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Mobile Gaming and School Time Management

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Abstract

The aim of the study is to examine the relationship between mobile gaming and school time management. This is to find out how the students balance their study time while playing mobile gaming. Due to the fact that there are widely accessible smartphones and applications, mobile gaming has become popular with young people. While mobile games offer entertainment and potential cognitive benefits, excessive use can interrupt school time management. Students may spend too much time playing games, which limits their attention and giving less time for academic tasks, studying or assignments. Excessive and unregulated gaming on mobile devices may lead to time wastage, which can result in reduced study periods, procrastination, or impaired academic performance. It is unable to know all the results. This research used a quantitative design through phenomenological design to analyze the details of how student's managing their time of playing mobile games and doing school assignments or task. The data was gathered

through a survey questionnaire of 30th senior school students. The results showed that mobile gaming and school time management have a significant positive relationship. The results also revealed that mobile gaming is not the top priority among students. The implications of this could be used to encourage senior high school students to manage their time correctly. The use of time in studying is important, rather than spending the whole time playing mobile games.

Keywords: *Mobile Gaming, School Time Management, Study Time*

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Chapter 1

Mobile Gaming and School Time Management

For many people, mobile gaming is one of the significant forms of Leisure which they enjoy their whole lives, and selected recreational activities represent a significant 20th-century innovation Egenfeldtelsen (2018). Some people assert that they play mobile games for a variety of reasons. Moreover, to them it is a form of stress reliever, challenge and competition, relaxation, Fun, social interaction, or even mental escape from real world. They're not just playing; they're relieving stress from school hours because of a lot of homework. However, the student's study time could be damaged if he concentrated most of his attention on play instead of learning, assignments, and projects, leaving school or work unfinished Irchie (2017). Mobile gaming is a well-known leisure activity among students Pew Research Center (2018). Between 2011 and 2017, the duration of time spent playing smartphone games went up from 5.1 hours weekly in 2011 to 6.5 hours per week in 2017 Nielsen the Company (2017).

Mobile gaming is one of the most well-known forms of mobile entertainment (Newzoo, 2017). In a total, more than 42% of the global games market (32 percent for smartphones and 10% for tablets) (i.e., 47 percent Asia-pacific, 25 percent North America, 24 percent Europe, Middle East and Africa, and 4 percent Latin-America). Interaction with mobile devices in early societies around the world, as a wide range of activities can now be conducted using them, such as leisure and

stress relief has become even more rigorous to interact with mobile devices like smartphones and tablets. Over the last two decades, mobile technology usage has grown to include a range of behaviors that are more and more common in everyday life, particularly for young students (Hoffner et al., 2016).

Understanding the consequences for students who devote a large part of their time to mobile games seems essential. Firstly, it's crucial that they develop their identity because of much of the behavior which is prevalent at this age shapes adulthood. Pérez Prez et al. (2018). Second, knowing how students spend their time is very useful, since study time activities are opposed to others due to their time limits, such as playing mobile games, in which it may lead to spending too much time playing mobile games other than spending other activities in school.

A study conducted by Porter and Goolkasian (2019) compared stress responses between two groups, one playing a fighting game such as Mortal Kombat or another company that plays the puzzle game Tetris. The researchers discovered that the Mortal Kombat group had a cardiac stress response, whereas Tetris players did not. The study also shows that mobile games can reduce undesirable feelings, like frustration, for those suffering from stress. Research has shown an interest in the effects of mobile games on stress over the last few years. Some research studies have found that mobile games affect stress (Hasan, 2015; Ferguson et al. 2016), while others have shown that mobile games minimize or control the stress (Roy and Ferguson 2016).

Another study shows that it was only when time spent playing mobile games has increased to more than two hours a day, Peris et al. (2016) that the critical relationship between times of play was identified. Students learn in unexpected ways, and inappropriate use of mobile games also raises several issues like distractions at school. In addition, even the health and social lives of the students are affected by the fact that their attention has been divided, Domrique (2018).

It is from this perspective that the study will determine the impact of Mobile Gaming and School Time Management among the students of Grade 12 Senior High Students SY 2021-2022.

Theoretical Framework

This study is based on one theory; the first, Ivan Pavlov, is known for his work on one of the most important types of learning, classical conditioning. As they learn, and alter the way we perceive our environment, the way they interpret the incoming stimuli, and therefore the way that they interact or behave. Pavlov's learning theory explains that when an earlier neutral stimulus triggers a conditioned reaction, it is known as the classic determine. For Pavlov's conditioning to produce the desired effect, it was combined with controlled and uncontrolled stimuli. In his experiment, Ivan Pavlov used a bell and paired it with food to make the dog salivate every time it heard the bell because it has associated with food. It is the same thing video games use to lead gamers into definite steps through positive or negative feedback.

The Super Mario game is an example where the players are encouraged to stay playing by giving those coins. There is a reward system in other games, where the player gets progressively more prominent and better prizes when he progresses. In addition, game developers use Pavlov's conditioning to limit the number of hours that a player will spend playing games. For example, some games reward players with bonus points every hour they shut off from the match.

In other cases, the game requires that you return after a certain number of days for your reward to be paid. An excellent example of this is the 'Candy Crush' spot the game stops after players reach a certain level and resumes after a several days. Examples of the way conditioning uses good feedback in games are given below. For instance, certain games offer players a selection of conditional objects that they must manage carefully or risk dying.

The answer is simple: for a game to exist there must be a win and a loss situation, which must first be established for classic conditioning to be the first place. Once this is confirmed, then other elements and mechanics of the game begin to take shape.

