



THE EFFECTS OF PERSONAL COMPUTER AND ON – LINE GAMES TO THE STUDY HABITS OF STUDENTS IN THE COLLEGE OF BUSINESS, ENTRPRENEURSHIP AND ACCOUNTANCY

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Abstract: *This study was conducted to find the perceived effects of personal computer and on-line games including its negative and positive effects to the study habits of the College of Business Entrepreneurship and Accountancy students. The data gathered were tabulated and analyzed using the frequency method. Descriptive method was used to come up with the good result of the study.*

Through surveying or distributing structured questionnaire, the researcher had come up to a result to the different questions contained in the questionnaire. The study had come up to a result to the demographic profile of the respondents. The findings found that most of the respondents are ages eighteen (18) and most of them are female.

The result of the study includes the economic profile of the respondents. The findings showed that; majority of the respondents' monthly family income is below P10000; majority of the respondents' fathers' educational attainment is college graduate; majority of the respondents' mothers' educational attainment is also college graduate; most of the fathers' occupation of the respondents is farming while the mothers' occupation of the respondents is housekeeping; majority of the respondents had a daily school allowance of P81-P100.

The last part of the study also includes questions about the effects of computer games. Majority of the respondents had indicated that they usually play their favorite computer games below one hour and mostly, their companions are their friends; they usually play their favorite games to computer shops; average of the respondents said that they play during weekends and their favorite computer game is DOTA; average of the respondents had said the negative effects of playing such games is spending much money while most of the respondents also said that the positive effect is gaining more skills in manipulating computers.

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I. INTRODUCTION

After the creation of computers in the world, there we see differences which we can say that our ways of life have become more worth living for. All of us can say that these inventions provide a great function that helps us a lot. It conceived something new and useful and did much more than raises our standard of living. All computers have four basic function in common which the input, processing, storage and outputs. As these computers were improvised, computer graphics, computer languages, computer programming as well as computer games were discovered. Computer games are played on personal computers, in which players can use a keyboard to type in commands, a mouse to move a cursor around the screen, or sometimes both.

As these computer games were created, more and more have warmly accepted it. It catches people's attention and taste. Different persons under their different fields of study have built more unusual computer games, and improved it. They make it even more realistic game experiences. These are for entertainment, challenge or educational purposes. They make it more attractive, and vary in design which includes vibrant color, sound, realistic movement and visual effects and even employ human actors. It has also different categories include strategy games, sports games, adventure and exploration games, card and board games, puzzle games, fast-action arcade games and flying simulations. These that employ game-play elements to teach reading, writing, and problem solving, and other basic skills combine fun with education are called *edutainment*.

The improvement of these computer games became rampant in the whole world. These became the popular pastime for both children and adults. More and more students have become so addicted to these computer games. They spend almost half of their time everyday on playing on these. Being addicted to these, we cannot deny that it gives different effects of it whether good or bad. It has also a great advantages and disadvantages which brought them to such circumstances.

II. METHODOLOGY

This chapter provides for the locale of the study, research instrument, data gathering procedures which were utilized in analyzing and interpreting the data.

A. LOCALE OF THE STUDY

The study was conducted in the Cagayan State University – Andrews Campus. The researcher purposely chose CBEA students as the respondents regarding the effects of



personal computer and on – line games to the study habits of the students. In terms of the personal profile of the CBEA students, frequency and percentage distribution was used.

B. RESPONDENTS AND SAMPLING METHOD

There were 200 respondents of the study. Moreover, the respondents were interviewed using a purposive sampling method or surveying / questionnaire.

C. RESEARCH INSTRUMENT AND DATA GATHERING PROCEDURE

The structured questionnaire was utilized as the main instrument in gathering the data and information needed for the study. It is composed of the following parts: Part I comprises the Demographic File, Part II is the Economic Profile, and Part III sought to answer the circumstances of the effects of computer games to the study habits of the students.

Also, the data gathered were analyzed using frequency. Descriptive method was used to come up with a good result of the study.

III. RESULTS AND DISCUSSIONS

Table 1. Frequency distribution according to the age of the respondents

AGE	FREQUENCY
16	20
17	25
18	60
19	40
20	33
21	22
Total	200

Table 1 shows the age of the respondents. Out of 200 respondents, 20 had an age of 16, 25 had an age of 17, 60 had an age 18, 40 had an age of 19, 33 had an age of 20 and 22 had an age of 21.

This implies that most of the respondents are eighteen (18) years old.

Table 2. Frequency distribution according to the sex of the respondents

SEX	FREQUENCY
Male	95
Female	105
Total	200



Table 2 shows the sex of the respondents. Out of 200 respondents, 95 are males and 105 are females.

