



**IMPACT OF ONLINE GAMES ON STUDENTS' SOCIAL BEHAVIOR:
A GUIDE FOR AWARENESS OF ONLINE
GAMBLING ADDICTION**

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ABSTRACT

This research investigates the impact of online gaming and gambling on the social behavior of college students at STI College Balayan. As digital platforms increasingly shape student lifestyles, the study aims to raise awareness of how such activities influence social behavior— particularly in terms of communication, cooperation, and aggression. The goal is to create more research in this field and contribute to future interventions and promote healthier digital habits among students. The study considers key demographic factors: age, sex, academic program, and year level — to better understand variations in student’s social behavior. These demographic insights support accurate interpretation of engagement patterns and allow for more targeted recommendations. To deepen this understanding, the research examines how social behaviors are affected by students’ exposure to online gaming and gambling. Impact of Online Games on Students’ Social Behavior: A Guide for Awareness of Online Gambling Addiction vii A quantitative inferential and descriptive research design were used, with purposive sampling selecting 295 participants from a population of 1,267 first- and second-year students. Data was collected through a structured 15-item questionnaire using a

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four-point Likert scale (Often, Sometimes, Seldom, Never). This tool assessed the frequency and nature of behaviors linked to online gaming and gambling. Descriptive and inferential statistical methods were employed to analyze the data, identify behavioral patterns, and determine significant differences in responses. Frequency, Percentage, Mean, Likert Scale, Rank, T-test, and ANOVA were applied to examine variations in social behavior across different demographic groups. Results showed that students frequently exposed to online gaming and gambling demonstrated lower cooperation, increased aggression, and inconsistent communication skills. Importantly, the study emphasizes that targeted awareness programs can positively influence student behavior, highlighting the need for structured guidelines and educational module to reduce the negative social effects of online gaming and gambling. It serves as a foundation for awareness-building and behavioral support initiatives to enhance student well-being.

Keywords: *Online Games, Online Gambling, Behavior, Social Behavior, Aggression, Communication, Addiction*

