

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

INTRODUCTION

In the digital age, children's recreational activities have increasingly shifted toward screen-based entertainment, with online gaming becoming a dominant pastime due to widespread access to mobile devices and the internet (Common Sense Media, 2023). While some studies indicate that certain games can enhance cognitive skills such as memory, decision-making, and problem-solving (Verywell Family, 2022; Parents, 2022), growing evidence highlights

concerns regarding excessive gaming and its potential negative effects on academic performance and study habits. A meta-analysis by Cilligol Karabey et al. (2024) found that problematic gaming behavior is associated with lower academic performance and weaker study habits, while also noting a reciprocal relationship in which academically struggling students may turn to gaming as a coping mechanism. Similarly, Islam et al. (2020) reported that extended or late-night gaming negatively affects academic outcomes, whereas limited and regulated gaming may yield neutral or slightly positive effects. At the elementary level, excessive gaming may disrupt pupils' focus, time management, and responsibility, particularly during the formative stage of study habit development (Lanuza, 2021). However, research suggests that regulated gaming, such as limited daily play, does not necessarily hinder academic outcomes (Islam et al., 2020). In the Philippine context, several studies have raised concerns about excessive screen time, especially in rural areas, where prolonged gaming has been linked to weaker discipline, poor study habits, and reduced school engagement (Garnada, 2020; Narsico, 2023; Con-El, 2023). Managing children's screen time remains a challenge for many parents and teachers, particularly in settings with limited supervision and internet regulation (Department of Education, 2020).

These concerns are especially relevant in rural districts such as Caramoran South, where access to digital technology is increasing despite infrastructural limitations. National policies, including Republic Act No. 10533 (2013) and Republic Act No. 10929 (2017), along with Department of Education guidelines, emphasize the responsible and effective integration of technology in education (Department of Education, 2020a, 2020b, 2020c). However, limited research has examined the effects of online gaming on younger learners in rural settings, particularly in relation to specific gaming behaviors—such as frequency, duration, and game type—and their direct relationship to study habits and academic performance. Given the absence of prior studies in Caramoran South District, Division of Catanduanes, this study addressed this gap by examining the relationship between the extent of online gaming and the study habits and academic performance of Grade 6 pupils. By generating localized empirical evidence, the study aimed to inform educators and parents in developing context-appropriate strategies, including regulated gaming schedules, time management interventions, and responsible digital use. The study concluded with a contextualized action plan designed to support academic performance and promote responsible digital behavior among learners in the district.

LITERATURE REVIEW

Extent of Online Gaming

Online gaming has become a major leisure activity among children and adolescents worldwide, driven by widespread smartphone and internet access. Gentile et al. (2017) reported that about 70% of children aged 8 to 18 regularly engage in gaming, often favoring online multiplayer formats that facilitate social interaction. Przybylski et al. (2017) observed that gaming often consumes a significant portion of children's free time, sometimes replacing other activities. The expansion of internet penetration has further increased gaming accessibility across developed and developing countries (Kuss & Griffiths, 2017; International Telecommunication Union, 2022). Studies reveal a prevalence of problematic gaming, such as Internet Gaming Disorder (Paulus et al., 2018; Pontes et al., 2016), often linked to psychological vulnerabilities (Macur & Pontes, 2021). The COVID-19 pandemic heightened gaming habits globally, with increased IGD rates reported especially in East Asia (Stevens et al., 2021; Liao et al., 2022; Wang et al., 2023). In the Philippines, rising smartphone use and improved internet connectivity have spurred growing online gaming

trends even in rural areas like Caramoran South, although localized data remains limited (Alampay, 2019; Fabito et al., 2018).

