



PHILIPPINE EMIRATES PRIVATE SCHOOL

SENIOR HIGH SCHOOL DEPARTMENT

**THE EFFECTS OF VIOLENT VIDEO GAMES ON THE GRADE 8 AND 9
STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**

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ABSTRACT

This study focuses on the effects of violent video games on the Grade 8 and 9 students of Philippine Emirates Private School. The researchers have observed numerous contentious discussions and debates regarding the topic. With that being said, the researchers decided to conduct a localized study to finalize their own conclusion

An online survey questionnaire was created by the researchers, divided into 5 sections for gathering data regarding details about the effects that violent video games supposedly have on a younger audience. With this, the researchers were able to gather a number of individual perceptions on the topic, which were used in finalizing a conclusion.

Based on the data collected, the study shows that violent video games have no detrimental long-term effect on the player, and that they actually possess the ability to improve upon aspects of the player itself. Majority of the students personally felt that real-life violence should not be attributed to in-game violent action. The students also agreed that contact with video games has improved upon them in some way.

It is recommended by the researchers to alter the present public opinion on violent video games, and more importantly, video games in general, especially in the context of the adolescent. Video games possess no inherent capability to harm the player, and can bring benefits that can only be replicated with strenuous work. Video games are beneficial to those who partake in it as recreation.

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The Researchers

DEDICATION

We, the researchers dedicate this thesis to the following who have served as our source of guidance, strength, and determination throughout the course of this study.

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Introduction

Video games have amassed a cult following around the world ever since their creation during the mid-70s. It has evolved from a simple pastime, into a multimillion-dollar industry with competitive sport and entertainment as its core features. There are even plans for E-sports to be incorporated into the Olympics. Additionally, video games have also served to connect different people together by incentivizing cooperation. In multiplayer video games such as Minecraft and Call of Duty, where teamwork is necessary in order to achieve victory, players must learn to cooperate with strangers online in order to reach a common goal, developing a very important trait.

Video games, however, have come under heavy criticism and scrutiny from many people. This is due to the surge of violence perpetrated by young adults, who are the prime demographic for video games. These people have correlated the playing of video games to an increase in violent tendencies, and so, take measures in order limit the impact of these “dangerous” games. Australia has even gone as far to ban the video game titled Mortal Kombat, due to its gore content. However, the researchers fully deny this assumption, and will use this research to confirm its validity.

Chapter 1

THE PROBLEM

Background of the Study

The topic in question of this research is the controversy surrounding the effects of violent video games on the youth. To date, a number of researchers have conducted studies that support the theory that violent video games provide benefits to their audience. However, there exists studies that also give basis to the notion that violent video games do not contribute to the players' wellbeing and in fact are detrimental to the overall health of the individual.

Statement of the Problem

Video games are ubiquitously known to encourage violence within players. They are the cause most often associated with violence among the youth. Consequently, video games are put under much needless scrutiny and blame for violent acts caused by young people. This mindset is further inflated by studies that support this claim. However, the researchers believe that video games do not cause these violent tendencies and are in fact caused by other factors completely separate from those games.

Research Objectives

The following items outline the objectives of the researchers:

- Understand the effects of video games on the adolescents
- Identify the main reason that adolescents play video games
- Clarify the role of video games in the context of violence
- Distinguish categories of games frequented by adolescents
- Discern the positive effects of video games on adolescents

Research Problem

The researchers wish to answer the questions posed thusly:

- What are the main reasons for playing video games?
- What are the effects of video games on adolescents?
- What is the role of video games towards violence?
- What categories of games do the adolescents play?
- What are the positive effects of video games on adolescents?

Research Hypothesis

The researchers hypothesize that video games fundamentally have detrimental long-term effects on the mental capacities of their audience, most notably adolescents, and that video games actually have no ability to improve their players.

Scope and Limitations of the Study

The research will cover the subject of violent video games, notably their usage, their effects on the players during intermittent play, and the manner in which adolescents respond to violence in video games.

However, the research will be limited to quantitative, survey questionnaires, and will not contain qualitative data. Additionally, the research will only apply to a number of adolescents from the Grade 9 of Philippine-Emirates Private School, aged 14-15, and may vary in different populations.

Significance of the Study

The research has the capacity to assist other researchers in learning about the effects of video games on the psyche of adolescents, as background for further research on the subject of video games. School administrators will be able to utilize this research to develop a

curriculum that incorporates video games into the educational process. The research can also be used by teachers as a way to teach students in the classroom. Students, on the other hand, can now justify video games for use as a way to relieve stress after work. Finally, parents are able to use the research to inform other parents about the nonexistence of detrimental effects in video games and benefits, such as socialization.

Definition of Terms

Video games- electronic programs designed for entertainment purposes, with multiple themes and genres that vary between audiences

Violence- any behavior intended to cause damage to someone or something

Adolescent- a person in the transitional period between child and adult; i.e. between the ages of 10 to 19

Adolescence- the period of an individual's life during which the transition from child to adult occurs

Entertainment- a category of activity that involves providing amusement or enjoyment to oneself or others

FPS- First Person Shooter; a genre of video game focused around weapon-based action in the first-person perspective

MOBA- Multiplayer Online Battle Arena; a subgenre of strategy video game, in which a player controls a single character in a team versus another team of players.

Chapter 2

REVIEW OF RELATED LITERATURE & STUDIES

Related Literature & Studies

Video games have always been intended to be a source for leisure and entertainment, providing a means to escape the rigors of daily life, and over time it has evolved into something that all members of society can enjoy, including children. Mature themes have also been a constant in video game culture, but they went largely unnoticed until recently. Now with the whole of video gaming becoming popular, video games have recently undergone much scrutiny due to increasing availability of video games with mature themes to children, who are known as being very impressionable and likely to mimic the things they witness on-screen. However, we believe that the facts do not match with the reputation that violent video games cause children to become violent. As stated by Kühn et al, (2017), it is a common concern that violent video games promote aggression, increase impulsivity and interfere with cognition as well as mood in its players. Previous experimental studies have focused on the short-term effects that comes with violent video gameplay, yet there are reasons to believe that these effects are mostly the result of priming.

The issues about violent video games relating to their effects on increased aggression, antisocial behavior, and cognition have led many people to believe that these games have long-term detrimental effects on the young, impressionable members of the new generation. However, research done by Kühn et al. (2017) showed that violent games have no significant lasting effects on the behavior of children, and that the base of these rumors are mostly from studies wherein the tests were conducted almost immediately after contact with such games. The effects that are outlined in these studies originate from short-term priming effects that, for the most part, vanish after a short amount of time. This study shows that violent video games are not the primary suspect when it comes to the development of violence within

children. Additionally, they also disproved the common misconception that video games increase the amount of depressivity and anxiety among gamers, and outlined potential benefits that come with playing some of these games. These benefits include improved hand-eye coordination, faster reaction times, and better task performance relating to executive functions. These benefits are further elaborated by Kutner and Olson (2008) as video games provide opportunities to express creativity, to experiment with roles in society that are different than theirs, to practice planning and anticipating consequences, to manage different emotions, and they also promote socialization and involvement in outside activity. These benefits coincide with the top reasons that a teenager would want to play video games.