This implies that the sex of the respondents is female.

Table 3. Frequency distribution according to monthly income of parents

MONTHLY INCOME	FREQUENCY
Below P10,000.00	100
P10,001.00-P20,000.00	85
P20,001.00-P30,000.00	12
P30,001.00-P40,000.00	1
P40,001.00 & above	1
No Answer	1
Total	200

Table 3 shows the majority income of the parents of the respondents. Out of 200 respondents, 100 had a monthly income of below P10,000.00, 85 had a monthly income of P10,001.00-P20,000.00, 12 had a monthly income of P20,001.00-P30,000.00, 1 had a monthly income of P30,001.00-P40,000.00 and 1 had a monthly income of P40,001.00 & above. One (1) of the respondents does not answer this question.

This implies that the average of the family income of the respondents is below P10, 000.00

Table 4.1. Frequency distribution according to the educational attainment of the fathers of the respondents

EDUCATIONAL ATTAINMENT	FREQUENCY
No formal schooling	10
Elementary level	10
Elementary Graduate	10
High School level	20
High School Graduate	25
College level	5
Vocational Course Graduate	20
College graduate	100
No Answer	0
Total	200



Table 4.1 shows the majority of the educational attainment of the fathers of the respondents. Out of the 200 respondents, 10 had no formal schooling, 10 had educational attainment of elementary level, 10 are elementary graduates, 20 had an educational attainment of High School level, 25 are high school graduates, 5 had an educational attainment of college level, 20 are vocational course graduates and 100 are college graduate.

This implies that the majority of the educational attainment of the fathers of the respondents is College graduates.

Table 4.2. Frequency distribution according to the educational attainment of the mothers of the respondents

EDUCATIONAL ATTAINMENT	FREQUENCY
No formal schooling	5
Elementary level	10
Elementary Graduate	10
High School level	5
High School Graduate	20
College level	25
Vocational Course Graduate	5
College graduate	120
No Answer	0
Total	200

Table 4.2 shows the majority of the educational attainment of the mothers of the respondents. Out of the 200 respondents, 5 had no formal schooling, 10 had educational attainment of elementary level, 10 are elementary graduates, 5 had an educational attainment of High School level, 20 are high school graduates, 25 had an educational attainment of college level, 5 are vocational course graduates and 120 are college graduate.

This implies that the majority of the educational attainment of the mothers of the respondents is College graduates.



Table 5.1. Frequency distribution according to the occupation of the fathers of the respondents

OCCUPATION	FREQUENCY
Teacher	10
Farmer	90
Policeman / Policewoman	5
Housekeeper	0
Store Owner / Keeper	0
Fisherman	10
Overseas Worker	10
Others	
a. Driver	10
b. Vendor	15
c. Operator	0
d. Government Employee	20
e. Self – employed	20
f. Businessman	5
None (Not employed)	5
Total	200

Table 5.1 shows the occupation of the fathers of the respondents. Out of 200 respondents, 10 are teachers, 90 are farmers, 5 are policemen, no housekeeper, there's no store keeper, 10 are fishermen, 10 are overseas workers, 10 are drivers, 10 are vendors, no operators, 20 are government employees, 20 are a self – employed, 5 are businessman, and 5 are not employed.

This implies that the majority of the occupation of the fathers of the respondents is farmer.

Table 5.2. Frequency distribution according to the occupation of the mothers of the respondents

OCCUPATION	FREQUENCY
Teacher	10
Farmer	5
Policeman / Policewoman	5
Housekeeper	70
Store Owner / Keeper	0
Fisherwoman	0
Overseas Worker	20



Others	
Cook	0
Government Employee	30
Health Worker	10
Midwife	5
Barangay Official	5
Businesswoman	10
None (Not employed)	30
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Total	200

Table 5.2 shows the occupation of the mothers of the respondents. Out of 200 respondents, 10 are teachers, 5 are farmers, there are 5 policewoman among them, 70 are housekeeper, no store owner, there's no fisherwoman, 20 is an overseas worker, there is no cook, 30 are government employee, 10 are health worker, 5 are a midwife, 5 are a barangay official, 10 are a businesswoman, and 30 are not employed.

This implies that the majority of the occupation of the mother of the respondents is housekeeper.

Table 6. Frequency distribution according to the daily school allowance of the respondents

DAILY SCHOOL ALLOWANCE	FREQUENCY
20-40	0
41-60	20
61-80	40
81-100	120
101 and above	20
None	0
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Total	200

Table 6 shows the daily school allowance of the respondents. Out of 200 respondents, none had a daily allowance of 20-40, 20 had a daily allowance of 41-60, 40 had a daily allowance of 61-80, 120 had a daily allowance of 81-100, 20 had a daily allowance of 101 and above.

