



Effects on Playing Online Games in Academic Performances
Among Grade 12 Humss Students in Sapa Anding National
High School R.M. Ext. Chapter 1
High School (San Rafael National High School)

**EFFECTS ON PLAYING ONLINE GAMES IN ACADEMIC PERFORMANCE
AMONG GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS IN
SAPA ANDING NATIONAL HIGH SCHOOL**

A Research Paper

Submitted to

The Faculty of the Department of Senior High School

Sapa Anding National High School - Ramon Magsaysay Extension

In Final Fulfillment of the Requirement of the Subject

Inquiries, Investigation And Immersion

Grade 12 Curriculum

By:

Sarah Y. Pitogo

John Loyd S. Maghanoy

John Michael N. Baldicantos

Jellian Rose B. Gabayan

Katrina Joy Uddin

Jeizler Oporto

Angelyn Pabalay

Honey Bee Navarro

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DEDICATION

“I don’t know what your destiny will be, but one thing I know; the only ones among you who will be really happy are those who have sought and have found how to serve.”

-Albert Schweitzer

It is the researcher’s genuine gratefulness and warmest regard that they dedicated this research study. To their mother, a strong and gentle soul who taught them to trust in God, believe in hard work and that so much could be done successfully. To their father, for earning an honest living for them and for supporting and encouraging them to believe in himself.

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ABSTRACT

The study dealt with the Effects on Playing Online Games in Academic Performance Among Grade 12 Humanities And Social Sciences Students In Sapa Anding National High School. This aimed to determine the effects of online games among Grade 12 HUMSS Senior High School Students in SANHS - RM. Extension.

There were thirty (30) respondents which are composed of males and females of Grade 12 Humanities and Social Sciences (HUMSS) student.

The study was laid out in descriptive design where researcher formulated questionnaire through Likert Scale. By collecting answers received from the surveys given out to the respondents, each criteria was tallied and was divided to the total number of tallies of all criteria; then, the quotient was converted to a percentage by multiplying it to 100.

Effects on Playing Online Games in Academic Performance Among Grade 12 Humanities And Social Sciences Students in Sapa Anding National High School - Ramon Magsaysay Ext. The result of the study showed that online game have negative effect to academic performance of Grade 12 HUMSS students of SANHS - R.M. Ext. Study revealed that online gaming has a huge impact among them regarding on their academic performance which lead them to poor or low grade and physical distress as well. Majority of the respondents are replied and favored that online games gave negative outcome to their study and health. They found out that the students cannot focus on their studies, they cannot do their home works as well as their projects and that they have low grades.

Based on the general result, the researchers conclude that a number of students playing online games could have a negative effect in their academic performance. Furthermore, students, teachers, and parents must be aware of the effects of playing online games and should regulate the time playing such game because it could ruin every students focus on their study. Students should be disciplined when it comes to playing online games which they could still perform satisfactorily in their studies and it should not be given much priority over higher and more realistic priorities.

CHAPTER I

BACKGROUND OF THE STUDY

Online gaming addiction is a subject of research interests. Since the early 2000s, the number of empirical studies to examine various aspects of issues and online dependencies have increased significantly. Online games are very popular in the modern times today. Students have a great influence of the current technology. They are not major, school characteristics or academic issues in the main part of online games. If you know that there is a huge scratch for academic efficiency, when it is an exciting technology, the epidemic is constantly touching students one by one. Researchers found that students will be able to be aware of this major fee and when they are constantly connected.

Education is an important factor in investing in human growth and economic growth. Many teachers, parents and netizens are constantly gaining more stringent clamps for online games. The protest mainly focuses on the fact that the trend is the cause of the distraction between students in the study. In fact, in the fact that most students live in a information age lifestyle that everything is updated, online games have been one of the students' needs. Senior High School Students of Sapa Anding National High School, Ramon Magsaysay Ext. may have a few reasons to be relaxed for some ideologies in some ideologies when enjoying online games such as Mobile Legends, CSGO, Rules of Survival, and Dota. Challenge and competition, relaxation, pleasure, social interaction and mentally flowing in the real world. In the game line, most of these students are one of the best past times they get.

It is already suspicious that the game of online games can not give anyone can give. According to the study, the human brain is easy to destroy and one of the reasons use technology. The training system tends to go with streams with this constant social change to be related to all generations today. In an online game, the darkness of the game has been a matter of argument to the school and is generally a general educational department. Therefore, this study is conducted to determine the association of the game in an online game for academic efficiency students.

The researcher at this study should be found to know that online games were actually affecting academic performances of the students of Sapa Anding National High School, Ramon Magsaysay Ext. The purpose of this study is to define any of the online games for students. Its goal is to find out how online gaming affects students' intellectual abilities in relation to academic performance.

Statement of the Problem

The general objective of this study is to find the effect of online games in academic performance of Grade 12 HUMSS students of Sapa Anding National High School, Ramon Magsaysay Ext. Specifically, this sought to answer the questions:

1. What are the demographic profiles of the respondents in terms of:

1.1 Name (Optional)

1.2 Age

1.3 Sex?

2. What are the effects of online games in academic performance among Senior High School (SHS) students?

Objectives of the Study

The purpose of this study was to find out how online video games affect the students' intellectual capacity in relation to their academic performance and social behavior,

Significance of the Study

Student. This study will help every students about the awareness on the significant effect of online games in academic performance among Grade 12 HUMSS Senior High School (SHS) students of Sapa Anding National High School Ramon Magsaysay Ext. They will be informed enough to lessen and prevent online gaming.

Teachers. This will provide facts concerning the status of the academic performance engaging online games, that would embolden them to help the students by giving apt, explicit and useful feedback regarding the result of this matter.

Future Researchers. The result of this study will serve as a basis and as a resource for supplementary information and ideas for researches to be conducted in the future.

Scope and Limitations of the Study

The coverage of this study is all about online games effect to academic performance of students. It consist of effects of playing online games, it tells about the proper or right use of online games as their part time habits. This study is focusing on the

negative effect of online games if it becomes the education interference and also it tells about possibilities or results if you play online games even during school time.

The researcher limited this research only to Grade 12 HUMSS Students in Sapa Anding National High School Ramon Magsaysay Ext. with the minimum count of respondents of 10 students, either male or female, Grade 12 HUMSS Senior High School (SHS) students only. The researcher also limiting this research only for those who experience playing online games.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

Overview

This chapter presents the review of related literature and studies relevant to the current investigation. This helped the researcher in conceptualizing the variables included in the study. The review also enabled the researcher in determining the extent at which previous researches have explored this topic which serves as the spring board for the current research. It focuses on Grade 12 HUMSS Senior High Students in Sapa Anding National High School Ramon Magsaysay Ext.

Body

Foreign Studies

Today's world is dominated by technology. We've been immersed in a world of high-definition Clash of Clans, Rules of Survival, Mobile Legends, "green" cars, insane thrill rides, 3-D technology, and so on in a relatively short period of time. However, no technological area has gained as much prominence as online gaming.

According to Anand (2007), the penetration of online games is enormous in the United States alone, with at least 90% of homes having children who have played (rented or owned) video games. This is a new high that is expected to rise further. 55% of console players and 66% of online players are over the age of 18. College students appear to be the most active gamers, owing to a lack of parental supervision and more flexible schedules that allow for more play time (Anand, 2007). As with any other social

innovation, the introduction of online games raised the question, "What are the negative effects or consequences?" According to Smyth (2007), there appears to be an increased interest in video gaming research to answer this question. And it appears that there has been a lot of research on the subject in recent years. In reviewing the research, one major concern appears to be whether playing online games has a negative or positive impact on academic performance, and if so, what the consequences are. Anand (2007) discovered a negative correlation between the amount of time spent playing online games and students' GPA and SAT scores in one study. This means that as time spent playing increased, GPA and SAT scores decreased. However, Anand (2007) acknowledged that using SAT scores has limitations because they are a one-time standardized score. GPA is more credible because it is a continuous measure of school performance. He also discovered that males were more prone to these results than females, owing to the fact that males play more online games than females. Skoric, Teo, and Neo (2009) investigated video game addiction versus simple online gaming participation. Although no definitive definition of addiction was provided, they discovered that those addicted to gaming consistently performed poorly in academic settings, while there was no negative correlation between time spent playing or engagement and academic performance.

