

THE IMPACT OF ONLINE GAMING ON THE STUDY HABITS AND ACADEMIC PERFORMANCE OF GRADE 6 PUPILS IN CARAMORAN SOUTH DISTRICT, DIVISION OF CATANDUANES

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ABSTRACT

This study examined the impact of online gaming on the study habits and academic performance of Grade 6 pupils in Caramoran South District, Division of Catanduanes, and proposed an action plan to foster positive learning outcomes. Specifically, it investigated the extent of online gaming in terms of frequency, duration, and types of games; assessed study habits across time management, learning strategies, concentration and focus, and homework and assignment completion; determined pupils' academic performance; and explored the relationships among online gaming, study habits, and academic performance. A descriptive-correlational design was employed, involving 172 Grade 6 pupils as respondents. The findings revealed that pupils engaged in online gaming at an overall "Often" level (WM = 2.69), with types of games being the most frequently played (WM = 2.91), followed by duration of playing (WM = 2.71), while frequency of playing was "Sometimes" (WM = 2.45). Pupils generally exhibited good study habits (WM = 3.11), with homework and assignment completion ranked highest (WM = 3.18), followed by concentration and focus during study time (WM = 3.14), and time management and learning strategies sharing the lowest rank (WM = 3.06). Academic performance indicated that the largest proportion of pupils (41.28%) achieved a general average of 85–89, while 20.93% scored 90–100. A strong positive correlation existed between the extent of online gaming and study habits ($r = 0.826$, critical value = 0.195, $p < 0.05$). Frequency ($W = 0.735$, $p = 0.0116$) and duration ($W = 0.796$, $p = 0.0076$) of online gaming were significantly related to academic performance, whereas types of games were not ($W = 0.496$, $p = 0.05292$). Among study habit components, only time management had a significant relationship with academic performance ($W = 0.642$, $p = 0.0218$). In conclusion, the study highlights that, while online gaming is a frequent activity among Grade 6 pupils, it can coexist with good study habits when properly managed. The findings underscore the importance of time management in academic success, and an action plan was developed to enhance study habits and academic outcomes by promoting balanced gaming, structured study routines, and effective time management strategies.

Keywords: Descriptive Correlational Study, Online Gaming, Study Habits, Academic Performance, Time Management, Academic Success