

# Perception on The Effects of Online Gaming to Their Academic Performance Among Moncast Marketing Management Students

Doydoy, Donalou D., Ulgasan, Dexter M.

BSBA Marketing Management, Monkayo College of Arts, Sciences and Technology

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## ABSTRACT

This study examined the perception of students regarding the effects of online gaming on their academic performance among Marketing Management students at the Monkayo College of Arts, Sciences and Technology (MONCAST). The study employed a quantitative descriptive research design using a survey questionnaire based on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Descriptive statistics, particularly the mean and standard deviation, were utilized to analyze the data collected from the respondents.

The findings revealed an overall mean score of 3.53 with a standard deviation of 0.60, indicating that students generally agree that online gaming has noticeable effects on their academic performance. The relatively low standard deviation suggests that the responses of the participants were fairly consistent, reflecting a similar perception among students regarding the influence of online gaming on their academic-related activities. The results imply that while online gaming is a common leisure activity among students, its impact on academic performance depends largely on how students manage their gaming time and academic responsibilities.

The study concludes that online gaming is perceived by Marketing Management students as a factor that may influence their academic performance, both positively and negatively. Therefore, students are encouraged to practice responsible gaming habits and effective time management to maintain a balance between entertainment and academic responsibilities. Educational institutions may also promote awareness programs on digital well-being and responsible gaming. Future researchers are encouraged to explore additional variables such as gaming frequency, types of games played, and self-regulation skills to further understand the relationship between online gaming and academic performance.

**Keyword:** Online games, academic performance, Moncast, Marketing Management, Monkayo Davao de Oro.

## INTRODUCTION

### Background of the study

In recent years, online gaming has become one of the most popular forms of digital entertainment among students. The rapid development of internet technology, smartphones, and computer-based platforms has made online games more accessible to young people, particularly those in higher education. Many students engage in online gaming as a form of recreation, social interaction, and stress relief from academic responsibilities. However, the increasing time spent on gaming activities has raised concerns regarding its potential effects on students' academic performance. While gaming can offer entertainment and cognitive engagement, excessive involvement may interfere with study habits, time management, and learning outcomes.

Academic performance is an important indicator of students' educational success and reflects their ability to manage academic responsibilities effectively. Students are expected to balance various academic requirements such as attending classes, completing assignments, preparing for examinations, and participating in learning activities. However, engaging excessively in online gaming may reduce the time allocated for academic tasks and may affect concentration, productivity, and study discipline. According to Zhengyang Teng and Xinyu Chu (2023), problematic online gaming behavior has been associated with lower levels of self-regulation among

students, which may negatively influence their academic performance. When students prioritize gaming over school responsibilities, their academic engagement may decline.

Despite these concerns, several studies suggest that online gaming does not always lead to negative academic outcomes. Some digital games can contribute to the development of cognitive skills such as problem-solving, strategic thinking, and spatial reasoning. Research by Matthew Barr (2023) indicates that certain types of video games may support learning processes and enhance cognitive abilities that are beneficial in educational contexts. Additionally, gaming environments may encourage collaboration, teamwork, and communication among players, which are also valuable skills in academic and professional settings.

In modern educational environments, online gaming has become a common part of students' daily activities. The widespread exposure to digital games among adolescents and young adults suggests that gaming behavior is now integrated into contemporary student lifestyles. According to Alicia Sánchez-Mena and José Martí-Parreño (2023), the increasing integration of digital technologies and gamification in education highlights the potential of gaming elements to influence motivation and learning engagement. However, the impact of gaming on academic performance largely depends on how students manage their gaming habits and balance them with their academic responsibilities.

Given these circumstances, it is important to understand students' perceptions regarding the effects of online gaming on their academic performance. Understanding how students view the relationship between gaming and their studies can provide insights into their behavior, time management practices, and academic priorities. Therefore, this study aims to examine the perception of Marketing Management students at the Monkayo College of Arts, Sciences and Technology (MONCAST) regarding the effects of online gaming on their academic performance. The findings of this study may contribute to the development of strategies that promote responsible gaming habits and encourage students to maintain a balance between digital entertainment and academic achievement.