SCHEMATIC DIAGRAM

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

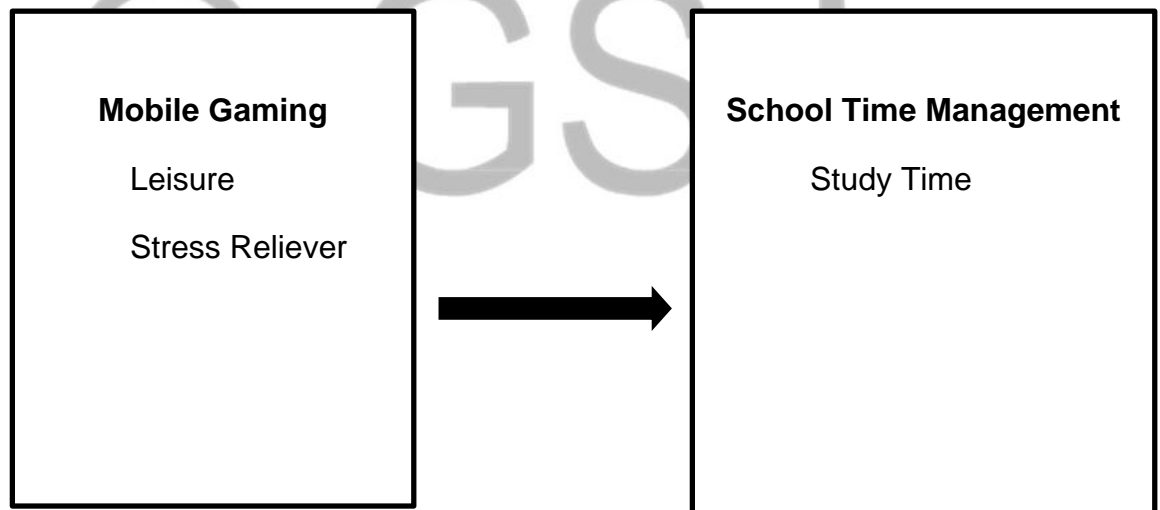


Figure1

The Schematic Diagram Showing the Relationship between the Dependent and Independent Variables of the Study.

Statement of the Problem

The study aimed to determine the impacts of mobile games on school time management among Grade 12 Students in Southern Philippines College Senior High School, School Year 2021-2022.

Specifically, it seeks to answer the following question:

1. What is the level of the use of Mobile Gaming among Grade 12 students in?
 - 1.1 Leisure; and
 - 1.2 Stress Reliever
2. What is the level of the School Time Management of Grade 12 students in?
 - 2.1 Study Time
3. Is there a significant relationship between the use of Mobile Gaming in terms of Leisure and School Time Management in terms of study time of the Grade 12 students?
4. Is there a significant relationship between the use of mobile gaming in terms of stress reliever and school time management in terms of study time for grade 12 students?

Hypothesis

Problems 1 and 2 are hypothesis-free. Problem 3 was tested at a .05 level of significance is stated as:

Ho1: There is no significant relationship between mobile gaming in terms of leisure and school time management and in terms of study time of the Grade-12 students at Southern Philippine College.

Ho2: There is no significant relationship between mobile gaming in terms of stress reliever and school time management and in terms of study time of the Grade-12 students at Southern Philippine College.

Significance of the Study

The researcher believed that the outcome of this study could serve as the basis for future action and provide valuable information. The findings of the study would be beneficial to the following:

The student's emotional and physical effects of mobile gaming will influence them. They will be more aware, and they will recognize the weak impact, much like a lack of school time management.

The Administrators would have implemented policies in the school setting to reduce or limit cell phone gaming by students, so that they can concentrate on their studies.

The Teachers would have helped teachers to determine what kind of action they could take so that their students are not negatively affected by mobile game use in school time management.

The Parents would provide the basis for sharing information about selecting games and ideas with other parents to help each other take care of their children.

The Future Researchers working around teaching research could be drawn from this study. Moreover, it will guide on the further development of research related to the use of variables.

Scope and Limitation of the Study

The study focused on Mobile Gaming and School Time Management among the Grade-12 Students of Southern Philippine College of the school year 2022-2023. This study observed the common objectives on why students play mobile games and elaborated its effect on the students' school time management.

A questionnaire checklist served as the main instrument for gathering data on the 30 participants, of which 30 came from Grade 12 students. This study was not generalizable to all student gamers. The results of the study would greatly benefit Grade-12 criminology students by knowing how they can reduce their gaming addiction and recognize its effects on their life.

The independent variable is the Mobile Gaming which consisted of leisure and stress reliever while the dependent variable was the students' study time.

Definition of Terms

The terms of this study are operationally defined for the readers' clearer understanding:

Diverse. It means we can understand everyone's uniqueness and recognize our own differences. They may range from the specific dimensions of race, ethnic origin, gender, sexual orientation, socioeconomic status, age, body type, religious belief, policy outlook, or another ideology.

Downloaded. It refers to the transmission of files or data between computers on a network, usually from larger servers to users' devices. The download can be used to describe the entire transfer of information, or a specific file.

Gaming. Refers to a leisure activity using consoles, computers, mobile phones, or some other medium.

Leisure. Refers to the free time that people can spend away from their everyday responsibilities (e.g. school task or assignments).

Mobile. This refers to wireless communication devices, such as cell phones

Stress reliever. It means something that relieves pain, stress, etc.

Study time. This refers to the time that students must spend in preparing for their schoolwork.

Time Management. Refers to how one handles his time seeing to it that it must be fruitful.

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Chapter 2

Literature Review

This chapter shows related literature and studies from various sources that support the researcher's assumptions regarding the subject matter. It discusses significant insights and substance to help further the present problem studied. They were divided into literature and studies in a foreign setting or studies in a local setting.