Shao-I, Jie-Zhi, and Der-Hsiang (2004) investigated addiction (again, no definitive definition was provided) and found that students who were addicted to gaming performed worse in school. They discovered that gaming addiction has a physical impact on academic achievement because the student is too engrossed in the game to do homework or prepare for exams. Others have discovered a link between online gaming participation and lower academic performance.

Anderson and Dill (2007) investigated video games and aggression and concluded that not only does gaming have a direct impact on performance, but it also triggers a higher level of aggression, which is frequently associated with problems in school and poor academic performance.

Wack and Tantleff-Dunn (2009) discovered a negative correlation as well, though the relationship between GPA and academic performance was not significant in their study. According to Jackson et al. (2008), time spent playing games was a negative predictor of academic performance, and those who played online games more frequently had lower grades than those who played less. Wood, Griffiths, and Parke (2007) conducted a study that included open-ended questions that encouraged participants to report various feelings about playing online games. Some of the negative consequences were related to school performance in the sense that participants frequently missed lectures, skipped homework, and so on. They also discovered that males were more likely to suffer from these consequences because they played more frequently and were more likely to report losing track of time playing online games.

Foreign Literature

A lot of research have been conducted to investigate the impact of personality characteristics, comorbidities factors, and biological variables in the development of online gaming addiction. Gaming addiction has been linked to neuroticism, aggression and hostility, avoidant and schizoid interpersonal tendencies, loneliness and introversion, social inhibition, boredom inclination, sensation seeking, diminished agreeableness, diminished selfcontrol, narcissistic personality traits, low selfesteem, state and trait

anxiety, and low emotional intelligence (Griffiths et al., 2012). Given the very high prevalence of cooccurring personality, comorbidities, and biological characteristics, determining the etiological importance of these connections with online gaming addiction is difficult, as they may not be unique to the illness, and more research is required. Online gaming addiction has also been linked to a number of comorbid conditions, according to research. These include symptoms of attention deficit hyperactivity disorder, panic disorder, depression, social phobia, school phobia, and other psychosomatic symptoms (Griffiths et al., 2012).

In a study conducted by Williams (2006), school performance improved after participants drastically reduced (to 30 minutes per day) their use of any technology, including online games.

Finally, Jaruratanasirikul, Wongwaitawee Wong, and Sangsupawanich (2009) discovered that extensive online game play (five hours or more each session) resulted in school grades lower than a 3.00 average, and that time spent playing was a predictor of academic success. They also hypothesized that video games, by promoting violence, indirectly led to lower performance. Finally, they stated that playing video games diverted time away from school activities, schoolwork, social engagement, and so on. Then there are those in the research sector who have produced inconclusive outcomes.

Smyth (2007) investigated the difference between playing massively multiplayer online role-playing games (MMORPG) and other types of online games and discovered that, while the MMORPG group reported more interference in academic work (such as skipping homework, missing a class, etc.) than the other groups, academic performance

did not differ between the groups. Hart et al (2009) used the Problem Online Game Playing survey to assess four distinct aspects of life, including academic performance, that were influenced by online gaming and found no significant link in any of them. However, there is a growing body of evidence that suggests that interactive online games can contribute to improved academic performance (Anand, 2007). According to Jackson et al (2008), the use of games is directly associated to an increase in visual-spatial skills, which are commonly useful in the domains of science, mathematics, technology, and engineering.

Din and Calao (2001) found that students who played educational online games on the Sony Lightspan, a game system similar to the Sony Playstation One, made significant gains in spelling and reading learning compared to the control group; however, no significant gains were made in math learning compared to the control group. This implies that playing online games can aid in the development of language abilities (2001). Complex games, according to Smyth (2007), may contribute to academic achievement by involving players in problem solving, critical thinking, and creativity. Skoric et al. (2009) discovered that, whereas game addiction leads to poor academic performance, moderate gaming participation can lead to increased academic performance. They discovered a positive relationship between game play and English test scores, implying that gaming can actually lead to higher test scores. North Carolina State University is even testing a synchronous online graduate course that combines online game design and science curriculum (Annetta, Murray, Laird, Bohr & Park, 2008). To summarize this review of recent literature on the relationship between video game usage and academic performance, Anderson and Dill (2000, pg 17) state quite aptly the research

dilemma: "There is no definitive answer to the question of whether online games disrupt academic performance." As evidenced by the review of literature, much has been said to support every aspect of the topic, both positive and negative. The current study seeks to answer the question: Does playing video games affect academic performance as measured by time spent playing and school GPA? The hypothesis of this proposal is that as time spent playing increases, GPA decreases; however, as level of cognitive engagement increases (as measured by the number of puzzles/strategy situations encountered), GPA increases.

Local Studies

Online Games/Video Games

In our society, playing video games is frequently associated with poor academic performance. Some research backs up this anecdotal idea. The impact of interactive digital media on the learning process isn't entirely negative. The medium is not inherently flawed, but much of the information that is transmitted through it may be. "Content appears to be crucial," according to a 2008 study on media attention and cognitive abilities (Rivera, 2008, p. 63). Positive outcomes can be expected if the content consumed is positive. Negative outcomes are to be expected if the content is negative. In order to reach this conclusion, the study examined research from a variety of sources.

Students Engagement and Sociological Effects

There is also conflicting research on the social effects of video games (Oliveros, R. P., and M. T. Sapio. 2007). According to some studies, video games are similar to addictions such as gambling, which have negative social consequences. Because they are

"simultaneously competitive and highly social," massively multiplayer online role-playing games (MMORPGs) have been dubbed "heroin ware" (Galvan, 2006, p. 383). Other studies have found benefits to the games, such as the ability to experiment with aspects of one's identity that are not exposed in public.

Prosocial behavior is one measure of this that has received extensive research. When one person acts to assist another, this is defined as prosocial behavior. While research on this topic is conflicting, there is evidence that games that focus on prosocial behavior produce prosocial outcomes (Sanchez, 1997).

Intelligence Benefits

M. L. Angeles (2004) claims that playing computer games with your children may not be all that bad for them. According to Palma, educational games can be effective assisting tools in the fields of management, medicine, and science. Your child may improve problem-solving skills and eye-hand coordination if you choose the right educational computer games. Your child may also develop the ability to think quickly and think of multiple things at the same time. Skills gained from computer games may aid your child's learning speed in school.

Computer Game Addiction

Because there is no official diagnosis of computer game addiction, there is obviously no universally agreed upon list of symptoms. Psychologists in the Philippines, 2005 and other mental health professionals initially adapted the diagnostic criteria for gambling addiction and used this as a rough assessment tool for computer game addiction. This classification approach is rarely used today and for better or for worse, it

is essentially up to the individual researcher or clinician to define the symptoms of computer addiction. Still, there are some signs and behaviors that are almost always included in definitions of computer addiction, such as: Significant interference with school, work, or relationships. Often avoiding other commitments to keep playing, frequently turning down social invitations in favor of gaming, using most or all of one's free time for gaming, regularly playing late into the night and which results in poor sleep habits, Loss of interest in previously enjoyed activities, Regular gaming "binges" of 8 hours or more nonstop.

