A** |
| 4. The feeling of excitement and relief caused by playing video games removed my stress on school tasks. | **3.17** | **A** |
| 5. I play too many video games and for that, I lost focus on doing my school activities. | **2.47** | **D** |
| **Average Weighted Mean** | **2.67** | **A** |

**LEGEND: 4 -** 3.51-4.00 Strongly Agree (SA) **2 -** 1.51-2.50 Disagree (D)

**3 -** 2.51-3.50 Agree (A) **1** - 1.00-1.50 Strongly Disagree (SD)

Table 3 showcases how can video games help motivate the student with complying to their activities and task for their academic performance. Video games are commonly taken as a distraction by everyone; concluding that if a student plays video games, the student might lose focus on school activities, with the weighted mean of 2.57, 2.47, and 2.57. Even though this is classified as a distraction, there are some good distractions that can help a student in their academic performance. According to Heiden, Braun, Muller, and Egloff (2019), playing video games may be a good way to get away from the stresses of everyday life, and it can also lead to a great mood while playing and a sense of being connected to like-minded individuals, both of which are instant reinforcement factors, agreeing with the weighted mean of 2.60 and 3.17.Referring to the said table, it shows that it’s in the student how they will treat video games in relation to their academic performance; a distraction or a motivation.

**Table 4 Effects of Video Games on Time Management**

| **Time Management** | **WM** | **VI** |
| --- | --- | --- |
| 1. Video games consume my class hours which gives me insufficient time to finish my school works. | **2.60** | **A** |
| 2. I spend my time playing video games so I can not finish my assignments on the given deadline. | **2.60** | **A** |
| 3. I have the urge to finish my pending tasks early to give more time for video games. | **2.63** | **A** |
| 4. I was not able to participate in some of my school activities because I am busy playing video games. | **2.27** | **D** |
| 5. I often stop doing school-related activities to continue playing video games. | **2.30** | **D** |
| **Average Weighted Mean** | **2.48** | **D** |

**LEGEND: 4 -** 3.51-4.00 Strongly Agree (SA) **2 -** 1.51-2.50 Disagree (D)

**3 -** 2.51-3.50 Agree (A) **1** - 1.00-1.50 Strongly Disagree (SD)

Table 4 showcases whether a student’s time management is affected by video games. Video games truly can be a time killer, wasting some time on important things, such as school work and tasks, agreeing with the weighted mean of both 2.60. But even though this is the case, personal school activities, like online classes and other school-related meetings, are not affected and can be performed on time, with a weighted mean of 2.27. Time management is a hard time for students. For example, finishing pending school tasks early to give time for video games is a thing for students, having a weighted mean of 2.63. But on the other hand, explaining the weighted mean of 2.30, students take a hard time stopping playing video games for video. Specific circumstances

affect the respondents’ answers such as losing time for activities but having enough time for meetings and finishing tasks early for video games but not stopping playing video games for activities.

**CHAPTER FIVE**

**SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS**

This chapter consists of the summary of findings, the conclusions, and the

recommendations of the study.

**Summary of Findings**

The study revealed the following findings:

1. Students’ academic performance being affected by a certain type of video game is not confirmed at the moment. But the majority of the students prefer Shooters to Non Fungible Tokens.
2. Playing video games might disrupt a student's sleep and eating patterns. Students' memory abilities can be improved via games that teach them how to memorize and analyze information.
3. Playing video games may be a fun way to escape the worries of daily life. It may also put you in a good mood while you're playing and make you feel like you're connected to other people who share your interests. These elements provide immediate reinforcement for a student's academic accomplishment.
4. Video games may be a great way to pass the time while avoiding crucial duties like schoolwork. Playing video games has little effect on personal school activities such as online classes and other school-related gatherings. Specific conditions, such as a lack of time for activities but plenty of time for meetings, influence respondents' responses.

**Conclusions**

Based on the findings, the following conclusions were drawn:

1. Whatever the type of video game is, the effects on the students stay the same and don’t rely on the difference of each category of the view game.
2. Students' memory abilities can be improved by playing video games.
3. Playing video games can put the students in a good mood and make them feel like they're connected to other people who share their interests, causing these to provide immediate reinforcement for a student's academic accomplishment.
4. Time Management of the students doesn’t have any direct relationship with playing video games; it depends on some circumstances.

**Recommendations**

Based on the findings and conclusions of the study, the following are recommended:

1. Students should set a fair schedule for studying and playing video games to avoid losing time on something more important than the other.
2. Students should continue treating video games as a way to cope with stress, not forget the things that are causing stress.
3. Teachers should consider reducing the number of tasks they assign to a singular student, or if not possible, make it doable or easier to complete to avoid students being reliable to video games as their way of forgetting the stressors.
4. Students should balance out playing video games and their school activities.
5. Students can seek out video games that are educationally related to their studies.

