



ONLINE GAMING ENGAGEMENT AND MENTAL HEALTH CONCERNS AMONG GRADE 10 LEARNERS

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ABSTRACT

This study aimed to investigate the level of engagement in online gaming among Grade 10 learners of Callang National High School and examine its implications on their mental health. By applying a quantitative-descriptive research design, the study identifies how frequently and intensely students engage in online gaming and how such engagement may contribute to symptoms of fatigue, social withdrawal, irritability, and low academic motivation. The study also explores the underlying psychological risk factors that make some adolescents more vulnerable to gaming addiction.

INTRODUCTION

In support, mobile game addiction has drawn the attention of scholars as an emerging form of addictive behavior due to a lack of specialized tools for measuring this new type of behavioral addiction, relatively little research has specifically studied the association between mobile gaming addiction and mental health effects. The study of Wang et al. (2019) looked at the connections between adolescent social anxiety, depression, and loneliness and mobile game addiction where it has been demonstrated that social anxiety, despair, and loneliness were all positively correlated with mobile game addiction.

According to WePC (2023), there were more than 2.5 billion gamers worldwide, of which 912 million were from the Asia Pacific Region. The prevalence of gaming among youth in East and South-East Asian countries was 10%-15%. In the Philippines, Labana et al. (2020) stated that there were 29.9 million gamers, of which 42% were males between the ages of 10 and 35. Most alarmingly, the global and local statistics suggest that the number of gamers increases yearly. Thus, another reason for study was

countries' concerns when formulating public health approaches to this increasing trend (World Health Organization, n.d.).

METHODS

Research Design

This research used a descriptive-comparative and correlational research design. According to Bhandari (2021), this research design aims to examine and describe the relationship between different variables in a way that is not a cause-and-effect relationship. This research design is helpful in measuring the degree of association between two variables, and it additionally enables the formulation of informed predictions derived from the identified relationships.

RESULTS

This chapter presents, analyzes, and interprets the findings of the study in the light of the statement of the problem and its objectives.

Part I. Profile of the Respondents

Table 1. Frequency and Percentage Distribution of the Profile of the Respondents

Profile	Frequency	Percent (100.0)
Sex		
Male	54	43.20
Female	71	56.80
Daily Allowance		
1-50 pesos	20	16.00
51-100 pesos	69	55.20
101 pesos and above	36	28.80



Family Structure		
Nuclear	100	80.00
Single	14	11.20
Extended	6	4.80
Step/Blended	2	1.60
Grandparents	3	2.40
Daily hours of playing online games		
2-3 hours	71	56.80
>3 to 4 hours	30	24.00
>4 to 5 hours	7	5.60
>5 hours	17	13.60

Table 1 shows the frequency and percentage distribution of the respondents according to their profile.

Most respondents ' were female (56.80%). The majority received a daily allowance of ₱51-100 (55.20%), belonged to a nuclear family (80.00%), and spent 2-3 hours playing online games each day (56.80%). Smaller proportions had higher or daily allowances, came from other family structures, or spent more or fewer hours playing online games.

Part II. Level of Engagement on Online Games

Table 2 shows the level of engagement of the respondents on online games.

The results indicate that respondents generally had a moderate level of engagement, particularly in losing track of time, feeling immersed, experiencing time as if it stood still, and feeling spaced out while playing. However, they showed a low level of engagement in feeling scared and losing awareness of their surroundings during gameplay.