Additionally, Olson (2008) also expressed a need for parents to be aware of the nature of the games their children play, and suggested ways to minimize the possibility of negative behavior and emotional problems that supposedly stems from the partaking of violent video games. She warned that although the content of mature games such as the Grand Theft Auto franchise is satirical in nature, children cannot pick up on this, and without proper guidance and monitoring, might begin to imitate their in-game actions. These include the development of familiarity with the content of such games, placement of consoles in common areas at home for ease of monitoring, mindfulness on the storage of such video games, and deciding on whether or not to cut out these games based on the child's manner of play.

Another example would come from a report made by Fein et al. (2004) as part of the Safe School Initiative of the United States Secret Service and Department of Education. Their research had discovered that a quarter of all researched school shooters had shown a degree of interest in violent books and movies prior to perpetrating their acts of violence, whilst the number who showed this interest in violent video games was only half that number. Indeed, perhaps the lead cause of violence in adolescent children are the more widely available media such as books and movies that contain violence.

In actuality, video games might be able to prevent violent crimes. Markey et. al (2014) conducted research on the frequency of violent crimes such as homicides and aggravated assaults and found that these were lowest during releases of video games such as Call of Duty and Grand Theft Auto. Conversely, violent movies are found to induce violent crimes relative to nonviolent movies, as stated in a study by Dahl (2009).

Uhlman and Swanson (2003) posed two questions. Firstly, “Could exposure to violent media temporarily change the extent to which aggression is associated with the self?”, and secondly, “Does the extent of a person’s indulgence in violent video games predict their self-concept, with regard to aggression?”. Their conclusion was that due to the interactive nature, and the player’s assumption of a violent role, that violent video games may be more likely than other violent forms of media to lead to the development of aggressive behaviors, attitudes, and self-views. Anderson et al. (2007) stated that video games did play a role in the development of aggression among high school students. However, the contribution of video games towards these aggressive tendencies was dwarfed by other, more relevant factors in the life of a high school student, such as environment, circles of friends, and academic performances. These factors played a larger and more significant role in the development of violent behavior in these students. Even a recent study by Przbylski and Weinstein (2019) showed that playing video games did not cause any changes in anti-social or aggressive behavior. They noted that violent outbursts did occur occasionally during the analysis, but these were found to be a result of behavior during competitive play.

Furthermore, Anderson et al. (2007) also posited that violent forms of entertainment serve as form of cathartic treatment, where we channel our violence in such a way that does not directly inflict any damage to our surroundings, or “venting”. According to Sigmund Freud, watching violent scenes, or partaking in displays of anger allows us to vent our accumulated emotional energy, leaving us calmed. This hypothesis has been a popular justification in allowing people to engage in violent acts, physical and digital alike.

The media have been on their toes for years, and with every new tragedy involving a young adolescent comes another wave of articles about the dangers of violent video games. The problem is that their fear is not supported by the evidence. In fact, unlike the video game-trained murderers depicted in the press, Markey (2017) found that school shooters are actually less likely to be interested in violent games than their peers. He also concluded that in reality, most well-raised children and teenagers play violent video games, all without ever exhibiting violent behavior in real life.

To date, there have been little to no significant public policy debate concerning the most effective way to reduce exposure of children and youth to media violence. As the medical, public health, and psychological scientific communities have repeatedly stated in recent years, the scientific debate about whether there are harmful effects of media violence is over, that it is time for modern society to move on to the more difficult public policy questions concerning whether modern societies should take action to reduce the high rates of exposure of children and youth to media violence, and if so, what public policies would be likely to be the most effective Anderson et al, (2007).

The myriad studies tackled in this review have only served to muddy the waters of the discussion about violent video games and its effect on children. Many conflicting methods and opinions have clashed many times on each side of the debate, and there is no clear consensus on the matter. The researchers hope that their study shall serve to clarify and finalize a conclusive decision on the topic.

Theoretical Framework

Throughout the years, video games have amassed a sizeable cult following ever since their inception during the early 70s. Consequently, this has caused an increase in concern about the effects that these games may have on the people who play them. This has turned

into a call for scientific study about the existence of possibly detrimental effects on their audience.

Many studies were quick to warn about the dangers of video games, citing the risk of allowing the youth to take on violent roles and jeopardizing their mental stability. However, findings from a study conducted by Kühn et al. (2017) showed that playing violent games showed no significant lasting effects, and that any indication of violent or otherwise unsavory behavior mostly disappeared after a short amount of time.

The National Center for Health Research has stated in an article by Goldbeck et al. (2018) that very few studies have looked at the possibility of later delinquency, criminal behavior, or later violence, but noted the difficulty in conducting such studies. They also acknowledge the sensibility of the notion that violent video games would increase the degree of aggressive behavior but have said that no clear evidence supports that assumption.

The highly politicized issue that this topic had evolved into had inspired Ferguson (2007) to conduct a meta-analytic review, with the objective of examining the impact of violent video games towards aggressive behavior and visuospatial cognition. His article, once it had been corrected for publication bias, resulted in a conclusion that did not support the notion that violent video games lead to an increase in aggression, but did provide associative data towards development of visuospatial cognition.

A common scapegoat used to argue for the existence of negative effects of playing video games is the misconception that numerous designated school shooters in the United States were found to have frequented video games prior to the perpetration of their crimes. However, findings by Fein et al. (2004) disproved this assumption, stating that a less than significant amount of researched school shooters showed an interest in video games.

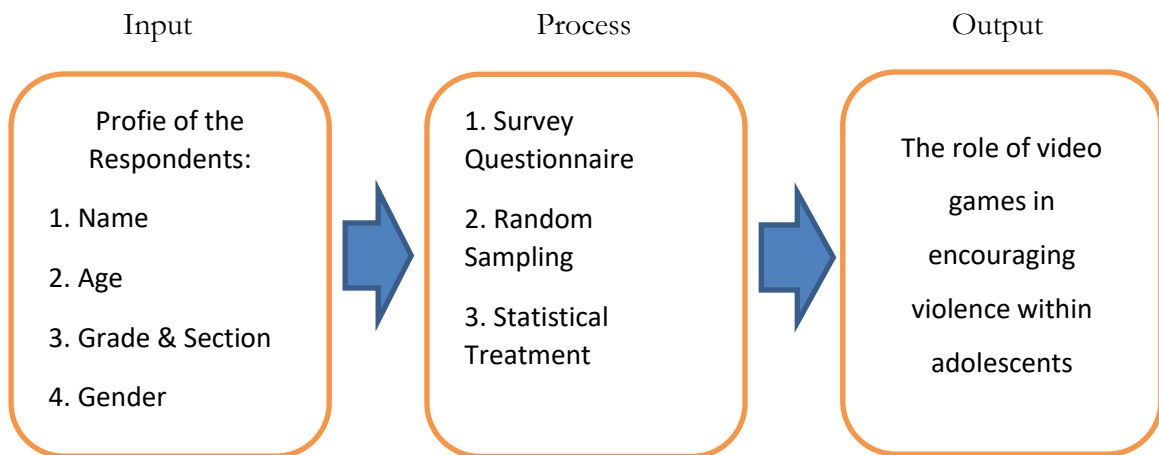
In a more recent study, Przybylski's (2019) research on the link between aggression and violent video games, which was hailed as one of the most comprehensive studies on the subject to date, concluded that there exists no such connection between the

two, and that “the idea that violent video games drive real-world aggression is a popular one, but it hasn’t been tested well over time. Despite interest in the topic by parents and policy-makers, the research has not demonstrated that there is cause for concern.”

Overall, many theories support the premise that video games do not cause any violent tendencies within adolescents, including the ones aforementioned.

