

**ABSTRACT**

**NAME OF INSTITUTION:** De La Salle University – Dasmariñas

**ADDRESS:** Dasmariñas Bagong Bayan Area-C, Dasmariñas, Cavite

**TITLE:** The Level of Aggression and Its Contributing Factors to the Academic Performance of Children Playing Interactive Video Games

**AUTHORS:** Arellano, Shane J.

Arevalo, Jemica B.

**FUNDING SOURCE:** Parents

**COST:** P 12, 000

**DATE STARTED:** July 2004

**DATE FINISHED:** February

2005

**STATEMENT OF THE PROBLEM:**

**A. GENERAL**

Is there a significant relationship between the level of aggression and academic performance of the respondents?

**B. SPECIFIC**

1. What is the level of aggression of the respondents as measured by the researcher-made test checklist?
2. What are the contributing factors on the level of aggression of the respondents?
3. What is the academic performance profile of the respondents?



4. Is there a significant relationship between the level of aggression of the respondents and the contributing factors of aggression when grouped according to:
- age,
  - gender,
  - frequency of playing video games,
  - type of video game played?

**SCOPE AND LIMITATION:**

In assessing the effects of game violence on its player, it is important that the limiting conditions are taken into account to determine its effects.

The respondents are 57 selected children within the 7 - 12 age bracket from Dasmariñas, Cavite and Taguig, Metro Manila. It has been proposed that all individuals, regardless of age, are be influenced when playing interactive videogames. The researchers are interested to study the effects of video game exposure to both male and female. Since the socialization of boys and girls is becoming more similar. The researchers chose respondents from both public and private schools coming vast social status since socio-economic status is not included in the research. The researchers chose both aggressive and non-aggressive video games since the researchers want to study the



effects of playing video games regardless of the type of video games played.

#### **METHODOLOGY:**

The researchers employed a descriptive-correlational design to obtain, explain, and correlate results. The researchers chose descriptive design to describe the characteristics of the respondents who are playing videogames regardless of the contributing factors such as age, gender, frequency of playing videogames and the type of video games played were determined. Another reason for using such design is to discover insights on the influences of playing interactive videogames and to precisely describe the data seen and observed. The researchers chose also correlational in order to collect two or more sets of data from selected subjects, to know the relationship existing between the variables, to clarify the degree of relationship existing between those variables, and to predict the outcome of the study. Also, the researchers want to prove if the respondents' level of aggression affects academic performance. Such results are obtained through the survey method to test the reliability of the study conducted.

#### **MAJOR FINDINGS / CONCLUSIONS:**

Through this research, it is ascertained that most of the respondents ranked in the low level of aggression category probably because they are exposed to such aggression models daily. Most of



## De La Salle University – Dasmariñas

the respondent's fall under 7-8 years old probably because they are still undergoing morality development. At these ages, they temporarily satisfy their arousal craving through playing interactive video games. The males are found out to be the most frequent players of interactive video games probably because they are less expressive than girls. They tend to find playing war games as an outlet, which make boys tend to spend more video games. The reason why most of the respondents ranked under the 2 hrs/week category is probably because they are school-aged children who are expected to spend most of their time at school and their parents are still guiding them in their studies. As to the respondents, they prefer to play something that is aggressive. Therefore, the more gore and violence that a video game contains, people would have interest on playing them the more. Majority of the respondents fall under the low academic performance probably because communication between parent and child is disrupted. Therefore, when parental monitoring is absent decrease in academic performance follows. Many of the respondent's ages is less than 11-12 years old and ranked in the low level of aggression. The younger the player, the more they become aggressive upon playing video games. Males tend to accumulate a higher level of aggression than females. Boys become more aggressive than girls. Both the short and long spans of playing interactive video games have equal effects



on its players. Therefore, the time span on playing interactive video games does not contribute to the increase of the respondent's aggression level. The more aggressive the video game, the more aggressive the players become. Although exposure to interactive video games is not the major factor of aggression, it somehow contributes and has an effect on the children's academic performance. Therefore, engaging into interactive video games could result to low academic performance.

**RECOMMENDATIONS:**

The following are the researchers' recommendations:

1. A game rental policy should be imposed by computer shop owners and facilitators must be made possible though knowing the content and procedures of the games, reading literatures about the video games products, and paying attention to video games rating systems before allowing children to play a specific video games.
2. Another game rental policy that must be imposed by, computer shop owners and facilitators is to focus on limiting the game. Time rentals for children.
3. It is suggested that parents provide ample time to observe their children while playing so they could understand the culture of video games.



## De La Salle University – Dasmariñas

4. It is also better for the parents to periodically play video games with their children so they can establish game playing guidelines as well as limit their children's game playing time.
5. Creating effective and interesting teaching strategies should be performed by teachers to encourage students to spend more time studying than playing video games.
6. Self-education for the individuals who are playing video games must be done so that they can distinguish video games violence from real-life violence.
7. Future researchers should conduct further studies regarding this issue with more respondents upon a longer period of time and even include adolescents and adults as representative of the study to allow larger opportunity for comparison.