Table 2. Level of Engagement of the Respondents on Online Games

DIMENSIONS	Mean	Interpretation	Descriptive Equivalent
Absorption			
1. I lose track of time while playing an online game	1.90	Maybe	Moderate
2. I feel different while immersed in the online game	1.80	Maybe	Moderate
3. I feel scared during the online game.	1.46	No	Low
4. Time seems to stand still or stop while playing the online game	1.76	Maybe	Moderate
5. I feel spaced out during the online game.	1.84	Maybe	Moderate
6. I lose track of where I am while playing the online game	1.62	No	Low
Presence			
1. Things seem to happen automatically in the online game	1.87	Maybe	Moderate
2. My thoughts go fast when playing .	1.80	Maybe	Moderate
3. I play longer than I meant to.	1.96	Maybe	Moderate
Flow			
1. The online game feels real.	1.87	Maybe	Moderate
2. If someone talks to me while I'm playing the online game.i don't hear them	1.77	Maybe	Moderate
3. I get wound up playing the online game.	1.48	No	Low
4. I don't answer when someone talks to me while playing the online game	1.59	No	Low
5. I cannot tell that I'm getting tired while playing the online game	1.86	Maybe	Moderate
6. Playing the online game seems automatic.	1.71	Maybe	Moderate



7. I play the online game without thinking about how to play	1.77	Maybe	Moderate
8. Playing the online game makes me feel calm	2.30	Maybe	Moderate
9. I feel like I just can't stop playing the online game	1.65	No	Low
Immersion			
1. I really get into the online game.	1.96	Maybe	Moderate

1.00- 1.66- No/Low 1.67-2.33- Maybe/Moderate 2.34-3.00- Yes/High

Respondents showed a moderate level of presence, indicating they sometimes lost track of time and felt absorbed while playing. This was revealed by the means of 1.80 to 1.96.

The flow engagement was generally low to moderate, with limited difficulty stopping play but moderate feelings of enjoyment, realism, calmness, and automatic gameplay. This was evident in the means ranging from 1.71 to 2.30.

Lastly, Immersion was also moderate, suggesting they were reasonably engaged in the gaming experience as revealed by the mean of 1.96.

Part III. Effect of Online Games on Learners' Mental Health

Table 3 shows the effects of online games on learners' mental health, as measured by the three emotional states.

Depression was generally at a moderate which indicate by the mean of 15.82 or most respondents classified as moderate, Followed by normal level, 30 or 24.00 percent, Severe 24 or 19.20 percent were assessed, and 18 or 14.40 percent were said to be experiencing mild and 10 or 8.00 percent were under extremely severe.

Anxiety was also generally at a moderate level which indicate by the mean of 14.18 or the participants are experiencing a moderate level of anxiety. The largest proportion of respondents experienced extremely severe anxiety which indicated by the of 38 or 30.40 percent, followed by normal 32 or 25.60 percent, 27 or 21.60 percent to be moderate, 21 or 16.80 percent to be severe, seven or 5.60 percent to be mild.

Table 3: Effect of Online Games on the Learners' Mental Health through the Emotional States

Level	Emotional States					
	Depression		Anxiety		Stress	
	f	%	f	%	f	%
Normal	30	24.00	32	25.60	63	50.40
Mild	18	14.40	7	5.60	19	15.20
Moderate	43	34.40	27	21.60	32	25.60
Severe	24	19.20	21	16.80	8	6.40
Extremely Severe	10	8.00	38	30.40	3	2.40
Mean	15.82	Moderate	14.18	Moderate	14.93	Mild

Based from Lovibond, S.H. & Lovibond, P.F. (1995). *Manual for the Depression Anxiety & Stress Scales. (2ndEd.)* Sydney: Psychology Foundation.

Lastly, the table shows that when it comes to stress or the feeling of difficulty relaxing, nervous arousal, and being easily upset/agitated, irritable / over-reactive and impatient, majority of the respondents are experiencing normal comprising of 63 or 50.40 percent of the respondents, 19 or 15.20 were experiencing

mild, 32 or 25.60 for moderate, 8 or 6.40 for severe, and 3 or 2.40 for extremely severe.

Overall, the mean of 14.93 indicates that respondents are experiencing mild stress.