Mobile Gaming

Regarding revenues and growth, mobile games have become the most essential global leisure and entertainment market in 2018 Newzoo (2018). They are the top leisure destination in Spain with a turnover of EUR 1.35 billion for 2017 and 9th on the worldwide mobile game market, as defined by the latest report issued by the Spanish Video Game Association. This is the reason why more players are involved, and one of those who is playing in this game is a student.

Mobile applications are the most common players who are being fancy for the game itself and find a way to enjoy themselves to divert their attention from being stressed out from their schoolwork. Other users are searching to select suitable applications among millions of mobile games that were created by its developers to test if the mobile game is fun to play (Wang, 2017). Mobile games seem to exist more casually and have easy learning curves than hard core gaming. They allow the users to play the games in short periods, further accessible and convenient for the users to play than other gaming platforms. Mobile games still

have a lot of opportunities to develop and gain in the market. Mobile gaming is playing an increasingly important role in the entertainment industry.

Mobile games, according to the article in *The Guardian* by Przybyliski and Orben (2018), are a popular form of leisure that has been around for some time. Recent data in Europe show that more than two-thirds of children and adolescents play games, while there are also many adults now playing games 38% in the United Kingdom, 59% in France, 56% in Germany, 44% in Spain.

According Newzoo (2018) they stated in this report, there are 15.8 million players in Spain, 75.94% of whom play every week (AEVI, 2018). It has been found that consumers are spending more time playing mobile games, and this is particularly the case for younger people AEVI (2018).

The study of Chang and Hwang (2019) reviewed MGBL studies published from 2007 to 2016 resulting in four major findings. First, smartphones, tablet computers, and PDAs were commonly adopted to support mobile games. Second, mobile games were used by several broad discipline areas, such as social science, social studies, science, and languages. Third, some learning strategies were applied to MGBL, such as contests, contextual mobile learning, and project-based learning. Fourth, research topics tended to include multiple perspectives with at least two domains, for example, affective states, learning outcomes, and cognition.

According to Cantallops ET, al. (2018,) this article aims to perform a literature review of the available research that focuses strictly on MOBA (multiplayer online battle arena) games. This game is said to be a free mobile MMO strategy video game which developed and published by moonton.

Through this game, the players are planning on how to destroy the enemies' tower and on how they can defeat the enemy. This is also a strategically game because it includes battle with the opponent online player. It means that this App can be downloaded free on your mobile phone. This strategic game allows the players to think of the best ways to utilize their facilities, plan to defend their base and to destroy the opponent team.

Leisure

In the last few years, leisure activity and free time have become much more. Varied in which enables us to make use of it in a variety of ways. One of these is the so-called mobile leisure. The introduction of such entertainment into the current society is changing how we connect, as individuals and in particular young people participate in leisure activities Valdemoros-San-Emeterio et al. (2017).

Leisure also indicates that smartphone gaming did not predict cell phone addiction, which is in accordance with the findings here. However, this study demonstrated higher problem and dependence scores, which were positively correlated with time spent on leisure mobile activities. On the one hand, these associations provide evidence for construct validity and the relationship between time and dependent smartphone use Bae (2017). Furthermore, Consalvo (2019) stated that mobile games' casual nature has further weakened their status in the gaming community. In gaming discussions, mobile games are devalued as fewer real games, which is a problematic development. These attitudes and discussions exclude a large part of the audience and their preferences, and effectively serve as gatekeepers for new audiences. Therefore, many of the design elements are

shared in mobile free to play games. As the revenue is gained during gameplay and not beforehand, typically the games are never-ending, offering constantly more content and updates to keep the players interested and the games profitable.

According to Egenfeldt, Nielsen et al. (2020). Learning activities are always relevant not just for the duration of the process but also in what is available to a player as new knowledge. The researchers operate according to the concept of serious games when it comes to studying mobile games in education.

Although there are plenty of games out there, some modern forms, and problems associated with the activity exist. A large part of the gaming community is divided into groups that deal with a particular game. Even if a person can play different games, the market segment does tend to have some form of commitment or loyalty towards one game Muriel & Crawford (2018).

Although there is no cultural origin of the leisure activity, it is stated that it is a continuation of traditional games Crawford (2018). However, video games possess a unique culture called “gamer” culture, which revolves around various products and customer dedication towards the activity. One should note that initially, video games were mostly popular among younger audience, but currently, adults also make up the significant portion of gaming population Egenfeldt-Nielsen et al., (2020). Video games can be considered as an industry leisure, which have its own market segment with a great deal of economic impact.

Stress Reliever

Mobile games are among the most important sources of this need. Most mobile phones are now introduced through mobile games. The size of this market and the effects of boredom on individuals were designed as the basis of this study. The lack of anything else in the world is no longer felt as much as mobile phones. In fact, 'mobile phone addiction' is now defined as a disease Alter (2017).

Video games have the potential to induce stress, regular video game players may be at-risk for chronic stress outcomes. In Entertainment Software Association (2018), 60% of Americans play video games daily, and the average online video gamer in America plays for 6.44 h per week Limelight Networks (2018). In addition to video games' popularity as a pastime, several studies have reported that people of all ages turn to video games to cope with stress Bledsoe (2018)

Although research examining the therapeutic effects of serious video games has started to gain traction, the stress-reducing potential of simple, easy-to-learn casual video games that can be played for a short duration has not been well researched. For example, in a recent systematic review, Pine et al. (2020) reported only three studies that examined the impact of playing casual video games on stress, with all three studies reporting that playing casual video games led to lower levels of stress. In addition, people may be more attracted to excessive mobile gaming since games allow them to escape their daily difficulties and immerse themselves in a different environment.

