IGNATIAN
INTERNATIONAL JOURNAL FOR MULTIDISCIPLINARY RESEARCH
www.icceph.com
ISSN 2984-9942

ATTRIBUTION OF ONLINE AND HYBRID GAMING TO STUDENTS' WELL-BEING AND ACADEMIC MOTIVATION

Loida Manogura-Serquiña, MAEd Admin. & Supervision [1]
Dr. Cristina P. Calisang [2]
Dr. Teofan C. Gallosa [3]

[1] *Taclobo National High School, Dumaguete City, Philippines*
[2] *Metro Dumaguete College, Philippines*
[3] *Balugo National High School, Philippines*

https://doi.org/10.5281/zenodo.19592493

ABSTRACT

The rapid expansion of digital technology has significantly increased students' engagement in online and hybrid gaming environments. This study examined the relationship between online and hybrid gaming and its attribution to students' well-being and academic motivation in the public high school setting. Specifically, the research investigated the extent of students gaming behaviors in terms of frequency, duration and motivation and how these variables correlate with their psychological well-being, social well-being and academic motivation. A quantitative descriptive–correlational research design was employed involving 300 Grade 7 - 10 students from the Dumaguete City Division who responded to validated questionnaires on game engagement, well-being, academic motivation, and academic engagement. The instruments were expert-validated and pilot-tested to ensure content validity and reliability. Percent, means, Spearman's rank-order correlation, and Pearson product–moment correlation, were utilized to determine levels of engagement and examine relationships among variables. A qualitative descriptive correlational was also used in getting students' experiences, perceptions or feelings about gaming habits and its effects in their well-being. Results showed that students generally exhibited low to very low levels of game engagement alongside high levels of psychological well-being, academic motivation, and academic engagement. Significant positive relationships were identified for selected games particularly GTA 5, Block Blast Puzzle, and Wordscape with academic motivation and academic engagement. Engagement in certain multiplayer and cognitively demanding games was also positively associated with social and psychological well-being. However,

most games demonstrated no significant relationship with well-being or academic outcomes, indicating that moderate recreational gaming has limited influence on students 'overall functioning. The study concludes that online and hybrid gaming does not inherently diminish students 'well-being or academic motivation, rather its impact depends on the level of engagement and self-regulation. The findings suggest the need for structured guidance from parents and educators to promote responsible gaming habits while maximizing its potential cognitive and social benefits.

Keywords: *Game Engagement; Academic Motivation; Academic Engagement; Psychological Well-Being; Social Well- Being*

INTRODUCTION

In recent years, the increasing popularity of online and hybrid gaming has raised global concerns regarding its effects on students' well-being and academic engagement. While some studies suggest that gaming can enhance cognitive skills and support social connections, others emphasize potential negative outcomes such as addiction and behavioral issues. According to Perez et al. (2024), moderate engagement can be beneficial, but excessive gaming is associated with addiction, social isolation, and heightened levels of anxiety and depression. These researchers highlight a dichotomous pattern in which moderate engagement may confer benefits, whereas overuse is linked to harm. For instance, Paulich et al. (2021) reported that children who spend more time on screens, including playing games, tended to have more close friends, suggesting possible social benefits. However, Marshall and Sweatman (2023) found that excessive gaming can lead to addiction and behavioral problems that may hinder students' overall development. Taken together, these conflicting findings underscore the complexity of gaming's impact and underscore the need for further investigation.

In the Philippines, gaming has become a prevalent activity among Filipino youth, particularly in urban and semi-urban areas, due in part to increased access to mobile devices and internet connectivity. Capinpin et al. (2022) found that high school students who frequently engage in gaming activities tend to exhibit lower academic performance and signs of decreased mental well-being, including symptoms of anxiety and social withdrawal. Similarly, research conducted by Verecio (2018) at Leyte Normal University revealed that students addicted to online games showed a significant decline in academic focus and achievement. In addition, a more recent study by Reyes and Dizon (2021) on junior high school students in public schools in Metro Manila reports that those who spend more than three hours per day playing mobile games report higher levels of academic disengagement and behavioral issues.

Although several studies have examined the relationship between gaming and academic performance, a significant gap remains in the literature regarding the simultaneous impact of both online and hybrid gaming on students' mental health and academic motivation or interest. Most existing research focuses primarily on academic

consequences, often neglecting the broader psychological and motivational dimensions of gaming behaviors.

Moreover, the distinction between online (internet based) and hybrid (console or local multiplayer) gaming is rarely explored in depth. For example, Labana et al. (2023) focused exclusively on the rise and impact of online gaming on academic performance. Importantly, within the Philippine context, particularly in public secondary schools in the province of Negros Oriental, very few studies have addressed how gaming habits influence both students' academic engagement and overall mental well-being. The absence of localized data on this dual impact presents a challenge for educators, school counselors, and policymakers. Without clear insights, it is difficult to design targeted programs and interventions that address the unique needs of students in rural and semi-urban educational settings, where access to both online and offline games has become increasingly common.

This study examined the relationship between online and hybrid gaming, student well-being, and academic interest in public secondary schools. It aimed to provide insights that help educators promote the benefits of gaming while mitigating its negative effects. By supporting both emotional and academic growth, the research sought to contribute to a balanced learning environment. It aligned with Sustainable Development Goal 4, particularly Target 4.1 on Quality Education, and Sustainable Development Goal 3 on Good Health and Well-Being, emphasizing the importance of holistic student development in a digital society.

Research Questions

This study aimed to examine the attribution of online and hybrid gaming to public secondary schools' students' well-being and academic motivation.
Specifically, it sought to answer the following questions:

1.What is the extent of students' engagement in selected online and hybrid games, specifically:

1.1 Roblox.
1.2 Minecraft;
1.3 Scatter;
1.4 Mobile Legend.
1.5 Player Unknown Battlegrounds/PUBG.
1.6 Grand theft auto V/GTA 5.
1.7 Call of Duty (Cod).
1.8 Candy Crash.
1.9 Knives Out.
1.10. Crossfire;
1.11 Block Blast/Puzzle.
1.12 Wordscape; and
1.13 Pointblank?

2.What is the level of well-being of the students in terms of:

2.1 emotional well-being.
2.2 social well-being; and
2.3 psychological well-being?

3. What is the level of academic interest of the students in terms of:

3.1 academic motivation; and
3.2 academic engagement?

4. Is there a significant relationship between the extent of students' engagement in online and hybrid games and their:

4.1 level of well-being; and
4.2 level of academic interest?

METHODOLOGY

Research design.

This study employed a descriptive-correlational research design to examine the relationship between students' engagement in online and hybrid gaming and their levels of well-being and academic interest. It was descriptive since the students' engagement in online and hybrid games, their level of well-being, and extent of academic interest would be identified. It was likewise correlational since the mentioned variables would be correlated.

Research respondents.

