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Exploring the Influence of Students' Online Game Addiction on their Academic Performance in Social Studies

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ABSTRACT

This study examined the influence of online game addiction on the academic performance in Social Studies among Grade 8 students of Don Carlos A. Gothong Memorial National High School, Cebu City, during School Year 2026–2027. It determined the respondents' profile, level of online game addiction, academic performance in Social Studies, and the relationship between online game addiction and academic performance. The study used a descriptive-correlational research design. It was conducted at Don Carlos A. Gothong Memorial National High School, with 102 Grade 8 selected students as respondents through purposive sampling. Data were gathered using an adapted questionnaire on online game addiction and the students' official Social Studies grades. Frequency count, percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation were used to analyze the data. Findings showed that the respondents had a moderate level of online game addiction and a very satisfactory level of academic performance in Social Studies. A significant negative relationship was also found between online game addiction and academic performance. The study concluded that higher online game addiction was related to lower academic performance in Social Studies. It is recommended the use of the proposed Quizalize-Enhanced Social Studies Program to promote responsible gaming habits and support students' academic performance.

Keywords: Social Studies, Online Game Addiction, Academic Performance, Descriptive-Correlational, Cebu City, Philippines

INTRODUCTION

In the 21st century, technology has transformed how students learn, communicate, and entertain themselves. Among these technological trends, online gaming has emerged as one of the most popular leisure activities among adolescents. While gaming offers entertainment and social interaction, its addictive nature raises concerns about its impact on academic performance, particularly in subjects like Social Studies, which require critical thinking and sustained attention.

Globally, research highlights the growing influence of online games on students' learning behaviors. According to Lemmens, Valkenburg, and Peter (2009), excessive gaming can lead to academic decline, poor time management, and reduced motivation to study. Studies in the United States and Europe have shown that students who spend more time on online games tend to have lower grades and diminished classroom engagement (Ryan & Deci, 2017). In Asia, where mobile gaming is highly prevalent, similar patterns have been observed. Research by Tumbokon (2020) revealed that students in Asian countries often sacrifice study time for gaming, resulting in poor academic performance and behavioral issues. The competitive nature of games like Mobile Legends and PUBG has intensified this trend, making gaming a dominant cultural phenomenon among youth.

Online gaming has become deeply embedded in youth culture. Buenaventura (2022) noted that while some students use games for relaxation, many experience negative academic consequences due to excessive play. Teachers report incomplete assignments, lack of focus, and declining grades among frequent gamers, particularly in core subjects such as Social Studies.

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At Cebu City Don Carlos A. Gothong Memorial National High School, preliminary observations indicate that Grade 8 students spend significant time playing Mobile Legends, often at the expense of their studies. Teachers have observed reduced class participation, poor time management, and lower test scores among students who are heavily engaged in gaming. These issues highlight the urgent need to address the impact of gaming on academic performance at the local level. Despite the growing concern, there is limited localized research that specifically examines the relationship between online game addiction on their academic performance in Social Studies. Most existing studies focus on general academic performance or psychological effects, leaving a gap in understanding how gaming affects learning in social science subjects.

This study is necessary because Social Studies plays a crucial role in developing civic awareness, historical understanding, and critical thinking skills. If online gaming negatively influences performance in this subject, it could hinder students' holistic development. By exploring this relationship, the study will provide evidence-based insights to help educators, parents, and policymakers design interventions that promote digital wellness and academic success. Ultimately, thsis research seeks to balance technology use with educational priorities, ensuring that gaming does not become a barrier to learning.

Statement of the Problem

This research examined the influence of online games addiction on the academic performance of the Grade 8 students in Araling Panlipunan at Cebu City Don Carlos A. Gothong Memorial National High School in Cebu City Division for school year 2026-2027 as basis for an action plan.

Specifically, this study sought to answer the following queries:

1. What is the profile of the respondents in terms of:

1.1 Age,

1.2 gender, and

1.3 Number of hours playing online games per day?

2. What is the level of addiction of the respondents to online games?

3. What is the level of academic performance of the respondents in Social Studies?

4. Is there a significant relationship between the extent of online games addiction of the respondents and their academic performance in Social Studies?