Study Habits

Study habits refer to the strategies and routines learners use to enhance their learning, including time management, focus, and applying effective learning techniques to complete tasks like homework. Research shows that strong study habits are consistently associated with better academic performance across different age groups (Zimmerman, 2017; Credé & Kuncel, 2008). However, digital distractions such as online gaming can undermine these habits, reducing study time and attention (Rosen et al., 2016; Dela Cruz et al., 2021). A recent survey highlighted excessive mobile device use among students, linked to poorer academic outcomes and sleep disruptions (Fluid Focus, 2025). Importantly, van Deursen et al. (2021) demonstrated that students' self-control and smartphone management behaviors influence academic performance more than sheer screen time. Positive lifestyle factors like sleep and nutrition also support study habits. Conversely, moderate and strategic use of technology can enhance self-regulated learning and academic engagement (Broadbent & Poon, 2015; Agrawal et al., 2023). Philippine educational policies promote digital literacy to foster adaptive study behaviors (DepEd Order No. 012, s. 2020). Local studies show that even frequent gamers can maintain effective study habits when self-regulation and instructional support are present (Orioque & Selpa, 2021; Salpocial & Palma, 2023). Overall, mindful technology use combined with self-control and healthy routines is key to sustaining strong study habits in the digital era.

Academic Performance

Academic performance reflects mastery of content and skills, influenced by multiple factors including online gaming habits (Weaver et al., 2019). Excessive gaming (over two hours daily) is generally linked to poorer academic outcomes due to reduced study and increased fatigue, while moderate gaming may offer cognitive benefits like enhanced spatial skills and stress relief (Huang et al., 2020; Granic et al., 2014; Wang et al., 2023). Socio-economic disparities also play a major role; limited access to digital learning resources and unrestricted gaming devices are associated with lower achievement, especially among disadvantaged students (Kim & Lee, 2021). Gaming addiction negatively affects academic motivation and performance, but interventions like time management training can mitigate these effects (Chen et al., 2019; Rahman et al., 2020). Balanced gaming may improve cognitive functions and social bonding, indirectly supporting academics (Liu & Wang, 2018; Xu et al., 2022). In the Philippine context, socio-economic inequities exacerbate academic challenges, with resource constraints limiting digital learning access and affecting performance (Alampay et al., 2022). Similar findings from Brazil emphasize the compounded impact of limited internet and parental support on student achievement (Santos & de Souza, 2019).

METHODOLOGY

Research Design

This study used a descriptive-correlational research design to examine the extent of online gaming, study habits, and academic performance of Grade 6 pupils in elementary schools within Caramoran South District, Division of Catanduanes. This design is considered appropriate because it allows for the systematic collection and analysis of quantitative data without manipulating any variables. It is widely used in educational and behavioral research

to describe existing conditions and explore relationships among naturally occurring variables (Creswell & Creswell, 2018). Specifically, the study described the three key variables—extent of online gaming, study habits, and academic performance—and further investigated the significant relationships among them.

Sources of Data

The primary sources of data for this study were the responses gathered from Grade 6 pupils enrolled in the elementary schools of Caramoran South District, under the Department of Education (DepEd) Division of Catanduanes. These pupils provided firsthand information regarding their experiences and behaviors related to online gaming.

Population of the Study

The population of this study consisted of 303 Grade 6 pupils enrolled in the elementary schools in Caramoran South District, Division of Catanduanes. These pupils were the primary subjects of the research, as they directly experienced the impact of online gaming on their study habits and academic performance. To ensure statistical validity, the sample size was calculated using Slovin’s formula with a 0.05 margin of error, resulting in a representative sample of 172 respondents. Stratified random sampling was employed to ensure proportional representation across the identified subgroups within the population

Instrumentation and Validation

This study used a researcher-developed questionnaire as the data collection instrument, designed to measure the extent of online gaming and its impact on study habits and academic performance. The survey consisted of three parts, which served as the primary data-gathering tool. Part 1 assessed the extent of online gaming among Grade 6 pupils. Part 2 examined their study habits, and Part 3 collected information on the pupils' academic performance. To ensure the instrument’s face validity, a group of experts reviewed it for clarity, relevance, and alignment with the study's objectives. Their feedback led to necessary revisions, enhancing the accuracy and appropriateness of the items. For reliability testing, the questionnaire underwent a pilot test with 20 Grade 6 pupils who were not part of the actual sample. The results of the pilot test were analyzed using the split-half method to determine the instrument’s internal consistency. The reliability coefficient was computed, yielding a value of 0.839, indicating that the questionnaire was reliable for data collection.