### Research Objectives

1. To determine the level of perception of students regarding the effects of online gaming on their academic performance.
2. To analyze the extent to which online gaming influences students' study habits and academic-related activities.
3. To measure the overall perception of students using descriptive statistics such as mean and standard deviation.
4. To examine whether students perceive online gaming as a factor that may positively or negatively affect their academic performance.
5. To provide recommendations that may help students balance online gaming and academic responsibilities.

### Conceptual Framework

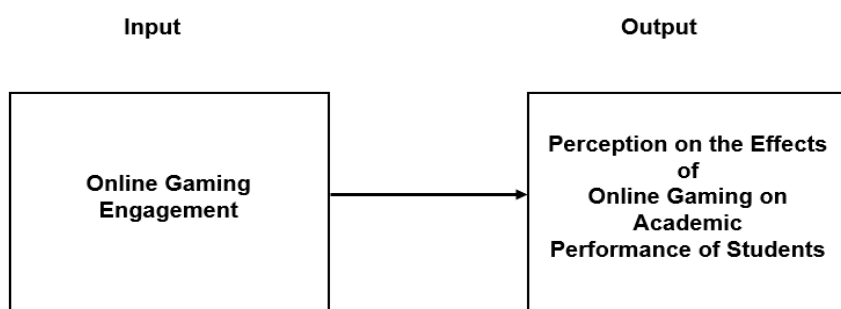


Figure 1. Conceptual Framework

## **Theoretical Framework**

The study is mainly supported by Barry J. Zimmerman's Self-Regulation Theory. This theory explains how individuals control their behavior, time, and learning processes in order to achieve their goals. Self-regulated learners are able to manage distractions, set priorities, and monitor their learning progress.

In the context of this study, students who engage in online gaming must regulate their gaming habits to prevent it from interfering with their academic responsibilities. When students fail to control their gaming time, it may reduce the time they devote to studying, completing assignments, and preparing for examinations, which can negatively affect academic performance. Conversely, students who practice strong self-regulation skills can balance gaming and academic tasks effectively.

Research also indicates that problematic gaming behavior is often associated with low self-regulation, which may lead to decreased academic productivity and poor study habits.

## **METHODOLOGY**

### **Research Design**

The research design used in the study is Descriptive Quantitative Research Design.

A descriptive quantitative research design is used to describe and analyze the characteristics, opinions, or perceptions of a group using numerical data and statistical analysis. This design allows researchers to collect measurable data through structured instruments such as survey questionnaires and analyzes the results using statistical tools like mean and standard deviation.

In this study, the descriptive quantitative design was applied to determine the perception of Marketing Management students at the Monkayo College of Arts, Sciences and Technology (MONCAST) regarding the effects of online gaming on their academic performance. Data were gathered using a survey questionnaire with a five-point Likert scale, and the responses of the participants were analyzed using descriptive statistics, particularly the mean and standard deviation, to determine the general perception of the respondents. The use of this research design enabled the researchers to summarize and interpret students' perceptions based on numerical results obtained from the collected data.

This design is appropriate for the study because it focuses on describing the existing perceptions and experiences of students regarding online gaming and its possible influence on their academic performance without manipulating any variables.

### **Research Respondents**

The respondents of the study consist of Bachelor of Science in Business Administration (BSBA) students majoring in Marketing Management at the Monkayo College of Arts, Sciences and Technology (MONCAST). These students were selected as participants because they are part of the population being examined in the study regarding their perception of the effects of online gaming on their academic performance. The respondents are assumed to have exposure to online gaming and academic responsibilities, making them suitable participants for providing relevant data related to the research objectives. The responses gathered from these students served as the primary source of data in determining how online gaming influences their academic-related activities and performance.

### **Sampling Technique**

The study utilized a purposive sampling technique. Purposive sampling is a non-probability sampling method in which respondents are selected based on specific characteristics relevant to the research objectives. In this study, the researchers intentionally selected Marketing Management students who are enrolled at MONCAST because they are the target group capable of providing appropriate information regarding their experiences and perceptions of online gaming.

This sampling technique is appropriate for the study since it focuses on a specific group of students whose perceptions and experiences are directly related to the research topic. By selecting respondents who meet the criteria of the study, the researchers were able to obtain relevant and meaningful data necessary for analyzing the perceived effects of online gaming on students' academic performance.

