

Online Gaming Affecting the Academic Responsibility of Bachelor of Science in Marine Engineering II at Cebu Technological University Daanbantayan Campus Daanbantayan, Cebu

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Abstract---Online gaming in the 2000s, giving rise to internet gaming addiction, has been prevalent toward the present young people, even among students in the schools. The study investigated on how online gaming touched on the academic responsibility of the Bachelor Of Science In Marine Engineering (BSMarE) II students at CEBU the TECHNOLOGICAL UNIVERSITY DAANBANTAYAN CAMPUS Daanbantayan, Cebu (University) toward creating an awareness among them on the possible effects to their study; thus, focusing on online games spent most of the time, per cent of time spent on online gaming per day, per week; extent of impact of online gaming to academic responsibilities (daily attendance in classes, assignments, daily review of lesson and study, and projects), and proposed learning procedure to minimize negative effects of online gaming, as a number of students in the University have been observed to be engaged in online gaming, as addiction to online gaming has been cited to have negative effects, as giving rise to associated risks in student life, as quitting or failing, with the goal of having a base as to how schools could judiciously keep the students in schools with regulated, if not totally, curbed online gaming while still studying. To gather the needed data, the descriptive survey method was used, utilizing the questionnaire technique that also served as the interview guide, among the 60 stratified sampling, out of the total of 149 BSMarE II students, by section, of respondents, which gathered data were subjected to statistical tools, as percentage and chi-square analysis, for their analysis and interpretation. The findings revealed that online games spent most of time were Defense Of The Ancient (19 or 31.67 per cent), Facebook Application (15 or 25 per cent), Crossfire (10 or 16.67 per cent), Continents (nine or 15 per cent), NBA 2K Series (six or 10 per cent), and Kabal and RAM Online (one or 0.0167 per cent, each); per cent of time spent on online gaming per day, per week, was in Class C and D levels only, with less than 30 per cent of the time; extent of impact of online gaming as to addiction level with academic responsibilities showed significant relationship with attendance, assignments, daily review of studies, respectively, but not with project; concluding, thus, that BSMarE II students chose generation-trending online games on themes (survival, teamwork, adventure, and competition), generally, with levels of addiction as not so serious, being Class C and D levels only, reflecting that academic responsibility was being affected by online addiction's level in attendance, doing assignments, daily review of studies, though, not on project; recommending, then, that students be aware on negative vibes that online gaming may bring to studies through school-conducted online addiction awareness programs and teachers, too, by seminar workshops on ways of handling online gaming addicted students.

Key Words---online gaming, academic responsibility, online gaming addiction level, extent of impact of online gaming, proposed learning procedure.

I. INTRODUCTION

Most recent trends show that online games that had started in the 20th century have become popular, giving rise to studies on Internet gaming addiction, presenting the outcomes of too much exposure to it, most particularly, on the negative effects and the resulting associated risk factors (Kuss, November 14, 2013). As early as 1983, the report of the first research on gaming addiction pointed out that video gaming addiction is a problem for students (Soper and Miller, 1983;31:40-43). Sometime later, Shotton (1989), published the first experimental study on gaming addiction based on self-reports of young male players who claimed that they were "hooked" on their games. Contemporary times reveal that online gaming has captured on the mass appeal of online gamers, it being rooted on the desire for achievement, social factor, discovery among the players, most particularly in popular games, as that of the Massively Multiplayer Online Role-Playing Games (MMORPGs), as based on their versatile nature, as these are customized among all gamers, across the young and the old of all sexes, contributing to findings from research that online games, and specifically, MMORPGs, are more addictive than any other types of both offline and online games (Kuss and Griffiths, 2012;10:278-296). Based on such findings is the revelation that there is the need for a professional help for addicted Internet gamers, for them to be redirected from their addictive online gaming interest and go back into the mainstream of a productive everyday life, as Internet gaming addiction is an information and communications technology associated disease that traverses across the social, neuro-biological, and behavioral levels of the afflicted. As the research locale catered to identified research respondents that would have the tendency for Internet gaming addiction, they being students, the study was therefore conceived so as to provide the base data for the diagnosis of the actual level of online gaming affliction toward the adoption of an intervention scheme, as a proposed learning procedure.

II. MATERIALS AND METHODS

The researchers browsed Internet sources to provide background on the study, especially, toward the preparation of

the instrument for the gathering of data from among the identified respondents of the study, as the BSMarE II students, by using the stratified sampling from among the 149 students of four sections, with each section being represented by 15 respondents each, during the academic year 2013-2014. To gather the needed data, the descriptive survey method was used, utilizing the research instrument, as the questionnaire technique, that also served as the interview guide during the conduct of the study. The questionnaire was a researchers-formulated one. This was fielded to the respondents either by leaving the questionnaire form with each of the respondents or by conducting the survey personally. Data from the questionnaire were then presented in the tabular form and subjected to the appropriate statistical tools, as percentage and chi-square analysis, for their analysis and interpretation.