According to a study by Taquet et al. (2017) Today's Filipino children are taking a different view on fun games. Technology acquisition has been modified because of globalization and popular culture in the West, leading to the computerization or digitalization of children's games. Thus, an enthusiasm based on this sort of technology must create a monopoly for children whose families can afford such luxuries as good quality and primarily concentrated in urban areas. Several studies have been conducted throughout the years with a view to ascertaining more thoroughly the beneficial or detrimental effects of cellular gaming Francis (2017).

Mobile gaming is one of the favorite pastimes of today's youth and young adults, as reported by Dominique (2018). It has caused people to have Fun, relax, communicate with others, and be more from the actual world, in addition to people playing. However, in a study by (Irchie 2017) they discovered that playing a mobile game cannot be influenced and does not create a barrier to interacting with others and that they can effectively socialize. As regards school time management, the responder observes that although they're playing, they still comply with their classes on time.

In addition, Castillo (2018) states that gaming is popular leisure activity for many people. According to some research, playing games on your phone is a good thing. It enables the player's mind to be more engaged, especially when it comes to those puzzle games. It allows the player to propose tactical decisions in tough situations, particularly those involving adventurous games, which will keep players entertained and always engaged.

School Time Management

Free time may be defined as time during which an individual can perform tasks and activities that a) lie outside of the boundaries of the individual's responsibilities and provide mental or physical fulfillment alongside a sense of enjoyment Iskender, (2019). As discussed before, parental supervision is an important factor in preventing smartphone addiction in the young generation and yet, it should also be considered that university students are mostly individuals who have just left the boundaries of close parental supervision. Research in similar vein have displayed how university students mostly prefer spending time on the Internet during their leisure Bozkurt (2017).

A study by Wang (2019) covers internet addiction, which is another form of technological addiction, and reports that higher sense of boredom during one's free time is associated with greater risk of internet addiction and that free time management skills significantly help alleviate the feeling of boredom during free time. Under the light of such information, it may be extrapolated that skill in free time management may also help reduce the risk of smartphone addiction.

Time management is the process of maximizing the use of available time, which includes organization, goal setting, prioritizing goals and activities, communication, and delegation. By controlling oneself at the same time, individuals are able to perform many tasks, recognize their tasks, and adjust to their limitations. The development of other resources is contingent upon the presence and availability of time Mohamadkhani et. al, (2017). Prioritization has numerous advantages that must be taken advantage of. To begin with,

prioritization makes work more efficient. Workflow is critical for completing tasks on time and without stumbling blocks or distractions. It also aids in the prevention of stress, anxiety, physical exhaustion, and mental breakdowns. Another advantage is that prioritization and time management are essential life skills Tumanishvili (2022).

Gupta & Chitkara, 2018, stated that the effects of time management were found to be favorable in prior studies. In terms of student learning and related outcomes, time management skills showed a positive impact. The positive effects of time management were identified in several studies. Time management skills have been shown to have a positive impact on student learning and student outcomes Time management for students includes setting realistic goals and deadlines for our self-regarding major assignments. Don't let yourself get into situations where you don't manage to meet your deadline. This is going to put us under a lot of pressure and make it harder to achieve our tasks.

The issue of excessive play between young people is becoming more and more serious. Gaming addiction has even been sorted as a mental health disorder by the World Health Organization Brickhill (2017).

Chapter 3

Methodology

This chapter obtains methodologies that were used in gathering data analysis that is relevant to the study. The methodologies will include areas such as the setting of the study, Design, Respondents, Sampling Procedure, Instrument, and Data Gathering Procedure.

Design

This research used a quantitative design phenomenological study identifies the meaning of the lived experience of individuals related to a specific phenomenon and then develops a composite description of the phenomenon (Creswell, 2007). Through phenomenological design to analyze in detail. The phenomenological design emphasizes subjective measurement and discusses the meaning of the perceived experience. The interpretation of the said data using unstructured or semi-structured data collection such as questionnaires the steps are transparent and use the first-person perspective, therefore, utilizing the data collection and interpretation of the research. This research design is appropriate for this study as the data collection involves subjective data and includes experiences that were analysed and interpreted.

