

Pupils' Purpose of Online Gaming and Well-Being

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Abstract

This study investigated the pupils' purpose of online gaming in terms of Stress Relief, Socialization, and Escapism. It also identified the purpose of pupils' well-being based on the Mental, Social, and Emotional aspects and to elicit significant relationship between the purpose of pupils' online gaming and level of well-being. This study was conducted in five elementary schools that belong to East II district namely Suntingon Elementary School, Bugo Central School, Puerto Elementary School, Agusan Elementary School, and Tablon Elementary School, Division of Cagayan de Oro City. The respondents of the study were the three hundred thirty-three (303) Grade 6 pupils and were selected through a Stratified random sampling using Slovin's formula. The research instruments used in this study were adapted and modified from various sources which underwent validity and reliability testing. The Descriptive correlational research design was utilized and employed. Mean and standard deviation and Pearson *r* were used as the statistical treatment of the study. Results revealed that the respondents of this study were not so engaged with online gaming. They just play for fun and relaxation. It also revealed that their well-being aspects were either good or otherwise as they engage with online gaming. Thus, parents or guardians and even teachers will constantly check and monitor their children in online gaming because finding it fun and stress relief may lead to addiction.

Keywords: escapism, online gaming, stress relief, socialization, well-being

1. Introduction

Online gaming is one of the favorite pastimes of most people when it comes to soothing their emotions, stress, challenge and competition, relaxation, enjoyment, social interaction, spending idle time, tending to their excitement, and even mentally escaping from the real world. It has also become a sport and a hobby for many. Adults, teenagers, or even young children had no difference. Online game players, from adolescents to adults of all ages, report considerable socioemotional benefits, including fun, enjoyment, meaningful and lasting relationships (Yang & Liu, 2017), satisfaction, and opportunities to develop leadership skills, and they assert that these benefits extend to their offline identities.

Online gaming is often promoted as a fun way to connect and relax in life. It offered the gamers a wide variety of experiences and that is why they were so eager to play. Play brings delight, enjoyment, and drive to youths, encouraging them to keep playing. Online gaming produces a release of dopamine or the joyful hormone which will make the gamers feel good and help them cope with the stresses of everyday life since most online games are fun and engaging. This is true based on the reviews on emotion regulation that demonstrated how it can reduce negative emotions after feeling frustrated or stressed before or during gameplay (Villani et al., 2018). Also, playing online games can help to reduce stress, anxiety, and depression (Pine et al., 2020).

Online gamers claim that they develop many social contacts through the games they play and many of these contacts develop into lasting friendships. There are situations where they are required to form groups to overcome challenges that lead them to form social relationships. The players do not move in the game's

world alone any longer. Instead, they must work with their team to achieve their common goals and interact with a game world that is full of other players. Online games have developed progressively towards team games, where the best result is accomplished when everyone works together. Gamers described the centrality of social rewards to the experience of online gaming.

The researchers Dumrique and Castillo (2018) conducted a study that evaluated and found the impact of online gaming on the academic performance and social behavior of the learners. The study revealed that there are fewer girls compared to boys who often play games that require more players like League of Legends, Clash of Clans, Crossfire, and Dota 2. He stated that the average age who plays online games is around 14-15 years old and most likely in the Grade 8 level. They found out that even though the subjects of those who play online games still know how to socialize well, they can perform very well when it comes to academic performance. Therefore, it is just a matter of discipline.

However, children's fascination with internet gaming can lead to mental, emotional, and social issues. These side effects include inducing rage and violence, obesity, game-induced seizures, social isolation, and other bodily and mental harm. The primary method that indicates to the comorbidities is their inability to control their emotions, such as anger, sadness, fear, or other emotions. The consequences of this game have been studied by many psychologists and mental health specialists (Lemmens et al., 2017; Peters & Malesky, 2019; Williams, Yee & Caplan, 2018). As observed, many gamers, especially young ones, play online games because they may have triggering negative emotions, and only playing online games is often seen as a way of escaping. This is true according to Melodia et al. (2020). They defined it as escapism. The process of leaving reality and avoidant coping is the game's capability to help the person deal with "real" problems by favoring the management of unpleasant emotional states.