Conceptual Framework

The researchers’s goal is to know whether video games play a role in encouraging violence within the minds of adolescents. The process on how they will achieve this will be shown using the input-process-output (IPO) model.



The input requires the information of the respondents such as their name, age, grade & section, and their gender. The researchers will use a survey questionnaire in order to acquire the raw data and after subjugating them to statistical treatment serve as the basis of their research.

Chapter 3

RESEARCH METHODOLOGY

In this chapter, the researchers will present the research design, respondents, research instruments, number of respondents, data gathering procedure, sampling technique, and statistical treatment used in the study.

Research Design

The researchers will be using numerical data to base their results on thus, they will be using a quantitative method of research. This kind of research design requires the administering of a survey questionnaire in order to gather the necessary data and is the best method in order to determine the effects of violent video games on the grade eight (8) and nine (9) students of Philippine Emirates Private School.

Respondents

The randomly selected students of the grade eight (8) and nine (9) students of Philippine Emirates Private School will serve as the respondents of this study.

Research Instruments

The study will be using a survey questionnaire in order to gather the necessary numerical data and shall be administered through Google Forms as its medium. The questions themselves are categorized based on the objectives and problems the study is trying to solve.

Data Gathering Procedure

The researchers utilized a random sampling technique in order to randomly draw names from the combined total of 96 students of both grade eight (8) and nine (9). 67 out of 96 students in both levels account for 70% of the total population and are able to suffice the required amount of respondents.

The 70% of the total grade eight (8) and nine (9) student body is acquired through the use of the formula:

$$N = s \times p$$

Where:

N = 70% of the student body of grade 8 and 9.

s = total number of students in grade 8 and 9

p = percentage (70% or .70)

Statistical Treatment of Data

The data acquired from the survey questionnaire were calculated, processed, and interpreted in using the following formula:

1. Percentage

The percentage was used to calculate and interpret the frequency of a particular Response in a question

$$P = a/t \times 100$$

Where:

P = Percentage of the chosen response among responses

a = Total number of answers among respondents

t = total number of respondents

2. Pearson Correlation Coefficient

Pearson's formula is used in order to find a connection with violent video games and encouraging adolescents to commit violent acts in real life.

$$R = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where:

N = number of pairs of scores

$\sum xy$ = sum of the products of paired scores

$\sum x$ = sum of x scores

$\sum y$ = sum of y scores

$\sum x^2$ = sum of squared x scores

$\sum y^2$ = sum of y squared y scores

Chapter 4

PRESENTATION & ANALYSIS OF DATA AND INTERPRETATION OF FINDINGS

In this chapter, the data acquired from the respondents through the use of survey questionnaire will be accumulated into tables and then be subjected to interpretation by the researchers in order to make proper sense of the data.

Presentation & Analysis of Data

From tables 1-5, the demographic profile of the respondents will be shown and interpreted in order to find the best and suitable recommendations of the study.

Table 1 Age of the Respondents

Age	Distribution of Responses	
	Frequency	Percentage
13	7	10.4 %
14	34	50.7 %
15	24	35.8 %

16	2	3 %
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This table identifies the age group of the respondents. The respondents of the research are composed of adolescents aged between 13-16, with a frequency of sixty-five (65) respondents, or ninety-seven percent (97) of the total sample size being aged between 13-15. This indicates that the vast majority of responses come from respondents within this age group and rules in the possibility that the responses were based on knowledge and experience

Table 2 Gender of the Respondents

Gender	Distribution of Responses	
	Frequency	Percentage
Male	44	65.7 %
Female	23	34.3 %

From the above table, it is evident that our respondent population is dominated by male respondents. Forty-four (44) out of the sixty-seven (67) responses were sent by male students, making up sixty-six percent (66%) of the total population, whereas only twenty-three (23) responses were sent by female students, making up only thirty-four percent (34%) of the population.

Table 3 Grade & Section of the Respondents

Grade and Section	Distribution of Responses			
	Frequency	Percentage	Total number of Respondents per grade level	Percentage
8- Compassion	19	28.4 %	38	56.8 %
8-Prudence	19	28.4 %		
9-Purity	10	14.9 %	29	43.3 %
9-Simplicity	19	28.4 %		

Table 3 shows the respective grade level and section of each respondent. The respondents in question were selected randomly from the collective four (4) sections of Grades Eight (8) and Nine (9) of the Philippine-Emirates Private School, each grade level having two (2) sections respectively. Thirty—eight (38) Grade Eight (8) students account for fifty-seven percent (57%) of the total population, while twenty-nine (29) Grade Nine (9) students account for forty-three percent (43%) of the respondents' population.

Table 4 Device used to Play Video Games on.

I play video games on my:		
Choices	Frequency	Percentage
Xbox One	0	0 %
Nintendo	0	0 %
Gaming PC	13	19.4 %
Playstation	11	16.4 %
Smart Phone	43	64.2 %

This table identifies the type of device that the respondents use to play video games. Forty-three (43) of the sixty-seven (67) respondents, or sixty-four percent (64%) answered smartphone. Other devices had significantly less responses, such as Gaming PCs being used by only thirteen (13) respondents, or nineteen percent of the population (19%), and Playstations, having only eleven (11) responses) or seventeen percent (17%) of the population. None of the respondents answered using XBOX One or Nintendo. The data

shown indicates that the majority of the respondents utilize smartphones to engage in video games, with some outliers using other platforms such as PC and consoles.

Table 5 Time Spent Daily Playing Video Games

I spend _____ a day playing video games:		
Choices	Frequency	Percentage
Less than 1 hour	14	20.9 %
1-2 hours	15	22.4 %
2-3 hours	15	22.4 %
3-4 hours	14	20.9 %
More than 5 hours	9	13.4 %

The above table shows the amount of time the respondents dedicate to playing video games every day. Fourteen (14) respondents or twenty-one percent (21%) spend less than one (1) hour playing video games. Fifteen (15) respondents or twenty-two percent (22%)

spend one (1) to two (2) hours playing video games. Fifteen (15) respondents or twenty-two percent (22%) spend two (2) to three (3) hours playing video games. Fourteen (14) respondents or twenty-one percent (21%) spend three (3) to four (4) hours playing video games. Nine (9) respondents or thirteen percent (13%) spend more than 5 hours playing video games. This indicates that the time spent by each respondent playing video games vary from person to person and are distributed quite normally.

Table 6 Anger as a Result of Violent Video Games

I feel angry after playing violent video games.		
Choices	Frequency	Percentage
Always	2	3 %
Very Frequently	2	3 %
Occasionally	16	23.9 %
Rarely	13	19.4 %
Very Rarely	16	23.9 %
Never	18	26.9 %

Findings indicate that respondents seldom find themselves feeling angry after playing video games. Eighteen (18) respondents, equivalent to twenty-seven percent (27%) of the population, answer that they never feel angry after playing video games. Sixteen (16)

respondents, equivalent to twenty-four percent (24%) of the population, report that they very rarely feel angry after playing video games. Thirteen (13) respondents, equivalent to nineteen percent (19%) of the population, report that they rarely feel angry after playing video games. Twenty-four (24) respondents, equivalent to twenty-four percent (24%) of the population, report that they occasionally feel angry after playing video games. Only two (2) respondents report that they very frequently become angry after playing video games, equivalent to three percent (3%) of the population. The statistic is the same for those who have never felt angry after playing video games. This indicates that any emotions felt during gameplay are lost by most of the respondents once a gaming session is over. Ninety—four percent (94%) of the respondents understand that video games are disconnected from reality and leave behind any emotions when not playing games.

