

COMMUNICATION APPREHENSION IN PLAYING ONLINE GAMES

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Abstract: Despite the growing popularity of online game playing, only a small number of surveys comparing the communication apprehension of players and its relationship to them as students was done. Therefore, an online questionnaire survey was used to examine online computer players' (n=105) communication apprehension and its relation to school. The survey examined basic demographic information and related indicators to know the rating scale for communication apprehension, performance task and school socialization. Results showed that online gamer's communication apprehension is high. Showing that most of the online gamers have difficulty in communicating with co-gamers while playing. On contrary, this high level of communication apprehension is not seen to be significant with online gamers' performance task and school socialization. It is proven that online gamers are not distracted by the anxiety in communication with others when it comes in making presentations. Results also showed that on general, whether low or high level of communication apprehension is attained, performance task and school socialization is not affected.

Keywords: Communication Apprehension, Online Game, Performance Task, School Socialization.

1. INTRODUCTION

Rationale

People live on an informative lifestyle where everything is updated. Internet became one of the necessities of human beings regardless of age or sex in today's society. The internet is a comprehensive technology that affords a wide range of functionalities for exploration, socialization, and achievement. In fact Dumrique and Castillo (2018), stated that online gaming is one of the widely used leisure activities by many people. They also added that playing online game enables the mind of the players to be more active. It is undeniably questionable that playing online games provide something that no one can give. Furthermore, the distinctive entertainment oriented features of such games provide various experiential values of user. (Koo, Lee & Chang, 2007, 37). With the introduction of tools enabling individual development and creation of content, these virtual worlds provide new and unusual ways of interaction to their users/members, (Koplancali & Bostan, n.d., 2). Virtual worlds and games open up possibilities for simultaneous learning on multiple levels, players may learn from contextual information embedded in the narrative of the game and rewards alternative strategies that often result to fast paced decision making appropriate usage of playing online game also leads in score problems that sometimes affects the users behavior. Mehroof & Griffiths (2010), suggest that certain personality traits such as aggressive traits may also be an impact of online gaming. (33)

The researchers felt the need to determine the impact of playing online game is correlation to students' behavior. Generally, the purpose of this study is to find out the implications of online gaming to the communication skills and behavior of the students. Thus this study needs to embark.

Statement of the Problem

This study intends to assess the level of communication apprehension in playing online games of online gamers.

Specifically, this study intends to answer the following question:

1. What is the level of students' communication apprehension? ;
2. What is the level of students who plays online games in terms of the following
 - 2.1 Performance tasks? ;
 - 2.2 School Socialization? ;
3. Is there a significant relationship between communication apprehension of students and their performance task and school socialization?

SIGNIFICANCE OF THE STUDY

This study titled "Communication Apprehension in playing online games" shall be helpful and shall benefit the following:

Teachers shall benefit this study because they will know and they will be aware of what method of teachings they will be use in order to approach the ways of how an online gamer students learns.

Parents will benefit the findings as they will be more conscious and aware of what parental guidance they will apply to their children and I enable to accommodate the behavior and attitude of their children. Parents too will have an additional way on how to discipline their child/children when it comes to too much allotment in playing.

Students of Jagobiao National High School (JNHS) will benefits also in this study for they will be the recipients on the findings and so that they will be aware that online games has a big impact on their difference school activities. Aside from that, they can also adjust to their lifestyle in accordance to the results or impact of playing online games can bring to them.

Research and Future Researchers would also benefit the said study which is "Communication Apprehension of Online Gamers" because I could serve as their basis to their future studies.

DEFINITION OF TERMS

To further understand this research study, some terms are operationally defined. These are the following terms:

Communication Apprehension is an anxiety or fear in communicating with co- online gamers while playing.

Online Game are gaming applications played on the Internet.

School Socializations is the process of communicating or relationship with other students inside or related to school.

Task Performance refers to any performance of the students in the academic area.

2. REVIEW RELATED LITERATURE

Internet as a source of information plays an important role in developing one's mind and life experiences by creating productive works in schools, office, and even at home. With the advancement of technology, there are online games developed through using Internet (Amichai-Hamburger, Wainapel, & Fox, 2002). The concept of a virtual world, which is sometimes used to describe the Internet, carries with the idea that the Internet is some kind of replacement for the real world. In connection, the increasing use of the Internet at work and home has gained increasing popularity of online games among people of all ages (Griffiths, Davies, and Chappell, 2003). Moreso, Internet has become an avenue to emotionally open Net-geners to express their feelings (Leung, 2004).