RESEARCH METHODOLOGY

Design

This study used a descriptive-correlational research design. According to Creswell and Creswell (2018), correlational research is a quantitative design that measures the degree of relationship between two or more variables without manipulating them. It is used to describe variables as they naturally occur and to determine whether they are related.

This research design was appropriate because the study described the level of online game addiction and the academic performance of Grade 8 students in Social Studies. It also determined whether there was a significant relationship between the two variables. The researcher did not change or control the students' gaming habits or academic grades. Instead, the data were gathered as they naturally existed and were analyzed using the Pearson Product-Moment Correlation to determine the relationship between online game addiction and academic performance.

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In conducting this study, the researcher gathered information from the Grade 8 students to better understand their online gaming habits and academic performance in Social Studies. The data were collected carefully and organized for analysis to ensure that the results were based on the students' actual responses and academic records. The researcher also observed proper research procedures by explaining the purpose of the study and ensuring the confidentiality of the participants' information. Through this process, the researcher aimed to determine whether online game addiction and academic performance were related, without making assumptions about the students' gaming habits or changing their usual activities.

Flow of the Study

The study followed the Input-Process-Output (IPO) Framework to show the flow of the research. The framework presents the information needed, the steps followed in conducting the study, and the expected output. Figure 2 presents the IPO framework of the study. The Input included the profile of the respondents in terms of age, gender, and number of hours spent playing online games per day. It also included the level of online game addiction and the academic performance of the respondents in Social Studies. These data were used to determine the relationship between online game addiction and academic performance.

The Process included the preparation and administration of the questionnaire, gathering of the needed data, collection of the students' Social Studies grades, and organization of the data. The collected data were analyzed using frequency count, percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation. The results were also used to answer the research questions and to form the conclusions and recommendations of the study.The Output of the study was a proposed Action Plan based on the findings. The action plan focused on helping students manage their online gaming habits and support their academic performance in Social Studies.

Environment

This study was conducted at Don Carlos A. Gothong Memorial National High School in Cebu City, Cebu, Philippines. It is a public secondary school that serves students from the local community. The school provides education for learners in the secondary level and follows the programs and guidelines of the Department of Education. The school environment provides classrooms and other school facilities needed for teaching and learning. The campus includes classroom buildings, an administrative area, and other facilities used by teachers and students. These areas provide spaces for regular classes, school activities, and other learning tasks. The school was selected as the study environment because it is the location where the Grade 8 respondents were enrolled during School Year 2026–2027. The study focused on Grade 8 students because they were the target respondents for examining online game addiction and academic performance in Social Studies.

Respondents

The respondents of this study were the Grade 8 students of Don Carlos

A. Gothong Memorial National High School who were officially enrolled during School Year 2026–2027. There were 102 Grade 8 students included in the study. The respondents included male and female students who were enrolled in the said school year. Table 1 presents the frequency distribution of the respondents.

Table 1.

Section Name	Respondents	%
Anthurium	5	4.90%
Buttercup	5	4.90%
Calendula	5	4.90%
Camellia	5	4.90%

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Candytuft	5	4.90%
Carnation	5	4.90%
Cattleya	5	4.90%
Cherry Blossom	5	4.90%
Cyclamen	5	4.90%
Dandelion	5	4.90%
Everlasting	5	4.90%
Marigold	5	4.90%
Mimosa	5	4.90%
Myrtle	5	4.90%
Nigella	4	3.92%
Nihongo	4	3.92%
Peace Lily	4	3.92%
Petunia	4	3.92%
Poinsettia	4	3.92%
Snowdrop	4	3.92%
Science Class	4	3.92%
Sunflower	4	3.92%
Total	102	100.00%

Instruments

The instrument used in this study was a questionnaire designed to gather the needed data about the respondents and their online game addiction. It was written in a clear and simple way so that the Grade 8 respondents could easily understand the items. The questionnaire was adapted from the Game Addiction Scale for Adolescents developed by Lemmens et al. (2009). The questionnaire was also checked by experts before it was used for data gathering.

The following parts were included in the questionnaire:

Part I. Profile of the Respondents. This part gathered information about the respondents' age, gender, and number of hours spent playing online games per day.