Evaluation and Scoring

To determine the extent of online gaming among Grade 6 pupils in Caramoran South District, Division of Catanduanes, the following measures were employed:

a. Frequency of Playing and Types of Games

Assigned Points	Numerical Range	Verbal Interpretation
4	3.25 - 4.00	Always
3	2.50 - 3.24	Often
2	1.75 - 2.49	Sometimes
1	1.00 – 1.74	Never

b. Duration of Playing

Assigned Points	Numerical Range	Verbal Interpretation
4	More than 2 hours	Always
3	1 to 2 hours	Often
2	30 mins. to 1 hour	Sometimes
1	Less than 30 minutes	Never

To determine the level of study habits among Grade 6 pupils in Caramoran South District, Division of Catanduanes, the following measures were employed:

Assigned Points	Numerical Range	Verbal Interpretation
4	3.25 - 4.00	Strongly Agree/Excellent
3	2.50 - 3.24	Agree/Good
2	1.75 - 2.49	Disagree/Fair
1	1.00 - 1.74	Strongly Disagree/Poor

To determine the level of academic performance among Grade 6 pupils in Caramoran South District, Division of Catanduanes, it was measured based on the DepEd grading system.

Percentage Grade	Descriptor
90–100	Outstanding
85–89	Very Satisfactory
80–84	Satisfactory
75–79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

Data Gathering Procedure

The data gathering procedure followed a structured and systematic approach. The researcher first obtained necessary approvals from relevant authorities, including the Schools Division Superintendent of Catanduanes, the Public Schools District Supervisor, and the principals of selected elementary schools in Caramoran South District. Consent letters were also sent to parents. Once all approvals were granted, the researcher personally administered the three-part questionnaire to the selected Grade 6 pupils. The researcher explained the study's objectives and provided clear instructions before the pupils began. After the questionnaires were completed, they were collected, encoded, and organized for statistical analysis.

Statistical Treatment of Data

The following statistical tools were employed in the study:

1. Frequency count and percentage was used to describe the respondents' academic performance.
2. Weighted Mean was utilized to determine the respondents' extent of online gaming and study habits.
3. Pearson Product-Moment Correlation Coefficient (Pearson r) was used to examine the relationships between the extent of online gaming and the study habits.

4. Kendall coefficient of concordance (W) was used to examine the relationships between extent of online gaming and academic performance, and between study habits and academic performance.

Presentation, Analysis and Interpretation of Data

1. Extent of Online Gaming among Grade 6 Pupils in Caramoran South District, Division of Catanduanes

Table 1
Extent of Online Gaming among Grade 6 Pupils in Caramoran South District, Division of Catanduanes

Variable	Weighted Mean	Verbal Interpretation	Rank
Frequency of Playing	2.45	Sometimes	3
Duration of Playing	2.71	Often	2
Types of Games	2.91	Often	1
Overall weighted mean	2.69	Often	

Legend:

3.25-	-Always	1.75-	-Sometimes
4.00		2.49	
2.50-	-Often	1.00-	-Never
3.24		1.74	

Table 1 presents the extent of online gaming among Grade 6 pupils in Caramoran South District, Division of Catanduanes, revealing an overall "Often" level of engagement with an overall weighted mean of 2.69. The highest weighted mean (WM = 2.91, Rank 1) was for the types of games played, indicating that pupils often engage with various game genres, including educational, puzzle, simulation, and action games, which aligns with Lopez-Fernandez et al. (2020). The duration of play (WM = 2.71, Rank 2) also fell under the "Often" category, suggesting that pupils typically play for one to two hours per session, consistent with Teng and Li (2018). However, the frequency of play (WM = 2.45, Rank 3) was categorized as "Sometimes," indicating that pupils do not play daily but engage more during weekends or after schoolwork, a pattern supported by Przybylski (2016), who noted that game engagement depends on available time and intrinsic motivation. Overall, the findings show that Grade 6 pupils engage in online gaming at a moderate-to-high level, with varied game types and consistent but not daily play, reflecting a balance between gaming, entertainment, and cognitive engagement (Lopez-Fernandez et al., 2020; Przybylski, 2016; Teng & Li, 2018).