This implies that the majority of the daily school allowance of the respondents is P81 - 100.



Table 7. Frequency distribution according to the hours spent by the respondents in playing their computer games

HOURS	FREQUENCY
Below 1 hour	100
1 hour – 2 hours	50
2 hours – 3 hours	30
3 hours and above	20
None	0
Total	200

Table 7 shows the hours spent by the respondents in playing their favorite computer games. Out of 200 respondents, 100 spent below 1 hour to play computer, 50 spent 1 hour – 2 hours, 30 spent 2 hours – 3 hours, 20 spent 3 hours & above.

This implies that most of the respondents spent below 1 hour to play their favorite computer games.

Table 8. Frequency distribution according to who are the companions of the respondents in playing their favorite computer games

COMPANIONS	FREQUENCY
Friends	100
Cousins	5
Classmates	40
Friends, cousins and classmates	10
Friends and cousins	20
Friends and classmates	25
None	0
Total	200

Table 8 shows who are the companions of the respondents in playing their favorite computer games. Out of 200 respondents, 100 answered that their friends are their companions, 5 answered that cousins are their companions, 10 answered that their friends are their companions, 20 answered that his friends and his cousins are his companions, and 25 had answered that their friends and their classmates are their companions.

This implies that mostly, the companions of the respondents in playing their favorite computer games are their friends.



Table 9. Frequency distribution according to where the respondents play their favorite computer games

WHERE DO THEY PLAY	FREQUENCY
Computer shops	110
Computer in house	50
Computer shops and computer in house	40
None	0
Total	200

Table 9 shows where the respondents play their favorite computer games. Out of 200 respondents, 110 go to the computer shops and 50 just play in their houses. 40 had answered both computer shops and computer in their houses. Three (3) respondents do not indicate their answer.

This implies that most of the respondents go to the computer shop to play their favorite computer games.

Table 10. Frequency distribution according to when the respondents play their favorite computer games

WHEN DO THEY PLAY	FREQUENCY
During class hours	5
After class hours	70
During weekends	100
After class hours and during weekends	25
None	0
Total	200

Table 10 shows when the respondents play their favorite computer games. Out of 200 respondents, only 5 play during class hours, 70 of them play after class hours, 100 of them play during weekends and 25 answered both after class hours and during weekends.

This implies that most of the respondents play their favorite games during weekends.



Table 11. Frequency distribution according to what particular computer games do the respondents play

COMPUTER GAMES	FREQUENCY
Counter Strike	20
Red Alert	5
Yuri	0
Dota	55
Vice City	0
Others	
Zuma	20
Farmville	0
Super Mario	0
Petville	0
Text twist	20
Ninja Saga	20
Dota and Vice City	0
Red Alert and Vice Cit	0
Red Alert and Dota	20
Counterstrike and Dota	40
None	0
Total	200

Note: One (1) of the respondents had answered others and specified three games which are Farmville, Zuma's revenge and Towner.

Table 11 shows the particular computer games being played by the respondents. Out of 200 respondents, 20 of them plays the Counter Strike, 5 play Red Alert, none of them play Yuri, 55 of them play Dota, none of them play Vice city. Other respondents specified other answers: 20 play Zuma, none of them play Farmville, nobody play Super Mario, nobody Petville, 20 of them play Text Twist, 20 play Ninja Saga, and 7 of them do not indicate their answer. . None of them pay and the combination of dota and vice city, red alert and vice city. 20 of them play both head alert and dota and 40 Of them play counter strike and dota. This implies that most of the respondents play the computer game called Dota.



Table 12. Frequency distribution according to the reason why the respondents play this computer games

REASONS	FREQUENCY
Form of relaxation after serious academic studies	80
It serves as their past time	100
Both (form of relaxation and serve a pastime)	15
None	5
Total	200

Table 12 shows the reasons why the respondents play these computer games. Out of 200 respondents, 80 said that this is a form of relaxation after serious academic studies, 100 said that it serves as their past time, and 15 said that it serves both as their form of relaxation and as their pastime. Five (5) of the respondents do not indicate their answer. This implies that the majority of the respondents said that computer games serves as their pastime.