Online games are gaming applications played on the Internet. This have become one of the most addictive activities on the Internet (Wan and Chiou 2006). It was supported by a study that has found out that online game users have a tendency to spend more hours devoted to their game and find the social aspects of in-game world more pleasant and satisfying than what occurs in the real world (NG and Wiemer-Hastings, 2005). Historically, computer gaming has been dominated by

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adolescent males (Cole and Griffiths, 2007). Online games can be classified into three broad categories based on the academic fields. (1) The appealing features of virtual environments (2) the psychology of players; and (3) the cognitive and perceptual factors that influenced customers' attitude and behavior (Koo, 2008). Playing online games excessively have negative consequences for the players and this evidence suggest that excessive players have other underlying problems or have inadequate time management skills. On a behavioral level, Internet and gaming addicts appear to be constricted with regards to their impulse control, behavioral inhibition, executive functioning control like, attentional capabilities, and overall cognitive functioning. In turn, certain skills are developed and improved as a consequence of frequent engagement with the technology, such as the integration of perceptual information into the brain via the senses, and hand-eye coordination (Wood, 2008).

Playing computer games has a negative relationship with mental health of adolescent (Zamani 2009). Moreso, the customization of game avatars affects the physiological indicators of emotion during gameplay (Bailey, Wise & Bolls, 2009). Meanwhile, there is significant relationships between online gaming addiction and the traits of aggression, sensation seeking, trait anxiety, state anxiety, and neuroticism (Mehroof & Griffiths, 2010). Moreso, a study found out that students who play video games had significantly lower General Point Average (GPA) compared to those students who does not (Wright, 2011).

On the other hand, it appears that the excessive engagement with the technology results in a number of advantages for players and internet users, however if affects the fundamental cognitive functioning (Kuss & Griffiths, 2012). Meanwhile, a study also said that playing online game has been linked to addiction, as well as physiological consequences, such as seizure. They also added that excessive playing of online gaming may put a player at risk to develop gaming-related problems. (Kuss, Louws and Weird, 2012). Moreso, a study found that the money spent on games showed that the money spent on games showed that the adolescents differ in all sub-dimensions and the use of money is the indicator of addiction pattern (Cavus and Ayhan, 2014). Lastly, with regards to the role of communication apprehension, findings showed that a high level of communication does not predict the chances of one in joining online social networking sites. In the academic field, male players who spent more hours in playing video games are more likely to have dropped out friends from school, feel sleepy in school and the fewer classes they attend (Terry, Malik, Sinclair, Fines and Terry, 2014). In relation, communication apprehension was a significant indicator of classroom participation and was strongly correlated (Philips, Smith, Modaff, n.d).

As of the present time, Internet use are very much dependent on the purposes, contexts, and individual characteristics of users. In other words, who they are, with whom they use the media, and for what purposes collectively explain a sizeable portion of the consequences of use (Shen & Williams, 2010). A study found that online gaming have positive consequences. As stated, games are not only fun, they can be educational too. In digital games based learning, teachers make use of games that integrate education and video games. This method engage learner's and can be implemented in classrooms for all ages and subject. Digital games helps students to be active participants in 21st century technological society (Shahriarpour and Kafi, 2014).

Online game has become a way to create a new virtual environment called "game environment". This is the space for gamers to interact and collaborate with their real life friends and family members (Uz and Cagiltay, 2015). Meanwhile, a small positive correlation was found between videogame use and grades. Students who play videogames often time more likely to earn a higher grades (Concepcion, Nales-Torres, Rodriguez-Zubiaurre, 2016). Another study also determined that competitive games could significantly reduce situational anxieties (Wei, Kao, Lu & Liu, 2018). In other field, video online game based educational principles can help to structure instruction so that authentic instructional techniques are used for curricular development (Kooiman, Like and Wesolek). In a study, it was hypothesize that the link between hours in playing video games and poorer academic performance as measured by GPA scores was not supported (Khadra, Hackshaw and Mccollum, n.d). Multiplayer gaming exposed students to a virtual mission that requires leadership as well as team building skills. As a result, transactional and transformational behaviors were demonstrated (Kaplanali and Bostan, n.d).

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Internet is a basic technology in the development of information technology. It has become an important tool and required by the knowledge based society present the contemporary for information management, information search, communication and research learning (Shahibi and Rusli, 2017) and this can be a person's most efficient strategic tool for enabling himself to take charge and cope with the fast growing technology (Dumrique & Castillo, 2018).