2. Level of Study Habits among Grade 6 Pupils in Caramoran South District, Division of Catanduanes

Table 2
Level of Study Habits among Grade 6 Pupils in Caramoran South District, Division of Catanduanes

Variable	Weighted Mean	Verbal Interpretation	Rank
Time Management	3.06	Agree/ Good	3.5

Learning strategies	3.06	Agree/ Good	3.5
Concentration and focus during study time	3.14	Agree/ Good	2
Homework and assignment completion	3.18	Agree/ Good	1
Overall weighted mean	3.11	Agree/ Good	

Legend:

3.25-	-Strongly Agree/Excellent	1.75-	-Disagree/Fair
4.00		2.49	
2.50-	-Agree/ Good	1.00-	-Strongly Disagree/Poor
3.24		1.74	

The findings presented in Table 2 revealed that Grade 6 pupils in Caramoran South District, Division of Catanduanes, exhibited generally good study habits, with an overall weighted mean of 3.11, interpreted as 'Agree/Good'. Among the four dimensions, Homework and Assignment Completion had the highest weighted mean (3.18, "Agree/Good"), indicating that pupils consistently managed their tasks and submitted assignments on time. This finding aligns with Núñez et al. (2017), who noted that learners who regularly complete homework tend to develop stronger self-regulation.

Concentration and Focus during Study Time ranked second (WM = 3.14, *Agree/Good*). This suggests that many pupils were able to stay attentive, avoid distractions, and maintain focus while studying. This aligns with Gill, Schlossman, and Zimmer (2021), who emphasize that consistent academic routines contribute to better attention regulation and overall preparedness in school tasks. The pupils' ability to sustain concentration supports this argument.

Time Management and Learning Strategies shared the same weighted mean (3.06, "Agree/Good"), ranking third. These results suggest that while pupils demonstrated positive behaviors, such as following study schedules and taking notes, these strategies were less strongly practiced than homework completion. Credé and Phillips (2017) support this observation, noting that younger learners often exhibit developing time-management and metacognitive skills.

Furthermore, the pupils' overall study habits reflect emerging academic discipline, as they display a combination of routine adherence, strategic learning, and task completion. This pattern supports the perspective of Zimmerman and Kitsantas (2016), who assert that self-regulation skills—such as managing distractions, organizing academic tasks, and monitoring one's learning—play a crucial role in predicting academic success. The relatively consistent "Agree/Good" ratings across dimensions indicate that these foundational self-regulatory skills are present among the pupils.

Overall, the results suggest that Grade 6 pupils possess generally good study habits, particularly in completing homework and maintaining focus, while time management and the use of learning strategies remain areas for further strengthening.

3. Level of Academic Performance among Grade 6 Pupils in Caramoran South District, Division of Catanduanes

Table 3
Level of Academic Performance among Grade 6 Pupils in Caramoran South District, Division of Catanduanes

General Average	Frequency (n=172)	Percentage
90-100	36	20.93
85-89	71	41.28
80-84	42	24.42
75-79	23	13.37
Total	172	100.00

Table 3 presents the level of academic performance of Grade 6 pupils in Caramoran South District, Division of Catanduanes, based on their general average. The results showed that the largest proportion of learners fell within the 85–89 range, with 71 pupils (41.28%), indicating that many performed at a very satisfactory level. Meanwhile, 36 pupils (20.93%) achieved an average of 90–100, demonstrating outstanding performance. The findings also revealed that 42 pupils (24.42%) were within the satisfactory range of 80–84, while 23 pupils (13.37%) were in the 75–79 bracket, representing those who may benefit from additional academic support.