Part II. Level of Online Game Addiction. This part measured the level of online game addiction of the respondents. The items focused on the gaming behaviors included in the adapted questionnaire.

Part III. Academic Performance in Social Studies. The academic performance of the respondents was based on their official Social Studies grades obtained from the school records. These grades were used to determine the academic performance level of the respondents

RESULTS AND DISCUSSIONS

Profile of the Respondents

This part presents the student's profile in terms of age, gender, number of hours playing online games per day. This was conducted to understand the learner's background and to strengthen the credibility of the study.

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Age

The age of the respondents was considered to describe their demographic profile and provide a better understanding of the participants involved in the study.

Table 2

Age of the respondents

Age (in years)	f	%
15	4	3.92
14	8	7.84
13	73	71.57
12	17	16.67
Total	**102**	**100**

Table 2 presents the age distribution of the respondents. Out of 102 respondents, the majority were 13 years old, comprising 73 respondents (71.57%). This was followed by the 12-year-old group with 17 respondents (16.67%). Respondents aged 14 years accounted for 8 respondents (7.84%), while those aged 15 years represented the smallest group with respondents (3.92%).

The findings imply that most respondents belong to the early adolescent stage where interest in online gaming is highly prevalent. This age group may therefore be more susceptible to developing gaming habits that can influence academic performance. Were predominantly within the early adolescent stage, a period characterized by increased interest in digital activities and online entertainment. According to Anderson and Jiang (2018), adolescents are among the most active users of digital technologies, including online games, because of their growing social interactions and interest in multimedia environments. Similarly, Granic, Lobel, and Engels (2014) explained that online gaming becomes increasingly popular during adolescence as it provides opportunities for socialization, competition, and skill development.

Based on the results suggest that the students of Cebu City Don Carlos A. Gothong Memorial High School belong to an age group that is highly exposed to online gaming, making them suitable participants for investigating the relationship between online game addiction and academic performance.

Gender

This part presents the gender distribution of the respondents. Gender is a significant demographic variable that helps describe the characteristics of the participants and ensures that different groups are adequately represented in the study.

Table 3

Gender of the respondents

Gender	f	%
Female	53	51.96
Male	49	48.04
Total	**102**	**100**

Table 3 shows the gender distribution of the respondents. Of the 102 respondents, 53 (51.96%) were female, while 49 (48.04%) were male. reveal those female respondents slightly outnumbered male respondents. However, the difference between the two groups is minimal, indicating a balanced representation of both genders in the study. This finding is supported by Sourmelis, Ioannou, and Zaphiris (2017), who emphasized that online gaming is no longer dominated by males, as female participation in digital gaming has steadily

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increased over the years. Likewise, Newzoo (2023) reported that the global gaming population consists of nearly equal proportions of male and female players, demonstrating that gaming has become a universal activity regardless of gender.

The findings imply that the study results represent both male and female perspectives, making the findings more comprehensive and reliable. The balanced gender composition of the respondents strengthens the reliability of the findings since the perspectives of both male and female students were adequately represented in the study.

Number of Hours Playing Online Games per Day

This part presents the distribution of number of hours they spend playing online games per day. The amount of time devoted to online gaming is considered an important factor in understanding students' gaming behaviors and determining its possible influence on their academic performance. Examining the number of hours spent on online games provides insight into the respondents' level of engagement in gaming activities and helps identify whether excessive gaming may contribute to the development of online game addiction.

Table 4

Number of hours playing online games per day

Number of hours	f	%
more than 6	10	9.8
6-May	6	5.88
4-Mar	33	32.35
2-Jan	37	36.27
less than one hour	16	15.69
Total	**102**	**100**

Table 4 presents the number of hours the respondents spend playing online games per day. The highest percentage belongs to those who play for 1–2 hours daily, with 37 respondents (36.27%). This was followed by respondents who play 3–4 hours per day, with 33 respondents (32.35%). Those who play for less than one hour accounted for 16 respondents (15.69%). Meanwhile, 10 respondents (9.80%) reported playing for more than 6 hours, and 6 respondents (5.88%) spent 5–6 hours playing online games daily.