Generally, in modern days, addiction to playing online games has become phenomenon of its' own in the lives of modern day society (Rahmawati, Mulyana, Karlinah, & Hadisiwi, 2018). Additionally, students who play on-line games obtain a grade ranging 89-90 and interpreted as good (Dumrique and Castillo, 2018).

3. RESEARCH METHODOLOGY

This section contains the research design, environments, respondents, instruments, data gathering and procedure and statistical treatment.

Design

The researchers conduct a descriptive quantitative design. A descriptive quantitative method is applied in order to know the level of student's communication apprehension in the study. It uses a survey questionnaire to gather all the data needed. The researchers believed that the survey questionnaire is applicable in gathering or collecting all the data needed in this research study.

Environment

The study will be conducted in the premises of Jagobiao National High School, specifically in the Senior High School Department. Jagobiao National High School which is located at North Road, Jagobiao Mandaue City has a three-storey building with six classroom that is located near the Security Bank Building that is currently occupied too by both Senior High School (Grade 12) and Junior High School students. The school is currently into the k to 12 curriculum program which offers strands such as Accountancy, Business and Management (ABM), Humanities and Social Sciences (HUMSS) and General Academic Strand (GAS).

Respondents

The study focuses on all the online gamers who are also enrolled in Jagobiao National High School. The researchers are only looks for a 105 active online gamers in the vicinity of Jagobiao National High School. The respondents were chosen because they are the only appropriate respondents to answer the specific research questions in the study.

Instruments

The researchers will use a rating scale as a research instrument in gathering the data an information from the respondents. The rating scale has two parts. The first part is all about the personal information from the respondents followed by the questions that will answer and be the basis for level for communication apprehension, performance task and school socialization. A rating scale is an aid to disciplined dialogue. It precisely defined format focuses the conversation between the respondents and the questionnaire will be used as a research instrument of this study.

Data Gathering and Procedure

The researchers shall ask a permission from the students to be the respondents of this research study.

During the survey, the questionnaire shall be given by the researchers personally to the respondents for the respondents to answer. The researchers shall supervise the respondents while answering. To answer their ready to answer concerns and classification of a certain question. The data will then be collected after the respondents are done answering the questionnaire. All the results will then be tabulated and analyzed.

Statistical Treatment

The researchers will use the weighted mean and chi-square in interpreting the data. The chi-square test will be used to determine if there's a significant relationship between students' performance in their communication in accordance to their Task Performance, School Socialization, Communication Apprehension in playing online games.

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings, analysis, discussion and interpretation of data gathered wherein the objective is to know the level of communication apprehension of students who are online gamers and its relation to their performance task and social interaction.

Table 1: Level of Student's Communication Apprehension

| | INDICATORS | Mean | Interpretation |
|----|---|-------------|----------------|
| | Due to communication apprehension caused by online gaming, | | |
| 1 | I dislike participating in group discussions. | 3.54 | High |
| 2 | Generally, I am comfortable while participating in group discussions. | 3.58 | High |
| 3 | I am tense and nervous while participating in group discussions. | 3.7 | Average |
| 4 | I like to get involved in group discussions. | 3.75 | High |
| 5 | Engaging in a group discussion with new people makes me tense and nervous. | 3.38 | Average |
| 6 | I am calm and relaxed while participating in group discussion. | 3.81 | High |
| 7 | Generally, I am nervous when I have to participate in a meeting. | 3.95 | High |
| 8 | Usually I am calm and relaxed while participating in a meeting. | 3.96 | High |
| 9 | I am very calm and relaxed when I am called upon to express an option at a meeting. | 3.41 | High |
| 10 | I am afraid to express myself at meetings. | 3.81 | High |
| 11 | Communicating at meetings usually makes me uncomfortable. | 3.64 | High |
| 12 | I am very relaxed when answering question at a meeting. | 3.9 | Average |
| 13 | While participating in a conversation with new acquaintance. I feel very nervous. | 4.21 | Very High |
| 14 | I have no fear of speaking up in conversation. | 4.2 | High |
| 15 | Ordinarily, I am very tense and nervous in conversation. | 4.12 | High |
| 16 | Ordinarily, I am very calm and relaxed in conversation. | 4.1 | High |
| 17 | While conversing with a new acquaintance, I feel very relaxed. | 3.97 | High |
| 18 | I'm afraid to speak up in conversation. | 4.16 | High |
| 19 | I have no fear of giving a speech. | 4.16 | High |
| 20 | Certain parts of my body feel very tense and rigid while giving a speech. | 3.97 | High |
| 21 | I feel relaxed while giving a speech. | 3.99 | High |
| 22 | My thoughts become confused and jumbled when I am giving a speech. | 4.27 | Very High |
| 23 | I face the prospect of giving a speech with confidence. | 3.92 | High |
| 24 | While giving a speech, I get so nervous with confidence. | 3.94 | High |
| | TOTAL | 4.06 | High |

