



Forms of addiction and their relationship on the academic performance of Senior High School Learners: Basis for program intervention

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Abstract

This study was conducted to find out the different forms of addiction and its relationship on the academic performance of senior high school learners as basis for program intervention in Tigbauan National High School, Schools Division of Iloilo during the school year 2019-2020. The results of the study revealed that respondents encountered more addiction on internet and social media, watching TV-series and food/eating when taken as a whole. When respondents were classified according to sex, age, track, economic status, and parents' highest educational attainment, the results varied. The level of academic performance of senior high school learners when grouped as a whole in terms of sex, age, track, economic status, and parents' highest educational attainment was very satisfactory and outstanding for post graduate. There was a significant relationship between the levels of addiction and academic performance in terms of substance abuse, online and video games, watching-TV series, and gambling. Operation Refresh, Operation Kumunidad, and Operation School Community Hub are some of the program interventions proposed.

Keywords: Addiction, academic performance, interventions

Introduction

Schools across the country take a strong stance on drug and alcohol use; however, even with all of their efforts, addiction and related school issues still seem to arise. There are various types of drugs that are available to high school and college students. The abuse of illicit substances has a major impact on school performance in children and teens. Grades will often suffer due to lack of energy and focus, poor concentration, and loss of drive. Students using alcohol or drugs also often lose interest in extra curricular activities and other healthy social interactions. Ultimately drug and alcohol abuse can lead to not only truancy, but to the addicted student dropping out of school all together.

Different types of drugs tend to have different adverse affects on school performance. For instance, marijuana use can lead to short-term memory loss, and issues with logical thinking; leading to decreased academic performance. One of the most commonly abused substances that negatively affect school performance is alcohol. Alcohol abuse has been tied to many different issues in school including lower grades, truancy, and an increase in the rate of dropouts. High school learners who abuse alcohol are much more likely to drop out of school than their counterparts who abstain from alcohol. A previous survey has shown that as alcohol use by learners' increases, their grade point average decreases. (Econ Educ Rev, 2012)

In order to prevent long term addiction and school issues with drug and alcohol abuse among children and teens, education is necessary. Early intervention and treatment is also important for anyone already suffering from a problem. While education often starts at home, many schools also offer drug education programs to teach kids about the dangers drugs and alcohol. Many schools also have a zero tolerance policy on drugs, and enforce a drug free school zone in the area surrounding the school. Research has shown that addiction and school issues are actually on the decline. With continued education and policy

enforcement, schools and parents can keep kids' drug and alcohol free.

There are so many forms of addiction. These are addiction on substance, internet and social media, online and video games, mobile phones, watching TV-series, gambling, food and eating, and sexual. The degree of addiction depends on the way the individual repeatedly use it. Addiction is also happening in the lives of the senior high school learners. Once a learner is addict, the performance in school is affected especially his or her performance in academics. Senior high school learners in school are very active and energetic. Some are performing well in academics; others are in sports, and in cultural activities; while others are in extra and co-curricular activities. But others are doing otherwise. This is the very reason why the researcher wanted to study this topic because it is very alarming and relatable nowadays in the lives of the senior high school learners. Some of these learners are struggling both at home and in school. By these observations, the researcher believes that there is a need to design interventions to lessen, if not to totally eradicate these forms of addiction. Parental involvement, learner support programs strategy, behavior modification strategy, and life skills strategy are some of the few examples of program interventions that can help.

Materials and Methods

Research Methodology

This chapter presents the research method, research design, respondents of the study, sampling design, data gathering procedure, research instrument, data analysis, and the statistical tools used in this study. The purpose of this study was to find out the different forms of addiction and their relationship on the academic performance of senior high school learners of Tigbauan National High School, Schools Division of Iloilo during the school year 2019-2020.

Research Method

The research method used in this study was descriptive. Descriptive method, according to Fraenkel and Wallen (2007), is used to describe a given state of affairs as fully and carefully as possible. In this study, description and discussion on the level of different forms of addiction and academic performance were presented.

Research Design

This study used the descriptive-correlational research design. This design is appropriate when the purpose of the research is to determine the relationship that exists between specific variables or events and to find out the direction and extent of relationship between the different variables of the population under study.