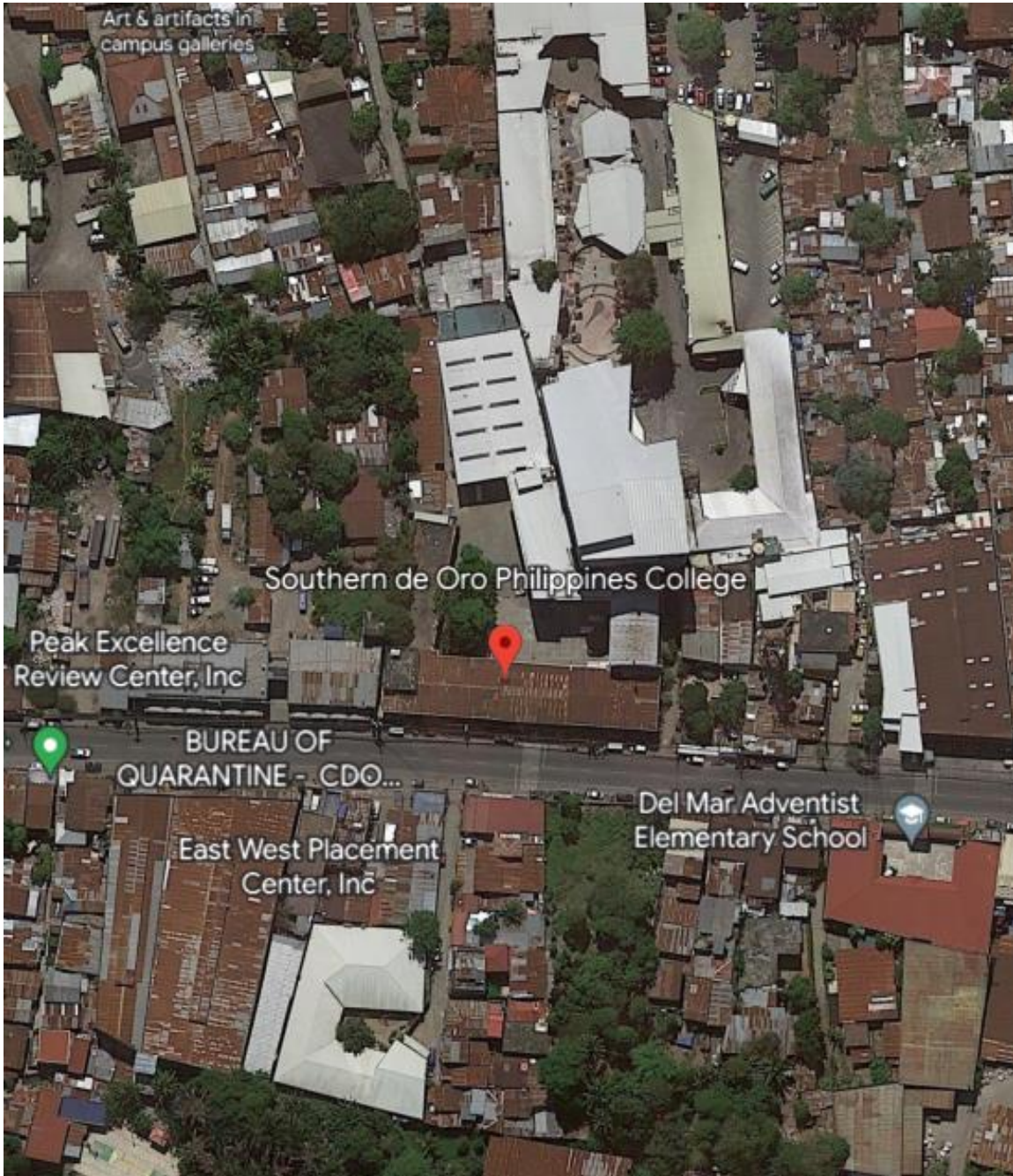
Setting

The study was conducted at Southern Philippine College of Senior High, officially the Barangay 23 in the city of Cagayan de Oro. Its population, as determined by the 2020 Census was 5,621. This represented 0.77% of the total

population of Cagayan de Oro. The municipality is gradually becoming more urbanized because of local population growth and the expansion of nearby Cagayan de Oro City. Historically, Barangay 23 was a more rural area focused on agriculture.

It's within the city proper. It is particularly located at Julio Pacana Licuan Cagayan de Oro. Look for a jeepney bound for Macabalan and ask the driver to drop you off at Southern Philippine College

The landmark is meters away from Shell Gasoline Station. You will notice some Sari-sari stores that are facing the Southern Philippines College. They know exactly where the senior high school is located. There is a small road beside the Sari-Sari store following the road and you will be able to see the building of Southern Philippine College of Senior High.



Source: Google Map

Figure 2

Map of the Research Setting

Respondents and Sampling Procedure

The respondents of the study were the Grade 12 students at Southern Philippines College of Senior High, the School Year 2022-2023. Thirty students of GAS Strand Criminology officially enrolled in this grade level.

Instrument

The research instrument contained Mobile Gaming and School Time Management. A researcher-made questionnaire was designed and tested for reliability using Cronbach's alpha. Selected student respondents who were not part of the population and with similar characteristics to those of the actual respondents but who did not participate in the actual study were asked to answer. This was to ensure that the instrument was simple, meaningful, easily administered, and adequate in collecting the needed data eventually; the questionnaire passed the reliability test.

Categorization of Variables

Scale	Range	Description	Interpretation
4	3.50-4.00	All the Time	Very High
3	2.60-3.49	Most of the Time	High
2	1.70-2.59	Sometimes	Low
1	1.00-1.69	Never	Very Low

Gathering Procedure

Before the data gathering, a letter of request was presented to the Principal of Southern Philippine College of Senior High, asking permission to allow the researcher to conduct the study and administer the research instruments to the respondents. Once permitted, a formal letter be sent to the Office of the Principal of Southern Philippine College of Senior High for final approval. An appointment is arranged with the office of the principal of the respective school to conduct the study. The identity of the respondents of this study would remain confidential.

Statistical Treatment

The collected data will be tabulated, examined, and interpreted using descriptive statistics to determine mobile gaming and school time management of Grade 12 students as leisure and stress reliever, and the standard deviation will be employed.

However, to determine the significant relationship between mobile gaming as a leisure and stress reliever, mean and standard deviation, and school time management, Pearson's Product-Moment Correlation was utilized.

CHAPTER 4

Presentation, Analysis, and Interpretation of Data

This chapter presents the analysis and Interpretation of data gathered from the previous study, which aimed to investigate the use of Mobile Gaming and the School Time Management of the Grade 12 students the school year 2022-2023. The data found in this chapter were arranged according to the problems treated in this study.

Problem 1: What is the level on the use of Mobile Gaming among Grade 12 students as to:

- 1.1 Leisure; and
- 1.2 Stress Reliever?

The data were tabulated using the formula of Mean by dividing the sum of all values in a dataset by the number of vales. The Standard Deviation was applied after getting the Mean of each of the indicator.

The data was calculated through getting the Standard Deviation and Mean using the excel that made the process easier and followed the steps on how to get the Mean and Standard Deviation that was shared by our instructor and the next page will be the results of how we got the exact Mean of each of the indicator that we have.