Local Literature

Physical Symptoms of Video Game Addiction

According to the National Institute of Mental Health, some of the physical signs or symptoms of video game addiction include fatigue, migraines caused by intense concentration or eye strain, carpal tunnel syndrome caused by overuse of a controller or computer mouse, and sometimes poor personal hygiene (Capuno, 2009).

Short-Term and Long-Term Effects of Video Game Addiction

Video game addiction, like any other compulsive disorder, can have serious consequences. Though most of the symptoms listed above have short-term effects, if not addressed properly, they can lead to more severe long-term consequences. For example, a video game addict will frequently avoid sleeping or eating proper meals in order to continue gaming. While this may cause hunger and fatigue in the short term, it may eventually lead to a sleep disorder or diet-related health problems. Similarly, those who isolate themselves from others in order to play video games may miss out on family

gatherings, outings with friends, or other events in the short term. However, if this pattern continues for an extended period of time, addicts may find themselves with no friends at all.

Financial, academic, and occupational consequences are also long-term effects of video game addiction to consider. Video games and video game equipment can be very expensive, especially when recurring costs such as the high-speed Internet connection required for online multiplayer games are factored in. These games can also be time-consuming, leaving addicted players with less time to focus on their education or career.

Conclusion

The reviewed literatures and studies both local and foreign disclosed findings that are parallel or run counter with one another. The differences with their findings have been explored in the process of review. The current study involved a different respondent and approach with focus on the situation of effects of online games in academic performance among Grade 12 HUMSS Senior High School Students in Sapa Anding National High School Ramon Magsaysay Ext.

CHAPTER III

METHODOLOGY

This chapter presents the methodology of this research such as the method used; locale of the study; respondents of the study; sampling method used; research instrument; data gathering procedure; statistical analysis of the data and the validation of the instrument are also included in this chapter.

Research Method

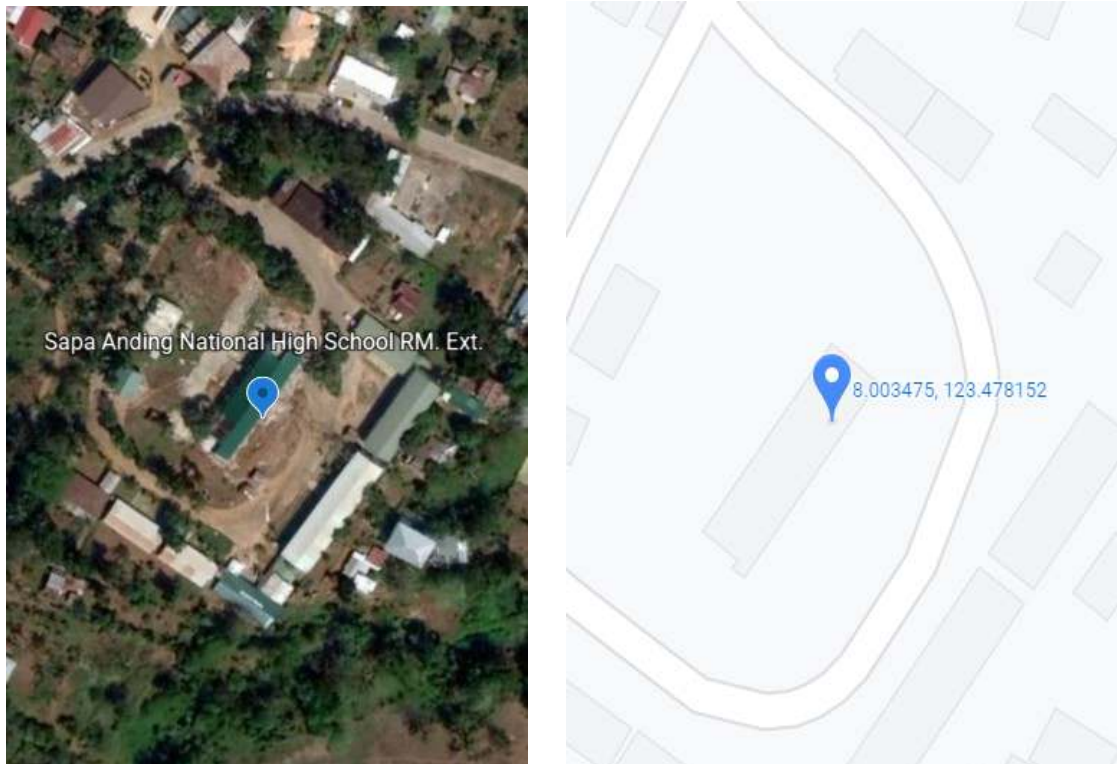
This chapter contains the research design, locale of the study, respondents, research instruments, data gathering procedure and data processing analysis.

The research design used in this study was descriptive-analytic. The researchers described and analyzed the knowledge, opinions and practices of the Grade 12 Humanities and Social Sciences Senior High School Students in Sapa Anding National High School Ramon Magsaysay Extension about playing online game that affects their academic performance.

A descriptive research was followed. A descriptive researcher describes what exists and may help to uncover new facts and meaning. The purpose of descriptive research is to observe, describe and document aspects of situation as it occurs (Polit & Hungler, 1999). This involves the collection of data that will provide an account if description of individuals. In this study, the information was collected through the

questions distributed personally to the subjects by the researcher did not attempt any experimental manipulation or indeed any random selection to groups, as there is in experimental research.

Research Setting



The study was conducted at Sapa Anding National High School Ramon Magsaysay Extension (SANHS RM-EXT), Purok-3 Poblacion, Ramon Magsaysay, Zamboanga del Sur, zip code 7024 , in the school year 2021-2022 based on Grade 12 HUMSS Senior High School Students of Sapa Anding National High School RM-Ext. about playing online game that affects their academic performance.

Population and Sampling Procedure

The respondents are the Grade 12 HUMSS Senior High School Students of Sapa Anding National High School RM. Ext. in the school year 2021-2022.

Random sampling was employed. The researcher used thirty (30) respondents which are composed of male and female HUMSS Senior High School Students of Sapa Anding National High School RM. Ext. The researcher personally administered the distribution of the questioners during the available time of the students so that their classes will not be disturbed. This was done also to ensure that the questionnaire would not be retrieve promptly.

Research Instruments

The researchers used a pre-test questionnaire supplemented by the evaluations, comments and recommendations from the members of the Grade 12 HUMSS Senior High School student population. Researcher used samples for re-testing of the data-gathering instrument of the study.

The formulated questionnaire has been done through Likert Scale that develops the principle of measuring perspectives of the respondents to a series statement about the topic, in terms of the extent to which they agree with it, and so tapping into cognitive and affective components of their actions.

The main tool that will be used in gathering the data for this research is the researcher-made instrument. The instrumentation used in this thesis is a survey. The researchers prepared a survey questionnaire. The questionnaire consists of thirty (30) questions which includes several inquiries about online games. It will be given to the

thirty (30) chosen respondents. The instrumentation used will give way and support in retrieving data for the thesis.

The questionnaire is divided into two parts.

Part I includes personal data information, which was used to draw important information about their name (optional) gender, and age.

Part II includes the game session and activities of the online game players. Answering the yes or no questions will determine the type of mobile game being played, how often the students' play online games and the number of hours spent in playing the games.

Research Gathering Procedure

The first step to be use is to ask permission from the teacher of Senior High School to conduct the survey. The researcher will administer the questionnaire to the respondents, conduct test and analyze the pertinent records to get the necessary data, retrieve the questionnaire from the class, collate and classify the questionnaire to examine and compare carefully to note points and verify the order, necessary for the completeness of the study.