Legend: Very high (4.21-5.00), High (3.41-4.20), Average (2.61-3.40), Low (1.81-2.60), Very Low (1.00-1.80)

The table above shows that the overall weighted mean is 4.06 which signify that the overall level of online gamers' communication apprehension is high. The statements "While participating in a conversation with new acquaintance, I feel very nervous" and "My thoughts become confused and jumbled when I am giving a speech" are indicators that have a weighted mean that of 4.21 and 4.27 respectively signifies a very high level of communication apprehension. On the other hand, supporting indicators that signifies that the high level of communication apprehension are "I'm afraid to speak up in conversation" and "I have no fear of giving a speech" which both have a weighted mean of 4.16. Meanwhile, the statement "Engaging in a group discussion with new people makes me tense and nervous" has the lowest weighted mean which is 3.38 proves that online gamers are not usually tensed and nervous when talking to a new group and is the least indicator why we can determine online gamers' communication apprehension.

Table 2: Performance Task

| | INDICATORS | Mean | Interpretation |
|---|--|-------------|----------------|
| 1 | I don't like to present my output in front of my classmate and teachers. | 4.3 | Very High |
| 2 | I don't like to be distracted by my classmates whenever I make my performance tasks. | 4 | High |
| 3 | I find it hard to understand how I will make my performance tasks/outputs. | 4 | High |
| 4 | I prefer doing my performance tasks alone than asking help from others. | 4.19 | High |
| 5 | I find it difficult to understand my teacher's instructions in making my outputs. | 4.14 | High |
| | TOTAL | 4.13 | High |

Legend: Very high (4.21-5.00), High (3.41-4.20), Average (2.61-3.40), Low (1.81-2.60), Very Low (1.00-1.80)

The table above shows the weighted mean of the communication apprehension of online gamers' in relation to their performance task. In the table above, the statement "I don't like to present my output in front of my classmate and teachers" has the highest weighted mean of 4.3 is interpreted is very high. This indicates that online gamers' usually have a hard time when it comes to presentation in a crowd. Meanwhile, the statements "I don't like to be distracted by my classmates whenever I make my performance tasks" and "I find it hard to understand how I will make my performance tasks/outputs" has the lowest weighted mean of 4 but is still interpreted as high. This implies that in line with the difficulty in presentation in a crowd, online gamers' too find a hard time in understanding how to work for an output but doesn't want to be disturbed while making it. The overall weighted mean for communication apprehension in relation to their performance task is 4.13 which is interpreted as high.

Table 3: School Socialization

| | INDICATORS | Mean | Interpretation |
|---|--|-------------|------------------|
| 1 | I became ashamed to approach my teacher in complying my school projects. | 4.5 | Very High |
| 2 | I don't like to socialize with my classmates whenever we have a group role play. | 4.46 | Very High |
| 3 | I become aggressive in answering the questions of my teachers. | 4.51 | Very High |
| 4 | I don't tolerate myself to participate in any school activities. | 4.44 | Very High |
| 5 | I become less attractive in attending to school activities. | 4.46 | Very High |
| | TOTAL | 4.47 | Very High |

Legend: Very high (4.21-5.00), High (3.41-4.20), Average (2.61-3.40), Low (1.81-2.60), Very Low (1.00-1.80)

The table above shows the weighted mean of the communication apprehension of online gamers' in relation to their comprehension apprehension. The overall weighted mean for communication apprehension in relation to their comprehension apprehension is 4.47 which is interpreted as very high. This means that there is a big impact in online gamers' comprehension apprehension cause by their communication apprehension. Furthermore, the statement "I become aggressive in answering the questions of my teachers" with the weighted mean of 4.51, interpreted as very high justifies that communication apprehension of online gamers' affect students comprehension apprehension in ways such as answering questions.