Table 1
Distribution of responses on respondents' use of Mobile Gaming as to Leisure

Indicators	Mean	S.D.	Description	Interpretation
1. I like mobile games because they are easy to play.	2.40	0.77	Sometimes	Low
2. I find that I have to increase my playing time to get my desired enjoyment.	2.30	0.79	Sometimes	Low
3. I like the level of missions in mobile games.	2.37	0.76	Sometimes	Low
4. I like the animation of mobile games.	2.50	1.00	Sometimes	Low
5. I keep playing mobile games to read the lead.	2.37	0.72	Sometimes	Low
6. It is more fun to play mobile games because of the trophies.	2.40	0.81	Sometimes	Low
7. I like all the unlock mystery levels of mobile games.	2.33	0.76	Sometimes	Low
8. I keep playing mobile games because of its realistic style.	2.30	0.84	Sometimes	Low
9. I find it interesting when I play action games on mobile.	2.63	0.89	Most of the Time	High
10. The thrill of playing mobile games makes me more interested.	2.53	0.89	Sometimes	Low
11. I feel very happy whenever I win by playing mobile games.	2.77	0.93	Most of the Time	High
12. I found it fun when I reached the top level in mobile games.	2.70	0.95	Sometimes	Low
13. I keep on playing mobile games if the animation looks realistic.	2.60	0.89	Sometimes	Low
14. Every time I lose the game I more eager to play.	2.10	0.87	Sometimes	Low
15. I am almost using my whole-time playing games.	1.83	0.83	Sometimes	Low
Overall Mean	2.41	0.08	Sometimes	Low
Note:	4 = 3.50 – 4.00 All the Time	2 = 1.70 – 2.59 Sometimes		
	3 = 2.60 – 3.49 Most of the Time	1 = 1.00 – 1.69 Never		

Table 1, in the previous page shows the result of the participant's responses. The indicator "I feel very happy whenever I win by playing mobile games" obtained the highest mean of 2.77 (SD=0.93), described as "High Level" with a description of "Most of the Time." The next indicator obtained the second highest score with the description of most of the time "I find it interesting when I play action games on mobile, with a mean of 2.63 (SD=0.89). The data also reveals that the lowest mean 1.83 (SD 0.83) is the indicator "I am almost using my whole-time playing games. Furthermore, it reveals that indicator "I like mobile games because they are easy to play." 2.40; "I find that I have to increase my playing time to get my desired enjoyment." 2.30; "I like the level of missions in mobile games." 2.37; "I like the animation of mobile games." 2.57; "I keep playing mobile games for reading the lead." 2.37; "It is more fun to play mobile games because of the trophies" 2.40; "I like all the unlock mystery levels of mobile games." 2.33; "I keep playing mobile games because of its realistic style." 2.30; "The thrill of playing mobile games make me more interested." 2.53; "I found it fun when I reached the top level in mobile games." 2.70; "I keep on playing mobile games if the animation looks realistic." 2.60; "Every time I lose the game I more eager to play." 2.10, received a Low descriptive level with a description of Sometimes.

The indicator *"I feel very happy whenever I win by playing mobile games"* got the highest mean. With regard to this, the study by Sharif (2017) found that a feeling of victory is one of the effects of mood improvement. It is because of this knowledge that a student has finally managed to solve a complicated level in

your cellphone game and been able to complete it successfully. Another study by Fu (2020) shows that it is possible for students to gain positive results such as increased happiness when they win mobile games. Tao (2017) also said that the mood of students could be improved by playing on their phones, which can provide good morale and entertainment.

In addition, the study of Gackenbach (2019) shows that mobile gaming can give you a sense of accomplishment and satisfaction when you finish a level or achieve a high score, which can further enhance your mood. In which the table above shows got the highest mean in the indicator.

A study supported by Chen & Yan in 2017 concluded that playing a mobile action game can be an entertaining form of Leisure for individuals who find it interesting. Which is table 1 concludes that the second highest mean was the “students find out interesting in playing action mobile games.” with the descriptive level as “High”. This is supported by the study of Chen (2017), which says that mobile games are a form of a Leisure for them.

Moreover, Huang (2017) indicates that time management has a significant role to play in determining the student's gaming behavior. In particular, the authors state that students with better time management skills are more likely to engage in gaming activities which that may be restricted and therefore have a higher chance of success in their studies.

Table 2

Distribution of responses on respondents' use of Mobile Gaming as to Stress Reliever.

Indicators	Mean	S.D.	Description	Interpretation
1. I find playing mobile games as my relaxation.	2.60	0.81	Sometimes	Low
2. It makes me at ease when playing mobile games.	2.30	0.75	Sometimes	Low
3. It reduces my stress when playing mobile games.	2.50	0.82	Sometimes	Low
4. When I play mobile games it gives me relaxation, where I can think properly.	2.27	0.90	Sometimes	Low
5. It gives me concentration in playing mobile games.	2.30	0.88	Sometimes	Low
6. I think too much about my problems when I play games.	2.30	0.93	Sometimes	Low
7. I can relieve all my stress when I play mobile games.	2.47	0.78	Sometimes	Low
8. I can feel good energy every time I play games.	2.73	0.87	Most of the Time	High
9. In playing mobile games it can refill my happiness.	2.60	0.86	Sometimes	Low
10. I can focus on playing games rather than my problems.	2.57	0.86	Sometimes	Low
11. It serves as my healing time whenever I play mobile games.	2.50	0.97	Sometimes	Low
Overall Mean=	2.44	0.70	Sometimes	Low
Note:	4 = 3.50 – 4.00 All the Time		2 = 1.70 – 2.59 Sometimes	
	3 = 2.60 – 3.49 Most of the Time		1 = 1.00 – 1.69 Never	

Table 2 shows the results of the participants' responses. The highest mean is 2.73 in the indicator "I can feel good energy every time I play games, with a 0.87 standard deviation, meanwhile the lowest mean, it was 2.30 with a 0.75 standard deviation, and the participants indicated that it "makes them at ease when playing mobile games." Furthermore, the table reveals that the indicator "I find mobile games as my relaxation". 2.60; "It reduces my stress when playing mobile games" 2.50; "When I play mobile games it gives me relaxation, where I can think properly" 2.27; "It gives me concentration in playing mobile games." 2.30; "I think too much about my problems when I play games." 2.30; "I can relieve all my stress when I play mobile games." 2.47; "In playing mobile games it can refill my happiness." 2.60; "I can focus on playing games rather than my problems." 2.57; "It serves as my healing time whenever I play mobile games." 2.50 received the *Low* descriptive level with a description of *Sometimes*.