### Research Instruments

The research instrument used in this study is a structured survey questionnaire designed to gather data on the perception of students regarding the effects of online gaming on their academic performance. The questionnaire served as the primary tool for collecting information from the respondents.

The instrument consists of statements related to the influence of online gaming on students' academic activities, such as study habits, time management, and learning engagement. Respondents were asked to indicate their level of agreement with each statement using a five-point Likert scale, where 5 – Strongly Agree, 4 – Agree, 3 – Fairly Agree, 2 – Disagree, and 1 – Strongly Disagree. This scale allowed the researchers to measure the perceptions of the respondents in a quantitative manner.

The collected responses were then analyzed using descriptive statistical tools, specifically the mean and standard deviation, in order to determine the overall perception of the students regarding the effects of online gaming on their academic performance. The use of a survey questionnaire is appropriate for this study because it allows researchers to efficiently collect data from a group of respondents and analyze their perceptions systematically.

The questionnaire ensured that the data gathered were organized, measurable, and suitable for statistical analysis, which helped the researchers interpret the students' perceptions regarding online gaming and its potential influence on academic performance.

Mean Interval Ranges	Descriptive Level	Interpretation
4.20-5.00	Very High	This means that the variable is observed at all times.
3.40-4.19	High	This means that the variable is observed most of the times.
2.60-3.39	Moderate	This means that the variable is observed occasionally.
1.80-2.59	Low	This means that the variable is observed in rare occasion.
1.00-1.79	Very Low	This means that the variable is not observed

### Data Collection Procedures

The data collection for this study followed a systematic process to ensure that accurate and reliable information was gathered from the respondents.

First, the researchers prepared a structured survey questionnaire designed to measure the perception of Marketing Management students regarding the effects of online gaming on their academic performance. The questionnaire was based on the indicators relevant to the objectives of the study and utilized a five-point Likert scale to measure the responses of the participants.

Second, the researchers sought permission from the appropriate school authorities of the Monkayo College of Arts, Sciences and Technology (MONCAST) to conduct the study and distribute the questionnaires to the selected respondents. After approval was granted, the researchers explained the purpose of the study to the participants and assured them that their responses would be treated with confidentiality and used only for academic purposes.

Third, the questionnaires were distributed to the selected Marketing Management students who served as the respondents of the study. The participants were given enough time to read and answer the questions carefully.

The researchers ensured that the respondents clearly understood the instructions before completing the questionnaire.

Finally, after all the questionnaires were collected, the researchers organized and tabulated the data for analysis. The responses were then analyzed using descriptive statistical tools such as mean and standard deviation to determine the overall perception of the respondents regarding the effects of online gaming on their academic performance. The analyzed data served as the basis for the interpretation of the results and the formulation of conclusions and recommendations of the study.

### Data Analysis

The data gathered from the respondents were analyzed using descriptive statistical methods in order to determine the perception of Marketing Management students regarding the effects of online gaming on their academic performance. After collecting the completed questionnaires, the responses were carefully checked, organized, and tabulated to ensure accuracy and completeness of the data.

To interpret the responses of the participants, the study used descriptive statistics, particularly the mean and standard deviation. The mean was used to determine the average response of the respondents for each indicator related to the effects of online gaming on academic performance. This helped identify the general level of agreement or perception of the students. Meanwhile, the standard deviation was used to measure the variability or consistency of the responses among the respondents.

The interpretation of the mean scores was based on the five-point Likert scale used in the questionnaire, where 5 represented Strongly Agree, 4 Agree, 3 Fairly Agree, 2 Disagree, and 1 Strongly Disagree. Through this statistical analysis, the researchers were able to determine the overall perception of the respondents regarding the influence of online gaming on their academic-related activities.

The computed results showed an overall mean score of 3.53 and a standard deviation of 0.60, indicating that the respondents generally agree that online gaming has noticeable effects on their academic performance and that their responses were relatively consistent.

## RESULTS AND DISCUSSION

This chapter presents the results and findings of the current study. The data analysis, based on the specified indicators, highlights the study's key outcomes. Furthermore, the implications of these results are reinforced by relevant literature and expert insights, strengthening the study's conclusions.