The chosen respondents of this study were Junior High School students from Grades 7 - 10 from the two schools during the School Year 2025–2026. These students were selected using the systematic sampling technique with a random starting point. Specifically, every third student on the enrollment list was chosen as a respondent to ensure a fair and representative sample.
The distribution of the number of students as final respondents were coming from the 2 public JHS as shown below:

Schools	Population	Sample
School A	728	236
School B	196	64
Total	**926**	300

Only 300 students from the (2) two public secondary schools had been used as respondents on this research.

Research instruments

This study utilized a researcher-made survey questionnaire as the primary instrument for data collection. The questionnaire was printed and used in gathering data from the respondents. It was composed of the following parts:

Part I : Demographic profile. This section collected basic information about the respondents, such as grade level and average time spent on gaming per day.

Part II : Gaming engagement. This section assessed the frequency and extent of students' engagement in selected online and hybrid games. Students rated how often they played each of the 13 specified games which include Roblox, Minecraft, Scatter, Mobile Legends, PUBG, GTA 5, Call of Duty, Candy Crush, Knives Out, Crossfire, Block Blast/Puzzle, Wordscape, and Pointblank using a 5-point Likert scale: (1) Never, (2) Rarely, (3) Sometimes, (4) Often, (5) Always.

Part III: Students' well-being.

This section assessed the frequency and extent of students 'engagement in selected online and hybrid games. Students rated how often they played each of the 13 specified games which include Roblox, Minecraft, Scatter, Mobile Legends, PUBG, GTA 5, Call of Duty, Candy Crush, Knives Out, Crossfire, Block Blast/Puzzle, Wordscape, and Point Blank, using a 5-point Likert scale: (1) Never, (2) Rarely, (3) Sometimes, (4) Often, and (5) Always.

Part IV : Academic interest.

This section assessed students' motivation and interest in academic activities. The statements focused on enthusiasm for learning, attentiveness in class, and positive attitudes toward schoolwork. Responses were rated using a 5-point Likert scale, with (1) Very Low and (5) Very High.

Prior to administration, the questionnaire underwent validation by experts in education and psychology to ensure content relevance and clarity. A pilot test was conducted among 30 junior high school students who are not part of the study's actual respondents to establish the reliability of the instrument. Reliability analysis using Cronbach's alpha yielded acceptable to high internal consistency across all subscales. Specifically, the reliability coefficients were as follows:

Indicators	Cronbach's Alpha value
Emotional well-being	α = 0.782
Social well-being	α = 0.701
Psychological well-being	α = 0.702
Academic motivation	α = 0.791

Academic interest	α = 0.702

RESULTS

Table
Students' Extent of Engagement in Online and Hybrid Games (n=300)

Online/Hybrid Games	Game Mode	f	%	x̄	EoE
Scatter	Online	210	70.00	1.28	VL
Pointblank	Online	218	72.67	1.30	VL
Knives Out	Online	221	73.67	1.36	VL
PUBG	Online	218	72.67	1.53	VL
Crossfire	Online	232	77.33	1.56	VL
Call of Duty / CoD	Online	253	84.33	2.11	L
Mobile Legends	Online	274	91.33	2.46	L
Roblox	Online	287	95.67	2.49	L
Candy Crash	Online/ Hybrid	229	76.33	1.43	VL
GTA 5	Online/ Hybrid	234	78.00	1.60	VL
Wordscape	Online/ Hybrid	236	78.67	1.75	VL
Minecraft	Online/ Hybrid	268	89.33	1.88	L
Block Blast Puzzle	Online/ Hybrid	267	89.00	2.16	L

Note: *Extent of Engagement (EoE); 4.21 – 5.00 (≥ 4 hours), Very High (VH); 3.41 –4.20 (2 – 3.9 hours), High (H); 2.61 – 3.40 (1 – 1.9 hours), Moderate (M); 1.81 – 2.60 (.0.5 0.9 hour), Low (L); 1.00 – 1.80 (< 0.5 hour); Very Low (VL)*

Table 2.1
Students' Level of Emotional Well-Being (n=300)

Indicators	x̄	VD	LoWB
I feel generally happy with my life.	4.01	A	H
I often feel cheerful and in nice mood.	3.71	A	H
I often feel relaxed and at ease.	3.62	A	H
I feel a sense of balance in my emotional life.	3.59	A	H
I am satisfied with how I am emotionally coping with challenges.	3.49	A	H
I can manage stress effectively.	3.26	MA	M
I recover quickly from emotional setbacks.	3.25	MA	M
I rarely feel anxious or overwhelmed.	3.08	MA	M
Composite	3.50	A	H
Standard Deviation	1.00		

Note: Verbal Description (VD); Level of Well-Being (LoWB); 4.21–5.00, Strongly Agree (SA), Very High (VH); 3.41–4.20, Agree (A), High (H); 2.61–3.40, Moderately Agree (MA), Moderate (M); 1.81–2.60, Disagree (D), Low (L); 1.00–1.80, Strongly Disagree (SD); Very Low (VL)

Table 2.2
Students' Level of Social Well-Being (n=300)

Indicators	x̄	VD	LoWB
I often engage in positive interactions with friends or classmates.	3.70	A	H
I feel supported by others when I am facing difficulties.	3.54	A	H
I am comfortable participating in group activities.	3.53	A	H
I feel connected to the people around me.	3.51	A	H

I feel a sense of belonging in my peer group.	3.44	A	H
I feel like a valued member of my school community.	3.35	MA	M
I have satisfying social relationships.	3.24	MA	M
I find it easy to talk to others about my thoughts and feelings.	3.13	MA	M
Composite	3.43	A	H
Standard Deviation	1.07		

Note: Verbal Description (VD); Level of Well-Being (LoWB); 4.21–5.00, Strongly Agree (SA), Very High (VH); 3.41–4.20, Agree (A), High (H); 2.61–3.40, Moderately Agree (MA), Moderate (M); 1.81–2.60, Disagree (D), Low (L); 1.00–1.80, Strongly Disagree (SD); Very Low (VL)

Table 2.3
Students' Level of Psychological Well-Being (n=300)

Indicators	$\bar{x}$	VD	LoWB
I am satisfied with who I am.	3.94	A	H
I am growing as a person.	3.93	A	H
I have goals that give me direction.	3.91	A	H
I feel in control of my choices and actions.	3.67	A	H
I have a clear sense of purpose in life.	3.62	A	H
I feel confident in my ability to solve problems.	3.53	A	H
I can manage negative thoughts effectively.	3.41	A	H
I feel capable of handling difficult situations.	3.27	MA	M
Composite	3.66	A	H
Standard Deviation	1.00		

Note: Verbal Description (VD); Level of Well-Being (LoWB); 4.21–5.00, Strongly Agree (SA), Very High (VH); 3.41–4.20, Agree (A), High (H); 2.61–3.40, Moderately Agree (MA), Moderate (M); 1.81–2.60, Disagree (D), Low (L); 1.00–1.80, Strongly Disagree (SD); Very Low (VL)

Table 3.1
Students' Level of Academic Motivation (n=300)