Part IV. Difference on the Level of Engagement of the Respondents to Online Gaming when Grouped according to their Profile

Table 4. Significant Difference in the Level of Engagement of the Respondents to Online Gaming when Grouped according to their Sex

Dimensions	Sex	Mean	t-value	Sig.
Absorption	Male	1.78	1.327	0.187
	Female	1.69		
Presence	Male	1.90	2.133	0.035
	Female	1.80		
Flow	Male	1.78	0.034	0.973
	Female	1.78		
Immersion	Male	2.11	1.953	0.053
	Female	1.85		



Table 4 shows the significant difference on the level of engagement of the respondents to online games when grouped according to their sex profile.

It can be surmised that with the means ranging from 1.69 to 2.11 across the three dimensions of online game engagement, namely absorption, flow, and immersion, for both sexes, the t-values of 0.034 to 1.953 with significance levels of greater than 0.05 (Sig. >0.05) indicate that no significant differences were

observed. Meanwhile, in terms of presence, male respondents have shown a higher mean engagement rating than female respondents, with means of 1.90 and 1.80, respectively. The t-value of 2.133 with a significance level of 0.035 (Sig. < 0.05) indicates that there is a significant difference in the presence level of engagement of respondents with online games when grouped by sex. Therefore, rejecting the null hypothesis.

Table 5 Significant Difference in the Level of Engagement of the Respondents to Online Gaming when Grouped according to their Daily Allowance

Dimensions	Daily Allowance	Mean	F-value	Sig.
Absorption	1-50 pesos	1.80	2.358	0.099
	51-100 pesos	1.66		
	101 pesos and above	1.81		
Presence	1-50 pesos	1.92	0.423	0.656
	51-100 pesos	1.84		
	101 pesos and above	1.93		
Flow	1-50 pesos	1.81	0.582	0.560
	51-100 pesos	1.75		
	101 pesos and above	1.82		
Immersion	1-50 pesos	1.85	0.259	0.772
	51-100 pesos	1.97		
	101 pesos and above	2.00		

Table 5 shows the difference in the level of engagement of the respondents to online gaming when grouped according to their daily allowance.

It can be deduced that the F-values of 0.259 to 2,358 with significance level of 0.099 to 0.772 (Sig. > 0.05) indicates that there is no difference in the level of engagement of the

respondents to online gaming when grouped according to their daily allowance. Thus, accepting the null hypothesis. Further, the means ranging from 1.66 to 2.00 indicates that the respondents regardless of their daily allowance have a comparable level of engagement on online games.

Table 6. Significant Difference in the Level of Engagement of the Respondents to Online Gaming when Grouped according to their Family Structure

Dimensions	Family Structure	Mean	F-value	Sig.
Absorption	Nuclear	1.73	0.337	0.853
	Single	1.74		
	Extended	1.81		
	Step/Blended	1.67		
	Grandparents	1.5		
Presence	Nuclear	1.85	0.828	0.510
	Single	1.98		
	Extended	2.17		
	Step/Blended	1.67		
	Grandparents	1.78		
Flow	Nuclear	1.79	1.092	0.364
	Single	1.79		
	Extended	1.72		
	Step/Blended	2.06		
	Grandparents	1.44		



Immersion	Nuclear	1.92	0.811	0.521
	Single	2.29		
	Extended	2.00		
	Step/Blended	2.00		
	Grandparents	1.67		

Table 6 shows the difference in the level of engagement of the respondents to online gaming when grouped according to their family structure.

It can be gleaned that the means ranging from 1.44 to 2.17 across four dimensions of online game engagement shows that the respondents have similar level of engagement. Further the F-

values of 0.337 to 1.092 with significance levels of 0.364 to 0.853 (Sig. > 0.05) indicates that there is no significant difference in the level of engagement of the respondents to online gaming when grouped according to their family structure. Thus, accepting the null hypothesis.