The following are the specific and detailed steps done by the researcher in order to complete this study.

Step 1. Selection of the topic: After discussing about a research paper the researchers decided a topic that is very relevant for students.

Step 2. Approval of the topic: After the researchers decide what should be the topic, it undergone the process of checking until it was approve.

Step 3. Formulations of the Chapters: After the approval of the topic, the s started formulating the chapter 1. It includes the introduction, the problem and its settings.

Step 4. Checking of Chapter 1. After the researcher finished the chapter one, the researchers passed it to their adviser and checked it before they can proceed to the next chapter.0

Step 5. Chapter 2 (Review of Related Literature): This chapter the researcher indicate the local and foreign literature and studies.

Step 6. Chapter 3 (Researcher Design and Methodology): This chapter focuses on what the researchers going to do to questionnaires. And for the researchers on how they will find out the percent of the respondents.

Step 7. Making of questionnaire: In this part, the researchers focus on the possible questions that they can make for questionnaire.

Step 8. Distribution of the questionnaires: the researchers conduct the survey on the 30 HUMSS Students.

Step 9. Tallying: After the researchers gather the answered questionnaires and data the researchers proceed to tallying to know the results of the study that being conducted.

Data Processing Method

After gathering all the data needed, we carefully tallied and arrange the data. In this researcher that fathered data, the researchers applied some methods that are inevitable to make the research successful.

Statistical Treatment

Researcher organized and tabulated before she validated the data gathered though the use of survey questionnaire. For this study, the researcher used the Likert Scale in order to statistically analyze and critically understand the meaningful interpretation of the gathered data.

In analyzing the data gathered, the researchers used a simple percentage and frequency method using the following formula:

$$P100\%$$

Where:

P is the total percentage,

F is the total frequency; and

n is the total number of respondents.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter of the paper presents the data gathered from 30 from the Humanities and Social Sciences (HUMSS) Senior High School Students of Sapa Anding National High School RM. Ext. who served as respondents of this research. It also provides the analysis and interpretation of data that has been organized according to the research questions enumerated.

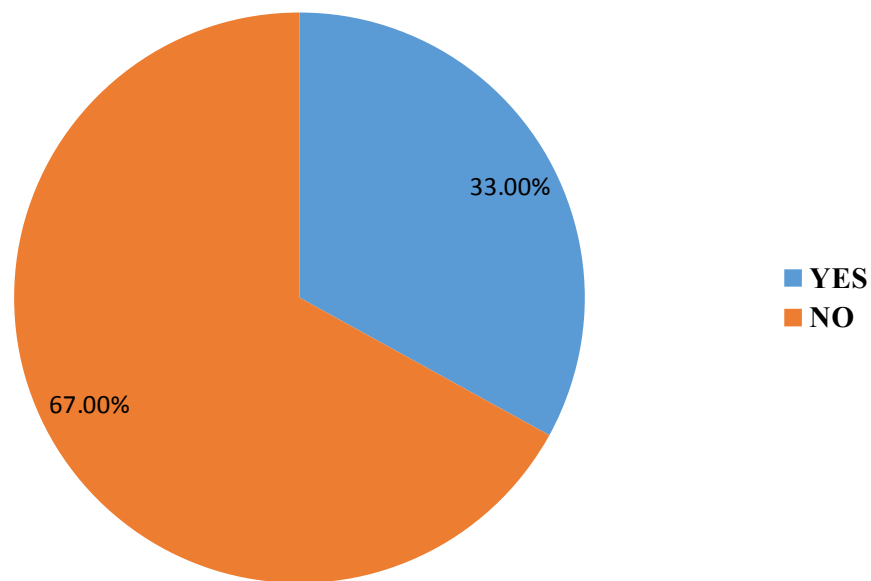
Demographic Profile of the Respondents

	FREQUENCY
Grade level:	
12 Lavender (HUMSS Students)	30

Graph 1. Does playing online game is the reason for you to be late/tardy at school?

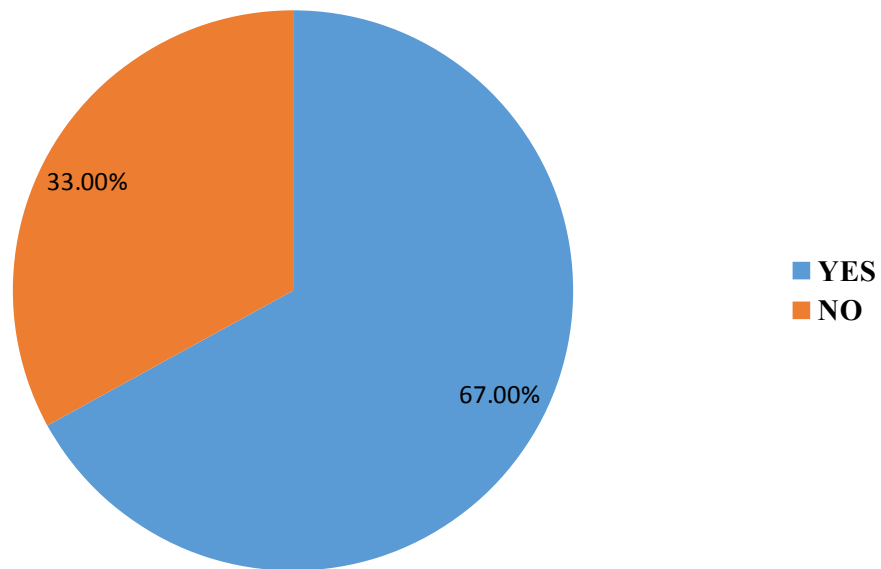
Graph 1 shows the percentage of the respondents reply about playing online game which is the reason why are they late and tardy at school. Results revealed that 16 which are 53% out of 30 respondents said that online game is the reason why they are late or tardy. While 14 which are 47% of the respondents stand that there's no effect at all.

Online games also make more cause why the gamers addicted and will be more interested with those games. In 2005, advertiser spent \$80 million to reach game players, this spending is expected to top \$400 by 2009. That's why student nowadays were very apathetic for them to neglect school priorities for online games. They tend to scape in school and be late all



Graph 2. Do you have failing grades or low grades because of playing online games like Mobile Legends, Rules of Survival, Clash of Clans etc.?

Graph 2 shows the percentage of the respondents regarding on having failing grades or low grades because of playing online games like Mobile Legends, Rules of Survival, Clash of Clans etc. Result appears that 10 which are 33% out of 30 respondents said that playing online game caused having failing grades or low grades. While 20 which are 67% respondents, higher than saying "Yes", alleged that there's nothing to do with it.

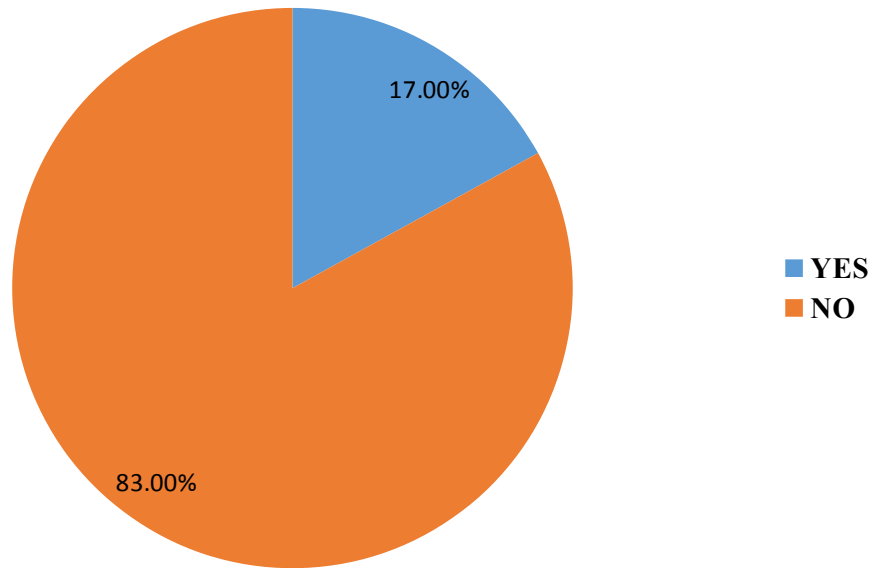


Graph 3. Does playing online game is the factor why you cannot focus and concentrate to your studies?