According to Fraenkel and Wallen (2007), correlational design describes the degree to which two or more quantitative variables are related and it does so by using a correlational analysis.

The researcher considered this design appropriate since this study correlates variables, such as different forms of addiction and learners' academic performance.

Respondents of the Study

The respondents of this descriptive-correlational research study were the 260 senior high learners of Tigbauan National High School taken randomly from the entire population of 745.

The respondents for this study were computed by track. In the academic track, 151 (58%) learners were taken from the total of 433 and for the TVL track 109 (42%) were taken from the total of 312.

The data are shown in Table 1.

Table 1: Distribution of Senior High School Learners When Taken as a Whole and Classified by Track

Track	N	n	%
Academic	433	151	58
TVL	312	109	42
Total	745	260	100

Sampling Design

Two-stage random sampling design was used to get the desired number of respondents from the total population of senior high school learners in Tigbauan National High School.

After computing the ideal sample size from the total population for learners using the Slovin's formula, the first stage used was simple random sampling.

Simple random sampling according to David (2004) is a process of selecting sample cases or subset of sample cases from a population, giving all the sampling units equal chances of being included as a sample.

To have representatives from each track to its total population, stratified sampling was used as the second stage in this sampling design.

According to Fraenkel and Wallen (2007) when the researcher wishes to ensure that certain subgroups are present in the sample in the same proportion as they are in the population, the researcher must engage in what is known as stratified sampling.

Stratified random sampling is a process in which certain subgroups, or strata, are selected for the sample in the same proportion, as they exist in the population.

Research Instrument

The instrument used in gathering data was a researcher-made questionnaire.

The researcher-made questionnaire has two parts: Part I is the General Information which is about the personal information of the respondent: name (optional), sex categorized into male and female; age categorized into young and old; track categorized into academic and TVL; economic status categorized into average and above average, and parents' highest educational attainment categorized into elementary, high school, college, and post graduate including the General Weighted Average (GWA). Part II of the questionnaire was to determine the level of addiction in different forms. These different forms of addiction are on substance abuse (alcohol, drugs, and smoking), internet and social media, online and video games, mobile phones, watching TV-series, gambling, food/eating, and sexual. The respondents answered these items and instructed to check the column that they thought answer to each item. When all questions were answered, the frequency count for each response to each item was determined. These responses were the following:

Level of Addiction

5 – All the Time

4 – Always

3 – Sometimes

2 – Seldom

1 – Never

Validity of the Research Instrument

The questionnaire was submitted to the panel of experts for content validity. Validity of the questionnaire refers to the appropriateness, meaningfulness, correctness and usefulness of the specific inferences a researcher makes (Frankel and Wallen, 2007). The draft of the questionnaire was first submitted to the adviser for comments and corrections. The final draft was submitted to the panel of experts on research, education and statistics. The Eight-Point Criteria for Content Validity by Good and Scates (2007) was used by the panel of experts to determine the content validity of the questionnaire. The corrections and suggestions of the panel were considered and applied on the questionnaire before they were distributed to the actual respondents.

Reliability of the Research Instrument

After the questionnaire was corrected and finalized, it was tested for reliability. The validated questionnaire was trial-tested to 30 senior high school learners at Cordova National High School, Tigbauan, Iloilo. These respondents were excluded from the actual administration of the questionnaire. Using the Statistical Package for the Social Sciences (SPSS) software, the questionnaire obtained a reliability coefficient of 0.950. Cronbach Alpha was used to obtain the reliability coefficient of the questionnaire.

After establishing the validity and reliability of the questionnaire, the researcher then sought permission from the office of the Schools Division Superintendent, Division of Iloilo to administer the questionnaire equivalent to the respondents.

Data-Gathering Procedures

The instrument used to gather data was a researcher-made questionnaire. The researcher secured permits from the

Schools Division Superintendent and Public Schools District Supervisors to allow him to conduct the study.

The researcher personally went to the office of the Principal of Tigbauan National High School for proper protocol, distributed the questionnaire to the learners as respondents, and gave them enough time to answer the questionnaire. The researcher explained to the respondents on how to answer the questionnaire. The respondents supplied the data needed.