As observed in today's generation, many children spend hours a day on computers, so much so that computers have become a primary source of entertainment for them, as well as a convenient babysitter for parents. Although there is nothing wrong with children playing and enjoying online games, parents should make sure that they establish screen time for their children and find creative ways to allow games and technology time balanced with outdoor or creative non-technological activities because the problem arises when children become gamers that start to neglect other areas of their lives to play online games, or when the only way they can relax is by playing, and they may start to turn to a way of coping with difficult life issues.

With the above studies from several authors, the researcher was inspired to determine the well-being of the different aspects of the pupils' lives, especially in Grade 6 pupils since at their young age are already engaged in online gaming.

This study was anchored from the Online Game Interactivity Theory of Friedl (2022). Online game design, including its ideas, methods, and resources, is covered in Online Game Interactivity Theory. Beginning with explanations of the history of online games, the distinctions between single-player games and online games, and how the many types of online games effect design, it leads players through the development of multiplayer online games. Interactivity—how to describe it, handle its complexity, and incorporate it into designs—is the focus of the entire process. Gamers got insights into how a gamers' level of interaction might influence its likelihood of success and what they can do to improve it by understanding the major components of the three categories of interactivities. Techniques for "designing" interaction into their games are presented, and methods for incorporating it into online game ideas are described. Also covered are specifics on multiplayer game design issues as well as rules and recommendations for incorporating these issues into games. These rules cover topics like community design and the special significance of a player's avatar.

This study also concord to the findings of Dumrique and Castillo (2018) and Bartholow et al. (2017). Both sets of authors have contradicting findings in their studies. Dumrique and Castillo (2018) said that the impact of online gaming depends on each learner's behavior. They said that it is just a matter of discipline.

While Bartholow et al. (2017) said that children's fascination with internet gaming can lead to mental, physical, and social issues.

2. Methodology

This study used the descriptive correlational research design, specifically a survey. Siedlecki (2020) suggested that descriptive methods are methods that aim to create descriptions; meaningful images, and paintings systematically, factually, and accurately about the data, properties, and relationships of the phenomena studied. In the survey research design, questionnaires will be used to acquire information about a particular group. The survey research design aims to obtain a more accurate representation of the characteristics of the participants. This study also used correlational research. It investigated relationships between variables without the researcher controlling or manipulating any of them (Bhandary, 2022). In this study, the researcher did not explain the relationship between the variables and did not involve the manipulation of variables. In short, it simply described the relationship between the variables. This study aimed to determine the pupils' extent of online gaming in terms of stress relief, socialization, and escapism and pupils' well-being specifically in mental, social, and emotional aspects.

To determine the pupils' extent of playing Online Games in terms of Stress Relief, Socialization and Escapism, and the extent of pupils' Well-being in terms of Mental, Social, and Emotional Aspects, Mean and Standard Deviation were used. Mean and standard deviation enable the measurement of opinion or subjective data objectively and offer a framework for comparison. To determine the relationship between the extent of online gaming, and well-being, Pearson Product Moment Correlation Coefficient was utilized.

3. Results and Discussion

Problem 1. What is the pupils' purpose of online gaming in terms of:

- 1.1 Stress Relief,
- 1.2 Socialization, and
- 1.3 Escapism?

Table 1

Overall Pupils' Purpose of Online Gaming

	Mean	SD	Description	Interpretation
Stress Relief	3.73	1.33	Frequently	Highly Observed
Socialization	2.84	1.5	Sometimes	Observed
Escapism	3.11	1.39	Sometimes	Observed
Overall	3.23	1.40	Sometimes	Observed

Note: 1.0-1.79-Not Observed; 1.80-2.59-Less Observed; 2.60-3.39-Observed; 3.40-4.19-Highly Observed; 4.20-5.00-Very Highly Observed

Table 1 shows the overall pupils' purpose of online gaming. It reveals that it has an overall Mean of 3.23 with SD = 1.40 which is described as Sometimes and interpreted as Observed. This means that the respondents of this study who were Grade 6 pupils from East II District were not so engaged with online gaming. This implies that they are not addicted to online gaming and they are not that hooked in playing. The reason perhaps is in their age that they are still young, and they are following their parents' discipline and also, maybe, they do not have their own personal computers or laptops to use in playing. They are not so involved in playing online games that they had to miss class or go to internet stations solely to play because the outcome shows that they are not so engrossed in playing. This is in contrast with the study of (Wartberg et al., 2019) that children designate café as their hangout spots where they spend hours playing until late night that may cause them to miss school.