Graph 3 shows the percentage of the respondents concerning to playing online game is the factor why Grade 12 Humanities and Social Sciences (HUMSS) Senior High School Students of Sapa Anding National High School - Ramon Magsaysay Ext. (SANHS-RM. Ext.) cannot focus and concentrate to their studies. Result come into sight that 20 which are 54% out of 30 respondents believed that playing online game is the factor why they cannot focus and concentrate to their studies. While 10 which are 46% respondents lower than saying “Yes” said that it will never be the factor.

The online games addict suffers from a psychological component to the addiction. Online gaming allows a person to escape the real world and change the perception of self-worth (Rooij, Online video game addiction: identification of addicted, 2010). An online gaming addiction is not that far from drug addiction. Both are searching for a way

to make they feel better so they will not care about their surroundings and cannot focus to a more meaningful matters.



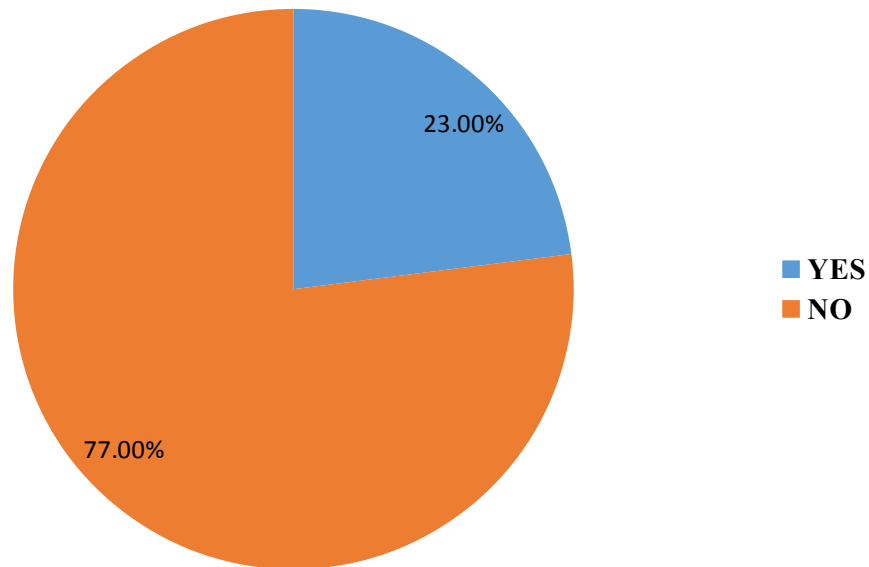
Graph 4. Does playing online game leads you for being absent?

Graph 4 shows the percentage of the respondents as to playing online game leads Grade 12 HUMSS Senior High School Students of SANHS - RM. Ext. to be absent. Result revealed that only 5 which are 17% out of 30 respondents said that playing online game leads them to be absent at school.

While 25 which are 83% more elevated than the response of saying “Yes” strongly argued that it’s not.

When a problem, playing video games can interfere with real-life obligations such as study at school,s players can end up lying about playing video games. The study of Kang found that “problematic” online game among students can have similar effects as other addictive activities, such as abusing alcohol. Especially when they one to be belong into their peers, they will adapt what the majority done. Instead of prioritizing to study

well, they will leave school responsibilities. So that many students got absences (Inwon Kang,2011).

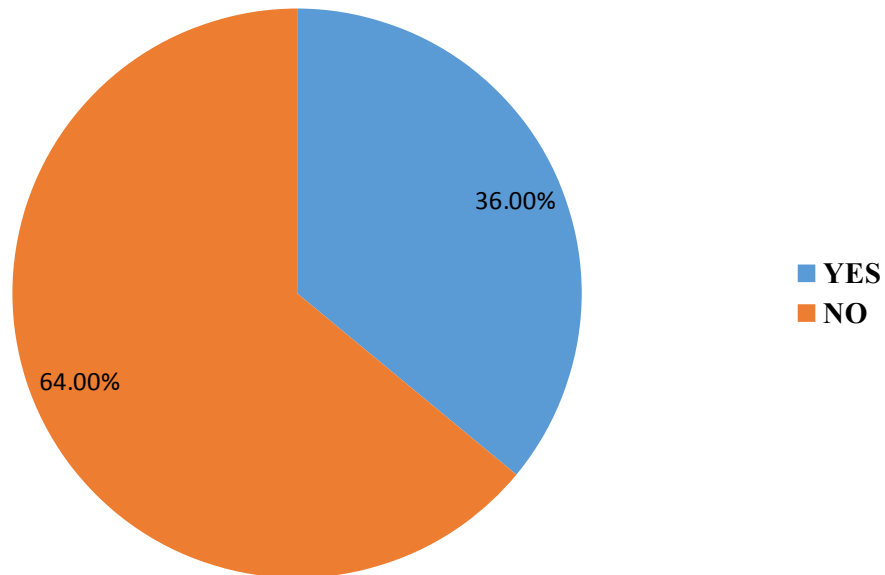


Graph 5. Do online games influence you not to do home works and projects?

Graph 5 shows the percentage of the respondents regarding on playing online game influences Grade 12 HUMSS Senior High School Students of SANHS - RM. Ext. not to do home works and projects. Result discovered that only 7 which are 30% out of 30 respondents said that it has something to do with it. While 23 which are 70% higher than the response of saying “Yes” stand that it is not the influence playing online games.

Too much online gaming may seem relatively harmless compared with the dangers of a drug overdose, but experts say video game addiction can ruin lives. Children who play four to five hours per day have no time for socializing, doing homework, or playing sports leaving little time for normal social development. According to Lan Ying Huang (2003), by playing the online game features online gamer participants may view the games as source of providing diversion and filling time. “The biggest risk factor for

pathological video game use seems to be playing games to escape from daily life,” said Joe Hilgard, lead author of the study and a doctoral candidate in the Department of Psychological Sciences at Missouri.

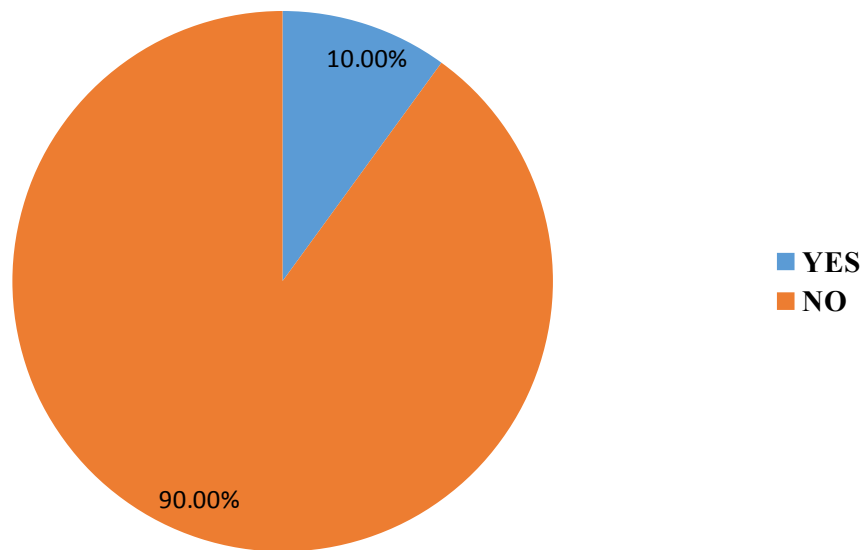


Graph 6. Do you spend your time playing online games above 5 hours even during school hours?