Table 7 Aggressive Behavior Observed from Peers as a Result of Violent Video Games

I notice that my friends act aggressively after play violent video games.		
Choices	Frequency	Percentage
Always	8	11.9 %
Very Frequently	9	13.4 %
Occasionally	28	41.8 %
Rarely	11	16.4 %
Very Rarely	6	9 %
Never	5	7.5 %

Based on the table shown above, the majority of respondents observe that their friends occasionally act aggressively after playing violent video games, with twenty—eight (28) out of sixty-seven (67) total responses agreeing with the statement, equivalent to forty-

one percent (41%) of the population. Eleven (11) respondents rarely notice their friends act aggressively, equivalent to seventeen percent (17%) of the population. Six (6) respondents very rarely notice their friends act aggressively, equivalent to nine percent (9%) of the population. Five (5) respondents never notice their friends act aggressively, equivalent to seven percent (7%) of the population. On the other hand, nine (9) respondents always notice their friends act aggressively, equivalent to fourteen percent (14%) of the population. Finally, eight (8) respondents always notice their friends act aggressively, equivalent to twelve percent (12%) of the population. The data indicates that the respondents' gaming partners only act aggressive after playing violent video games seldomly. Due to the frequency of high-intensity moments that occur in these games, the data presents an expected value of responses.

Table 8 Eyestrain as a Result of Playing Violent Video Games

I experience eyestrain everytime I play violent video games.		
Choices	Frequency	Percentage
Almost Always	5	7.5 %
To a Considerable Degree	5	7.5 %
Occasionally	12	17.9 %
Seldom	26	38.8 %
Never	19	28.4 %

Table 8 shows that twenty-six (26) respondents seldom experience eyestrain during gameplay, equivalent to thirty-nine percent (39%) of the population. Additionally, nineteen (19) respondents have never experienced eyestrain during gameplay, equivalent to twenty-eight percent (28%) of the population. A minority of the population, however, have occasionally experienced eyestrain, specifically twelve (12) respondents, equivalent to

eighteen percent (18%) of the population. Five (5) respondents have experienced it to a considerable degree, with the remaining (5) having reported always experiencing eyestrain during gameplay, both statistics being equal to about eight percent (8%).

Table 9 Respondent's Feeling Anxious When not Playing Violent Video Games

I feel anxious when I'm not playing violent video games.		
Choices	Frequency	Percentage
Strongly Agree	1	1.5 %
Agree	8	11.9 %
Slightly Agree	25	37.3 %
Slightly Disagree	7	10.4 %
Disagree	12	17.9 %
Strongly Disagree	14	20.9 %

The table shown indicates that twenty-five (25) respondents feel a slight degree of anxiety when not in contact with video games. The statistic is a significant portion of the population, however a sizeable minority also disagree with the statement. Fourteen (14) of

sixty-seven (67) respondents strongly disagree, not to mention the twelve (12) respondents who also disagreed. Overall, the data indicates that although a large percentage of respondents experience slight anxiety, an almost equal amount of respondents do not.

Table 10 Respondents' Priority on Video Games

I prioritize gaming over other obligations.		
Choices	Frequency	Percentage
Almost Always	1	1.5 %
To a Considerable Degree	7	10.4 %
Occasionally	14	20.9 %
Seldom	24	35.8 %
Never	21	31.3 %

The data in the above table show that twenty-four (24) respondents seldom prioritize playing video games over other obligations, equivalent to thirty-six percent (36%) of the

population. Twenty-one (21) respondents report that they never prioritize gaming over other obligations. These two answers make up the majority of all responses and indicate that most respondents do not place gaming on the same level of prioritization as real-life obligations. Other responses include occasionally, answered by fourteen (14) respondents, equivalent to twenty-one percent (21%), seven (7) respondents answered that they prioritize gaming over other obligations to a considerable degree, equivalent to ten percent (10%), and one (1) respondent reported that they almost always prioritize gaming over other obligations, equivalent to two percent (2%).

Table 11 Playing Video Games as a Source of Entertainment

I play video games for entertainment.		
Choices	Frequency	Percentage
Strongly Agree	34	50.7 %
Agree	28	41.8 %
Slightly Agree	3	4.5 %
Slightly Disagree	0	0 %
Disagree	0	0 %
Strongly Disagree	2	3 %

From the above table, it is evident that the majority of the respondents partake in video gaming for entertainment. Thirty-four (34) respondents strongly agreed with the statement, equivalent to fifty-one percent (51%) of the population. Only two (2) respondents

strongly disagreed with the statement. This correlates with video games' purpose as recreation.

Table 12 Playing Video Games as a way to Socialize with Peers

I play video games as it allows me to socialize with my friends.		
Choices	Frequency	Percentage
Strongly Agree	21	31.3 %
Agree	25	37.3 %
Slightly Agree	14	20.9 %
Slightly Disagree	1	1.5 %
Disagree	1	1.5 %
Strongly Disagree	5	7.5 %

Table 12 shows that a significant portion of the respondents play video games as a means to socialize with their friends. The answer chosen most signifies that the respondents agree that they play video games in order to socialize with their friends, with twenty-five (25) respondents saying so. On the other hand, at least five (5) respondents strongly disagree with the statement, indicating that they most likely do not partake in gaming for the social elements. This provides some basis to the premise that video games have auxiliary features other than entertainment.

Table 13 Playing Video Games in order to Relieve Stress

I play video games as it allows me to socialize with my friends.		
Choices	Frequency	Percentage
Strongly Agree	30	44.8 %
Agree	21	31.3 %
Slightly Agree	13	19.4 %
Slightly Disagree	1	1.5 %
Disagree	0	0 %
Strongly Disagree	2	3 %

Findings indicate that the majority of respondents partake in gaming as a form of stress release, with at least thirty (30) respondents strongly agreeing to the statement. Only a

few minorities had differing opinions, with at least two (2) respondents strongly disagreeing to the statement. This possibly indicates video games' effectiveness as a recreational activity.

Table 14 Playing Video Games for a Sense of Accomplishment

<p style="text-align: center;">I play video games for the sense of accomplishment it gives you once you complete it.</p>		
Choices	Frequency	Percentage
Strongly Agree	22	32.8 %
Agree	18	26.9 %
Slightly Agree	21	31.3 %
Slightly Disagree	0	0 %
Disagree	1	1.5 %
Strongly Disagree	5	7.5 %

Based on the above table, the majority of respondents partake in gaming for a sense of accomplishment that comes once a game is finished. At least twenty-two (22) respondents

strongly agreed with the statement, equivalent to thirty-three percent (33%) of the population. Conversely, only few voiced their disagreement with the statement, with five (5) respondents strongly disagreeing.

Table 15 Playing Video Games as a Form of Education

I play video games as it is another way for me to learn.		
Choices	Frequency	Percentage
Strongly Agree	17	25.4 %
Agree	24	35.8 %
Slightly Agree	21	31.3 %
Slightly Disagree	0	1.5 %
Disagree	0	0 %
Strongly Disagree	5	7.5 %

The data presented by the above table shows that the majority of respondents agree with the statement, with at least twenty-four (24) respondents agreeing. Only five (5) respondents expressed their strong disagreement. This indicates that the respondents have

noted a degree of learning experienced during gameplay and lends credibility to the possible usage of video games as an educational tool.