The indicator "Students can feel good energy every time they play mobile games" got the highest mean. In terms of this, Cheng & Li (2018) demonstrate that students, who play mobile games, are less preoccupied with their difficulties and thus tend to foster positive emotions. This is supported by Musa and Acram (2020) who stated that those who experience stress could get a temporary escape from negative thoughts.

In addition, the study of Fun (2020) proposes, that because mobile games allow students to escape from the stress of everyday life and provide them with a sense of social support through online gaming communities, they can feel at ease while playing.

Problem 2: What is the level of the School Time Management of Grade 12 students in terms of Study Time?

Table 3

Distribution of responses on respondents' school time management in terms of study time

Indicator	Mean	S.D.	Description	Interpretation
1. I do things in order of priority.	2.73	0.74	Most of the Time	High
2. I am spending too much time on trivial matters.	2.43	0.57	Sometimes	Low
3. I make time for planning.	2.80	0.89	Sometimes	Low
4. I feel I use my time effectively.	2.50	0.73	Sometimes	Low
5. I spend enough time related to my studies.	2.50	0.68	Sometimes	Low
6. I am more concerned in my study time.	2.60	0.77	Sometimes	Low
7. I set study goals for myself.	2.93	0.83	Most of the Time	High
8. I complete all my study time on time.	2.63	0.80	Most of the Time	High
9. I review all my notes in my free time.	2.57	0.89	Sometimes	Low
10. I am aware of my study schedule.	2.83	0.95	Most of the Time	High
11. I am more concerned about my study time than anything else.	2.77	0.86	Most of the Time	High
12. I am able to review all my notes.	2.73	0.83	Most of the Time	High
13. I maintain my books when I am free.	2.43	0.73	Sometimes	Low
14. I prioritize my studies.	3.10	0.92	Most of the Time	High
15. I arranged the schedule I had in my studies.	2.60	0.86	Sometimes	Low
Overall Mean	2.68	0.10	Most of the Time	High

Note: 4 = 3.50 – 4.00 All the Time 2 = 1.70 – 2.59 Sometimes
3 = 2.60 – 3.49 Most of the Time 1 = 1.00 – 1.69 Never

Table 3 on the previous page shows the results of the participant's responses in Study Time. The highest mean is 3.10, in which "they prioritize their

study.” with 0.92 standard deviations. The lowest mean was 2.43 with a standard deviation of 0.57 in the indicator number two, which they “spend too much time in trivial matters.” Furthermore, the table reveals that indicator “*I do things in order of priority.*” 2.73; “*I set study goals for myself.*” 2.93; “*I complete all my study time on time.*” 2.63; “*I am aware of my study schedule.*” 2.83; “*I am more concerned about my study time than anything else.*” 2.77; “*I am able to review all my notes.*” 2.73 show description of most of the time with a descriptive level of high. While the indicators “*I make time for planning.*” 2.80; “*I feel I use my time effectively.*” 2.50; “*I spend enough time related to my studies.*” 2.50; “*I am more concerned in my study time.*” 2.60; “*I review all my notes in my free time.*” 2.57; “*I maintain my books when I am free.*” 2.43; “*I arranged the schedule I had in my studies.*” 2.60, reveals that it has a descriptive level of low with a description of sometimes.

Kirschner (2018) believed that by prioritizing study time over playing games on their phones, students might be able to achieve good results. In addition to the study by Kirchner (2018), which was supported by other studies carried out by Sari and Aydin (2018), students who used their time well had a higher rate of academic success. It is essential that students must be able to manage their time effectively because this will make them more effective at studying. This is why the table 2 reveals that among the indicator the highest mean was 3.10 in the indicator, “*I prioritize my studies*” with a description of Most of the Time and a description level of High.

Moreover, the study by Blunt (2020) finds that students who focus on major issues are less prone to spend their time on insignificant matters; and research

has also shown that procrastination is associated with spending a lot of time on unimportant matters. In the table shown above that the lowest Mean was in the indicator “I spend too much time in the trivial matters with a description of Sometimes and a descriptive level of Low.

Problem 3: Is there a significant relationship between the use of Mobile Gaming in terms of Leisure and School Time Management in terms of study time of the Grade 12 students?

The data were analysed through the use of the Pearson r formula. In order to get the interpretation of the data, the P and R-value was computed.

Table 4

Significant relationship between the respondents’ perception on the use of Mobile Gaming in terms of Leisure and their Study Time.

Mobile Gaming	School Time Management	R-value	P-value	Interpretation	Decision
Leisure	Study Time	0.557	.00139	Significant Relationship	Reject the null hypothesis

Note: *significant at $p < 0.05$ alpha level S- Significant NS- Not significant

The study aimed to investigate the relationship between the use of mobile gaming in terms of Leisure and school time management with respect to study time

among grade 12 students in the school year 2022-2023. The Person r value was employed in this study with the null hypothesis:

Ho1: There is no significant relationship between mobile gaming in terms of Leisure and school time management in terms of study time of the Grade-12 students of Southern Philippine College.