Moreover, the pupils' purpose of online gaming in terms of Stress Relief, has the highest Mean of

3.73 with $SD=1.33$ and described as Frequently and interpreted as Highly Observed. This means that pupils have online gaming for enjoyment. They enjoy playing because it allows them to experience the excitement and pleasure that only online gaming provides. They play to have fun, and it relaxes them when they are tired and have nothing else to do. Pupils take time to relax and participate in activities that help them feel calmer and relieve the tensions of the day. Playing online games could be the solution for them. As what Burns (2020) said that online games foster creativity. Creative behaviors can increase dopamine secretions, reduce stress and anxiety, help manage trauma, and provide a boost to the immune system. Online gaming is frequently advertised as a pleasant way to interact with others and unwind. It provided the gamers with a wide range of sensations, which is why they were so anxious to play. It was also supported by Gonzales (2019) in his study that pupils play not only because they are truly serious, but also because they want to feel relieved. Due to the amount of work they have to do, pupils often feel overwhelmed during school hours. Playing will help them feel less pressured.”

On the other hand, the pupils' purpose of online gaming in terms of Socialization, got the lowest Mean of 2.84 with $SD=1.5$ which is described as Sometimes and interpreted as Observed. This implies that pupils sometimes play with their virtual friends and sometimes they play alone by switching to single-player mode if they wanted to. There are online games that do not require a lot of players and can be played by a single player. It also implies that when they play online games, they do not need that much support network to feel empowered and to help them build resilience to stress because they can manage their own emotions while playing with or without their virtual friends. It also implies that pupils spend more time with their real friends in this physical world and they are not that lonely in the outside world to need connection from virtual people. On the other hand, the results also indicate that there are times when pupils stay in contact with and converse with their pals online. Knowing they are not alone is undoubtedly reassuring to them. They have this community where they feel safe and at ease. This is true to the study of Shi, et al., (2019) “There will be other people who have the same interests in gaming as they can share and connect.”

Problem 2 What is the purpose of pupils' well-being in online gaming as to:

- 2.1 Mental Aspect,
- 2.2 Social Aspect, and
- 2.3 Emotional Aspect?

Table 2

Overall Purpose of Pupils' Well-being in Online Gaming

Indicators	Mean	SD	Description	Interpretation
Mental	3.28	1.47	Neither Agree nor Disagree	Sometimes Observed
Emotional	2.94	1.42	Neither Agree nor Disagree	Sometimes Observed
Social	2.97	1.51	Neither Agree nor Disagree	Sometimes Observed
Overall	3.19	1.47	Neither Agree nor Disagree	Sometimes Observed

Note: 1.0-1.79- Never observed; 1.80-2.59- Rarely observed; 2.60-3.39- Sometimes observed; 3.40-4.19- Observed; 4.20-5.00- Always observed

Table 2 shows the overall purpose of pupils' well-being in online gaming. It reveals that it has an overall Mean of 3.19 with $SD = 1.47$ which is described as Neither Agree nor Disagree and interpreted as Sometimes Observed. It means that pupils' mental, emotional, and social well-being aspects are either be good or otherwise as they engage with online gaming. It implies that Grade 6 pupils in East II district need to be observed and monitored since they are participating in online gaming. According to Gonzales (2019), teens who play online games are just having fun. They play not only because they are truly serious, but also because they want to feel relieved. Because of these reasons, parents should be aware of the result of this study so that they will find out what kinds of games their child loves and make sure they are acceptable for their age. Pupils' learning occurs in unexpected ways, yet incorrect use of online gaming causes some issues, such as being distracted in class. Furthermore, where the child's attention is divided, their health and social lives are

unwittingly damaged and that is not advisable.