III. RESULTS

The findings in the study revealed that **online games spent most of the time** by the respondents students were Defense Of The Ancient (19 or 31.67 per cent), Facebook Application (15 or 25 per cent), Crossfire (10 or 16.67 per cent), Continents of 9 and TANTRA (four or 6.67 per cent, respectively), NBA 2K Series (six or 10 per cent), and Kabal and RAM Online (one or 1.67 per cent, each), which result was parallel to the finding in a study by Kuss and Griffiths (2012) that online games played by internet gamers are the MMORPGs, these being versatile in nature and customized across all ages and sexes, and are being more addictive than any other type of both offline and online games (Kuss and Griffiths, 2012;10:278–296). As to the prevalence of engaging on online games as to **per cent of time spent on online gaming per day, per week**, this was in Class C and D levels only, with less than 30% of the time. Studies on Internet gaming addiction at the present millennium reported prevalence estimates which vary significantly and range from 0.2% in Germany (Festl, et. al, 2013;108:592–599 and Petry, 2013;108:600–601) to 50% of Korean teenagers (Hur, MH, 2006;9:514–525), which discrepancy in estimates is caused by various conceptualizations, diverse measurement instruments, and different cutoff points used. On the **extent of impact of online gaming addiction level with academic responsibility**, this showed a significant relationship with attendance, assignments, daily review of studies, respectively, but not with project. As provided in a case study of two young men who spent an average of 14 hours a day playing MMORPGs (Griffiths, 2010;8:119–125), Dave, aged 21, single, declared that his online gaming had a positive influence in his life because his social life revolved almost exclusively around the online games and playing boosted his self-esteem and gave structure to his everyday life, and when starting on a new job and entering into a relationship with a woman he met in his online gaming, his excessive gaming decreased significantly but which case was different, however, from that of the other young man, Jeremy, aged 38, a financial accountant who was married with two children and experienced detrimental consequences due to his severe online gaming addiction, as those of a relationship breakdown, lack of time for family activities, and loss of his job and a dramatically increasing playing time, craving for the

game, and feelings of low mood and anxiety and using gaming to escape from his real-life problems and trying to quit on several occasions but was unsuccessful in staying abstinent, leading to a number of relapse episodes.

Table1 presented the distribution of the 60 respondents who engaged on online gaming.

TABLE 1: ONLINE GAMES PLAYED BY RESPONDENTS

Name Of Online Game	Number of Users	Percentage
Crossfire	10	16.67
Continents of 9	4	6.67
TANTRA	4	6.67
RAM ONLINE	1	1.67
Defense of the Ancient	19	31.67
NBA 2K Series	6	10.00
Facebook Application	15	25.00
Kabal	1	1.67
<i>Total</i>	<i>60</i>	<i>100.00</i>

IV. DISCUSSION

The results in the study having reflected that **online game spent most of the time** by the respondents students being MMORPGs in nature, these being versatile and customized across all ages and sexes, and are being more addictive than any other types of both offline and online games, revealed that among the students is the psychological need to be in social groups, even just being on online gaming, which revelation would shed light among the faculty members, as the advisers, the guidance counselor, and the supervisors and administrators in the schools to provide avenues for the students to spend their time in gainful endeavor, in groups as competitive literary-musical-sports events and supervised attendance, both by the home and the school, guided socialized review of lessons and studies.

As to the prevalence and frequency of engaging on online games as to **per cent of time spent on online gaming per day, per week**, this was engaged in by all or 100% of the 60 stratified sampling students respondents, this being in Class C and D levels only, with less than 30% of the time, revealing, thus, that the level of addiction on online gaming among the respondents was not yet at an alarming level, as this was only with less than 30% of the time being spent on the activity; however, this already would need the appropriate intervention from the concerned faculty members and school officials so that this set of students can be redirected into the mainstream of daily life activities among the youth in the tertiary schools who are supposedly to be responsible for their future, as could be founded on good academic performance that would start with a religious engaging in the academic tasks.

The **extent of impact of online gaming addiction level with academic responsibility** being revealed to have a significant relationship with attendance, assignments, and daily review of studies, respectively, but not with project, disclosed the indispensability of providing the appropriate learning procedure among the students, as those pertaining to their conscientious attendance in classes, consistent daily review of studies, dedicated preparation and working out of assignments, so as to assure that they can meet the

requirements of their course and finish and graduate within the time frame that is set for their chosen field of study.

The indicated findings in the research could be linked to the categorized deep effects on the life of those who are engaged and even hooked on online gaming and even referred to as being addicted in different levels, as those of social, neurobiological, and behavioral levels of the affected. These necessitate a deeper consideration, comprehension, and action among the concerned faculty members and school officials toward the arriving of the appropriate diagnosis and the application and implementation of judicious intervening programs and activities.

V. CONCLUSION

From the results of the study, it could be concluded, thus, that the BSMarE II students chose generation-trending online games, as the MMORPGs, on themes, as survival, teamwork, adventure, and competition, with levels of addiction, as not so serious, being Class C and D levels only, reflecting that their academic responsibility was being affected by the level of their online gaming addiction in meeting daily attendance of classes, doing assignments, engaging in daily review of studies, though, not on project.

VI. RECOMMENDATION

From the conclusion, thus, it could be recommended, then, that students must be aware on the negative vibes that online gaming may bring to their studies through school-conducted online addiction awareness programs and teachers, too, by seminar workshops on handling online gaming addicted students, and that a proposed learning procedure program would be implemented, as guided and supervised daily attendance in classes and review of studies time/periods, monitored academic performance, that could be collaboratively established between the school and the home.

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