Table 7. Significant Difference in the Level of Engagement of the Respondents to Online Gaming when Grouped according to Hours of Playing

Dimensions	Hours	Mean	F-values	Sig.
Absorption	2-3 hours	1.71	0.819	0.486
	>3 to 4 hours	1.71		
	>4 to 5hours	1.76		
	>5 hours	1.86		
Presence	2-3 hours	1.83	0.553	0.647
	>3 to 4 hours	1.91		
	>4 to 5hours	2.00		
	>5 hours	1.96		
Flow	2-3 hours	1.75	0.692	0.559
	>3 to 4 hours	1.79		
	>4 to 5hours	1.95		
	>5 hours	1.78		
Immersion	2-3 hours	1.87	0.909	0.439
	>3 to 4 hours	2.03		
	>4 to 5hours	2.29		
	>5 hours	2.06		

Table 7 shows the difference in the level of engagement of the respondents to online gaming when grouped according to the number of hours playing online game.

As shown, a comparable level of engagement among the respondents was observed on the means ranging from 1.75 to 2.29 across four dimensions. Further the F-values of 0.553 to 0.909

with significance levels greater than 0.05 (Sig. > 0.05) indicates that there is no significant difference in the level of engagement of the respondents to online gaming when grouped according to the hours of playing online games. Therefore, accepting the null hypothesis.

Part V. Difference on the Effect of Online Games to the Emotional States of the Respondents when Grouped according to their Profile

Table 8. Significant Difference in the Effect of Online Games to the Emotional States of the Respondents when Grouped According to their Sex

Dimensions	Sex	Mean	t-value	Sig.
Depression	Male	15.74	0.103	0.918
	Female	15.88		
Anxiety	Male	15.92	2.060	0.041
	Female	12.85		
Stress	Male	15.67	0.875	0.383
	Female	14.37		

Table 8 presents the difference in the effect of online games to the emotional states of the respondents when grouped according to their sex.

As gleaned from the table, both sexes have shown a comparable effect in terms of depression and stress scales as

shown by the means of 14.37 to 15.88. Further, the t-value of 0.103 and 0.875 with significance value of 0.918 and 0.383, respectively, indicates that both sexes have experienced similar effect. However, in terms of anxiety, the male respondents have shown higher means than females as evidenced by the means of



15.92 and 12.85. The t-value of 2.060 with significance level of 0.041 shows that there is a significant difference in the effect of online games to the anxiety emotional states of the respondents

when grouped according to their sex. Thus, rejecting the null hypothesis.

Table 9 Significant Difference in the Effect of Online Games to the Emotional States of the Respondents when Grouped According to their Daily Allowance

Dimensions	Daily Allowance	Mean	F-value	Sig.
Depression	1-50 pesos	17.50	0.523	0.594
	51-100 pesos	15.51		
	101 pesos and above	15.00		
Anxiety	1-50 pesos	15.80	1.186	0.309
	51-100 pesos	13.16		
	101 pesos and above	15.22		
Stress	1-50 pesos	16.20	0.743	0.478
	51-100 pesos	14.14		
	101 pesos and above	15.72		

As gleaned from table 9, the F-values of 0.523 of 1.186 with significance level of 0.309 to 0.594, indicates that there is no significant difference in the effect of online games to the emotional states of the respondents when grouped according to their daily allowance. This further shows that the respondents, regardless of how much their daily allowance is, still experienced comparable level of effects on online games. This led to the acceptance of the null hypothesis.

Meanwhile, table 10 shows the difference in the effect of online games to the emotional states of the respondents when grouped according to their family structure.

As presented, the means ranging from 11.67 to 20.29 with F-values of 0.215 to 1.09 and significance values of 0.365 to 0.930 indicates that there is no significant difference in the effect of online games to the emotional states of the respondents when grouped according to their family structure. Hence, accepting the null hypothesis.