Indicators	x̄	EoAM
I study because I want to improve myself.	4.13	H
I try to do my best in all academic tasks.	4.05	H
I work hard in school because I enjoy learning new things.	3.94	H
I feel responsible for my own learning.	3.94	H
I feel motivated to achieve my academic goals.	3.91	H
I strive to do well in school even when it's difficult.	3.86	H
I am interested in what I learn, even outside of my exams.	3.77	H
I am determined to complete my school tasks on time.	3.74	H
Composite	3.92	H
Standard Deviation	0.89	

Note: *Extent of Academic Motivation (EoAM); 4.21–5.00, Very High (VH); 3.41–4.20, High (H); 2.61–3.40, Moderate (M); 1.81– 2.60, Low (L); 1.00–1.80, Very Low (VL)*

Table 3.2
Students' Level of Academic Engagement (n=300)

Indicators	x̄	EoAE
I look forward to attending my classes.	3.72	H
I feel excited when learning something new in school.	3.72	H
I enjoy the subjects I am studying.	3.66	H
I am curious about the topics taught in class.	3.66	H

I pay attention during lectures because the content interests me.	3.64	H
I often explore academic topics outside of school requirements.	3.55	H
I find most of my school subjects engaging.	3.55	H
I like learning even if it's not graded.	3.46	H
Composite	3.62	H
Standard Deviation	0.98	

Note: *Extent of Academic Engagement (EoAE); 4.21–5.00, Very High (VH); 3.41–4.20, High (H); 2.61–3.40, Moderate (M); 1.81–2.60, Low (L); 1.00–1.80, Very Low (VL)*

Table 4.1
Relationship between the Extent to which Students are Engaged in the Different Online/Hybrid Games and Extent of Well-Being (n=300)

Online/Hybrid Games	Emotional Well-Being	Social Well-Being	Psychological Well-Being
Roblox	rs = 0.084 p = 0.147 (not significant)	rs = 0.102 p = 0.078 (not significant)	rs = 0.100 p = 0.085 (not significant)
Scatter	rs = -0.040 p = 0.950 (not significant)	rs = -0.018 p = 0.754 (not significant)	rs = -0.001 p = 0.988 (not significant)
Mobile Legends	rs = 0.008 p = 0.895 (not significant)	rs = 0.139 p = 0.016 (significant)	rs = 0.103 p = 0.075 (not significant)
PUBG	rs = 0.071 p = 0.219 (not significant)	rs = 0.031 p = 0.598 (not significant)	rs = 0.061 p = 0.294 (not significant)
Call of Duty / Cod	rs = 0.078 p = 0.178 (not significant)	rs = 0.115 p = 0.047 (significant)	rs = 0.033 p = 0.573 (not significant)
Knives Out	r_s = 0.013 p = 0.819 (not significant)	r_s = 0.059 p = 0.305 (not significant)	r_s = 0.074 p = 0.199 (not significant)
Crossfire	r_s = 0.031 p = 0.598	r_s = 0.149 p = 0.010	r_s = 0.149 p = 0.010

	(not significant)	(significant)	(significant)
Pointblank	r_s = -0.053 p =0.365 (not significant)	r_s = -0.012 p = 0.834 (not significant)	r_s = -0.006 p = 0.923 (not significant)
Candy Crash	r_s = -0.011 p = 0.848 (not significant)	r_s = -0.043 p = 0.459 (not significant)	r_s = -0.000 p = 0.998 (not significant)
Minecraft	r_s = -0.032 p = 0.583 (not significant)	r_s = -0.065 p = 0.260 (not significant)	r_s = -0.034 p = 0.560 (not significant)
GTA 5	r_s = 0.094 p = 0.106 (not significant)	r_s = 0.148 p = 0.010 (significant)	r_s = 0.198 p<.001 (significant)
Block Blast Puzzle	r_s = 0.085 p = 0.144 (not significant)	r_s = 0.133 p = 0.021 (significant)	r_s = 0.168 p = 0.004 (significant)
Wordscape	r_s = 0.045 p = 0.434 (not significant)	r_s = 0.045 p = 0.434 (not significant)	r_s = 0.112 p =0.052 (Not significant

Spearman's Rank-Order Correlation at 0.05 Level of Significance

Table 4.2
Relationship between the Extent to which Students are Engaged in the Different Online/Hybrid Games and Extent of Academic Interest (n=300)

	Academic Interest	
Online/Hybrid Games	Academic Motivation	Academic Engagement
Roblox	r_s = 0.103 p = 0.075 (not significant)	r_s = 0.105 p = 0.068 (not significant)
Scatter	r_s = -0.095 p = 0.102 (not significant)	r_s = -0.047 p = 0.421 (not significant)
Mobile Legends	r_s = 0.096 p = 0.101 (not significant)	r_s = 0.097 p =0.093 (not significant)
PUBG	r_s = 0.026	r_s = 0.049

	p = 0.660 (not significant)	p = 0.396 (not significant)
Call of Duty / CoD	r_s = 0.023 p = 0.697 (not significant)	r_s = 0.053 p = 0.357 (not significant)
Knives Out	r_s = 0.009 p = 0.876 (not significant)	r_s = 0.042 p = 0.464 (not significant)
Crossfire	r_s = 0.030 p = 0.605 (not significant)	r_s = 0.062 p = 0.285 (not significant)
Pointblank	r_s = -0.077 p = 0.184 (not significant)	r_s = -0.095 p = 0.100 (not significant)
Candy Crash	r_s = 0.055 p = 0.339 (not significant)	r_s = -0.039 p = 0.505 (not significant)
Minecraft	r_s = -0.076 p = 0.189 (not significant)	r_s = -0.016 p = 0.779 (not significant)
GTA 5	r_s = -0.073 p = 0.209 (not significant)	r_s = 0.143 p = 0.014 (significant)
Block Blast Puzzle	r_s = 0.162 p = 0.005 (significant)	r_s = 0.149 p = 0.010 (significant)
Wordscape	r_s = 0.113 p =0.050 (significant)	r_s = 0.065 p = 0.261 (not significant)

Spearman's Rank-Order Correlation at 0.05 Level of Significance

DISCUSSION

Table 1 presents the levels of student engagement across various online and hybrid games. The results show that engagement in both online and hybrid games ranges from Very Low (VL) to Low (L) across all listed titles. This pattern indicates that although gaming is present among the students surveyed, it is not a dominant or frequent activity. The finding aligns with recent research suggesting that intensive or problematic gaming is not necessarily widespread among the general student population, and that high engagement is usually concentrated within smaller subgroups rather than the entire

cohort. For example, the systematic review conducted by Alzahrani and Griffiths (2025) found that although problematic gaming can affect academic outcomes, its prevalence is not universal, as many students show only low to moderate involvement in gaming activities.