Table 16 Parent's Role in Monitoring The Games the Respondent Plays.

My parents monitor the games I play.		
Choices	Frequency	Percentage
Strongly Agree	7	10.4 %
Agree	16	23.9 %
Slightly Agree	14	20.9 %
Slightly Disagree	6	9 %
Disagree	12	17.9 %
Strongly Disagree	12	17.9 %

Table 16 shows that a significant portion of respondents' parents monitor and observe the kinds of video games they play. At least sixteen (16) respondents agreed with the statement, equivalent to twenty-three point nine (23.9%) of the total population. Conversely, a sizeable minority disagrees with the statement, indicating that their parents do not monitor the games that they play. Twelve (12) respondents disagreed with the statement, equivalent to seventeen point nine percent (17.9%) of the population.

Table 17 Playing Video Games for the Violence

I play video games for the violence.		
Choices	Frequency	Percentage
Strongly Agree	1	1.5 %
Agree	3	4.5 %
Slightly Agree	10	14.9 %
Slightly Disagree	13	19.4 %
Disagree	19	28.4 %
Strongly Disagree	21	31.3 %

From the above table, it is evident that the majority of respondents do not play video games for the violence. Twenty-one (21) respondents strongly disagreed with the statement, equivalent to thirty-one point three (31.3%) of the population. Conversely, only a slight

minority agreed to the statement, with three (3) respondents choosing to agree. This indicates that violence is not the primary reason that the respondents partake in video games.

Table 18 Translating Violent Video Game Actions into Real Life.

I would consider imitating my actions within violent video games in real life.		
Choices	Frequency	Percentage
Strongly Agree	0	0 %
Agree	4	6 %
Slightly Agree	6	9 %
Slightly Disagree	8	11.9 %
Disagree	19	28.4 %
Strongly Disagree	30	44.8 %

The data shown by the table above indicates that a significant portion of the respondents would not consider imitating in-game actions within the physical world. Out of sixty-seven (67) respondents, fifty-seven (57) respondents' answers fell within the disagreement range of data, with strong disagreement being the most-picked answer with thirty (30) respondents, equivalent to forty-four point eight percent (44.8%) of the total population. The least-picked answer would be "Agree" with only four (4) respondents choosing this response. Overall, the data implies that the majority of respondents understand the implications of imitating violent action in real life and so have decided against doing so.

Table 19 Influence of Video Games in Learning Violence.

I learned about violence through video games.		
Choices	Frequency	Percentage
Strongly Agree	4	6 %
Agree	4	6 %
Slightly Agree	5	7.5 %
Slightly Disagree	13	19.4 %
Disagree	17	25.4 %
Strongly Disagree	24	35.8 %

From the table, the data indicates that a significant portion of respondents did not agree with the statement. Twenty-four (24) of the sixty-seven (67) respondents strongly disagreed with the statement, equivalent to thirty-five point eight percent (35.8%) of the

population, while only thirteen (13) respondents expressed agreement. This shows that most respondents had learned about violence through means other than video games.

Table 20 Association of Video Games to Real Life Violence.

I feel that violence in video games should not be associated to real life violence.		
Choices	Frequency	Percentage
Strongly Agree	29	43.3 %
Agree	14	20.9 %
Slightly Agree	16	23.9 %
Slightly Disagree	6	9 %
Disagree	1	1.5 %
Strongly Disagree	1	1.5 %

Table 20 presents the opinions of the respondents on associating in-game violence with real-life violence. The majority of the respondents feel that virtual violence should not be associated with actual violence, with twenty-nine (29) respondents, making up forty-three point three percent (43.3%) of the population, strongly agreeing with the statement. Interestingly, eight (8) respondents have expressed some level of disagreement with the statement. These observations imply that most respondents recognize a level of disconnection between in-game violence and actual violence.

Table 21 Respondent's Preference in FPS Games

I play First-Person Shooter games, like Call of Duty.		
Choices	Frequency	Percentage
Always	12	17.9 %
Very Frequently	12	17.9 %
Occasionally	16	23.9 %
Rarely	11	16.4 %
Very Rarely	4	6 %
Never	12	17.9 %

This table shows the frequency that the respondents play First-Person Shooter games. The most-picked answer was “Occasionally”, with sixteen (16) respondents choosing this, equivalent to twenty-three point nine percent (23.9%). Overall, the findings denote that

most respondents play FPS games, which revolve around skills such as hand-eye coordination and reflexes, casually, but quite infrequently.

Table 22 Respondent's Preference in MOBA Games.

I play Multiplayer Online Battle Arena games, like DotA 2 and Mobile Legends.		
Choices	Frequency	Percentage
Always	26	38.8 %
Very Frequently	13	19.4 %
Occasionally	7	10.4 %
Rarely	4	6 %
Very Rarely	2	3 %
Never	15	22.4 %

This table shows the frequency that the respondents play Multiplayer Online Battle Arena games. With twenty-six (26) respondents having chosen “Always”, equivalent to thirty-eight point eight percent (38.8%) of the population. The data implies that MOBAs, which are based around teamwork, and critical thinking on a tactical level, are frequented by most respondents, however there exists a significant minority that do not partake in these.

Table 23 Respondent's Preference in Strategy Games.

I play Strategy games, like Starcraft 2.		
Choices	Frequency	Percentage
Always	7	10.4 %
Very Frequently	4	6 %
Occasionally	12	17.9 %
Rarely	9	13.4 %
Very Rarely	7	10.4 %
Never	28	41.8 %

Table 23 shows the frequency that the respondents play Strategy games. With twenty-eight (28) respondents having chosen “Never”, equivalent to forty-one point eight percent

(41.8%) of the population. The data implies that Strategy games, which are based around long-term planning, and strategic decision-making, are not preferred among the respondents.

Table 24 Respondent's Preference in Fighting games.

I play Fighting games, like Tekken.		
Choices	Frequency	Percentage
Always	15	22.4 %
Very Frequently	9	13.4 %
Occasionally	16	23.9 %
Rarely	12	17.9 %
Very Rarely	3	4.5 %
Never	12	17.9 %

This table shows the frequency that the respondents play Fighting games. With twenty-six (16) respondents having chosen “Occasionally”, equivalent to twenty-three point nine percent (23.9%) of the population. The data implies that Fighting games, which are based on pure skill, are infrequently played by most respondents, and are most likely played casually.

Table 25 Respondent's Preference in Battle Royale games.

<p style="text-align: center;">I play Battle Royale games, like Apex Legends and PlayerUnknown's Battlegrounds</p>		
Choices	Frequency	Percentage
Always	15	22.4 %
Very Frequently	13	19.4 %
Occasionally	13	19.4 %
Rarely	7	10.4 %
Very Rarely	5	7.5 %
Never	14	20.9 %

Table 25 shows the frequency that the respondents play Battle Royale. With fifteen (15) respondents having chosen "Always", equivalent to twenty-two point four percent

(22.4%) of the population. The data implies that Battle Royale games, which combine physical skill, planning and tactical awareness, are frequented by the respondents and most have played them to a degree.

Table 26 Influence of Video Games in the Respondent's Reaction Time.

I feel that my reaction time has increased because of video games.		
Choices	Frequency	Percentage
Strongly Agree	21	31.3 %
Agree	14	20.9 %
Slightly Agree	17	25.4 %
Slightly Disagree	5	7.5 %
Disagree	5	7.5 %
Strongly Disagree	5	7.5 %

The table shown above shows that a majority of respondents feel that their reaction time has improved due to video games, with twenty-one (21) respondents strongly agreeing, equivalent to thirty-one point three percent (31.3%) of the total population. The data

indicates that many of the respondents seem to have had their reflexes improve due to the repeated usage of such skills.