The findings imply that while most respondents engage in gaming within moderate limits, students who spend more than five hours playing online games may require monitoring to prevent possible academic difficulties. Indicate that most respondents spend a moderate amount of time playing online games, particularly between one and four hours per day. This suggests that gaming is a common recreational activity among students. The result agrees with the study of Twenge and Campbell (2018), who found that adolescents commonly spend several hours daily using digital media, including online games. Furthermore, Przybylski and Weinstein (2017) reported that moderate engagement in digital gaming may offer benefits such as entertainment and social interaction, while excessive gaming may negatively affect students' academic responsibilities and well-being.

The findings imply that Cebu City Don Carlos A. Gothong Memorial National High School the majority of the respondents engage in online gaming within reasonable limits, a small group spends prolonged hours playing online games, which may increase their risk of developing problematic gaming behaviors that could affect their academic performance.

Level of addiction of the respondents to online games

This section presents the level of addiction of the respondents to online games. Assessing online game addiction is important because excessive gaming may affect students' academic, social, and personal lives.

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The level of addiction was measured using indicators related to gaming behavior and habits.

Table 5

Level of addiction of the respondents to online games

S/N	Indicators	WM	SD	Verbal Description
1	I stay online longer than I originally intended.	3.19	1.13	Moderate
2	I spend less time with my family to spend more time play ing online games.	2.19	1.03	Low
3	I feel more connected to my online game friends than real world friends.	2.18	1.28	Low
4	I make new relationships with fellow-online users.	2.92	1.37	Moderate
5	Others in my life complain to me about the amount of time I spend on online game.	2.86	1.21	Moderate
6	My school work or occupational functions suffer because of the amount of time I spend playing online games.	2.38	1.2	Low
7	I engage in online game before something else that I need to do.	2.61	1.27	Moderate
8	My job performance or productivity suffers because of playing online games.	2.39	1.22	Low
9	I have lied to others to conceal the real amount time I spend playing online games.	2.34	1.24	Low
10	I forget disturbing thought about my life and get relief from online game.	2.94	1.41	Moderate
11	I find myself anticipating when I will play online game again when I cannot play online game	2.71	1.18	Moderate
12	I fear that life without online game would be boring, empty, and joyless.	2.92	1.29	Moderate
13	I have acted annoyed if someone bothers me while I am doing online game.	2.86	1.27	Moderate
14	I lose sleep due to late-night online games.	2.53	1.38	Low
15	I feel preoccupied with online game when off-line, or feel as if I am playing online game even when I am not.	2.44	1.2	Low
16	I find myself saying ‘just a few minutes’ when playing on line game.	3.11	1.28	Moderate
17	I attempt to cut down the amount of time I spend playing online games and fail.	2.86	1.26	Moderate
18	I try to hide how long I have been playing online games.	2.37	1.38	Low
19	I choose to spend more time playing online game over go ing out with others.	2.58	1.44	Low
20	I feel depressed, moody, or nervous when I am off-line, but these feelings goes away once I am back online.	2.33	1.34	Low
	Aggregate Mean	**2.64**		**Moderate**
	Aggregate Standard Deviation		**1.27**	

Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate;1.81-2.60-Low; 1.00-1.80- Very Low

Table 5 shows that the respondents obtained an aggregate weighted mean of 2.64 with an aggregate standard deviation of 1.27, interpreted as Moderate. This indicates that the respondents have a moderate level of online game addiction.

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Among the indicators, the statement“ I stay online longer than I originally intended” obtained the highest weighted mean of 3.19, interpreted as Moderate. This suggests that many respondents tend to spend more time playing online games than they initially planned. Another indicator with a relatively high mean was“I find myself saying ‘just a few minutes’ when playing online game” with a weighted mean of 3.11, also interpreted as Moderate.

On the other hand, the statements“I feel more connected to my online game friends than real-world friends” and“I spend less time with my family to spend more time playing online games” obtained the lowest weighted means of 2.18 and 2.19, respectively, both interpreted as Low. This indicates that the respondents generally maintain stronger relationships with their family and real-life friends than with their online gaming peers.