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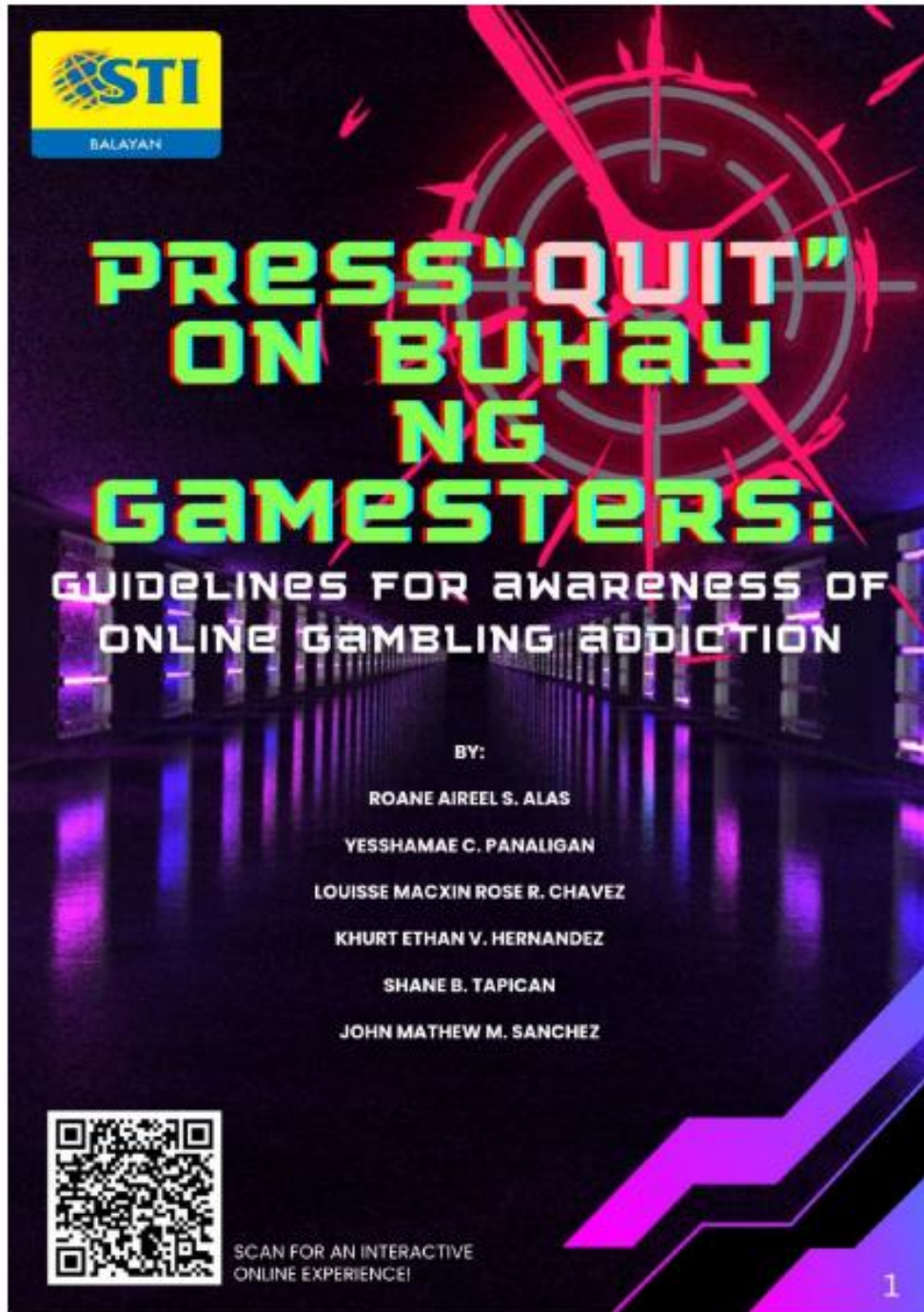
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OUTPUT



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OUTPUT DESCRIPTION

The “Press ‘Quit’ on Buhay ng Gamers: Guidelines for Awareness of Online Gambling Addiction” module aims to equip students with a full and deep understanding of online gambling addiction and its impact on students’ social behavior. It is both an information and prevention module that aims to make students aware of the risk of addiction, establish good gaming practice, and utilize help when needed. In addition to this, it includes a QR code on the front page, providing access to a digitalized version for tech-savvy individuals. This feature ensures that students can conveniently access the module online, allowing for a more interactive and accessible learning experience. The digital version may offer additional resources, multimedia content, and interactive elements to enhance understanding and engagement.

The module begins with an introduction, defining online gambling addiction and emphasizing why it’s a critical issue for students. It outlines objectives, learning outcomes, and key concepts related to gaming and gambling behavior. The next section delves into the causes and effects of addiction, explaining how online games incorporate gambling mechanics and identifying psychological and social factors that contribute to addictive behavior. It highlights the negative consequences, including financial struggles, academic decline, and social isolation.

Moving forward, the module helps students identify warning signs and risk factors, providing a self-assessment checklist and explaining The Big 3 — the way addiction affects

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communication, cooperation, and aggression. This section aims to improve self-awareness and encourage early intervention. The next part focuses on prevention strategies, teaching students responsible gaming habits such as setting gaming limits, avoiding excessive spending, and recognizing red flags. It also discusses the role of schools and communities in fostering responsible gaming environments. To involve students, an interactive quiz is incorporated that enables them to evaluate their own risk of developing a gambling addiction.

The module ends with the inclusion of legal regulations and support systems, with an explanation of legislation covering online gambling in the Philippines and the regulatory role of PAGCOR in managing gaming operations. It leaves students with access to support in case they need professional assistance and reinforces the importance of gambling awareness in sustaining a harmonious balance between gaming and normal life. Finally, this module provides learners with the knowledge, skills, and resources necessary to avoid addiction, make smart gaming decisions, and encourage online responsibility.

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