Table 27 Influence of Video Games in the Respondent's Critical Thinking.

Video games helped in improving my critical thinking skills.		
Choices	Frequency	Percentage
Strongly Agree	20	29.9 %
Agree	21	31.3 %
Slightly Agree	16	23.9 %
Slightly Disagree	2	3 %
Disagree	3	4.5 %
Strongly Disagree	5	7.5 %

This table shows that the majority of respondents feel that their critical thinking skills have improved due to video games. Twenty-one (21) respondents agreed to the statement, part of a total of fifty-seven (57) responses that fell within the spectrum of agreement. Conversely, only ten (10) respondents disagreed with the statement. The data implies that many of the respondents have noticed an improvement with their critical-thinking skills because of video games.

Table 28 Influence of Video Games in the Respondent's Social Skills.

Playing video games helped in improving my social skills.		
Choices	Frequency	Percentage
Strongly Agree	14	20.9 %
Agree	16	23.9 %
Slightly Agree	25	37.3 %
Slightly Disagree	6	9 %
Disagree	1	1.5 %
Strongly Disagree	5	7.5 %

Table 28 evinces that an improvement in social skills was noticed by a majority of respondents. Twenty-five (25) out of sixty-seven (67) respondents expressed agreement with

the statement, while only a total of twelve (12) respondents expressed the opposite. This indicates that video games can also assist people in improving social interaction.

Table 29 Influence of Video Games in the Respondent's Memory.

Playing video games helped in improving my memory.		
Choices	Frequency	Percentage
Strongly Agree	16	23.9 %
Agree	14	20.9 %
Slightly Agree	19	28.4 %
Slightly Disagree	10	14.9 %
Disagree	3	4.5 %
Strongly Disagree	5	7.5 %

The above table shows that the majority of respondents feel that video games have induced improvements in their memory. A total of forty-nine (49) out of sixty-seven (67) respondents expressed agreement with the statement. Overall, the data indicates that video games have the capacity to improve the memory of the respondents.

Table 30 Influence of Video Games in the Respondent's Hand-Eye Coordination.

Video games have influenced my hand-eye coordination positively.		
Choices	Frequency	Percentage
Strongly Agree	19	28.4 %
Agree	22	32.8 %
Slightly Agree	17	25.4 %
Slightly Disagree	3	4.5 %
Disagree	1	1.5 %
Strongly Disagree	5	7.5 %

Table 30 presents a majority agreement with the statement. A total of fifty-eight (58) respondents expressed agreement with the statement. This data implies that hand-eye coordination does possess a positive effect on the hand-eye coordination of the respondents.

Table 31 Correlating Violent Video Games in encouraging Adolescents to commit
Real Life Violence

To find out whether violent video has any correlation to encouraging violence within the adolescents the researchers will use the numerical data shown in Table 18 and Table 20. Wherein the value for “Strongly Disagree” is 1, the value for “Disagree” is 2, the value for “Slightly Disagree” is 3, the value for “Slightly Agree” is 4, the value for “Agree” is 5, and the value for “Strongly Agree” is 6. The values on whether the adolescent would consider committing real life violence due to violent video games will be represented on the X column, while the values on whether violent video games should not be associated towards real life violence will be represented on the Y column.

Respondent	X	Y	X*Y	X ²	Y ²
1	1	6	6	1	36
2	3	5	15	9	25
3	1	6	6	1	36
4	3	5	15	9	25
5	1	6	6	1	36
6	1	6	6	1	36
7	1	6	6	1	36
8	1	4	4	1	16
9	2	4	8	4	16
10	3	3	9	9	9
11	3	5	15	9	25
12	1	4	4	1	16
13	2	6	12	4	36

14	1	6	6	1	36
15	2	5	10	4	25
16	1	4	4	1	16
17	2	6	12	4	36
18	1	6	6	1	36
19	3	5	15	9	25
20	1	4	4	1	16
21	1	6	6	1	36
22	1	6	6	1	36
23	4	6	24	16	36
24	1	6	6	1	36
25	2	6	12	4	36
26	2	4	8	4	16
27	3	4	12	9	16
28	4	4	16	16	16
29	5	3	15	25	9
30	5	3	15	25	9
31	1	5	5	1	25
32	1	5	5	1	25
33	4	4	16	16	16
34	1	6	6	1	36
35	1	4	4	1	16
36	2	5	10	4	25
37	2	6	12	4	36
38	2	5	10	4	25

39	2	2	4	4	4
40	2	6	12	4	36
41	2	6	12	4	36
42	1	5	5	1	25
43	5	6	30	25	36
44	1	6	6	1	36
45	5	5	25	25	25
46	5	5	25	25	25
47	1	6	6	1	36
48	2	4	8	4	16
49	2	4	8	4	16
50	1	5	5	1	25
51	2	4	8	4	16
52	2	6	12	4	36
53	1	6	6	1	36
54	1	4	4	1	16
55	1	6	6	1	36
56	1	3	3	1	9
57	4	6	24	16	36
58	1	3	3	1	9
59	1	6	6	1	36
60	3	3	9	9	9
61	3	4	12	9	16
62	4	6	24	16	36
63	1	1	1	1	1

64	1	6	6	1	36
65	2	5	10	4	25
66	1	6	6	1	36
67	2	6	12	4	36
Total:	136	331	655	380	1729

$$R = \frac{67(655) - (136)(331)}{\sqrt{[(67)(380) - (18496)][(67)(1729) - (2989441)]}}$$

$$R = 0.0000000565168$$

$$R \sim 0$$

With this value the researchers can say that there is no correlataion between violent video games encouraging adolescents to commit violent acts.

Interpretation of Findings

Based on the results that were acquired from the data, the researchers have noticed no real signs that violent video games produce a sustained effect on the behavior of the students. Conversely, the researchers have discovered a perceived physical skill development trend from the data. This shows that violent video games have no persisting effects on any aspects of the behavior of the students, and that certain benefits are related to consistent video game activity.

*

Chapter 5

SUMMARY, CONCLUSIONS, & RECOMMENDATIONS

Summary

This thesis is conducted to determine the effects of violent video games on the Grade 8 and 9 students of Philippine-Emirates Private School. Video games are large part of contemporary pop-culture, and so they possess a large bearing in the daily lives of the adolescents. Thus this means that video games, especially violent ones, affect the adolescents in some way. Kühn et al. (2017) have mentioned that the effects of violent video games on the modern youth is common concern among parents and policymakers alike. The researchers aim to settle the discussion about the effects of violent video games. In this study, the information will be distributed across 5 chapters in order to finalize the researchers' conclusion.

Chapter 1 introduces the background of the study conducted, and the primary reasons why the researchers had chosen to conduct the study. The researchers also outline the main research objectives for this study. Chapter 1 also dictates the focus group for this study, that being the students of Grade 8 and 9 of the Philippine-Emirates Private School. The significance of the study, and the research goals are also stated in this chapter.

Chapter 2 displays the related literature and previous studies the researchers utilized in the study. This chapter gives a broad outline of the previous studies conducted by other researchers related to the topic, as well as a relation of their conclusions and findings to the research conducted by the researchers. These were used to improve their own conclusions and to further the study's thoroughness. The conceptual and theoretical framework in this

chapter provide information about the theories that the research is based on, as well as information about the process the researchers used to obtain data.