As shown in Table 4, it can be gleaned that the study's findings led to the conclusion that there is a significant relationship between respondents' leisure and their study time. With the R-value of 0.557 and P value of .00139 in school year 2022-2023. Thus, the null hypothesis is rejected.

In the context of the study of Koustelios (2020), it has been shown that students who spend more time in Leisure tend to spend less time studying. In other words, students who spend too much time in leisure activities are more likely to have lower academic performance. Table 4 shows that Leisure and Study Time have a significant relationship.

Problem 4: Is there a significant relationship between mobile gaming in terms of Stress Reliever and school time management in terms of study time of the Grade-12 students at Southern Philippine College?

The data was tabulated using the Pearson per R formula. To get the Interpretation of the data, the P and R-value was computed.

Table 5

Significant relationship between the respondents' perception on the use of Mobile Gaming in terms of Stress reliever and their Study Time.

Mobile Gaming	School Time Management	R value	P value	Interpretation	Decision
Stress Reliever	Study Time	0.48	.0070	Significant Relationship	Reject the null hypothesis

Note: *significant at $p < 0.05$ alpha level S- Significant NS- Not significant

The study aimed to investigate the relationship between the use of Mobile Gaming in terms of stress reliever and School Time Management in terms of Study Time among the Grade 12 students in School year 2022-2023. Pearson R-value was employed in this study with null hypothesis:

Ho2: There is no significant relationship between the mobile gaming regarding of stress reliever and the school time management in terms of study time of the Grade-12 students at Southern Philippine College.

As shown in Table 5, it can be gleaned that the study's findings led to the conclusion that there is a significant relationship between respondents' use of mobile gaming as a stress reliever and school time management as study time.

With an R-value of 0.48 and a P-value of .0070 for the school year 2022-2023. Thus, the null hypothesis is rejected.

In addition, the study conducted by DeStefano (2018) indicates that students who engage in stress relief activities will most certainly have good academic achievement when they can focus solely on their studies. In addition, a study by Antia (2018) also revealed that students with the greatest likelihood of taking stress relief measures are most likely to achieve good academic performance. Table 5 shows that *Stress relievers* and *Study time* have a significant relationship.

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Chapter 5

Summary of Findings, Conclusions, and Recommendations

This chapter presents the summary, findings, conclusions, and recommendations based on the results of the study from the data collected. Generally, this chapter covers the result of the study.

Summary

This study sought to determine the level of use of Mobile Gaming by Grade 12 students as to: Leisure; Stress Reliever; School Time Management as to: Study Time. This study used the descriptive survey method of research. In treating the data, mean, percentage, and standard deviation were used to determine the level of Mobile Gaming and School Time Management and Pearson Product Moment Correlation. The instrument used to gather data was tested and validated by the reliability test of Cronbach's Alpha. The respondents of the study were the 30 students of Grade-12 students at Southern Philippine College School Year 2022-2023.

Findings

Based on the data gathered and their subsequent analysis, the researchers identified the following findings:

1. The level of use of Mobile Gaming as to Leisure showed in the descriptive level as low.

2. The level of use of Mobile Gaming as to Stress Reliever showed in a descriptive level as low

3. The level of use of Mobile Gaming among Grade 12 students showed that they are most likely to feel happy when playing mobile games. Even though playing mobile games is fun, they do not spend their whole time playing Mobile Games.

4. There is no significant relationship between leisure and study time. The findings of the study showed that Study Time and Leisure have a significant relationship. The Leisure and Study Time must be balanced. This finding may conflict in both academic and fun time of students if Study Time management would not be prioritized over leisure activities.

5. There is no significant relationship between Stress Reliever and Study Time. Study Time and Stress Relievers have a significant relationship. This may help the students to manage their study time and stress reliever activities.

Conclusions

The overall findings of this study provide important insights into the Mobile Gaming and School Time Management. This would serve as the conclusions in clearer understandings about the problem.

1. The researchers have concluded that mobile gaming is perceived by students as both an entertainment and a stress reliever. Students are most

likely engaging in the game because it increases their moods and provides them with positive energy.

2. Mobile gaming has an important effect on students, with many of them playing it as a form of therapy to improve their overall mood. The study showed that students' mood improves and is enhanced when they play video games on their phones.
3. mobile gaming improves their moods, the data reveals that even though students are fascinated with mobile gaming, their study remains their top priority despite the odds of mobile gaming
4. . Study time has a strong correlation between the likelihood of using mobile gaming and study time for high school students.
5. The students are most likely to improve their study time, as leisure activities help them to improve their mood, but the proper use of time helps them to improve their study time in moderation.
6. Mobile gaming and study time correspond to a significant relationship as regards stress relievers. Mobile gaming is a positive source of energy by students which, if exploited during their study time, would allow them to perform well. In view of this need, students must have the opportunity to participate in activities that involve playing games using mobile devices on a regular basis. In cases where appropriate time management is necessary, in order not to risk a student's full well-being.

Recommendations

Based on the findings of the study, the researcher offers the following recommendations:

1. In this respect, they need to be able to set their priorities more quickly about the number of gameplay and study times to make themselves active both during game play and when studying. To help teachers develop good expectations regarding giving tasks and activities to their students in such a way, for their students, they can also be helped pass the subject.

2. In this study, parents must help to guide their children's role in terms of managing the time and effort involved in school activities while playing games. To make sure that their students can take full advantage of what resources they have at their disposal while setting a better example for other schools, the school must encourage and guide them towards an enhanced future to be more successful in giving benefits to its next generation.

3. The study would also make it easier for future researchers to reference the study during their own research and provide them with the information they could use to learn about students' management of time spent playing mobile games or studying.

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