Graph 6 shows the percentage of the respondents concerning on the time they spare on playing online games during school hour. Result come into view that 12 which are 40% out of 30 respondents said that they spent more than 5 hours. While 18 which are 60% respondents, said that they do not spent that much.

Gaming addiction defined by how much the negatively impacts areas of life, especially by how much time is spent playing (Griffiths, M et al. 2010). In a volunteer sample, 41% of online gamers acknowledged that they use gaming as an escape. In the same sample, 7% were viewed as “dependent”. These gamers possessed several behavioural attributes that are related to more well established forms of addiction (e.g.,

mood modification, tolerance, & relapse) (Hussain et al. 2009). Most online gamers are male and they could spent their 95% daily hour in just playing online games. Among male gamers, more severe online gaming addiction is correlated with older age, lower self-esteem, and lower dissatisfaction with daily life. Excessive use of technology is relatively dangerous most especiall if you spend abouve 1 hour. This relationship did not hold true for female gamers (Ko et al. 2005). Compared to females, males are more likely to develop a gaming addiction. Boys are more likely to play aggressive or violent games while girls are more likely to play platform and puzzle games (Griffiths, 2008).



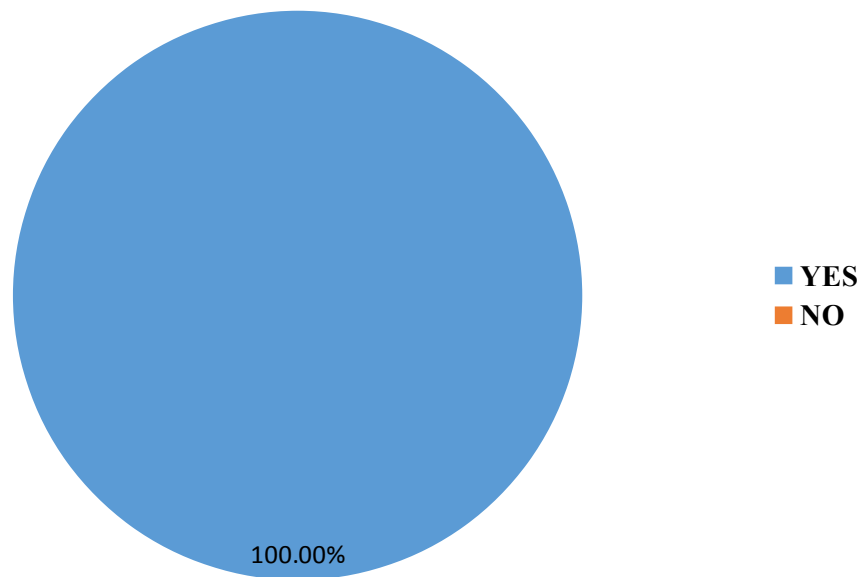
Graph 7. Do you feel physical distress after playing online games?

Graph 7 shows the percentage of the respondents about feeling of physical distress right after playing online. Result come into sight that only 3 which are 10% out of 30 respondents dwell on that feeling of physical distress. While 27 which are 90% respondents said “No” which has larger portion on the graph.

Due to excessive use of online games there is effect in students personal traits like anxiety, sensation seeking, neuroticism, and aggression which are the symptoms that a

person is under the development of gaming addiction (Mehroof, M et al. 2010). Aside from physical distress, brain is also affected in computer addiction; regions of the brain associated with cravings in substance abuse also appear to be activated in gaming addicts when they view images of video games (Ko, C et al. 2010).

Moreover, Zhou (2007) stated that the physical symptoms of Internet and online game addiction were cervical spondylitis, neurasthenia and insomnia. Cervical spondylitis, a fairly common symptom of many MMOG players, is essentially a spinal injury which results from keeping the same sitting position for hours while playing games. This situation is more often than not leads to injuries to the cervical vertebra on the spinal cord.

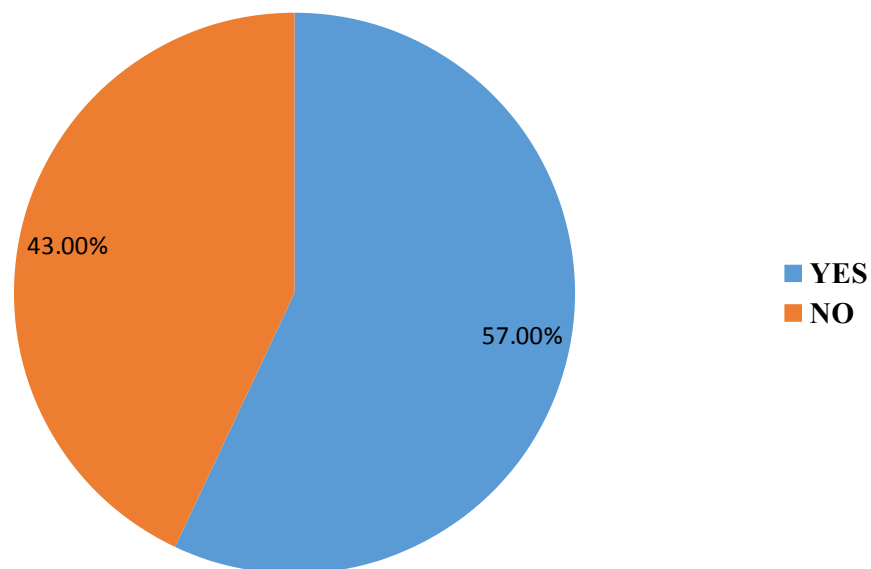


Graph 8. Does playing online games during class hour made your teacher angry at you?

Graph 8 shows the percentage of the respondents in relation to the situation where the teacher got angry whenever the Grade 12 HUMSS Students of SANHS - RM. Ext. playing online games during class hour. Result revealed that 100 % out of 30 respondent

experienced/encountered angry teacher about playing online games during class hour. While there are no respondents said “No” which has no portion on the graph.

Online games addiction shows the bad effect among the people nowadays. Addiction to the internet shares some of negative aspects of substance addiction and has been shown to lead to consequences such as failing school, family and teacher-relationship problem. Because like parents, teacher wants to lift students to be more involve in academic matters, they will not tolerate students who disregard their study (Brian. D. NG, M.S & Peter. W. H, 2005).

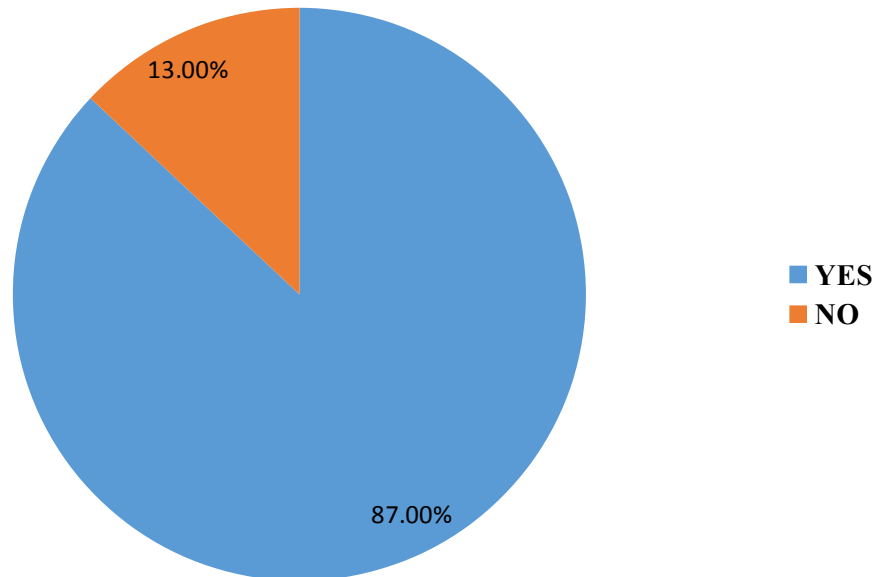


Graph 9. Does playing online game makes you to be slow to catch up lesson in every subject in school?