Table 10. Significant Difference in the Effect of Online Games to the Emotional States of the Respondents when Grouped According to their family Structure

Dimensions	Family Structure	Mean	F-value	Sig.
Depression	Nuclear	15.72	0.215	0.930
	Single	14.40		
	Extended	20.29		
	Step/Blended	17.13		
	Grandparents	14.00		
Anxiety	Nuclear	15.07	0.718	0.581
	Single	11.67		
	Extended	17.43		
	Step/Blended	13.50		
	Grandparents	14.00		
Stress	Nuclear	15.63	1.090	0.365
	Single	11.73		
	Extended	18.29		
	Step/Blended	16.38		
	Grandparents	14.00		

Lastly, table 11 shows the difference in the effect of online games to the emotional states of the respondents when grouped according to the respondents' hours of playing online games.

As deduced from the table, regardless of the number of hours consumed by the respondents in playing, the means ranging from 11.67 to 20.29 showed that the effect are comparable across

the groups. Further, the F-values of 1.173, 1.600, and 2.372 across the dimensions with significance levels greater than 0.05 (Sig. > 0.05), show that there is no significant difference in the effect of online games to the emotional states of the respondents when grouped according to the respondents' hours of playing online games. Therefore, accepting the null hypothesis.



Table 11. Significant Difference in the Effect of Online Games to the Emotional States of the Respondents when Grouped According to their family Structure

Dimensions	Hours	Mean	F-values	Sig.
Depression	2-3 hours	15.72	1.173	0.323
	>3 to 4 hours	14.40		
	>4 to 5hours	20.29		
	>5 hours	16.94		
Anxiety	2-3 hours	15.07	1.600	0.193
	>3 to 4 hours	11.67		
	>4 to 5hours	17.43		
	>5 hours	13.53		
Stress	2-3 hours	15.63	2.372	0.074
	>3 to 4 hours	11.73		
	>4 to 5hours	18.29		
	>5 hours	16.24		

Part VI. Relationship Between the Level of Engagement of the Respondents to Online Gaming and their Level of Mental Health as to their Emotional States

Table 12. Relationship Between the Level of Engagement of the Respondents to Online Gaming and their Level of Mental Health as to their Emotional States

Emotional States						
Dimensions	Depression		Anxiety		Stress	
	r	Sig.	r	Sig.	r	Sig.
Absorption	0.300*	0.001	0.257*	0.004	0.284*	0.001
Presence	0.247*	0.005	0.152	0.091	0.210	0.019
Flow	0.148	0.100	0.053	0.559	0.091	0.314
Immersion	0.081	0.371	0.014	0.879	0.074	0.413

* Significant at 0.05

Table 12 shows the Relationship between the level of engagement of the respondents to online gaming and their level of mental health as to their emotional states.

As reflected, the table shows that certain dimensions of online gaming engagement are significantly related to the respondents' emotional states, while others are not. Absorption demonstrates the strongest and most consistent associations, showing significant positive correlations with depression ($r = 0.300$, $p = 0.001$), anxiety ($r = 0.257$, $p = 0.004$), and stress ($r = 0.284$, $p = 0.001$). Presence also shows a significant relationship with depression ($r = 0.247$, $p = 0.005$), but its links with anxiety ($r = 0.152$, $p = 0.091$) and stress ($r = 0.210$, $p = 0.019$) are weaker, with only stress reaching statistical significance. In contrast, flow and immersion do not exhibit significant correlations with depression, anxiety, or stress, indicating that these dimensions of gaming engagement may not directly influence emotional health in the same way.

DISCUSSION

Profile of the Respondents

Most Grade 10 learners were female, belonged to nuclear families, received a moderate daily allowance, and spent 2-3 hours daily on online gaming. These demographic factors may influence gaming habits and mental health, consistent with

previous studies.

Level of Engagement on Online Games

The findings revealed that Grade 10 learners had moderate engagement in online gaming, particularly in absorption, presence, flow and immersion. These results highlight the need to promote responsible gaming habits and provide support to prevent excessive or problematic gaming.

Effects of Online Game to Mental Health

The findings demonstrate that online gaming engagement has a stronger impact on depression and anxiety than on stress among Grade 10 learners. Supported by prior studies, this suggests that while gaming can serve as a recreational outlet, excessive or unregulated play increases vulnerability to emotional distress. In line with the study's objectives, these results emphasize the need for structured interventions such as awareness programs, coping skills training, and family involvement to mitigate the adverse psychological effects of gaming and promote healthier digital habits among learners.