Table 13.1. Frequency distribution according to the negative effect of this computer games to the study habits of the students

NEGATIVE EFFECTS	FREQUENCY
1) Lack of concentration while teacher is explaining the lesson	0
2) Spending much money	40
3) Changed home behaviors	0
4) Low grades	0
5) Laziness in accomplishing works	2
6) Cannot submit assignment, projects, etc.	7
7) Dizziness after playing	10
8) Addicted to computer games	30
9) None	2
10) All	3
11) Others	
2, 5, 8	2
2, 4, 5, 8	2
1, 5	1
2, 7	1
1, 2, 5	1
3, 4, 6	1



1, 2, 5, 8,	1
2, 3	2
1, 5, 7	1
2, 7, 8	1
1, 2, 3, 5, 7, 8	1
2, 5, 7, 8	1
1, 2, 4, 5, 8	2
2, 8	2
2, 5, 6, 8	1
1, 2, 8	1
2, 3, 5, 7, 8	1
2, 4, 5, 6, 7, 8	10
5, 6, 8	10
Total	200

Table 13.1 shows the negative effects of computer games to the study habits of the students. Out of 200 respondents, none of them answered lack of concentration while teacher is explaining the lesson, 40 answered spending much money, none of them answered change behaviors, none of them answered low grades, 2 answered laziness in accomplishing works, 7 answered cannot submit assignment, projects, etc, 10 answered dizziness after playing, 30 answered addicted to computer games, and 2 of them do not indicate their answer. 30 respondents had answered all the choices. Other respondents had specified many answers: 20 answered choices # 2, 5, 8; 20 answered choices # 2,4, 5, 8; 1 answered choices # 1, 5; 1 answered choices # 2, 7; 1 answered choices # 1, 2, 5; 1 answered choices # 3, 4, 6; 1 answered choices # 1, 2, 5, 8; 2 answered choices # 2, 3, 3; 1 answered choices # 1, 5, 7; 1 answered choices # 2, 7, 8; 1 answered choices # 1, 2, 3, 5, 7, 8; 1 answered choices # 2, 5, 7, 8; 2 answered choices # 1, 2,4, 5, 8; 2 answered choices # 2, 8; 1 answered choices # 2, 5, 6, 8; 1 answered choices # 1, 2, 8; 1 answered choices # 2, 3, 5, 7, 8; 10 answered choices # 2,4, 5, 6, 7, 8; 10 answered choices # 5, 6, 8.

This implies that the majority of the respondents said that the negative effect of playing these computer games is spending much money.



Table 13.2. Frequency distribution according to the positive effect of this computer games to the study habits of the students

POSITIVE EFFECTS	FREQUENCY
1) Gaining skills in manipulating computer	110
2) Avoids using illegal drugs	10
3) Avoids hanging around with barkadas until night time	40
4) Avoids involvement in troubles outside the houses	1
5) None	0
6) All	10
7) Others	
2, 4	13
2, 3	3
1, 2	2
1, 3	1
1, 2, 4	1
Total	200

Table 13.2 shows the positive effects of computer games to the study habits of the students. Out of 200 respondents, 110 said that they are gaining skills in manipulating computer, 10 said that they avoid using illegal drugs, 40 said that they avoid hanging around with barkadas until night time, 10 said that they avoid involvement in troubles outside the houses. 10 respondents had checked all the indicated choices.

Other respondents had specified many answers from the choices: 13 had answered choices # 2 and 4; 3 had answered choices # 2 and 3; 2 had answered choices # 1 and 2; 1 had answered choices # 1 and 3; 1 had answered choices # 1, 2, and 4;

This implies that the majority of the respondents said that the positive effect of playing this computer games is gaining skills in manipulating computer.

IV. SUMMARY OF FINDINGS

The study was conducted to determine the perceived effects of personal computer and on - line games to the study habits of the students of College of Business Entrepreneurship and Accountancy. Specifically, it sought to determine: (1) the profile of the respondents; (2) hours spent by the respondents in playing their favorite computer games; (3) companions of the respondents; (4) where the respondents play their favorite computer games; (5) when the respondents play their favorite games; (6) kinds of computer games; (7) reason



why the respondents play computer games; and (8) perceived effects of personal computer and on – line games to the study habits of students.

The data gathered were analyzed using frequency. Descriptive method was used to come up with a good result of the study.

Findings showed the following; most of the respondents are 18 years old, most of the respondents are females, average of the family income is below P10,000.00, majority of the educational attainment of their fathers are College graduates, average of the educational attainment of their mothers are College graduates, majority of the occupations of their fathers are farmers, most of the occupations of their mothers are housekeepers, most of the respondents had a daily school allowance is P81.00-P100.00, most of the respondents spent below 1 hour to play their favorite computer games, most of the respondents prefer to go to the computer shop, they play their favorite computer games during weekends, the respondents mostly play Dota, majority of the respondents said that computer games serve as their past time and most of the respondents said that the negative effect of playing personal computer and on – line games is that they spend much money to this computer games and the positive effect of it is they gain more skills in manipulating computer.

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