Table 4: Cross – Tabulation between Communication Apprehension and Performance Task

| LEVEL OF COMMUNICATION APPREHENSION | PERFORMANCE TASK | | | | | | |
|-------------------------------------|------------------|---------------------------|----------------------|--------------------------|-----------------------|----------------------------|------------|
| | | 1.00 – 1.80 (Very Low) | 1.81 – 2.60 (Low) | 2.61 – 3.40 (Neutral) | 3.41 – 4.20 (High) | 4.21 – 5.00 (Very High) | TOTAL |
| 1.00 – 1.80 (Very Low) | | 0 | 0 | 0 | 0 | 0 | 0 |
| 1.81 – 2.60 (Low) | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2.61 – 3.40 (Neutral) | | 0 | 0 | 4 | 20 | 0 | 24 |
| 3.41 – 4.20 (High) | | 0 | 0 | 8 | 73 | 0 | 81 |
| 4.21 – 5.00 (Very High) | | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | | 0 | 0 | 12 | 93 | 0 | 105 |

The table above shows the cross tabulation between level of communication apprehension and level performance task. In the table, 12 students has a neutral level of communication apprehension are more likely to have neutral and high level of performance task. On the other hand, 93 students have a high level of communication apprehension. Out of the said 93 students, 20 of them have a neutral level, and 73 of them have a high level of communication apprehension.

Table 5: Cross – Tabulation between Communication Apprehension and School Socialization

| LEVEL OF COMMUNICATION APPREHENSION | SCHOOL SOCIALIZATION | | | | | | |
|-------------------------------------|----------------------|------------------------|-------------------|-----------------------|--------------------|-------------------------|-------|
| | | 1.00 – 1.80 (Very Low) | 1.81 – 2.60 (Low) | 2.61 – 3.40 (Neutral) | 3.41 – 4.20 (High) | 4.21 – 5.00 (Very High) | TOTAL |
| 1.00 – 1.80 (Very Low) | | 0 | 0 | 0 | 0 | 0 | 0 |
| 1.81 – 2.60 (Low) | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2.61 – 3.40 (Neutral) | | 0 | 0 | 0 | 3 | 1 | 4 |
| 3.41 – 4.20 (High) | | 0 | 0 | 0 | 15 | 84 | 99 |
| 4.21 – 5.00 (Very High) | | 0 | 0 | 0 | 0 | 2 | 2 |
| TOTAL | | 0 | 0 | 0 | 18 | 87 | 105 |

The table above shows the cross tabulation between level of communication apprehension and school socialization. The table reveals that 18 students has high level of communication apprehension and more likely to have a very high level of school socialization. On the other 87 students has a very high level of communication apprehension and more likely to have a high level of school socialization. Out of 105 online gamers I has a neutral level of socialization, 84 of them has a very high level. And lastly 105 online gamers has very high level of communication apprehension and more likely to have a neutral, high, and very high level of school socialization.

Table 6: Results of chi-square

| STRAND | χ^2 | $\chi^2_{critical\ value}$ | Decision |
|----------------------|----------|----------------------------|-----------------|
| PERFORMANCE TASK | 0.31 | 9.488 | Not Significant |
| SCHOOL SOCIALIZATION | 2.69 | 9.488 | Not Significant |

The table above shows that the computed value for performance task, $\chi^2 = 0.31$ and social interaction, $\chi^2 = 2.69$ are both less than the $\chi^2_{crit}(9.49)$, hence these failed to reject the null hypothesis.

It can be inferred then that there is no significant relationship between the communication apprehension of online players in relation to their performance task and school socialization. Communication apprehension doesn't have a thing when it comes to online players' performance task in school and even when it comes to their comprehension apprehension. Salimi (2016) observes the same results since students who have a daily interaction with online games tends to be not affected when it comes to their performance in school.

5. SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS OF THE STUDY

This chapter presents the summary of findings, conclusions and recommendations in relation to online players' communication apprehension, performance task and school socialization.

Findings

In this study, it was found that online gamers have a high level of communication apprehension that can be seen in ways such as having a hard time communicating or opening a conversation with someone.

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On one hand, students have a high level of performance task that is seen in instances such as doing task alone and finding hard time in understanding their teachers. On contrary to that, online gamers have depicted a very high level when it comes to school socialization. Situations like being aggressive in answering teachers, less socialization in group role play and losing attraction in attending classes.

Generally, having a high level of communication apprehension doesn't seem to affect both performance task and school socialization of students.

Conclusion

In this study, it reveals that online gamers have a high level of communication apprehension. It suggest that most online gamers are proven to have a high fear when it comes to communicating with other players specially in times of playing. On one hand, online gamers' high level of performance task and very high level of school socialization proves that despite the fear they are experiencing, they can still do well in their class and interact in there with ease. High level of performance task reveals that most online gamers have difficulty when it comes to projects and activities but still looks for ways on how to cope with it. As a whole, this suggests that online gamers who have a fear in communicating with other player while playing are not affected as a whole when it comes to performance in school and their relationship there.