Chapter 3 details the methodology used in choosing respondents and obtaining data, as well as the formulas used in synthesizing interpretable data from the respondents. It also includes the statistical treatment of data and the procedures for gathering data.

Chapter 4 contains a summarized characterization of the respondents, containing age, gender, gaming platform preference, and members per section. More importantly, it also contains tables wherein the data is visualized, and interpretations of the data based on each question from the original survey questionnaire

Conclusions

Although the researchers have hypothesized that video games fundamentally have long-term detrimental effects, and have no ability to improve the Grade 8 and 9 students of Philippine-Emirates Private School, the data gathered shows otherwise.

1. The data given by the surveys shows that the majority of the respondents have no feeling of anger after a period of gaming.
2. Majority of the respondents have only rarely witnessed their friends act aggressively after a period of gaming.
3. The respondents also very rarely experience symptoms of eyestrain after a period of gaming.
4. Only a fractional minority of respondents reported feeling anxious when not in contact with video games.
5. Similarly, only a minority of respondents prioritize gaming over other obligations.

6. Data indicated that the majority of respondents did not cite violence as their main reason for playing video games.
7. The majority of respondents would not consider imitating their actions in real life.
8. The majority of respondents did not learn about violence through video games but learned it through other means.
9. The data indicates that the respondents feel strongly about not associating in-game violence to real life violence.
10. Finally, the majority of respondents feel that their overall physical skill has improved due to contact with video games. These include reaction time, social skills, memory, and hand-eye coordination.

Recommendations

1. Teachers and school administrators are recommended to not shy away from implementing video games as an educational tool within the classroom. Many video games have a number benefits to knowledge when correctly interpreted.
2. Teachers are recommended to reference video games in lessons, as many of today's youth have some knowledge with these and will find them relatable, thus engaging them in the class discussion.
3. Students should frequent games which have the potential to improve themselves, especially in areas where they are considered less than proficient.
4. Parents should encourage the usage of video games as a hobby and not advertise it as a deterrent towards learning.

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Appendices A. Letter of Request to Conduct the Study

May 2019

DIANE ANTONETTE M. PASCUAL

Adviser (11-Einstein)

Philippine Emirates Private School

Dear Ms. Pascual,

We the researchers, **Paul Anjelyno B. Bakshi** and **Mark Anthony B. Abejuro of Grade 11 Einstein**, are conducting a study entitled “**THE EFFECTS OF VIOLENT VIDEO GAMES ON THE GRADE 8 AND 9 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**” which will serve as a final requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

In this regard, we would like to request you to allow us to conduct our survey within the school campus, Philippine Emirates Private School. Our respective respondents for the survey will come from grade 8 and 9 students in the Junior High School Department.

We look forward for your approval on this matter

Thank you very much.

Respectfully yours,

Researchers:

PAUL ANJELYNO B. BAKSHI

MARK ANTHONY B. ABEJURO

Received by:

Diane Antonette M. Pascual

Adviser (11-Einstein)

Appendices A. Letter of Request to Conduct the Study

May 2019

ROSEMARIE T. NATIVIDAD, MAED

School Principal

Philippine Emirates Private School

Dear Mrs. Natividad,

We the researchers, **Paul Anjelyno B. Bakshi** and **Mark Anthony B. Abejuro of Grade 11 Einstein**, are conducting a study entitled “**THE EFFECTS OF VIOLENT VIDEO GAMES ON THE GRADE 8 AND 9 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**” which will serve as a final requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

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We look forward for your approval on this matter

Thank you very much.

Respectfully yours,

Researchers:

PAUL ANJELYNO B. BAKSHI

MARK ANTHONY B. ABEJURO

Received by:

Rosemarie T. Natividad, MAED

School Principal

Appendices A. Letter of Request to Conduct the Study

May 2019

JOHN MARCELO, MAED
Junior High School Department Head
Philippine Emirates Private School

Dear Mr. Marcelo,

We the researchers, **Paul Anjelyno B. Bakshi** and **Mark Anthony B. Abejuro of Grade 11 Einstein**, are conducting a study entitled “**THE EFFECTS OF VIOLENT VIDEO GAMES ON THE GRADE 8 AND 9 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**” which will serve as a final requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

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Thank you very much.

Respectfully yours,

Researchers:

PAUL ANJELYNO B. BAKSHI

MARK ANTHONY B. ABEJURO

Received by:

John Marcelo, MAED
Junior High School Department Head

Appendices A. Letter of Request to Conduct the Study

May 2019

JOSEPHINE DE GUIA, MAELT

Phase 4 Coordinator

Philippine Emirates Private School

Dear Mrs. De Guia,

We the researchers, **Paul Anjelyno B. Bakshi** and **Mark Anthony B. Abejuro of Grade 11 Einstein**, are conducting a study entitled “**THE EFFECTS OF VIOLENT VIDEO GAMES ON THE GRADE 8 AND 9 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**” which will serve as a final requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

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We look forward for your approval on this matter

Thank you very much.

Respectfully yours,

Researchers:

PAUL ANJELYNO B. BAKSHI

MARK ANTHONY B. ABEJURO

Received by:

Josephine De Guia, MAELT

Phase 4 Coordinator

Appendices A. Letter of Request to Conduct the Study

May 2019

GLEN V. VINLUAN
Computer Laboratory Facilitator
Philippine Emirates Private School

Dear Mr. Vinluan

We the researchers, **Paul Anjelyno B. Bakshi** and **Mark Anthony B. Abejuro of Grade 11 Einstein**, are conducting a study entitled “**THE EFFECTS OF VIOLENT VIDEO GAMES ON THE GRADE 8 AND 9 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**” which will serve as a final requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

In this regard, we would like to request you to allow us to conduct our survey within the school campus, Philippine Emirates Private School. Our respective respondents for the survey will come from grade 8 and 9 students in the Junior High School Department.

We look forward for your approval on this matter

Thank you very much.

Respectfully yours,

Researchers:

PAUL ANJELYNO B. BAKSHI

MARK ANTHONY B. ABEJURO

Received by:

Glen V. Vinluan
Computer Laboratory Facilitator

Appendices A. Letter of Request to Conduct the Study

May 2019

LALAIN G. RAGODON, MAED
School Vice Principal
Philippine Emirates Private School

Dear Mrs. Ragodon

We the researchers, **Paul Anjelyno B. Bakshi** and **Mark Anthony B. Abejuro of Grade 11 Einstein**, are conducting a study entitled “**THE EFFECTS OF VIOLENT VIDEO GAMES ON THE GRADE 8 AND 9 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**” which will serve as a final requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

In this regard, we would like to request you to allow us to conduct our survey within the school campus, Philippine Emirates Private School. Our respective respondents for the survey will come from grade 8 and 9 students in the Junior High School Department.

We look forward for your approval on this matter

Thank you very much.

Respectfully yours,

Researchers:

PAUL ANJELYNO B. BAKSHI

MARK ANTHONY B. ABEJURO

Received by:

Lalaine G. Ragodon, MAED
School Vice Principal

B. Letter of Request to Administer the Questionnaire

May 2019

DENNIS CANICON

Adviser (8-Compassion)

Philippine Emirates Private School

Dear Mr. Canicon,

We the researchers, **Paul Anjelyno B. Bakshi** and **Mark Anthony B. Abejuro of Grade 11 Einstein**, are conducting a study entitled “**THE EFFECTS OF VIOLENT VIDEO GAMES ON THE GRADE 8 AND 9 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**” which will serve as a final requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

In this regard, we would like to request you to allow us to conduct a survey as some of your students are the selected respondents for this study.