Graph 9 shows the percentage of the respondents apropos on playing online game makes Grade 12 HUMSS Students of SANHS - RM. Ext. to be slow to catch up lesson in every subject in school. Result appears that there are 17 which are 57% out of 30

respondent stands that it influences them naturally. While there are only 13 which are 43% respondents, lower than saying “Yes”, believed that it is not the reason.

Previous studies have shown that video game addiction among adolescents gamers is highly correlated with psychosocial and mental problems such as time spent on games (i.e., usage), life satisfaction, loneliness, social competence , and aggression, mentally not alert (Lemmens et al., 2009).



Graph 10. Do playing online game affects your academic performance negatively?

Graph 10 shows the percentage of the respondents about playing online game affects your academic performance negatively. Result revealed that there are 26 which are 87% out of 30 respondent said that it affects them definitely. While there are only 4 which are 13% respondents, believed that it cannot affect their academic performance.

In Germany, 1.5 – 3.5% of teenage internet users show signs of online gaming addiction. Online gaming addiction is associated with higher rates of anxiety and depression, and poorer academic performance (Peukert et al. 2010).). In a sample of German teens, 6.3% of subjects fulfilled the authors' diagnostic criteria for gaming addiction. These adolescents were mostly male and had low educational backgrounds (Klaus et al. 2008). Gaming addiction is negatively associated with academic achievement (Chiu et al. 2004). So far there are no studies conducted as to the percentage of senior high school students who are hooked to online games, thus, this study found out factors why senior high school students are addicted to online games.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the summary of the study, the findings based on the conclusion and the recommendations.

Summary

This study focused on the Effect of Playing Online Games In Academic Performance Among Grade 12 Humanities And Social Sciences Students In Sapa Anding National High School - Ramon Magsaysay Ext. (SANHS - RM. EXT.), Silvestre Street Brgy. 2, Maria Aurora, Aurora, zip code 3202, in the school year 2019-2020. Which the respondents are Grade 12 HUMSS Senior High School students. The researcher used thirty (30) respondents which are composed of males and females.

The researcher personally administered the distribution of the questioners during the available time of the students so that their classes will not be disturbed. They used a pre-test questionnaire supplemented by the evaluations, comments and recommendations from the members of the Senior High School student population. The formulated

questionnaire has been done through Likert Scale. After gathering all the data needed, researcher carefully tallied and arrange the data.

In this gathered data, the researchers found that online game have negative effect to academic performance of Grade 12 HUMSS Senior High School of SANHS – RM Ext. Study revealed that online gaming has a huge impact among them regarding on their academic performance which led them to poor or low grade and physical distress as well. Majority of the respondents are replied and favored that online games gave negative outcome to their study and health.

Conclusion

By collecting answers received from the surveys given out to the respondents, each criteria was tallied and was divided to the total number of tallies of all criteria; then, the quotient was converted to a percentage by multiplying it to 100.

This study found out that there is an effect on academic performance Among Grade 12 Humanities And Social Sciences Students In Sapa Anding National High School - Ramon Magsaysay Ext. when they are fond of playing online games. We found out that the students cannot focus on their studies, they cannot do their home works as well as their projects and that they have low grades.

Out of 30 respondents, 26 replied that they are affected in their academic performance by playing online games. From this, the researchers conclude that a number of students playing online games could have an effect in their academic performance. Though the 26 respondents replied that they're affected, it does not necessarily mean that

they are poorly performing in their studies. Most of the students play an hour to two of online video games every day since they find it as a source for recreation.

Recommendation

For the students involved on this issue must be aware to such effect of online games for them to know how they would be when they continuously using this application.

For the teachers who are the second parent of the student must inform them regarding occurring problem. They must not tolerate the student to this kind of habit. Guide and motivate them into other meaningful and school relevant activities to transform their bad practice/routine into a good one.

For the parents of students currently studying, they should be aware of the effects of playing online games and should regulate their children's time on it. For the students playing online games, they should be disciplined when it comes to playing online games which they could still perform satisfactorily in their studies. As it is only a form of recreation, it should not be given much priority over higher and more realistic priorities such as their studies.

Finally, for the future researchers, they could conduct an experimental-designed thesis. They should also consider other year levels or other age groups for their selected respondents.

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APPENDICES

APPENDIX A

Questionnaire

Direction: Kindly fill-up the following information about your personal background honestly and truthfully.

Part I

Name (optional): _____

Gender: _____

Age: _____

Grade and Section: _____

Part II

Direction: Please answer the following questions completely and sincerely. Check the necessary box which corresponds to your answer.

Questions	Yes	No
1. Does playing online game is the reason for you to be late/tardy at school?		
2. Do you have failing grades or low grades because of playing online games like Mobile Legends, Rules of Survival, Clash of Clans etc.?		
3. Does playing online game is the factor why you cannot focus and concentrate to your studies?		
4. Does playing online game leads you for being absent?		
5. Do online games influence you not to do home works and projects?		
6. Do you spend your time playing online games above 5 hours even during school hours?		
7. Do you feel physical distress after playing online games?		
8. Does playing online games during class hour made your teacher angry at you?		
9. Does playing online game makes you to be slow to catch up lesson in every subjects in school?		
10. Do playing online game affects your academic performance negatively?		

Appendix B
Letter to the Respondents

Dear Respondents,

Greetings of peace!

We are Grade 12 HUMMANITIES AND SOCIAL SCIENCES (HUMSS) students of Sapa Anding National High School - Ramon Magsaysay Extension who are currently undertaking a Research entitled “ Effects On Playing Online Games In Academic Performance Among Grade 12 Humanities And Social Sciences Students In Sapa Anding National High School ” in final fulfilment of requirements for Inquiries, Investigation And Immersion.

In line with this, we wish to ask your valuable assistance with our research. The data you can provide us through the attached Survey Questionnaire are necessary for the completion of the study.

Please rest assured that your answers/responses will be treated with utmost confidentiality and will not be used for the purpose of the study.

Thank you very much. May the Lord God bless you more!

Truly yours,

JOHN LOYD S. MAGHANOY

Student-Researcher

SARAH Y. PITOGO

Student-Researcher

JOHN MICHEAL N. BALDICANTOS

Student-Researcher

HONEY NAVARRO

Student-Researcher

JEIZLER OPORTO

Student-Researcher

JELLIAN ROSE GABAYAN

Student-Researcher

KATRINA JOY UDDIN

Student-Researcher

ANGELYN PABALAY

Student-Researcher

CURRICULUM VITAE

JOHN LOYD S. MAGHANOY

Purok-3 Poblacion, Ramon Magsaysay Zamboanga del Sur

maghanoy415r@gmail.com

0936-927-2392



PERSONAL INFORMATION

DATE OF BIRTH: January 25, 2004

PLACE OF BIRTH: S. M. Lao Memorial Hospital, Ozamiz City, Misamis

Occidental

AGE: 18

GENDER: Male

NATIONALITY: Filipino

RELIGION: Roman Catholic

CIVIL STATUS: Single

HEIGHT: 5'9

WEIGHT: 55

FATHER'S NAME: Paquito D. Maghanoy

MOTHERS' NAME: Maida S. Maghanoy

EDUCATIONAL BACKGROUND

PRIMARY: Bobongan Elementary School

Ramon Magsaysay, Zamboanga del Sur

SY. 2015 - 2016

SECONDARY: Sapa Anding National High School Ramon Magsaysay Ext.