Moreover, the overall purpose of pupils' well-being in online gaming., Mental, has the highest Mean of 3.28 with SD = 1.47, which is described as Neither Agree nor Disagree and interpreted as Sometimes Observed. It means that Online gaming has been linked to improved moods and mental health benefits of the pupils. Positive mental health, according to the World Health Organization, is a condition of well-being in which each individual fulfills his or her potential, is able to handle life's everyday challenges, is able to work successfully and fruitfully, and is able to contribute to her or his community. When they finish, one will experience a lot of happiness, which will improve one's overall well-being. This sense of accomplishment is reinforced when one plays games that award medals or badges for attaining milestones. When attempting to achieve more, one has something to aim for. Playing online games can be good for one's mental health.

On the other hand, the overall purpose of pupils' well-being in online gaming, Emotional, got the lowest Mean of 2.94 with SD = 1.42 and described as Neither Agree nor Disagree and interpreted as Sometimes Observed. This implies that pupils who play online games are not affected emotionally. According to Pocai, (2019) Online games also allow pupils a safe place to fail. They can safely take as many risks as they want. If they do not win the competitive match, they play another one. If they have poor interaction with another gamer, they can talk with someone else. It also means that playing online games can boost gamers' emotional health by helping them to relieve stress and use their minds in a variety of creative ways. It builds emotional resilience and prepares pupils to be less frustrated when they lose an online game. These result, on the other hand, encourage youngsters to learn to cope with failure and to develop the emotional resilience to get back up and try again. This shows that it is an extremely valuable skill to learn at any age. Online gaming allows children to explore, develop new worlds, and take on new personalities that happen to be possible in real life.

Problem 3. Is there a significant relationship between the purpose of pupils' online gaming and well-being?

The Table 3 shows Pearson's correlation test between pupils' purpose of online gaming in terms of stress relief and well-being. The test reveals a weak positive correlation between stress relief vs emotional aspect of pupils' online gaming with r value = 0.10, wherein, if the stress relief variable changes its direction the emotional aspect of the pupils also changes in the same direction.

Table 3

Pearson's Correlation Test between Pupils' Purpose of Online Gaming in terms of Stress Relief and Well-being

Well-being	r value	p value	Description	Interpretation
Mental	0.00	0.09	No Correlation	Not Significant
Social	-0.12	0.00	Weak Negative Correlation	Significant
Emotional	0.10	0.00	Weak Positive Correlation	Significant

Since stress relief was described as Frequently and interpreted as Highly Observed in Table 1 and it is the highest independent variable among the three, the result shows it affects somehow their emotional well-being as it is also the lowest among the three well-being aspects. It is indicated that the pupils play for stress relief and that gives significant relationship to emotional well-being based on Pearson correlation test. It indicates that, although both variables tend to go up in response to one another, the relationship is not very strong.

In addition, the test showed weak negative correlation between stress relief vs social aspect, with the r values = -0.12 which indicates if one variable change its direction the other one changes in opposite direction. It became weak negative correlation because the Stress relief is the highest data in the study and the

social well-being is somehow in the middle. It implies on Table 6 that when pupils play online games, their social well-being is sometimes jeopardized. If they play too much, they will develop an addiction and disrupt their relationships with family and friends. That is why it should be done moderately. The result also means that when the children play, they play for stress relief, and they can play whether they have their friends or not. The result of the Pearson correlation indicates that, when one variable increases, the other variable tends to decrease, but in a weak or unreliable manner. However, the test reveals no relationship between stress relief vs mental aspect, with p value greater than 0.05. It means that the effect is not strong enough, given from sample size, to determine it to be statistically different from zero.

Table 3 took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be seen from the same table, stress relief vs emotional, and stress relief vs social, are significant at 0.05. In summary, taking it at the coefficient level, the extent of online gaming of the respondents in terms of stress relief is a good predictor of pupils' well-being as to emotional and social aspects, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test was rejected. With the following findings, there is a weak positive and weak negative correlation. There is a significant relationship between stress relief and mental, social, and emotional well-being aspects of the pupils.