### Perception on the Effects of Online Gaming to their Academic Performance

The results shown in table 1 are based on the responses regarding the analysis of students' perception regarding the effects of online gaming on their academic performance yielded a mean score of 3.53 with a standard deviation of 0.60. Based on the given Likert scale (5 = Strongly Agree, 4 = Agree, 3 = Fairly Agree, 2 = Disagree, 1 = Strongly Disagree), the obtained mean indicates that respondents generally agree that online gaming has noticeable effects on their academic performance.

Table 1. Perception on the Effects of Online Gaming to their Academic Performance

		Mean	SD	Description
	<b>Items</b>			
<b>1</b>	Playing online games is one way to increase my computer literacy.	<b>3.56</b>	<b>1.00</b>	<b>High</b>
<b>2</b>	Playing online games can change my attitude through the character on the games.	<b>3.50</b>	<b>1.12</b>	<b>High</b>

3	Playing online games can destroy my sense of sight.	3.55	1.10	High
4	Playing online games help me become more creative and imaginative.	3.64	1.02	High
5	Playing online games can loss the appetite of eating.	3.56	1.24	High
6	Playing online games can enhance the accuracy/speed of my hands.	3.90	0.97	High
7	Playing online games can stimulate anger and violence due to games.	3.77	1.06	High
8	Playing online games can enhance my analytic thinking.	3.58	1.07	High
9	Playing online games can consume my time.	4.03	1.03	High
10	Playing online games makes me smarter.	3.09	1.07	Moderate
11	Playing online games is one way to develop my high level of thinking skills.	3.43	1.01	High
12	It develops my reading and math skills reading direction, quantitative analysis.	3.14	1.10	Moderate
13	It develops my inductive reasoning.	3.28	0.99	Moderate
14	It improved my ability to rapidly and accuracy recognizes visual information.	3.44	0.96	High
15	It can increase my self-confidence and self-esteem.	3.45	0.99	High
16	It gives a feeling of happiness and well-being.	3.88	0.96	High
17	Video games make my vision become more sensitive to different shades of color.	3.40	1.04	High
18	Violent video games may act as a release of aggression and frustration.	3.49	1.03	High
19	Too much video game makes me socially isolated.	3.45	1.09	High
20	Playing online games can confuse reality and fantasy.	3.44	1.05	High
21	Video games will affect your physical appearance especially your postural, muscular and skeletal disorders.	3.57	1.12	High
22	Too much online games may adapt bad language.	3.90	1.11	High
23	Playing online games may exhibit impulsive and have attention problems.	3.61	1.04	High
24	Too much playing online games may decrease your performance in school.	3.75	1.12	High
25	Playing online games decline my verbal memory performance.	3.45	0.98	High
26	Playing online games significantly reduced amount of slow wave sleep.	3.78	1.03	High

27	Playing online games may lead to problems such as hyperactivity, ADD or ADHD.	3.37	1.11	High
28	Playing online games spent less time in working responsibility.	3.70	1.05	High
29	Playing online games can learn new strategies use full in my studies.	3.08	1.13	Moderate
30	Playing online games increase emotional disorder r symptoms.	3.41	1.13	High
	<b>Total</b>	<b>3.53</b>	<b>0.60</b>	<b>High</b>

The relatively moderate standard deviation ( $SD = 0.60$ ) suggests that students' responses were fairly consistent, indicating a similar perception among respondents regarding the impact of online gaming. This implies that most students share comparable views about how online gaming influences their academic-related activities.

Overall, the findings suggest that students acknowledge that online gaming plays a role in influencing their academic performance, though the effect is not perceived as extremely strong.

The results of the study indicate that students generally agree that online gaming affects their academic performance, as evidenced by the computed mean of 3.53. This finding suggests that respondents recognize that their gaming activities may influence their study habits, learning engagement, and academic productivity. Online gaming can demand significant time and attention, which may reduce the time available for academic tasks if students are unable to regulate their gaming behavior effectively. Previous studies have found that excessive engagement in online gaming can negatively influence academic performance because students may prioritize gaming over school-related responsibilities (Teng & Chu, 2023).