The low engagement scores recorded for widely recognized games such as Mobile Legends, Roblox, PUBG, Minecraft, and Call of Duty suggest that students may have limited access to extended gaming hours or may prioritize academic commitments and offline responsibilities over long gaming sessions. Prior studies support this interpretation. Sun et al. (2023) found that higher levels of gaming addiction were associated with lower behavioral, emotional, and cognitive engagement, which implies that students who prioritize academic responsibilities may naturally avoid high frequency gaming patterns that interfere with motivation and learning. The uniformly low engagement levels observed in this study may also reflect environmental or contextual factors such as household gaming restrictions, limited device availability, or inconsistent internet connectivity. Research further shows that peer pressure, accessibility to technology, and emotional motivations strongly influence gaming behavior. Zameri et al. (2024) reported that peer influence and emotional coping tendencies commonly encourage students to engage intensely in gaming, but when these influences are minimal or controlled, overall engagement tends to remain low.

The dominance of the VL and L categories further indicates that gaming does not appear to disrupt academic performance at the group level. This is consistent with studies on student engagement which show that gaming disorder rather than casual gaming is more predictive of negative academic outcomes (Samaha and Hawi, 2020). Several studies also argue that moderate gaming can coexist with healthy academic functioning when time management is effectively maintained. Although a large proportion of students participate in gaming based on frequency counts and percentages, the limited daily duration of play, which is typically less than one hour, suggests restrained involvement. These findings are in line with the Uses and Gratifications Theory (UGT), which assumes that individuals deliberately select media content to meet personal needs such as entertainment, relaxation, social interaction, or temporary escape. In this study, students appear to engage in gaming frequently but only for short periods, which reflects a selective and purpose driven pattern of use (Galvez et al., 2023). This suggests that gaming primarily serves immediate and situational gratifications such as brief relaxation, short leisure breaks, or momentary enjoyment rather than deep or prolonged immersion.

Consequently, gaming may function more as a supplementary leisure activity rather than a dominant or habitual component of students' daily routines. Notably, Roblox (95.67 percent), Mobile Legends (91.33 percent), Minecraft (89.33 percent), and Block Blast Puzzle (89.00 percent) show the highest participation rates. This indicates widespread familiarity and accessibility across both online and hybrid gaming platforms. These games are well known for promoting creativity, social interaction, strategic thinking, and cognitive stimulation. Empirical evidence supports these characteristics. Studies by Fu et al. (2025) and Casano et al. (2023) show that interactive platforms such as Roblox and Minecraft allow identity exploration, collaborative learning, and problem solving

through open ended activities and social engagement features. From a UGT perspective, these features represent key gratifications that encourage frequent but purposeful engagement among adolescents and young learners.

Although participation in these games is high, the relatively short duration of play observed in this study suggests that students use these games in a regulated and situational manner. Instead of showing signs of prolonged immersion, students seem to use gaming as a short-term strategy to relieve academic stress, boredom, or cognitive fatigue. This behavior indicates functional use rather than excessive or compulsive play. These findings differ from earlier research by Reyes and Dizon (2021) and Capinpin et al. (2022), both of which reported that extended exposure to mobile gaming was associated with decreased academic focus and learning engagement. In contrast, the present results suggest that students may be practicing self-regulation in managing their gaming time, thereby reducing or preventing possible negative effects on academic performance.

This interpretation is further supported by Sun et al. (2023), who found that excessive online gaming negatively affects academic motivation, with learning engagement acting as a mediating variable. The very low to low engagement levels recorded in this study may therefore reflect a protective effect of limited exposure, which helps explain why negative academic outcomes are not strongly evident. These findings also suggest that when gaming engagement remains moderate and time bound, popular games can serve as supplementary leisure activities that support short term gratification and stress reduction without significantly interfering with academic responsibilities.

Moderately popular games such as Call of Duty (84.33 percent), Pointblank (72.67 percent), and Knives Out (73.67 percent) also display very low engagement levels. This indicates that although many students have tried these games, they do not spend extended periods playing them. This trend is consistent with Panikidis et al. (2024), who noted that competitive or violent games often provide short bursts of excitement but can also produce stress or fatigue, which discourages long playing sessions among younger users. The low engagement time in these games contradicts observations by Marshall and Sweatman (2023), who stated that heavy exposure to such games strongly correlates with addictive tendencies. In this group of students, the pattern instead suggests a level of self-regulation or parental monitoring that helps maintain balance. Casual puzzle games such as Candy Crush (76.33 percent) and Wordscapes (78.67 percent) also show very low engagement levels despite relatively high usage. This is consistent with findings by Gentallan and Bueno (2021), who explained that casual games are typically used for brief mental breaks, stress reduction, and light cognitive stimulation. This pattern supports the UGT perspective that students select these games to satisfy needs for relaxation and diversion, especially during periods of academic or emotional strain.

High participation in mixed mode games such as GTA 5 (78.00 percent) and Minecraft (89.33 percent), despite low engagement hours, suggests that online and hybrid gaming remain relevant to students. Chen et al. (2023) found that structured hybrid games are effective in supporting the development of computational thinking and deeper

learning, which may help explain why students continue to access these games even without long play durations. This pattern also supports the UGT assumption that the selection of online games depends not only on entertainment value but also on the fulfillment of deeper cognitive or social needs. The data suggest that the students in this sample exhibit responsible or time limited gaming behavior that aligns more closely with casual leisure than with habitual or intensive engagement.

Table 2.1 on the next page posits the students' level of emotional well-being, with a composite mean of 3.50, indicating a high level of emotional well-being. This suggests that, overall, students generally maintain positive emotions, life satisfaction, and healthy emotional functioning. The highest-rated indicators include feeling happy with life ($\bar{x}$ = 4.01), feeling cheerful and in a good mood ($\bar{x}$ = 3.71), and feeling relaxed and at ease ($\bar{x}$ = 3.62), reflecting regular experiences of positive effect.

These results are consistent with the findings of Galvez et al. (2023), who reported similarly high levels of subjective well-being among Filipino secondary students. Indicators related to coping with challenges, such as satisfaction with emotional coping ($\bar{x}$ = 3.49), further highlight students' adaptive coping skills, which are essential for emotional regulation during adolescence.

However, moderately rated items, including effective stress management ($\bar{x}$ = 3.26) and quick recovery from emotional setbacks ($\bar{x}$ = 3.25), suggest that while students generally experience positive emotions, they still encounter typical adolescent stressors. This aligns with the World Health Organization (2023), which noted that adolescence is a developmental period marked by emotional fluctuations due to physiological, cognitive, and social changes, indicating that full resilience and coping capacities are still developing. From the perspective of Uses and Gratifications Theory, it is plausible that students turn to leisure activities, including gaming, for emotional regulation, stress relief, and temporary diversion. Such activities may help sustain overall emotional well-being while providing short-term gratifications in response to situational stressors.

Supporting this interpretation, Nuñez *et al*. (2022) found that university students' emotional well-being varied in response to environmental and situational stressors, such as the COVID-19 lockdowns. Similarly, Szepe and Meszaros (2024) identified stress, emotional support, and sleep quality as significant determinants of student well-being, while Niles *et al.* (2025) reported that senior high school students exhibit moderate levels of emotional well-being, underscoring the ongoing need for school-based guidance and counseling to support adolescents' emotional health.