Table 4

Pearson's Correlation Test between Pupils' Purpose of Online Gaming in terms of Socialization and Well-being

Well-being	r value	p value	Description	Interpretation
Mental	-0.27	0.00	Weak Negative Correlation	Significant
Social	-0.01	0.12	Weak Negative Correlation	Not Significant
Emotional	0.08	0.18	Weak Positive Correlation	Not significant

The Table 4 shows Pearson's correlation test between pupils' purpose of online gaming in terms of socialization and well-being. The test reveals a weak negative correlation between socialization vs mental aspect of pupils' online gaming with r value = -0.27, wherein, if one variable changes its direction the other one changes in opposite direction.

Since socialization was described as sometimes and interpreted as observed in Table 2 and got the middle result in independent variable among the three, the result shows it affects somehow their mental well-being as it is also the highest among the three well-beings. It was indicated that the pupils sometimes play solo online games and sometimes participate in games that requires people or multiplayer gamer, so it does not deny the fact that they have friends both in virtual world and in the real world. The result gives significance to their mental well-being. Playing online games is not their outlet for expressing negative feelings. Pupils did not experience mental health illnesses such as sadness or anxiety, and that yields to a non-alarming data result based on Table 5. The result of Pearson correlation indicates that, when one variable rises, the other tends to fall, but in a shaky or unpredictable way. However, the test revealed no relationship between socialization versus emotional and social aspect, with p value greater than 0.05.

Table 10 took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be seen from the same table, socialization versus mental is significant at 0.05. In summary, taking it at the coefficient level, the purpose of online gaming of the respondents in terms of socialization is a good predictor of pupils' well-being as to mental aspect, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test was rejected. With the following findings, weak negative correlation. There is a significant relationship between socialization and mental, social, and emotional well-being aspects of the pupils.

Table 5*Pearson's Correlation Test between Pupils' Purpose Online Gaming in terms of Escapism and Well-being.*

Well-being	r value	p value	Description	Interpretation
Mental	-0.01	0.06	Weak Negative Correlation	Not significant
Social	0.03	0.06	Weak Positive Correlation	Not Significant
Emotional	0.31	0.00	Moderate Positive Correlation	Significant

Table 5 shows Pearson's correlation test between pupils' purpose of online gaming in terms of escapism and well-being. The test reveals a moderate positive correlation between escapism vs emotional aspect of pupils' online gaming with r value = 0.31, wherein, if one variable change its direction the other one changes in the same direction. Therefore, escapism did not affect Mental and Social aspect of well-being of the Grade 6 pupils in East II district, but it affected their emotional well-being. Escapism was described as sometimes and interpreted as observed in Table 3 and it is the lowest independent variable among the three, the result shows it affects somehow their emotional well-being as it is also the lowest among the three well-beings. It was indicated that the pupils involved in online gaming, and they sometimes merely play to enjoy and alleviate stress. This also implies that they are playing online games because of escapism and escaping into something enjoyable is very appealing to pupils. As a result, pupils play online games for entertainment, and this gives significant relationship to emotional well-being based on Pearson correlation test. It indicates that it is a moderate degree in positive correlation because the value lies between ± 0.30 and ± 0.49 , then it is said to be a medium correlation. However, the test revealed no relationship between escapism vs mental and social aspect, with p value greater than 0.05.

Table 11 took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be seen from the same table, escapism vs emotional is significant at 0.05. In summary, taking it at the coefficient level, the extent of online gaming of the respondents in terms of escapism is a good predictor of pupils' well-being as to emotional aspect, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test was rejected. With the following findings, moderate positive correlation. There is a significant relationship between escapism and mental, emotional, and social well-being aspects of the pupils.

The Table 12 on the next page shows Pearson's correlation test between the pupils' purpose of online gaming and well-being. The test revealed a moderate positive correlation between stress relief vs well-being aspect of pupils' online gaming with r value = 0.37, wherein, if the stress relief variable changes its direction the well-being aspect of the pupils also changes in the same direction.