In the discussion, this performance distribution reflects generally strong academic habits among most Grade 6 pupils. This is consistent with Credé and Phillips (2017), whose meta-analysis established that effective study behaviors—such as time management, concentration, and homework completion—strongly predict academic achievement. The pattern also aligns with Magulod (2019), who noted that Filipino learners with well-developed study habits tend to perform better academically, supporting the finding that a large portion of pupils reached satisfactory to outstanding levels.

Moreover, the presence of a smaller group performing in the lower range is expected and is explained in developmental research. Torppa et al. (2018) emphasized that variations in academic performance among elementary pupils often stem from differences in self-regulation and learning behaviors. This helps clarify why some pupils in the study displayed lower achievement despite being in the same learning environment. Overall, the academic performance of the respondents suggests that many pupils possess solid learning routines and study skills, while a minority may require targeted support to strengthen their academic outcomes.

4. Relationship Between the Extent of Online Gaming and the Study Habits of Grade 6 Pupils in Caramoran South District, Division of Catanduanes

Table 4
Relationship Between the Extent of Online Gaming and the Study Habits of Grade 6 Pupils in Caramoran South District, Division of Catanduanes

Variables	Statistica l Test	Compute d Value	Critical Value @ .05	Decision	Interpretatio n
Extent of Online					Significant

Gaming VS the Study Habits of Grades 6 Students	Pearson r	0.826	0.150	Reject Ho	Relationship
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Ho: There is no significant relationship between the extent of online gaming and the study habits of grades 6 pupils
 $\alpha = 0.05$ level of significance

Table 4 presents the relationship between the extent of online gaming and the study habits of Grade 6 pupils in the Caramoran South District, Division of Catanduanes. The results reveal a strong positive correlation between these variables, with a computed Pearson $r = 0.826$, which is higher than the critical value of 0.150 at the 0.05 significance level. Based on this result, the null hypothesis was rejected, indicating a statistically significant relationship between the extent of online gaming and pupils' study habits. As the extent of online gaming increases, the study habits of pupils also tend to improve, or at least the two variables move in the same direction.

These findings suggest that pupils who engage more frequently or for longer durations in online gaming tend to exhibit stronger patterns in their study habits. This does not necessarily imply causation; rather, it indicates that gaming behaviors may be associated with certain learning routines or self-regulation skills. Previous research supports this observation. Przybylski (2016) noted that gaming can enhance motivation, problem-solving, and strategic thinking—skills that may positively influence study practices. Similarly, Teng and Li (2018) found that structured gaming, when balanced with academic responsibilities, does not harm learning and can even complement learners' time management and focus during study periods. Lopez-Fernandez et al. (2020) further emphasized that online gaming can develop cognitive skills such as attention and planning, which may explain the observed significant relationship with study habits.

5. Relationship Between the Extent of Online Gaming and the Academic Performance of Grade 6 Pupils in Caramoran South District, Division of Catanduanes

Table 5
Relationship Between the Extent of Online Gaming and the Academic Performance of Grade 6 Pupils in Caramoran South District, Division of Catanduanes

Variables	Statistical Test	Computed Value	P-Value @ .05	Decision	Interpretation
Frequency of Playing	W	0.735	.0116	Reject Ho	Significant Relationship
Duration of Playing	W	0.796	.0076	Reject Ho	Significant Relationship
Types of Games	W	0.496	.05292	Do not Reject Ho	No Significant Relationship

Ho: There is no significant relationship between the extent of online gaming and the academic performance of grade 6 pupils
 $\alpha = 0.05$ level of significance

Table 5 shows the relationship between different aspects of online gaming and the academic performance of Grade 6 pupils in Caramoran South District, Division of Catanduanes. The results revealed that both the frequency ($W = 0.735$, $p = 0.0116$) and duration ($W = 0.796$, $p = 0.0076$) of playing were significantly related to academic performance, while the types of games did not show a significant relationship ($W = 0.496$, $p = 0.05292$).