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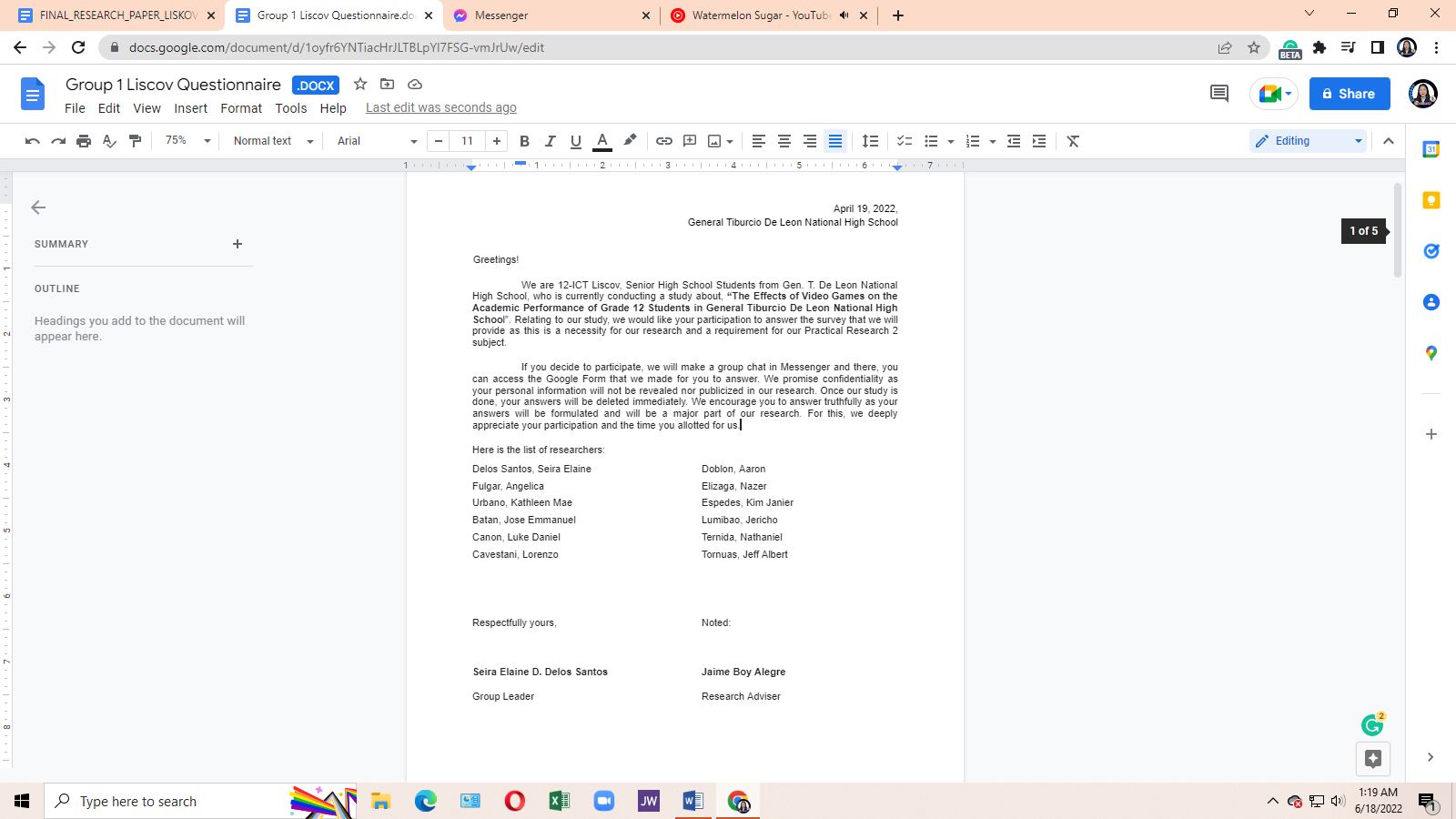
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**APPENDICES**

**APPENDIX A**

**APPENDIX B**

**QUESTIONNAIRE**

**QUESTIONNAIRE**

1. What types of video games are you playing?

* Real-Time Strategy (RTS)
* Shooters (FPS and TPS)
* Roleplaying (RPG, ARPG, and more)
* Non-Fungible Tokens (NFT)

1. Effects of Video Games on the Academic Performance of Grade 12 Students in GTDLNHS

Scale Range Descriptive Rating

4 3.51-4.00 Strongly Agree

3 2.51-3.50 Agree

2 1.51-2.50 Disagree

1 1.00-1.51 Strongly Disagree

|  | Effects of VG | Strongly Agree | Agree | Disagree | Strongly Disagree |
| --- | --- | --- | --- | --- | --- |
| HEALTH | 1. Sleeping late at night due to video games makes me skip my classes the next day. |  |  |  |  |
| 2. By playing video games every day enhances my memory skills. |  |  |  |  |
| 3. I could not eat properly because of too much video games and I lost focus on doing my assignments. |  |  |  |  |
| 4. I spent almost the entire day playing video games until my muscled and body ached, for that, I skipped my whole class. |  |  |  |  |
| 5. Playing video games helps my mental state since it reduces and improves my mental skills, allowing me to be more active in school activities. |  |  |  |  |
| MOTIVATION | 1. I get distracted while trying to finish my tasks due to the temptation of playing video games. |  |  |  |  |
| 2. I lost the will to study due to video games because it is more enjoyable than studying. |  |  |  |  |
| 3. Due to playing video games, it gives me more desire to finish school activities faster than usual. |  |  |  |  |
| 4. The feeling of excitement and relief caused by playing video games removed my stress on school tasks. |  |  |  |  |
| 5. I play too many video games and for that, I lost focus on doing my school activities. |  |  |  |  |
| TIME MANAGEMENT | 1. Video games consume my class hours which gives me insufficient time to finish my school works. |  |  |  |  |
| 2. I spend my time playing video games so I can not finish my assignments on the given deadline. |  |  |  |  |
| 3. I have the urge to finish my pending tasks early to give more time for video games. |  |  |  |  |
| 4. I was not able to participate in some of my school activities because I am busy playing video games. |  |  |  |  |
| 5. I often stop doing school-related activities to continue playing video games. |  |  |  |  |

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