The researcher waited for the questionnaire to be accomplished and gathered them immediately after the respondents finished answering the items. This was also done to each track. The same procedures were observed in other group of learners. For other learners who were not given before the pandemic, minimum health protocols were observed. There was no face-to-face administration of the questionnaire but rather the researcher used the online platform through Google forms. The researcher provided the link through their respective group chats or through their teachers. To gather necessary data for the study, the researcher used a researcher-made questionnaire.

Data Analyses

The data gathered were tallied, encoded, processed and analyzed using the Statistical Package for the Social Sciences (SPSS) software. The results were analyzed and interpreted.

The following are the scale of means and description in the level of addiction:

Scale of Means	Description
4.21 – 5.00	Very Highly Addicted
3.41 – 4.20	Highly Addicted
2.61 – 3.40	Moderately Addicted
1.81 – 2.60	Slightly Addicted
1.00 – 1.80	Not So Much Addicted

For academic performance, the following are the scale of means and description:

Scale of Means	Description
90.00 – 100.00	Outstanding
85.00 – 89.99	Very Satisfactory
80.00 – 84.99	Satisfactory
75.00 – 79.99	Fairly Satisfactory
Below 75	Did Not Meet Expectations

Statistical Tools

Both the descriptive and inferential statistics were employed in the study. For descriptive statistics, frequency count, percentage, and mean were used. The inferential statistics were t-test, One-Way Analysis of Variance (ANOVA), and Pearson r set at 0.05 level of significance.

Frequency Count. Frequency count describes the profile of respondents in terms of number distribution in each selected personal characteristics (Santos, 2006).

Percentage. Percentage is the value, which results by dividing a value or measurement by the total value, the result of which is multiplied by 100 (Ruiz, 2006).

Mean. Mean is the sum of the total weighted scores of all the items in the checklist divided by the total number of items (Borro, 2002) ^[15].

t-test. To determine the significant difference between the mean of two variables t-test was used (Lopez, 2011). This was used to find out the significant difference in the levels of addiction and academic performance when classified according to sex, age, and track, and economic status.

One-Way Analysis of Variance (ANOVA). This was used to determine the difference in the different forms of addiction and academic performance when classified according to parents' highest educational attainment.

Pearson r. This parametric test was used to find out the significant relationship between the levels of addiction and academic performance.

Conclusion

Based on the findings, the following conclusions were drawn:

The respondents encountered more addiction on internet and social media, watching TV-series and food/eating. Excessive social media use does not only cause unhappiness and a general dissatisfaction with life in users, but also increase the risk of developing mental health issues such as anxiety and depression. Another reason why teenagers today are obsessed over social media is the perception that their profiles really dictate how they appear to others. That is, the more likes and/or followers they have, the more popular they appear to other people. On the other hand, like addictive drugs, highly palatable foods trigger feel good brain chemicals such as dopamine. Once people experience pleasure associated with increased dopamine transmission in the brain's reward pathway from eating certain foods, they quickly feel the need to eat again.

The explosive growth of social media has rendered them powerful communication channels. User generated content is an important source of inspiration and influence among web friends; it generates new activities and consequently affects mobility decisions. Whether to visit a place or how to get to a place of interest is decision that can be triggered through people's interactions on social media.

There were significant differences in internet and social media, watching TV-series, gambling, and sexual when classified according to track. On the other hand, there were no significant differences in substance abuse, online and video games, mobile phones and food/eating. Reduced academic performance is one of the most important consequences of social networking overuse for students. The results of a study on medical students showed that students who used social networks and internet more than average had a poor academic achievement and low level of concentration in the classroom.

The level of learners' performance when taken as a whole were very satisfactory. In spite of the different variables being tested, the senior high school learners are more focused in their studies with their parents' as their facilitator of learning. College-educated parents spend more time with their children, model achievement-oriented behavior, provide opportunities for their children to engage in achievement-oriented experiences, engage in age-appropriate activities, and cultivate their children's talents.

There are significant differences in the level of learners' academic performance especially in their track and parents' highest educational attainment. This means that these two variables greatly affects the performance of the child.

Learners' academic performance is significantly related to their level of addiction. Each individual is unique and can cope in every situation given and has a potential to learn.

Program interventions like Operation Refresh, Operation Kumunidad and Operation School Community Hub are some of the interventions proposed. It is worth mentioning

that intervening at the earliest stages can lead to learners' success.

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