These findings suggest that the frequency and duration of online gaming are more meaningfully related to pupils' academic performance than the specific genre of games played. This is supported by Adelantado-Renau et al. (2019), whose meta-analysis indicated that screen-based activities, including video game playing, can negatively associate with academic performance depending on time and frequency. Their study calls attention to the importance of examining each screen activity separately. Furthermore, Islam, Biswas, and Khanam (2020) found that electronic game-play among children was linked to both positive and negative academic outcomes depending on usage patterns, and that addictive tendencies toward gaming were associated with lower academic achievement. In the local context, Dumrique and Castillo (2018) reported that students in the Philippines were able to balance gaming and academics responsibly: they limited their gaming during school days and primarily played during weekends or vacations, which helped them maintain good grades despite regular gaming.

6. Relationship Between the Study Habits and the Academic Performance of Grade 6 Pupils in Caramoran South District, Division of Catanduanes

Table 6
Relationship Between the Study Habits and the Academic Performance of Grade 6 Pupils in Caramoran South District, Division of Catanduanes

Variables	Statistical Test	Computed Value	P-Value @ .05	Decision	Interpretation
Time Management	W	0.642	.0218	Reject Ho	Significant Relationship
Learning Strategies	W	0.251	.2877	Do not Reject Ho	No Significant Relationship
Concentration and focus during study time	W	0.132	.575	Do not Reject Ho	No Significant Relationship
Homework and assignment completion	W	0.395	.1151	Accept Ho	Do not Reject Ho

Ho: There is no significant relationship between the study habits and the academic performance of grades 6 pupils
 $\alpha = 0.05$ level of significance

Table 6 presents the relationship between different components of study habits and the academic performance of Grade 6 pupils in Caramoran South District, Division of Catanduanes. The results revealed that time management had a statistically significant relationship with academic performance, with a computed value of 0.642 and a p-value of 0.0218, leading to the rejection of the null hypothesis. On the other hand, learning strategies ($W = 0.251$, $p = 0.2877$), concentration and focus during study time ($W = 0.132$, $p = 0.575$), and homework and assignment completion ($W = 0.395$, $p = 0.1151$) did not show significant

relationships with academic performance, and the null hypotheses for these variables were not rejected. This means that effective time management is a key driver of academic achievement among Grade 6 pupils, while other study habits contribute but are less directly predictive of performance outcomes.

In discussion, these findings suggest that among the study habits assessed, time management is the most influential factor in determining pupils' academic performance. This aligns with Credé and Phillips (2017), who emphasized that effective time allocation and consistent planning strongly predict learning outcomes. Similarly, Magulod (2019) noted that Filipino learners who actively manage their study time are more likely to achieve higher academic performance, highlighting the importance of scheduling, prioritizing tasks, and avoiding distractions. The lack of significant relationships with learning strategies, concentration, and homework completion may indicate that merely employing study techniques or completing assignments is insufficient without proper time management to organize and balance these efforts effectively. Torppa et al. (2018) also highlighted that elementary learners' academic success often depends not only on study routines but on how these routines are structured over time, reinforcing the centrality of time management as a predictor of performance.

7. Proposed Action Plan

The results indicate the need to develop an action plan to improve the study habits and academic performance of Grade 6 pupils in Caramoran South District, Division of Catanduanes

Proposed Action Plan to Improve Study Habits and Academic Performance of Grade 6 Pupils in Caramoran South District, Division of Catanduanes

Rationale

The study revealed that Grade 6 pupils in Caramoran South District engage in online gaming at an "Often" level, particularly in terms of types and duration of games. Pupils generally exhibit good study habits, yet time management remains a key factor influencing academic performance. The findings also indicated significant relationships between online gaming, study habits, and academic performance, emphasizing the need for strategies that balance gaming with effective study routines. Hence, an action plan is formulated to guide pupils in managing gaming habits, enhancing study skills, and improving academic outcomes.