The findings imply that preventive interventions should be implemented to ensure that moderate gaming behaviors do not progress into problematic gaming addiction. Reveal that the Grade 8 students of Don Carlos A. Gothong Memorial National High School, Cebu City exhibit a moderate level of online game addiction. This suggests that while online gaming is a common recreational activity among the respondents, it has not developed into a highly addictive behavior for most students.

The result is consistent with the study of Kuss and Griffiths (2012), which found that adolescent gamers often demonstrate moderate gaming behaviors characterized by occasional difficulty controlling playing time and extended gaming sessions.

Level of Academic Performance of the Respondents in Social Studies

This section presents the level of academic performance of the respondents in Social Studies. Academic performance is an important indicator of students' learning achievement and serves as a basis for determining how well they perform in the subject.

Table 6

Level of academic performance of the respondents in Social Studies

Level	Numerical Range	f	%
Outstanding	90-100	7	6.86
Very Satisfactory	85-89	50	49.02
Satisfactory	80-84	39	38.24
Fairly Satisfactory	75-79	6	5.88
Did not Meet the Expectations	Below 75	0	0
Total		**102**	**100**
Mean		84.78	
St. Dev.		3.28	

Table 6 shows that the respondents obtained a mean grade of 84.78 with a standard deviation of 3.28. The largest group of respondents, 50 students (49.02%), achieved a Very Satisfactory rating. This was followed by 39 students (38.24%) with a Satisfactory rating. Meanwhile, 7 students (6.86%) obtained an Outstanding rating, while 6 students (5.88%) were classified as Fairly Satisfactory. No respondent fell under the Did Not Meet the Expectations category.

The findings imply that students generally demonstrate acceptable academic achievement; however, continuous support is needed to sustain and further improve performance in Social Studies. Indicate that the respondents generally performed well in Social Studies, with most students obtaining grades ranging from Satisfactory to Very Satisfactory. This suggests that the students of Don Carlos A. Gothong Memorial National High School, Cebu City, demonstrate a commendable level of academic achievement in the subject.

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The result is supported by York, et.al. (2015), who emphasized that academic performance reflects students' learning outcomes and mastery of subject content. Similarly, Credé, et.al. (2010) stated that students who actively engage in educational activities are more likely to achieve satisfactory to very satisfactory academic results.

The findings imply that the majority of the respondents have attained a satisfactory level of academic performance, indicating that they are capable of meeting the learning competencies expected in Social Studies.

Test of Significance of the Relationship Between the Online Game Addiction of the Respondents and Their Academic Performance in Social Studies

This section presents the test of significance of the relationship between online game addiction and the academic performance of the respondents in Social Studies.

Table 7

Test of significance of the relationship between the online game addiction of the respondents and their academic performance in Social Studies

Variables	r-value	Strength of Correlation	p - value	Decision	Result
Online Game Addiction and Academic Performance	-0.286*	Negligible Negative	0.004	Reject Ho	Significant

*significant at $p<0.05$ (two-tailed)

Table 7 shows that the relationship between online game addiction and academic performance obtained an r-value of -0.286, indicating a negligible negative correlation. The computed p-value of 0.004 is lower than the 0.05 level of significance; therefore, the null hypothesis was rejected, and the result was found to be significant.

The findings imply that schools, teachers, and parents should collaboratively promote responsible gaming habits because excessive gaming may negatively affect students' academic achievement. Indicate that as the level of online game addiction increases, academic performance tends to decrease. Although the relationship is negligible in strength, it is statistically significant. This suggests that online game addiction has an influence on the academic performance of the respondents.

The result implies that the Grade 8 students of Don Carlos A. Gothong Memorial National High School, Cebu City who spend excessive time on online gaming may experience lower academic performance in Social Studies. This finding supports the study of Gentile et al. (2011), which found that problematic gaming behavior was associated with poorer school performance among adolescents. Likewise, Lemmens et al. (2011) reported that excessive gaming can negatively affect students' academic achievement due to reduced study time and concentration. Overall, the findings reveal that online game addiction is significantly related to students' academic performance, highlighting the importance of responsible gaming habits among learners.