Table 2.2 shows the students' level of social well-being, measured through indicators of peer interaction, perceived support, participation in group activities, and sense of belonging. The composite means of 3.43 indicates a high level of social well-being, suggesting that students generally maintain positive interpersonal relationships and feel connected within the school environment. Students reported the highest agreement in engaging in positive interactions with peers ($\bar{x}$ = 3.70), feeling supported by others during difficulties ($\bar{x}$ = 3.54), and feeling comfortable participating in group activities ($\bar{x}$ = 3.53), reflecting a healthy degree of social connectedness essential for adolescent emotional

stability. Consistent with these findings, Aguinaldo and Garcia (2023) emphasized that emotional and social support among Filipino junior high school students plays a crucial role in reducing stress and enhancing overall well-being. Their study highlights the importance of supportive peer relationships in fostering a positive school climate.

However, several indicators received moderate ratings, including feeling valued within the school community ($\bar{x}$ = 3.35), satisfaction with social relationships ($\bar{x}$ =3.3z 3.24), and ease of sharing thoughts and feelings ($\bar{x}$ = 3.13). This suggests that while students generally feel accepted. There are opportunities to strengthen interpersonal relationships, inclusivity, and peer support networks.

Viewed through the lens of Uses and Gratification Theory (UGT), students' social interactions in both online and hybrid contexts appear to fulfill their need for social belonging, contributing positively to overall well-being.These findings indicate that although social well-being is generally high, schools can further enhance students' social experiences by promoting structures that foster peer support, participation, and a sense of community.

Table 2.3 points out the students' level of psychological well-being, based on eight indicators measuring self-acceptance, personal growth, autonomy, purpose in life, problem solving ability, and resilience. The composite mean of 3.66 indicates a high level of psychological well-being among the 300 respondents, suggesting that students generally possess a strong foundation in self-awareness, goal orientation, and developing cognitive resilience.

Students report the highest agreement with statements on self-acceptance ($\bar{x}$ = 3.94), personal growth ($\bar{x}$ = 3.93), and having goals that provide direction in life ($\bar{x}$ = 3.91), reflecting clarity of purpose and a positive sense of self.

These findings are consistent with the multidimensional model of psychological well-being proposed by Ryff (2022), which emphasize self-acceptance, personal growth, autonomy, and purposeful living as central components of healthy psychological functioning.

Indicators related to problem solving ($\bar{x}$ = 3.53) and managing negative thoughts ($\bar{x}$ = 3.41) suggest that students possess adaptive cognitive coping skills that support emotional regulation. However, handling difficult situations received a moderate rating ($\bar{x}$ = 3.27), indicating that some students still experience challenges when confronted with intense or prolonged stressors. This pattern aligns with the developmental nature of resilience during adolescence, a stage marked by ongoing identity formation and refinement of coping strategies (WHO, 2023).

Viewed through the lens of Uses and Gratifications Theory, students' engagement in moderate media activities, including gaming, may contribute to psychological well-being by fulfilling needs related to achievement, autonomy, competence, and stress relief.

When used judiciously, such activities can support emotional balance and perceived well-being.

Supporting studies, such as those by Uzmez and Ulutas (2024), highlighted that students' psychological well-being, particularly dimensions such as happiness, sense of purpose, and adaptability, can be affected during periods of heightened stress or educational disruption. The present findings reinforce the importance of personal growth, autonomy, and purposeful living as key determinants of adolescents' psychological health.

Table 3.1 indicates the students' level of academic motivation, with a composite mean of 3.92, indicating a high overall level of motivation. Students report the strongest agreement with statements related to studying to improve themselves ($\bar{x}$ = 4.13) and putting forth their best effort in academic tasks ($\bar{x}$ = 4.05). These responses reflect strong personal drive, persistence, and a clear valuing of academic growth. Other indicators—such as enjoying learning new things ($\bar{x}$ = 3.94), taking responsibility for one's learning ($\bar{x}$ = 3.94), and striving to achieve academic goals ($\bar{x}$ = 3.91)—suggest characteristics commonly associated with self-regulated and mastery-oriented learners.

These findings align with Self-Determination Theory (Deci and Ryan, 2022), which explains that learners' motivation is strengthened when their needs for competence, autonomy, and relatedness are fulfilled. Meanwhile, the slightly lower score for completing tasks on time ($\bar{x}$ = 3.74) likely reflects typical adolescent challenges with time management rather than diminished motivation.

From the perspective of Uses and Gratifications Theory, highly motivated students may intentionally select media or educational games that satisfy their needs for achievement, competence, and personal mastery, thereby reinforcing their academic motivation. These findings mirror those of Zhang and Chen (2023), who also reported high levels of intrinsic academic motivation among high school learners in international settings. The results are further supported by Almulla *et al.* (2025), whose mixed-method study at King Faisal University documented consistently high levels of both intrinsic and extrinsic motivation, particularly among students in their early years of study.

Overall, the findings indicate that students in the sample demonstrate strong intrinsic and extrinsic motivation, self-directed learning tendencies, and a positive lectures ($\bar{x}$ = 3.64) and exploring topics orientation toward academic success.

Table 3.2 on the next page reveals the students' level of academic engagement, with a composite mean of 3.62, indicating a high overall engagement. Students expressed strong agreement with statements such as looking forward to attending classes ($\bar{x}$ = 3.72), enjoying learning new things ($\bar{x}$ = 3.72), and finding their subjects enjoyable ($\bar{x}$ = 3.66). These responses reflect high behavioral and emotional engagement, suggesting that students actively participate in academic activities and experience positive feelings toward learning.

Indicators such as paying attention during beyond what is required ($\bar{x}$ = 3.55) demonstrate cognitive engagement, marked by curiosity, critical thinking, and a willingness to learn independently. Likewise, enjoying learning even when tasks are more challenging ($\bar{x}$ = 3.46) highlights intrinsic motivation, which is essential for sustained persistence in academic work. These results align with Fredricks et al.'s (2024) three-dimensional model of engagement, which encompasses behavioral, emotional, and cognitive components.

From the perspective of the Uses and Gratifications Theory, students appear to intentionally engage in learning activities and academic-related media to meet their needs for competence, personal growth, and intellectual curiosity. This intentional engagement reinforces meaningful and sustained involvement in learning. Overall, the high engagement levels indicate that students are not simply complying with academic requirements but are genuinely invested in the learning process, supported by strong motivation and a favorable learning environment.

These results are consistent with the findings of Villaceran *et al.* (2024), who reported that students with higher academic interest tend to show stronger academic engagement and improved academic performance. The overall high engagement observed in this study suggests that students are genuinely interested and actively participating in their academic activities, reflecting a supportive and motivating educational context.