Table 6*Pearson's Correlation Test between Pupils' Purpose of Online Gaming and Well-being*

Extent of Pupils' Online Gaming	r-value	p-value	Description	Interpretation
Stress Relief	0.37	0.00	Moderate Positive Correlation	Significant
Socialization	0.00	0.55	No Correlation	Not Significant
Escapism	0.08	0.34	Weak Positive Correlation	Not Significant

Stress relief was described as Frequently and interpreted as Highly Observed in Table 1 and it is the highest independent variable among the three, the result shows it affects somehow their well-being. This implies that when the pupils have a stressful day from school or from life, playing a few rounds of their favorite online game can be a great way for them to relax and unwind. And this is their reason why they are playing online games. This is true according to Kabir (2020). He said that Online games are interesting and pleasant, which helps to alleviate tension. Gaming causes dopamine release, which makes you feel happy.

Online games give a problem and then reward the gamers for overcoming it, resulting in emotions of expertise. Similar to meditation, gaming can induce a flow state. Through this, study shows that stress relief has a significant relationship based on Pearson correlation test. Playing online games in moderation can be a good stress buster but there are risks from excessive play. The researcher would like to encourage the parents to really check out their child's screen time and monitor them closely since they are still young and to avoid gaming disorder and addiction. At the same time giving children some space to understand why a game did

not go as planned could be beneficial and this can lead to a better understanding of emotions as well as new techniques for how frequently they play and what they play on. However, the test reveals no relationship between socialization vs well-being aspect, with p value greater than 0.05. Socialization was described as sometimes and interpreted as observed in Table 2. It was indicated that the pupils' purpose of online gaming in terms of socialization has no significant relationship between the well-being aspect. They can be solo players and they can play alone anytime they want to; at the same time, they can keep in touch with their friends and play with them whenever they like. In addition, the test also shows weak positive correlation and no correlation between escapism vs well-being aspect, with the r values = 0.00. Escapism was described as sometimes and interpreted as observed in table 3. The result shows escapism affects somehow the well-being aspects of the grade 6 pupils in East II district. It was indicated that the pupils are not so immersed in online gaming that can be a diversion from real-life issues and unwanted thoughts that are causing them too much emotion.

Table 6 took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be seen from the same table, stress relief vs well-being aspects is significant at 0.05. In summary, taking it at the coefficient level, the extent of online gaming of the respondents in terms of stress relief has a relationship to pupils' well-being as to mental, social, and emotional aspects, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test was rejected. With the following findings, moderate positive correlation.

Table 7

Overall Pearson's Correlation Test between Pupils' Purpose of Online Gaming and Well-being aspects.

	Stress Relief	Socialization	Escapism
Mental Aspect	Not Significant	Significant (Weak Negative Correlation)	Not Significant
Social Aspect	Significant (Weak Negative Correlation)	Not Significant	Not Significant
Emotional Aspect	Significant (Weak Positive Correlation)	Not Significant	Significant (Moderate Positive Correlation)

Table 7 shows the overall Pearson's Correlation Test between Pupil's Purpose of Online Gaming and Well-being aspects. There is a significant relation found between emotional aspect and escapism with moderate positive correlation exist. This shows that among all combinations of variables, they are the highest correlation results. It implies that the emotional aspect of the pupils has a mutual relationship or connection, in which it affects the pupils' purpose in online gaming in terms of escapism. The emotional aspect of the pupils as stated in Table 7 that pupils exhibit positive sentiments sometimes, but there are instances that they do not. It means that they encounter different feelings while they are playing online games such as anger, frustration, happiness, excitement, and fun. That is why parents or guardians should use their power to assist youngsters limit the amount of time they spend playing online games since too much playing will immerse them in the virtual world. The longer they play, the more annoyed or frustrated they will become if they lose the game, and if they win, they will be happy and excited to move on to the next round. They will not notice that they may have skipped meals, or they will not notice how much time they spent because they are so immersed in gaming. On the other hand, online gaming is fine if it is done in moderation.