However, the moderate level of agreement reflected in the results suggests that students do not perceive online gaming as entirely harmful to their academic outcomes. Rather, students may recognize both the advantages and disadvantages associated with gaming. Recent research has highlighted that certain types of digital games can enhance cognitive abilities such as problem-solving, spatial reasoning, and critical thinking skills, which may indirectly support learning processes (Barr, 2023). This indicates that the academic impact of gaming may depend on how students manage their gaming habits and the types of games they engage in.

The relatively low standard deviation ( $SD = 0.60$ ) further indicates that students' perceptions are fairly consistent, suggesting that many respondents share similar views regarding the role of online gaming in their academic life. This consistency may reflect the widespread exposure of students to online games and digital entertainment in modern educational environments. As digital technologies continue to become integrated into students' daily routines, gaming has become a common leisure activity among adolescents and young adults (Sánchez-Mena & Martí-Parreño, 2023).

Overall, the results suggest that students are aware of the influence of online gaming on their academic performance. While gaming can potentially interfere with academic responsibilities if excessive, it may also offer cognitive, motivational, and social benefits when practiced responsibly. These findings highlight the importance of promoting balanced gaming habits and encouraging students to manage their time effectively in order to maintain positive academic outcomes.

## CONCLUSION AND RECOMMENDATIONS

This chapter presents the recommendation of the current study.

First, **students** should practice responsible gaming habits and develop effective time-management strategies to ensure that gaming activities do not interfere with academic responsibilities. Setting study schedules and limiting gaming time can help maintain a balance between recreation and academic tasks. Developing self-regulation skills has been found to help students maintain academic performance while engaging in digital entertainment activities (Teng & Chu, 2023).

Second, **school administrators and educators** should consider integrating awareness programs that educate students about responsible gaming and digital well-being. Schools may also encourage the use of gamified learning strategies, where elements of gaming are applied in educational settings to enhance motivation and engagement. Gamification in education has been shown to improve students’ participation and learning outcomes when implemented appropriately (Sánchez-Mena & Martí-Parreño, 2023).

Finally, **future researchers** are encouraged to further explore the relationship between online gaming and academic performance by examining additional variables such as gaming frequency, type of games played, and students’ self-regulation skills. Future studies may also use inferential statistical analyses or longitudinal designs to better understand the causal relationship between gaming behavior and academic outcomes (Barr, 2023).

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## SURVEY QUESTIONNAIRES

### Part A. EFFECTS OF ONLINE GAMING

Direction: Please indicate the extent to which you agree or disagree with the following statements based on your experiences by putting a check mark (✓) on the appropriate boxes below using the following scale.

5 – Strongly Agree 4 – Agree 3 – Moderate 2 – Strongly Disagree 1 – Disagree

Parameters	5	4	3	2	1
<b>EFFECTS OF ONLINE GAMING</b>					
1					
2					
3					
4					
5					
6					
7					
8					

9	Playing online games can consume my time.						
10	Playing online games makes me smarter.						
11	Playing online games is one way to develop my high level of thinking skills.						
12	It develops my reading and math skills reading direction, quantitative analysis.						
13	It develops my inductive reasoning.						
14	It improved my ability to rapidly and accuracy recognizes visual information.						
15	It can increase my self-confidence and self-esteem.						
16	It gives a feeling of happiness and well-being.						
17	Video games make my vision become more sensitive to different shades of color.						
18	Violent video games may act as a release of aggression and frustration.						
19	Too much video game makes me socially isolated.						
20	Playing online games can confuse reality and fantasy.						
21	Video games will affect your physical appearance especially your postural, muscular and skeletal disorders.						
22	Too much online games may adapt bad language.						
23	Playing online games may exhibit impulsive and have attention problems.						
24	Too much playing online games may decrease your performance in school.						
25	Playing online games decline my verbal memory performance.						
26	Playing online games significantly reduced amount of slow wave sleep.						
27	Playing online games may lead to problems such as hyperactivity, ADD or ADHD.						
28	Playing online games spent less time in working responsibility.						
29	Playing online games can learn new strategies use full in my studies.						
30	Playing online games increase emotional disorder r symptoms.						