Ramon Magsaysay, Zamboanga del Sur

SY. 2021 - 2022

CURRICULUM VITAE

SARAH Y PITOGO

Purok 2 Bambong Diut Ramon Magsaysay Zamboanga Del Sur

sarahpitogo826@gmail.com

0951-046-6021



PERSONAL INFORMATION

DATE OF BIRTH: January 31 2005

PLACE OF BIRTH: Bambong Diut Ramon Magsaysay Zamboanga del Sur

AGE: 17

GENDER: Female

NATIONALITY: Filipino

RELIGION: Catholic

CIVIL STATUS: Single

HEIGHT: 5'3

WEIGHT: 49

FATHER'S NAME: Rechie Pitogo

MOTHERS' NAME: Mercy Pitogo

EDUCATIONAL BACKGROUND

PRIMARY: Bambong Diut Elementary School
Ramon Magsaysay Zamboanga Del Sur
SY 2015- 2016

SECONDARY: Sapa Anding National High School Ramon Magsaysay Ext.
Ramon Magsaysay Zamboanga Del Sur
SY 2021-2022

CURRICULUM VITAE

JELLIAN ROSE B. GABAYAN

Purok 5 Poblacion, Ramon Magsaysay Zamboanga Del Sur

jellianrosegabayan037@gmail.com

0926-364-7208



PERSONAL INFORMATION

DATE OF BIRTH: July 07, 2004

PLACE OF BIRTH: Ramon Magsaysay Zamboanga Del Sur

AGE: 17

GENDER: Female

NATIONALITY: Pilipino

RELIGION: Roman Catholic

CIVIL STATUS: Single

HEIGHT: 5'2

WEIGHT: 51

FATHER'S NAME: Rineto A. Gabayan

MOTHERS' NAME: Janelyn B. Gabayan

EDUCATIONAL BACKGROUND

PRIMARY: Ramon Magsaysay Central Elementary School
Purok 2 Poblacion Ramon Magsaysay Zamboanga Del Sur
SY- 2015- 2016

SECONDARY: Sapa Anding National High School Ramon Magsaysay Ext.
Ramon Magsaysay Zamboanga Del Sur
SY 2021-2022

CURRICULUM VITAE

KATRINA JOY B. UDDIN

Purok 3, Bambong Daku Ramon Magsaysay Zamboang Del Sur

katrinajoybasmayoruddin@gmail.com



0955-801-5433

PERSONAL INFORMATION

DATE OF BIRTH: December 21, 2003

PLACE OF BIRTH: Sta. Maria, Siocon Zamboanga Del Norte

AGE: 18

GENDER: Female

NATIONALITY: Filipino

RELIGION: Roman Catholic

CIVIL STATUS: Single
HEIGHT: 4' 9
WEIGHT: 28
FATHER'S NAME: Edgar Uddin
MOTHERS' NAME: Marife Basmayor

EDUCATIONAL BACKGROUND

PRIMARY: Marquez Elementary School

Lower Sto.Niño Mahayag Zamboanga Del Sur

SY-2015-2016

SECONDARY: Sapa Anding National High School Ramon Magsaysay Ext.

Ramon Magsaysay Zamboanga Del Sur

SY 2021-2022

CURRICULUM VITAE

HONEY BEE E. NAVARRO

Purok 2 Lalud Don Victoriano Misamis Occidental

navarrobyangbyang@gmail.com



0956-933-5482

PERSONAL INFORMATION

DATE OF BIRTH: Oct 23 2003

PLACE OF BIRTH: Don Victoriano Mis Occ

AGE: 18

GENDER: Female

NATIONALITY: Filipino

RELIGION: Roman Catholic

CIVIL STATUS: Single
HEIGHT: 5'4
WEIGHT: 53
FATHER'S NAME: Victor Bautista Navarro Jr
MOTHERS' NAME: Mary Jane P. Empeniado

EDUCATIONAL BACKGROUND

PRIMARY: Don Victoriano Central Elementary School
Purok 2 Lalud Don Victoriano Misamis Occidental
SY- 2015- 2016

SECONDARY: Sapa Anding National High School Ramon Magsaysay Ext.
Ramon Magsaysay Zamboanga Del Sur
SY 2021-2022

CURRICULUM VITAE

JOHN MICHAEL NOVAL BALDICANTOS

Purok 3 Bambang Diut Ramon Magsaysay Zamboanga Del Sur

johnmichaelbaldicantos@gmail.com

0935-580-5229

PERSONAL INFORMATION

DATE OF BIRTH: August 26 2004

PLACE OF BIRTH: Bambang Diut Ramon Magsaysay Zamboanga Del Sur

AGE: 17

GENDER: Male

NATIONALITY: Filipino

RELIGION: Catholic

CIVIL STATUS: Single

HEIGHT: 5'9

WEIGHT: 65

FATHER'S NAME: Junmar Baldicantos

MOTHERS' NAME: Fe Baldicantos

EDUCATIONAL BACKGROUND

PRIMARY: Bambong diut Elementary School
Ramon Magsaysay Zamboanga Del Sur
SY- 2015- 2016

SECONDARY: Sapa Anding National High School Rm-Ext.
Ramon Magsaysay Zamboanga Del Sur
SY- 2020-2021

CURRICULUM VITAE

JEIZLER U. OPORTO

Purok-6 Gapasan Ramon Magsaysay Zamboanga Del Sur

jeizlero@gmail.com

0965-325-7510

PERSONAL INFORMATION

DATE OF BIRTH: April 30 2003

PLACE OF BIRTH: Tuburan Mahayag Zamboanga Del Sur

AGE: 19

GENDER: Male

NATIONALITY: Filipino

RELIGION: Church of Christ

CIVIL STATUS: Single

HEIGHT: 5'4

WEIGHT: 51

FATHER'S NAME: Jerry A. Oporto

MOTHERS' NAME: Rocelyn U. Oporto

EDUCATIONAL BACKGROUND

PRIMARY: Gapasan Elementary School
Ramon Magsaysay Zamboanga Del Sur
SY- 2015- 2016

SECONDARY: Sapa Anding National High School Rm-Ext.
Ramon Magsaysay Zamboanga Del Sur
SY- 2020-2021

CURRICULUM VITAE

ANGELYN R. PABALAY

Purok 3 Upper Sicpao Sominot Zamboanga Del Sur

angelynpabalay@gmail.com

0951-853-3672



PERSONAL INFORMATION

DATE OF BIRTH: July 30 2002

PLACE OF BIRTH: Upper sicpao sominot Zamboanga Del Sur

AGE: 19

GENDER: Female

NATIONALITY: Filipino

RELIGION: Catholic

CIVIL STATUS: Single
HEIGHT: 5'0
WEIGHT: 40
FATHER'S NAME: Rolando R Pabalay
MOTHERS' NAME: Letecia R. Pabalay

EDUCATIONAL BACKGROUND

PRIMARY: Rizal Elementary School
Somnot Zamboanga Del Sur
SY- 2015- 2016

SECONDARY: Sapa Anding National High School Rm-Ext.
Ramon Magsaysay Zamboanga Del Sur
SY- 2020-2021