In addition, a weak positive correlation with a significant relation is found between emotional aspect and stress relief. This shows that even though the two variables are significant to each other, they do not have that much relationship. It means that although both variables tend to rise in response to one another, the relationship is weak. As shown in Table 4, stress relief is the highest variable among the three. It stated there that pupils play because of the pleasure they experience from gaming. This example is based to the respondents; They will replay the same game several times to improve their abilities. All with the desire to improve their rank or position in the game. Children like the goal of mastery, and online games are a terrific method to do it. They find it challenging, exciting and it soothes whatever feeling they are going through. With regards to their emotional aspects, it only has a weak relationship to stress relief because the variables

increase in the same direction but not at the same rate in Pearson's Correlation test. It indicates that the emotional aspect of the pupils' well-being does not affect that much with their purpose of online gaming in terms of stress relief.

However, the test also reveals weak negative correlations between mental aspect and socialization, and social aspect and stress relief. In terms of the significance between mental aspect and socialization, pupils sometimes play online games in a solo-player mode and sometimes they are multiplayer gamers. It made no claim to the contrary that the pupils who play online games are anti-social. They have virtual friends, and they belong to a community. In connection to their mental aspect, pupils are getting interested in online gaming, yet they did not experience mental health issues as shown in the result. On the other hand, the result shows that there is a significance between social aspect and stress relief. Pupils play online games because it is fun and sometimes, they must work together with their teammates to take objectives and beat the other team. There are a lot of skills and communication involved in competitive online games. That is also why it affected very slightly their social well-being because of their time spent on online games with the purpose of having fun instead of being with actual people.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

The respondents of the study are engaging in online gaming for stress relief for it described as Frequently and interpreted as Highly Observed. They play for fun and enjoyment that players may earn items and other benefits as they progress through the games and finish different levels, depending on the games they play. Every time they play, they feel soothed, and it helps them feel less stressed.

The pupils' mental well-being aspect is described as Neither Agree nor Disagree and sometimes observed and it affects the most than the emotional and social aspects. The description and interpretation would mean could have positive effect or otherwise. Pupils enjoy online gaming and are thrilled when they complete a game and obtain an item that they may use in their avatars or to level up their rankings. Playing online games gives pupils a positive mental health.

Pupils' extent of online gaming affects their well-being. No matter denied, well-being can be weakened by being so engrossed with online gaming. Since Grade 6 pupils play to relieve tension, and this has a substantial impact to their well-being. Even when pupils play online games for stress relief and can do so whether they are among friends or not, their well-being might be threatened if they played too much without parental guidance.

Recommendations

From the findings and conclusion obtained in the study, the following recommendations were referred:

The result stated that there are times pupils play online games alone and there are also times they play with their virtual friends. Since they have a virtual community where they can feel safe, parents or guardians should Get involved by finding out what type of games their child enjoys and making sure they are appropriate for their age and what kind of community they belong to by watching or perhaps playing together if they have time. This might serve as family bonding as well as to get a better understanding of what the game features and what the game is all about. Also, with the collaboration of the teachers and the parents, they might recommend real-world games or sports for the children. It offers several benefits to them and boosts their chances of becoming active adults by improving their physical health and teaching them key life skills. It also improves their social life and meet new people.

Teachers may continue to engage their pupils in active and competitive activities more often so that they will not be hooked on playing online games. Pupils must have healthy routines both in school and at home so that they will be more excited to finish their work and activities. Participation in competitions at school or on the playground may assist by their parents and teachers in teaching their children the value of collaboration, dedication to a job, cooperation, and respect for the opponent. Before it is too late, parents may constantly check, and monitor the enjoyment of their children playing online.

Children while young are good to be disciplined and controlled. That is why they really need parental guidance and advised since they are already participating in online games. They play for fun, and enjoyment and it has a significant affect to their social and emotional well-being. Socialization as well affected their mental well-being and lastly, escapism affects their emotional aspect. Children were encouraged to play online gaming moderately and be more on physical activities that would really require teamwork and camaraderie with actual friends. Parents and teachers should collaborate about encouraging pupils to engage more in physical activities such as sports because it provides a constructive outlet for children who could be suffering from anxiety, depression, or other behavioral issues.

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