Difference on the Level of Engagement of the Respondents to Online Gaming when Grouped according to their Profile

The results reveal that sex was the only demographic variable with a significant difference, with male learners



reporting higher presence in online gaming than females. No significant differences were found based on daily allowance, family structure or hours of play, suggesting these factors had little influence on gaming engagement.

The results and studies imply that interventions should prioritize gender-sensitive approaches that focuses on how male learners may be more susceptible to heightened presence and

Difference on the Effect of Online Games to the Emotional States of the Respondents when Grouped according to their Profile

The results show that sex was the only demographic variable with a significant difference, with male learners reporting higher anxiety than females. No significant sex differences were found in depression or stress.

These studies support the conclusion that while socio-economic status, family structure, and gaming hours may not significantly alter emotional outcomes, gender differences

CONCLUSION

The following conclusions are derived based on the findings of the study.

1. Most Grade 10 learners are female, belong to nuclear families, receive moderate allowances, and spend 2–3 hours daily on online gaming.
2. Learners showed moderate gaming engagement, with absorption and presence linked to prolonged play risks.
3. Depression and anxiety were more evident than stress, with anxiety showing the highest severe cases.
4. Sex significantly affected gaming presence and anxiety, with males showing higher levels than females.
5. Absorption was strongly associated with depression, anxiety and stress, while flow and immersion showed no significant relationship.
6. The proposed program promotes responsible gaming through awareness, support, family involvement and school-based interventions.

Recommendations

The following recommendations are proposed to address the concerns on online gaming engagement and mental health concerns among grade 10 learners.

1. Implement guidance and digital literacy programs that promote responsible gaming.
2. Provide awareness campaigns, counseling, and stress management to address gaming-related mental health concerns.
3. Used gender-sensitive and targeted interventions, particularly for male learners, while supporting all students.
4. Integrate gaming wellness initiatives into the School's overall wellness program.

prolonged play, while recognizing that other demographic variables exert minimal influence. Practically, this means that schools and families should alter awareness and monitoring strategies to account for gender differences, while maintaining broad programs that encourage balanced and responsible gaming habits across all learners.

particularly in anxiety are critical to address in designing interventions for adolescent gamers.

Relationship Between the Level of Engagement of the Respondents to Online Gaming and their Level of Mental Health as to their Emotional States

The results showed that absorption had significant positive relationships with depression, anxiety and stress, while presence was significantly associated with emotional distress, suggesting that absorption and presence are the key gaming dimensions linked to negative emotional outcomes.

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I. PERSONAL DATA

Position/Designation: Teacher III
School: Callang National High School
District: LD5 / San manuel
Division: Isabela
Date of Employment: September 29, 2022
Birthdate: July 9, 1992
Birthplace: Ramon, Isabela
Citizenship: Filipino
Civil Status: SingleS

II. EDUCATIONAL BACKGROUND

MASTERAL	:	UNIVERSITY OF LA SALETTE INC.
		SANTIAGO CITY
		2022-2026
COURSE	:	MASTER OF ARTS IN EDUCATION
		Major in GUIDANCE AND COUNSELING
TERTIARY	:	UNIVERSITY OF LA SALETTE INC.
		Santiago City
		2012-2016
COURSE	:	BACHELOR OF SCIENCE IN PSYCHOLOGY

III. Eligibilities

Professional Teacher (RA 1080)

IV. Work Experiences

JUNIOR HIGH SCHOOL TEACHER
CALLANG NATIONAL HIGH SCHOOL
Education & Training Services
September 2022 - PRESENT

GUIDANCE DESIGNATE
CALLANG NATIONAL HIGH SCHOOL
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SAN MANUEL, ISABELA, PHILIPPINES
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