SUMMARY

This study aimed to determine the influence of online game addiction on the academic performance in Social

Studies among Grade 8 students of Don Carlos A. Gothong Memorial National High School, Cebu City. Specifically, it identified the respondents' profile in terms of age, gender, and number of hours spent playing online games per day; determined the level of online game addiction and academic performance in Social Studies; and examined the significant relationship between online game addiction and academic performance.

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The study used a descriptive-correlational research design and was conducted at Don Carlos A. Gothong Memorial National High School, Cebu City. The respondents were 102 Grade 8 students selected through the complete enumeration technique. Data were gathered using an adapted Online Game Addiction Scale based on Lemmens et al. (2009) and the respondents' official grades in Social Studies. The data were analyzed using frequency count, percentage, weighted mean, mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. The findings showed that the respondents had a moderate level of online game addiction and a very satisfactory level of academic performance in Social Studies. A significant negative relationship was found between online game addiction and academic performance.

FINDINGS

The profile of the respondents shows that most students age were 13 years old, followed by those aged 12 years old, 14 years old and then 15 years old. In terms of gender, majority are female. Regarding the number of hours spent playing online games per day, majority of the respondents played for 1–2 hours, followed played for 3–4 hours and 10 respondents played for more than six hours per day. These findings suggest that although most respondents spent a limited number of hours playing online games, some devoted a considerable amount of time to gaming. Taken together, these suggest that online gaming was a common part of the respondents' experiences, particularly in relation to managing the time they spent playing. Regarding academic performance in Social Studies the largest group belonged to the Very Satisfactory category, followed by Satisfactory category. No respondent fell under the Did Not Meet Expectations category. These results indicate that the respondents generally maintained satisfactory to very satisfactory academic performance in Social Studies, despite the moderate level of online game addiction observed in the study.

The test of relationship revealed a significant negative association between online game addiction and academic performance in Social Studies. This finding suggests that students who experience greater difficulty controlling their gaming habits tend to have lower academic performance. One possible explanation is that excessive gaming may reduce the time available for studying, completing assignments, reviewing lessons, and preparing for assessments. Nevertheless, academic performance may also be influenced by other factors, such as study habits, motivation, family support, and learning environment. Therefore, the relationship should not be interpreted as proof that online game addiction directly causes lower academic achievement.

Based on these findings, the study highlights the need to promote responsible online gaming among students while strengthening their commitment to academic activities. Teachers, parents, and school administrators may work together to guide students in establishing appropriate gaming limits, improving their time-management skills, and prioritizing their school responsibilities. Through proper guidance and support, students may learn to enjoy online gaming without allowing it to interfere with their education. The proposed action plan may serve as a practical basis for encouraging responsible gaming behavior and supporting students' academic performance in Social Studies.

CONCLUSIONS

The study concluded that the respondents had a moderate level of online game addiction. Their academic performance in Social Studies was very satisfactory, with a mean grade of 84.78. The results also showed a significant negative relationship between online game addiction and academic performance, which means that higher online game addiction was related to lower academic performance. The rejection of the null hypothesis supported the result that the two variables were significantly related.

The findings may help teachers and school personnel give proper attention to students' gaming habits while supporting their learning in Social Studies. The results may also be considered in developing school activities and guidelines that encourage proper time management and responsible online gaming. The proposed action plan may serve as a basis for activities that support students' academic performance and responsible gaming habits.

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RECOMMENDATION

Based on the findings and conclusions of the study, the students were encouraged to practice responsible gaming habits and proper time management to prevent excessive online gaming from affecting their academic performance. Teachers were encouraged to utilize engaging and interactive instructional strategies, particularly gamified learning approaches such as Quizalize, to increase students' interest and participation in Social Studies lessons. Parents were advised to closely monitor and guide their children's gaming activities to ensure a balance between recreation and academic responsibilities. School administrators were encouraged to adopt and implement the Quizalize-Enhanced Social Studies Program for Responsible Gaming and Academic Success as an intervention to promote digital wellness, responsible technology use, and improved academic performance among learners. Furthermore, future researchers were encouraged to conduct related studies involving larger populations and additional variables to further validate and enrich the findings of the present study.

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