Recommendations

Based on the findings and discussion of this research study, the following recommendations are made:

1. The school administrators and teachers in collaboration of the parents should consider to promote physical health, sportsmanship, camaraderie and pro-social skills to the students instead of getting engaged with online games.
2. Parents should monitor the behavior of their children in terms of excessive online gaming.
3. Parents must take practice day to day interaction with their children to enhance and build their children's social skills and capabilities in engaging to other people.
4. The researchers must conduct a seminar or orientation for the parents and online gamers too. Seminar that would talk about how playing online games might affect their skills in socializing to other people.

Limitations of the Study

In this study, there are various limitations. First, the study only have few respondents and might not represents the whole idea of co- online players. Second, the instrument is not validated statistically. Lastly, this study focuses only focuses on what communication apprehension could bring to online gamers' social skills. Thus, the future researchers may include a bigger sample size for the study to be more reliable.

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APPENDIX - A

TALLY SHEET, TABLE OF OBSERVED, TABLE OF EXPECTED FREQUENCY

OBSERVED FREQUENCY (From the tally sheet)

| PERFORMANCE TASK | | | |
|-------------------------------------|--------------------------|-----------------------|-------|
| LEVEL OF COMMUNICATION APPREHENSION | AVERAGE (2.61 - 3.40) | HIGH (3.41 - 4.20) | TOTAL |
| | 4 | 20 | 24 |
| | 8 | 73 | 81 |
| TOTAL | 12 | 93 | 105 |

EXPECTED FREQUENCY (Computed from the observed frequency)

| PERFORMANCE TASK | | | |
|-------------------------------------|--------------------------|-----------------------|-------|
| LEVEL OF COMMUNICATION APPREHENSION | AVERAGE (2.61 - 3.40) | HIGH (3.41 - 4.20) | TOTAL |
| | 2.7429 | 21.2571 | 24 |
| | 9.2571 | 71.7429 | 81 |
| TOTAL | 12 | 93 | 105 |

COMPUTATION OF CHI-SQUARE

$$X_c^2 = \sum \frac{(O-E-0.5)^2}{E} = \sum \frac{(4-2.7429-0.5)^2}{2.7429} + \frac{(20-21.2571-0.5)^2}{21.2571} + \frac{(18-9.2571-0.5)^2}{9.2571} + \frac{(73-71.4229-0.5)^2}{71.4229} = 0.31$$

Decision Rule = Computed Value > Table Value – Reject the null hypothesis

$$0.31 < 9.49 \text{ failed to reject } H_0$$

There is no significant relationship between online gamers’ communication apprehension and their performance in school.

OBSERVED FREQUENCY (From the tally sheet)

| SCHOOL SOCIALIZATION | | | |
|-------------------------------|-----------------------|----------------------------|-------|
| LEVEL OF SCHOOL SOCIALIZATION | HIGH (3.41 - 5.00) | VERY HIGH (4.21 - 5.00) | TOTAL |
| | 3 | 3 | 6 |
| | 15 | 84 | 99 |
| TOTAL | 18 | 87 | 105 |

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EXPECTED FREQUENCY (Computed from the observed frequency)

| SCHOOL SOCIALIZATION | | | |
|-------------------------------|-----------------------|----------------------------|-------|
| LEVEL OF SCHOOL SOCIALIZATION | HIGH (3.41 - 4.20) | VERY HIGH (4.21 - 5.00) | TOTAL |
| | 1.0286 | 4.9714 | 6 |
| | 16.9714 | 82.0286 | 99 |
| TOTAL | 12 | 93 | 105 |

COMPUTATION OF CHI-SQUARE

$$X_c^2 = \sum \frac{(O-E|-0.5)^2}{E} = \sum \frac{(3-1.0286|-0.5)^2}{1.0286} + \frac{(3-4.9714|-0.5)^2}{4.8712} + \frac{(15-16.9714|-0.5)^2}{16.714} + \frac{(84-82.0256|-0.5)^2}{82.0256} = 2.69$$

Decision Rule = Computed Value > Table Value – Reject the null hypothesis

$$2.69 < 9.49 \text{ failed to reject } H_0$$

There is no significant relationship between online gamers’ communication apprehension and their school socialization.