We look forward for your approval on this matter

Thank you very much.

Respectfully yours,

Researchers:

PAUL ANJELYNO B. BAKSHI

MARK ANTHONY B. ABEJURO

Received by:

Dennis Canicon

Adviser (8-Compassion)

B. Letter of Request to Administer the Questionnaire

May 2019

DANEST MARK B. ESCAMA
Adviser (8-Prudence)
Philippine Emirates Private School

Dear Mr. Escama,

We the researchers, **Paul Anjelyno B. Bakshi** and **Mark Anthony B. Abejuro of Grade 11 Einstein**, are conducting a study entitled “**THE EFFECTS OF VIOLENT VIDEO GAMES ON THE GRADE 8 AND 9 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**” which will serve as a final requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

In this regard, we would like to request you to allow us to conduct a survey as some of your students are the selected respondents for this study.

We look forward for your approval on this matter

Thank you very much.

Respectfully yours,

Researchers:

PAUL ANJELYNO B. BAKSHI

MARK ANTHONY B. ABEJURO

Received by:

Danest Mark B. Escama
Adviser (8-Prudence)

B. Letter of Request to Administer the Questionnaire

May 2019

LOUIE JAYSEL M. YAMBAO
Adviser (9-Simplicity)
Philippine Emirates Private School

Dear Mr. Yambao,

We the researchers, **Paul Anjelyno B. Bakshi** and **Mark Anthony B. Abejuro of Grade 11 Einstein**, are conducting a study entitled “**THE EFFECTS OF VIOLENT VIDEO GAMES ON THE GRADE 8 AND 9 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**” which will serve as a final requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

In this regard, we would like to request you to allow us to conduct a survey as some of your students are the selected respondents for this study.

We look forward for your approval on this matter

Thank you very much.

Respectfully yours,

Researchers:

PAUL ANJELYNO B. BAKSHI

MARK ANTHONY B. ABEJURO

Received by:

Louie Jaysel M. Yambao
Adviser (9-Simplicity)

B. Letter of Request to Administer the Questionnaire

May 2019

Mrs. Avelina Reyes
Adviser (9-Purity)
Philippine Emirates Private School

Dear Mrs. Reyes,

We the researchers, **Paul Anjelyno B. Bakshi** and **Mark Anthony B. Abejuro of Grade 11 Einstein**, are conducting a study entitled “**THE EFFECTS OF VIOLENT VIDEO GAMES ON THE GRADE 8 AND 9 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**” which will serve as a final requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

In this regard, we would like to request you to allow us to conduct a survey as some of your students are the selected respondents for this study.

We look forward for your approval on this matter

Thank you very much.

Respectfully yours,

Researchers:

PAUL ANJELYNO B. BAKSHI

MARK ANTHONY B. ABEJURO

Received by:

Avelina Reyes
Adviser (9-Purity)

C. Survey Questionnaire

1. Name:

2. Age:

3. Gender:

- Male
- Female

4. Grade and Section:

- 8 – Compassion
- 8 – Prudence
- 9 – Purity
- 9 – Simplicity

5. I play video games on my:

- Xbox One
- Playstation
- Smart Phone
- Gaming PC
- Nintendo

6. I spend _____ a day playing video games:

- Less than 1 hour
- 1-2 hours
- 2-3 hours
- 3-4 hours
- More than 5 hours

7. I feel angry after playing violent video games.

- Always
- Very Frequently
- Occasionally
- Rarely
- Very Rarely
- Never

8. I notice that my friends act aggressively after playing violent video games.

- Always
- Very Frequently
- Occasionally
- Rarely
- Very Rarely
- Never

9. I experience eyestrain everytime I play violent video games.

- Almost Always
- To a Considerable Degree
- Occasionally
- Seldom
- Never

10. I feel anxious when I'm not playing violent video games.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

11. I prioritize gaming over other obligations.

- Almost Always
- To a Considerable Degree
- Occasionally
- Seldom
- Never

12. I play video games for entertainment.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

13. I play video games as it allows me to socialise with my friends.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

14. I play video games as a way to release stress.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

15. I play video games for the sense of accomplishment it gives once you complete it.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

16. I play video games as it is another way for me to learn.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

17. My parents monitor the games I play.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

18. I play video games for the violence.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

19. I would consider imitating my actions within violent video games in real life.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

20. I learned about violence through video games.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

21. I feel that violence in video games should not be associated to real life violence.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

22. I play First-Person Shooter games, like Call of Duty.

- Always
- Very Frequently
- Occasionally
- Rarely
- Very Rarely
- Never

23. I play Multiplayer Online Battle Arena games, like DotA 2 and Mobile Legends.

- Always
- Very Frequently
- Occasionally
- Rarely
- Very Rarely
- Never

24. I play Strategy games, like Starcraft 2.

- Always
- Very Frequently
- Occasionally
- Rarely
- Very Rarely
- Never

25. I play Fighting games, like Tekken.

- Always
- Very Frequently
- Occasionally
- Rarely
- Very Rarely
- Never

26. I play Battle Royale games, like Apex Legends.

- Always
- Very Frequently
- Occasionally
- Rarely
- Very Rarely
- Never

27. I feel that my reaction time has increased because of video games.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

28. Video games helped in improving my critical thinking skills.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

29. Playing video games helped in improving my social skills.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

30. Playing video games helped in improving my memory.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

31. Video games have influenced my hand-eye coordination positively.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

CURRICULUM VITAE

Personal Information

Full Name: Paul Anjelyno Bautista Bakshi

Sex: Male

Blood Type: O+

Religion: Christian

Date of Birth: 06/03/2002

Place of Birth: Quezon City, Philippines

Nationality: Filipino

Civil Status: Single

Address: Airport Rd, Delma St, Behind Tandoori Corner, Villa 57, Door 3, Abu Dhabi, UAE

Email Address: Paul.bakshi@yahoo.com

Contact Number: +971 50 443 5987



Educational Background

2013-2019 Philippine Emirates Private School, Abu Dhabi, UAE

2006-2013 Indian Public School, Kuwait

Achievements

Honor Student (2017-2019)

Qualifier for the WSC Global Round in Beijing (2019)

Football Varsity (2014-2016)

Sepak Takraw Varsity (2016)

Personal Information

Full Name: Mark Anthony B. Abejuro

Sex: Male

Blood Type: AB+

Religion: Christian

Date of Birth: 11/03/2002

Place of Birth: Abu Dhabi

Nationality: Filipino

Civil Status: Single

Address: Hamdan St., Electra St., Castle Rock Restaurant Bldg., Floor 5, Room no. 502, Abu Dhabi, UAE

Email Address: goodboymacky@yahoo.com

Contact Number: +971 58 556 9420



Educational Background

2013-2019 Philippine Emirates Private School, Abu Dhabi, UAE

2006-2013 PISCO Private School, Abu Dhabi, UAE

Achievements

Honor Student (2006-2019)

KG Valedictorian (2007)

Qualifier for the WSC Global Round in Beijing (2019)

Qualifier for the WSC Global Round in Kuala Lumpur (2018)

MARRS Spelling Bee International Round Qualifier (2018)