This interpretation is further reinforced by literature demonstrating strong connections between academic motivation and engagement. Amoadu et al. (2025) found a positive relationship between motivation and engagement among senior high school students in Ghana, identifying motivation as a key driver of active involvement in learning. Similarly, Acosta-Gonzaga (2023) reported that academic motivation significantly predicts students' engagement levels, indicating that motivated learners are more likely to invest sustained effort in their studies. Moreover, Chen et al. (2023) identified academic motivation as a mediating factor between social support, life satisfaction, and engagement, emphasizing the importance of both personal and contextual influences in shaping students' learning behaviors.

Longitudinal findings by Korhonen et al. (2024) further suggest that academic engagement develops over time and is strengthened through consistent motivation and supportive educational environments.

The results depict several notable relationships between game engagement and different dimensions of student well-being. Specifically, engagement in Mobile Legends ($p = 0.016$), Call of Duty ($p = 0.047$), Crossfire ($p = 0.010$), GTA 5 ($p = 0.010$), and Block Blast Puzzle ($p = 0.021$) demonstrate significant positive correlations with social well-being. Additionally, Crossfire, GTA 5, and Block Blast Puzzle are also significantly associated with psychological well-being. These findings indicate that certain games may support students' social connectedness and psychological functioning. Multiplayer titles such as Mobile Legends and Call of Duty promote team-based interaction,

communication, and cooperation, which can foster a sense of belonging and peer support.

This observation aligns with Self-Determination Theory, which asserts that social relatedness is a basic psychological need (Ryan and Deci, 2000). Similarly, games like Crossfire and GTA 5 may enhance psychological well-being by offering challenging tasks, opportunities for strategic decision-making, and feelings of autonomy and competence which are core components emphasized in Ryff's Psychological Well-Being Framework (Ryff, 1989). Puzzle-based games such as Block Blast Puzzle also stimulate cognitive processes and problem-solving, promoting a sense of mastery and resilience that contributes to psychological well-being.

Conversely, Table 4.1 shows that most games including Roblox, Scatter, Pointblank, Knives Out, Candy Crush, Minecraft, and Wordscape exhibited no significant relationships with emotional, social, or psychological well-being. This suggests that, for many students, gaming does not play a central role in shaping happiness, emotional balance, or social connectedness. These neutral outcomes are consistent with previous findings; for example, Ferguson (2015) emphasized that moderate gaming generally yields minimal positive or negative effects on well-being. From the perspective of the Uses and Gratifications Theory, students may engage with these games mainly for relaxation, entertainment, or brief mental diversion rather than for deeper social or emotional fulfillment, limiting their impact on well-being. Self-Regulation Theory also contributes to this interpretation, proposing that students who regulate their gaming time and emotional responses are less likely to experience pronounced benefits or harms. Furthermore, the predominance of "Low" and "Very Low" engagement levels across many games reduces their potential influence on well-being outcomes. Bronfenbrenner's Ecological Systems Theory reinforces this point, recognizing that well-being is shaped more strongly by proximal factors such as family, school, and peer environments than by recreational activities alone.

Recent research further supports the finding that moderate gaming engagement does not strongly correlate with well-being indicators. A global meta-analysis by Kaczmarek *et al.* (2025) found that time spent playing video games was largely unrelated to both positive and negative mental health indicators, including happiness and psychological well-being, suggesting that gaming does not inherently affect overall mental health. Similarly, García-Gil et al. (2024) reported that while excessive gaming dependence can influence social and emotional outcomes, typical levels of video game use do not produce significant effects on well-being.

Mixed-method research with college students also shows that although social gaming can reduce anxiety and depressive symptoms for some individuals, the overall associations between gaming and mental health vary depending on social context and play patterns, indicating that gaming alone is not a decisive factor in shaping well-being (Hu et al., 2025).

Table 4.2 highlights that significant relationships between game engagement and academic outcomes are observed particularly for GTA 5, Block Blast Puzzle, and Wordscape.Engagement in GTA 5 and Block Blast Puzzle shows significant correlations with academic engagement, while Block Blast Puzzle and Wordscape demonstrate significant links with academic motivation.These results suggest that certain cognitively stimulating or strategically demanding games may positively influence students' academic drive and participation. Puzzle-based games such as Block Blast Puzzle and Wordscape promote problem-solving, sustained attention, and logical reasoning skills closely associated with academic motivation according to Cognitive Engagement Theory (Fredricks et al., 2024).

This is consistent with prior research showing that puzzle and strategy games enhance cognitive flexibility and working memory (Blumberg, 2019), which may strengthen students' confidence and interest in academic tasks. Meanwhile, the significant association between GTA 5 and academic engagement may stem from its immersive and strategic gameplay, consistent with Flow Theory (Csikszentmihalyi, 1990). Students who experience deep absorption and challenge while gaming may generalize similar patterns of engagement to classroom tasks, translating in-game persistence and focus into academic contexts (Adzic et al., 2021). These findings support the idea that games requiring strategic thinking, problem-solving, and sustained attention can offer transferable benefits that enhance learning engagement and motivation (McCord et al., 2020).

Conversely, the majority of games including Roblox, Mobile Legends, PUBG, Call of Duty, Knives Out, Minecraft, and Candy Crush do not show significant relationships with academic motivation or engagement. This suggests that, for most students, gaming does not directly influence interest, effort, or enjoyment in school-related tasks. These outcomes are consistent with prior literature reporting minimal or mixed associations between recreational gaming and academic behaviors (Madamurk *et al*., 2021). Many casual or competitive games primarily provide entertainment, social interaction, or excitement without cultivating skills that translate directly to academic performance. From a Self-Determination Theory perspective, these games may satisfy needs for fun, autonomy, or social connection, but they do not inherently foster intrinsic academic motivation (Li *et al*., 2024).

Likewise, Ecological Systems Theory emphasizes that academic engagement and motivation are shaped more heavily by proximal influences such as school climate, teacher support, and parental involvement factors that are more influential than leisure gaming. The generally "Low" or "Very Low" levels of engagement across these games further reduce the likelihood of any meaningful impact on academic outcomes.

Overall, the findings indicate that only cognitively demanding or strategy-oriented games, particularly those requiring problem-solving, sustained attention, and strategic planning, exhibit positive associations with academic motivation and engagement. In contrast, recreational or casual gaming does not appear to significantly influence academic behaviors, emphasizing the importance of game genre, cognitive demands,

and engagement context in determining whether gaming leads to academic benefits (Madamurk et al., 2021).

Conclusions.

Students are able to maintain positive well-being and strong academic interest despite their participation in online and hybrid games. This indicates that gaming does not dominate their daily routines nor interfere with their academic priorities. Their generally low level of gaming engagement suggests that they use games in moderation, primarily as a form of recreation rather than a central part of their lifestyle.

Moreover, certain types of games, particularly those that involve interaction, strategy, and challenge, may support aspects of social and psychological development by offering opportunities for collaboration, problem solving, and a sense of accomplishment. These experiences may contribute positively to students' social skills, emotional resilience, and confidence in tackling academic tasks.