Objectives:

1. To help pupils balance online gaming with academic responsibilities.
2. To strengthen study habits, particularly homework completion, concentration, and time management.
3. To enhance academic performance through structured interventions and supportive learning strategies.
4. To utilize pupils' interest in gaming to reinforce learning in an educational context.

Action Plan Matrix to Improve Study Habits and Academic Performance of Grade 6 Pupils in Caramoran South District, Division of Catanduanes

Areas of Concern	Objectives	Proposed Activities/ Strategies	Responsible Person(s)	Timeline	Expected Outcomes
Extent of Online Gaming	To manage and balance online gaming among pupils	<ul style="list-style-type: none"> • Conduct awareness sessions on responsible gaming • Set recommended daily gaming limits • Encourage alternative recreational activities 	Teachers, Parents, School Guidance Counselor	Ongoing; 1st semester	Pupils engage in gaming responsibly without negatively affecting study habits
Frequency & Duration of Gaming	To reduce excessive gaming and improve academic focus	<ul style="list-style-type: none"> • Develop gaming schedules aligned with schoolwork • Monitor pupils' gaming patterns via logs or parental feedback 	Class Adviser, Parents	Ongoing; monthly	Pupils spend appropriate time on gaming and prioritize academics
Study Habits – Homework & Assignment Completion	To strengthen consistent task completion	<ul style="list-style-type: none"> • Implement homework tracking sheets • Monitor daily and weekly submission patterns • Provide recognition for timely submission 	Subject Teachers, Class Adviser, Parents	Every grading period	Pupils consistently complete and submit assignments on time
Study Habits – Concentration & Focus	To enhance pupils' attention during study time	<ul style="list-style-type: none"> • Designate quiet study areas • Teach focus techniques (e.g., Pomodoro method) • Limit digital distractions 	Teachers, Parents	Ongoing	Pupils maintain attention and avoid distractions while studying
Study Habits – Time Management	To improve academic performance through effective scheduling	<ul style="list-style-type: none"> • Conduct time management workshops • Guide pupils in creating daily/weekly study schedules • Monitor adherence to plans 	Class Adviser, School Guidance Counselor	1st semester; continuous reinforcement	Pupils develop structured study routines and manage time efficiently
Linking Online	To utilize pupils'	<ul style="list-style-type: none"> • Introduce educational games 	Subject Teachers,	Throughout the	Pupils' engagement

Gaming to Learning	interest in games for learning	or gamified learning activities • Integrate learning apps aligned with lessons	ICT Coordinator	school year	in gaming supports academic learning
Overall Academic Improvement	To enhance pupils' overall academic performance	• Implement academic support programs (tutorials, peer mentoring) • Encourage goal setting and monitor progress	School Administrators, Teachers	Entire school year	Improvement in pupils' general averages and learning outcomes

SUMMARY OF FINDINGS

The salient findings of the study are as follows:

1. Extent of Online Gaming among Grade 6 Pupils in Caramoran South District, Division of Catanduanes

The Grade 6 pupils engaged in online gaming at an overall “Often” level, with a weighted mean of 2.69. Among the indicators, types of games ranked highest (WM = 2.91, Rank 1), followed by duration of playing (WM = 2.71, Rank 2), and frequency of playing (WM = 2.45, Rank 3), which was interpreted as “Sometimes.”

2. Level of Study Habits among Grade 6 Pupils in Caramoran South District, Division of Catanduanes

The Grade 6 pupils generally exhibited good study habits, with an overall weighted mean of 3.11 (Agree/Good). Homework and Assignment Completion ranked first (WM = 3.18), Concentration and Focus during Study Time ranked second (WM = 3.14), and Time Management and Learning Strategies shared the third rank (WM = 3.06).

3. Level of Academic Performance among Grade 6 Pupils in Caramoran South District, Division of Catanduanes

The largest proportion of pupils (71, 41.28%) achieved a general average of 85–89, followed by 36 pupils (20.93%) in the 90–100 range, 42 pupils (24.42%) in the 80–84 range, and 23 pupils (13.37%) in the 75–79 range.

4. Relationship Between the Extent of Online Gaming and the Study Habits of Grade 6 Pupils in Caramoran South District, Division of Catanduanes

There was a strong positive correlation between the extent of online gaming and study habits, with a computed Pearson $r = 0.826$, exceeding the critical value of 0.195 at the 0.05 significance level. The null hypothesis was rejected, indicating a statistically significant relationship.

5. Relationship Between the Extent of Online Gaming and the Academic Performance of Grade 6 Pupils in Caramoran South District, Division of Catanduanes

Both frequency of playing ($W = 0.735$, $p = 0.0116$) and duration of playing ($W = 0.796$, $p = 0.0076$) were significantly related to academic performance, whereas types of games ($W = 0.496$, $p = 0.05292$) were not significantly related.

6. Relationship between the Study Habits and the Academic Performance of Grade 6 Pupils in Caramoran South District, Division of Catanduanes

Time management had a significant relationship with academic performance ($W = 0.642$, $p = 0.0218$). Learning strategies ($W = 0.251$, $p = 0.2877$), concentration and focus during study time ($W = 0.132$, $p = 0.575$), and homework and assignment completion ($W = 0.395$, $p = 0.1151$) were not significantly related.

7. Proposed Action Plan

Based on the findings, an action plan may be formulated to improve the study habits and academic performance of Grade 6 pupils in Caramoran South District, Division of Catanduanes.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

1. Grade 6 pupils engage in online gaming at an overall “Often” level, with types of games played being the most frequently engaged indicator.
2. Pupils exhibit generally good study habits, with homework and assignment completion ranked highest among the dimensions, followed by concentration and focus during study time, and then time management and learning strategies.
3. The academic performance of Grade 6 pupils is largely very satisfactory, with the highest proportion achieving a general average of 85–89.
4. There is a strong positive relationship between the extent of online gaming and the study habits of Grade 6 pupils, indicating that higher engagement in online gaming coincides with better study habits.
5. The frequency and duration of online gaming are significantly related to academic performance, whereas types of games played do not have a significant relationship.
6. Among the study habit components, only time management is significantly related to academic performance, while learning strategies, concentration and focus, and homework and assignment completion are not significantly related.
7. An action plan can be formulated to enhance the study habits and academic performance of Grade 6 pupils, focusing on balancing online gaming with effective time management and structured study routines.

RECOMMENDATIONS

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

1. Teachers and parents should guide pupils on responsible online gaming by setting limits on time and helping them choose age-appropriate game types, ensuring that gaming remains a balanced recreational activity.

2. Pupils should be encouraged by parents and teachers to schedule gaming sessions primarily during weekends or after completing school tasks, maintaining a healthy balance between leisure and academic responsibilities.
3. Teachers should reinforce good study habits, particularly in homework and assignment completion, by providing structured tasks, clear deadlines, and consistent feedback to motivate pupils to stay organized.
4. Pupils should be taught by teachers' strategies to minimize distractions during study time, such as designating quiet study areas, taking short breaks, and limiting phone or game interruptions.
5. Schools may implement programs or workshops to help pupils develop effective time management, emphasizing prioritization of schoolwork, planning daily schedules, and allocating specific time slots for studying.
6. Teachers can explore educational game-based activities or gamified learning approaches that combine pupils' interest in gaming with curriculum objectives, thereby linking engagement with improved learning outcomes.
7. School administrators and teachers should adopt the formulated action plan to systematically improve study habits and academic performance. This plan should include monitoring gaming behavior, reinforcing effective study routines, and promoting time management skills to ensure pupils can balance online gaming with academic responsibilities.

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