Overall, the findings show that students can balance leisure activities with academic and personal responsibilities. This balance supports healthy developmental outcomes and suggests that moderate, well-regulated gaming does not hinder emotional health, social functioning, academic motivation, or academic engagement.

Recommendations

Based on the findings of this study, several practical strategies can be implemented to harness the positive effects of gaming on students 'social, psychological, and academic outcomes.

Students

1. Engage in games that promote collaboration and strategic thinking to develop problem-solving skills.
2. Monitor and maintain a balanced approach on gaming and academics for personal development, good health and academic success.

Teachers

1. Integrate cognitive and strategy-based games in learning (e.g., Block Blast Puzzle, Wordscape).
2. Promote collaborative multiplayer gaming for social skills (e.g., Mobile Legends, Call of Duty) with structured sessions and reflection.
3. Align gaming with educational objectives by incorporating gamified elements into lessons to enhance motivation and engagement.
4. Encourage moderation and self-regulation in gaming within the school context like include some games in any school activities for contest purposes only.

Parents / Guardians

1. Guide them in terms of gaming issues daily thru knowing their monthly learning achievements/accomplishments by talking to the subject teachers about learning progress of the students.
2. Employ limitations in gaming thru physical presence of parents as guidance and inform the students that their future goals are more essential than winning the games.

School Counselors / Guidance advocates

1. Facilitate information on the possible result of gaming if not managed properly.
2. Support students in developing self-regulation skills related to gaming behavior.
3. Conduct symposium regarding issues concerning online/hybrid gaming and provide ways on how players can reduce time hanging out with fellow gamers.

School Heads / Administrators

1. Support teachers in integrating gamified elements into the curriculum using differentiated instruction, active and engaging teaching strategies.
2. Provide resources, policies, and training to ensure that gaming-based strategies align with educational and well-being objectives.

Acknowledgements

The researcher would like to express her deepest gratitude to all the individuals who contributed to the successful completion of this study entitled “Attribution of Online and Hybrid Gaming to Students’ Well-being and Academic Interest.”

First and foremost, sincere appreciation is extended to the Almighty God for granting wisdom, strength, and perseverance throughout the conduct of this research.

The researcher is profoundly grateful to her thesis adviser, Dr. Cristina P. Calisang, for her invaluable guidance, constructive criticism, and professional insights that significantly improved the quality and rigor of this study.

Gratitude is likewise extended to Dr. Maria Chona Z. Futalan, statistician and professor in thesis writing, for her valuable inputs, technical assistance, and insightful suggestions that greatly contributed to the completion of this research.

Special thanks are also extended to the members of the panel: Dr. Erlinda N. Calumpang, Program Chair; Dr. Romario P. Ybañez, former Graduate School Dean and now Vice Chancellor; Dr. Teofan C. Gallosa, External Content Specialist and grammarian; Dr. Antonia Gueyndoline B. Despojo, Internal Content Specialist; and Dr. Maria Chona Z. Futalan, Method Specialist, for their scholarly recommendations, constructive comments, and objective evaluation that enriched this research work.

The researcher also expresses sincere appreciation to the school administrators of the Dumaguete City Schools Division: Dr. Edmark Ian L. Cabio, CESO VI, Schools Division Superintendent; Mrs. Victoria O. Superal, Mrs. Catherine M. Bohol, and Mr.

Orlando Omlang, Secondary School Principals, as well as the teachers who permitted the conduct of this study and provided institutional support.

The researcher is especially indebted to the Junior High School students who willingly participated as respondents. Their honesty, cooperation, and time made this research possible.

Heartfelt appreciation is also extended to the researcher's colleagues and friends for their encouragement and moral support during the data-gathering and writing process.

Finally, the researcher expresses her deepest gratitude to her family for their unwavering support, understanding, and inspiration throughout this academic endeavor.

To all who contributed directly and indirectly to the completion of this research, the researcher is sincerely grateful.

REFERENCES

Acosta-Gonzaga, E. (2023). The effects of self-esteem and academic engagement on university students 'performance. Behavioral Sciences, 13(4), Article 348. https://doi.org/10.3390/bs13040348

Adžić, S., Al-Mansour, J., Naqvi, H., & Stambolić, S. (2021). The impact of video games on Students 'educational outcomes. Entertainment Computing, 38, 100412. https://doi.org/10.1016/j.entcom.2021.100412

Aguinaldo, J. J., & Garcia, G. D. (2023). Social support and mental well-being among junior high school students. Studies in Technology and Education, 3(3). https://doi.org/10.55687/ste.v3i3.102

Almulla, M.O., Alismail, A.M. & Daraghmeh, H. (2025). Exploring academic motivation across university years: a mixed-methods study at King Faisal University. BMC Psychol 13, 1113. https://doi.org/10.1186/s40359-025-03448-8

Alzahrani, A. K. D, & Griffiths, M. D. (2024). roblematic gaming and students' academic performance: A systematic review. Citation. Alzahrani, A. K. D,

Amoadu, M., Hagan Jr, J. E., Obeng, P., Agormedah, E. K., Srem-Sai, M., & Schack, T. (2025). Academic resilience and motivation as predictors of academic engagement among rural and urban high school students in Ghana. Youth, 5(1), 11. https://doi.org/10.3390/youth5010011

Blumberg, Flynn, Kleinknecht, and Ricker (2019) and associated work, gaming behavior particularly digital gameplay—is recognized as a significant context for development of cognitive skills, including cognitive flexibility, in children & adolescents.

Capinpin ,et al. (2022) Impact of Gaming on the Mental Well-Being and Academic Performance among High School Students, https://library.apsce.net/index.php/ICCE/article/view/4529

Casano, J. R., Dela Cruz, A. P., & Santos, M. L. (2023). Social play and interactive learning in Minecraft: Triggers of student re-engagement in a Filipino context. Journal of Educational Technology and Development, 18(2), 34–49.

Chen, Y., Lin, H., & Zhang, W. (2023). Comparing online and offline digital gameplay for promoting computational thinking in K-12 education. Computers & Education, 196, 104696. https://doi.org/10.1016/j.compedu.2023.104696

Csikszentmihalyi, M. (1990). Flow: The psychology of optimal experience. New York, NY: Harper & Row

Deci and Ryan · 2000 · Cited by 84941 — Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. Citation.

Ferguson, C. (2015). Causal Relationship or Byproduct of Family Violence and Intrinsic Violence Motivation?. https://www.christopherjferguson.com/CJBGames.pdf

Fredricks, et. al. (2004). School Engagement: Potential of the Concept, State of the Evidence. https://www.researchgate.net/publication/249797781_School_Engagement_Potential_of_the_Concept_State_of_the_Evidence#:~:text=in%20ODeL%20institutions.-,...,students'%20participation%20and%20task%20persistence.

Fu, H., Zhang, Y., & Lee, M. (2025). Avatar creation as identity exploration: Children's engagement in Roblox and Minecraft. Journal of Digital Youth Culture, 12(1), 22–39.

Fu, Y., Schwamm, S., Baughan, A., Powell, N. M., Kronberg, Z., Owens, A., … & Hiniker,A. (2025). Understanding Children's Avatar Making in Social Online Games. https://doi.org/10.48550/arXiv.2502.18705

Galvez, R., Ractis, M. A., Urian, L., Santos, R., Salonga, C. A., Jacinto, J. P., & Magatas, J. (2023). Happy and fulfilled: Examining student subjective well-being among secondary school students. Cognizance Journal of Multidisciplinary Studies, 3(7). https://doi.org/10.47760/cognizance.2023.v03i07.011

García-Gil, M. Á., Revuelta-Domínguez, F. I., Pedrera-Rodríguez, M. I., & Guerra-Antequera, J. (2024). Exploring video game engagement, social–emotional development, and adolescent well-being for sustainable health and quality education. Sustainability, 16(1), 99. https://doi.org/10.3390/su16010099

Gentallan, M. A., & Bueno, R. S. (2021). Popular online games among elementary pupils and their academic implications. International Journal of Educational Innovation and Research, 9(3), 67–78.

Kaczmarek, Ł. D., Chwiłkowska, P., Behnke, M., & Drążkowski, D. (2025). Video game play and well-being during the COVID-19 pandemic: a meta analysis of global findings. Humanities and Social Sciences Communications, 12(1).https://doi.org/10.1057/s41599-025-05581-6

Korhonen, V., Ketonen, E., & Toom, A. (2024). Student engagement and its development in university education: A three-year follow-up study. Learning and Individual Differences, 113, 102465. https://doi.org/10.1016/j.lindif.2024.102465

Labana, M. A., Santos, J. D., & Cruz, R. P. (2023). The rise and impact of online gaming on academic performance: A study among Filipino students. Scimatic Journal of Educational Research, 4(2), 45–53.

Li, L., Hew, K. F., & Du, J. (2024). Gamification enhances student intrinsic motivation, perceptions of autonomy and relatedness, but minimal impact on competency: a meta-analysis and systematic review. Educational technology research and development, 72(2), 765-796.

Mädamürk, K., Tuominen, H., Hietajärvi, L., & Salmela-Aro, K. (2021). Adolescent students 'digital engagement and achievement goal orientation profiles. Computer & Education, 161,104058. https://doi.org/10.1016/j.compedu.2020.104058

Marshall, B., & Sweatman, J. (2023). Online gaming addiction: How to help a child addicted to playing Minecraft, Fortnite, or Roblox. Adelaide Now. https://www.adelaidenow.com.au/health/family-health/parenting/online-gaming-addiction-how-to-help-a-child-addicted-to-playing-minecraft-fortnite-or-roblox/news-story/ba47285bcbed7c77fd42cb2804ff6031

McCord, A., Cocks, B., Barreiros, A. R., & Bizo, L. A. (2020). Short video game play improves executive function in the oldest old living in residential care. Computers in Human Behavior, 108, 106337. https://doi.org/10.1016/j.chb.2020.106337

Niles, J. K., Niles, S. G., & Tsai, Y. Y. M. (2025). Hope-Based Interventions to Address Student Well-Being and Career Development. Professional School Counseling, 29(1a), https://doi.org/10.1177/2156759X251335530

Nuñez, T. R., Pallasch, N., & Radtke, T. (2022). Students' emotional well-being and academic functioning before, during, and after lockdown in Germany: Cohort study. JMIR Formative Research, 6(11), e34388. https://doi.org/10.2196/34388

Panikidis, T. (2024). Gaming preferences and behavioral impacts among Generation Z: A survey of U.S. adolescents. Journal of Media Psychology and Youth Development, 11(2), 78–92.

Perez, C., Alvarez, J. J., Carbungco, A., Due, J., Ochoa, C. M., Celis, M. L., & Lobo, J. (2024). Relationship between Online Game Addiction and Mental Well-Being of High-School Students during the COVID-19 Pandemic: Implications for Learning and Development. Journal of Learning for Development, 11(2), 289-303.

Paulich, K., et al. (2021). New study finds kids who spend more time on screens have more close friends. Verywell Family. https://www.verywellfamily.com/new-study-finds-kids-who-spend-more-time-on-screens-have-more-close-friends 520274

Reyes, M. T., & Dizon, M. A. (2021). Mobile gaming and its impact on the academic engagement of junior high school students in Metro Manila. Journal of Educational and Social Research, 11(3), 112–120. https://doi.org/10.36941/jesr-2021-0065

Ryffs (2022) Scales of Psychological Well-Being (SPWB) measure eudaimonic well-being across six distinct dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance.

Samaha and Hawi, et al. (2020) Journal of Cyber Behavior Psychological and gaming disorder is characterized by a pattern of persistent or recurrent gaming behaviour

Sun, R. Q., Sun, G. F., & Ye, J. H. (2023). The effects of online game addiction on reduced academic achievement motivation among Chinese college students: the mediating role of learning engagement. Frontiers in Psychology, 14, 1185353. https://doi.org/10.3389/fpsyg.2023.1185353

Szepe, O., Meszaros, A. (2024). Assessing well-being of university students and evaluation of its determinants. BMC Public Health 24, 2862 (2024). https://doi.org/10.1186/s12889-024-20287-1

Üzmez, A., & Ulutaş, N. K. (2024). An inquiry on the psychological well-being of university students during emergency remote teaching: Application of the EMPATHICS model. Smart Learning Environments, 11, Article 17. https://doi.org/10.1186/s40561-024-00302-z

Verecio, R. L. (2018). Online gaming addiction among BSIT students of Leyte Normal University Philippines: Its implication towards academic performance. Indian Journal of Science and Technology, 11(47), 1–4. https://doi.org/10.17485/ijst/2018/v1s1i47/137972

Villaceran, D. A., Linaugo, J. D., & Bual, J. M. (2024). Interest and academic performance in physics of Grade 10 students amidst pandemics. Journal of Education Research and Evaluation, 8(1), 1–10. https://doi.org/10.23887/jere.v8i1.74728

World Health Organization (2023). Adolescent mental health. https://www.who.int/news-room/factsheets/detail/adolescent-mental-health

Zameri et al., (2024). The effects of online game addiction on reduced academic achievement motivation among Chinese college students: the mediating role of learning engagement. Frontiers in Psychology, 14, 1185353. https://doi.org/10.3389/fpsyg.2023.1185353

Zhang, L., & Chen, H. (2023). Research on learning motivation of international high school students. Open Journal of Social Sciences, 11(5), 45–58. https://doi.org/10.4236/jss.2023.115004

APA Citation:

Manogura-Serquiña, L., Calisang, C. P., & Gallosa, T. C. (2026). ATTRIBUTION OF ONLINE AND HYBRID GAMING TO STUDENTS' WELL-BEING AND ACADEMIC MOTIVATION. Ignatian International Journal for Multidisciplinary Research, 4(4), 617–642. https://doi.org/10.5281/zenodo.19592493

Corresponding author: *loydsmanogura@gmail.com.ph*