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Effects of Mobile Gaming on the Psychosocial Development of Pupils

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Abstract

Mobile gaming, linked to the effects of student behavior is currently the subject of increasing interest and concern. This is especially true of teachers, parents and the Pacifico O. Aquino elementary school community in Noveleta, Cavite.

This poses problems with the effects of mobile gaming on the psychosocial development of pupils. Apparently, they face a crisis in their own development of life, and it is important that they perform well in their studies in order to have a good and positive outlook on life and become better individuals someday.

Teachers have observed that students playing mobile games are most likely to forget that they are in the real world. They put themselves on the characters they were playing, making them the hero they wanted. Virtually they win battles, and these give new and challenging experiences that may cause some struggles to balance things because they are so engrossed with the characters they are in. For example, some of the games are online electronic betting games using a mobile app that puts students at risk (Mercado, 2020). As signed by the President of the Philippines, the Executive Order No. 13 stated that these online mobile games are illegal. Parents are concerned about their children moving

from being a child to becoming an adult, which underlines the need to adjust to psychosocial development and would make a lot of changes and negatively affect them.

As the industry has changed, the picture of mobile gaming has also changed. Games are already on mobile phones, the internet, commercials, not to mention television commercials on the latest software and hardware on mobile games, which are even supported by celebrities (Redmond, 2017).

According to Sutton (2020), mobile gaming at the stage of psychosocial development creates conflict and crisis that an individual needs to overcome in order to move successfully to the next stage of life.

Conflict is a turning point where each person faces a struggle to achieve a specific crisis, sometimes referred to as a psychosocial crisis, which can be a time of vulnerability, but also a time of strength as people work towards success or failure (Kendra, 2020).

The aim of this study is to determine the effects of mobile gaming on the psychosocial development of pupils at Pacifico O. Aquino Elementary School during the academic year 2019-2020.

Keywords: Mobile Gaming, Psychosocial, Pupils, Philippines

Research Design

This research uses a descriptive method of research which aims to describe and discuss the effects of mobile games on the psychosocial development of pupils. This study involves observing behavior to describe attributes, both objectively and systematically (Bhat, 2020).

The study used the descriptive survey instrument and techniques to collect data from identified respondents to this study. Burns (2019) [6] defined descriptive survey research as involving the collection of data to test the hypothesis or answer questions about the current status of the study. This method is used to examine the relationship between variables to determine the cause and effect of interactions between variables.

The study describes the profile of the respondents in terms of their demography. The study also determine the effects of mobile gaming as indicated by their psychosocial development in terms of home environment, love and affection of family, socio-economic status, participation in an organization and school programs by the pupils, elementary teachers, and parents in a selected school in District of Noveleta, Division of Cavite during the Academic Year 2019-2020.

Respondents

The study utilized three-hundred-forty-two (342) respondents from Pacifico O. Aquino Elementary School(POAES) in District of Noveleta, Division of Cavite during the Academic Year 2019-2020. The respondents were composed of one- hundred-sixty

(160) pupils playing mobile games, twenty-two (22) teachers, and one-hundred-sixty (160) parents.

Sampling Technique

The researcher utilized Quota Sampling to pupil and parent respondents. Quota sampling is a non-probability sampling method that divides the survey population into mutually exclusive subgroups. These subgroups are selected with respect to certain known (and thus non-random) features, traits, or interests. People in each subgroup are selected by the researcher is conducting the survey (Aprameya, 2016)^[4]. Purposive Sampling technique for the teacher-respondents was used. According to Foley (2019) it is known as judgmental, selective, or subjective sampling. It is a form of non-probability sampling in which the researcher rely on his own judgment when choosing respondents of the population to participate in his study. All the faculty of Pacifico O. Aquino Elementary School (POAES) with exception of the principal were utilized as respondents.

Statement of the Problem

This study aimed to determine the effects of mobile gaming on the psychosocial development of pupils in Pacifico O. Aquino Elementary School in the Division of Cavite during the Academic Year 2019-2020.

Specifically, this study sought answers to the following questions:

1. How may the respondents be described as to:
 - 1.1 Student's
 - 1.1.1 Age,
 - 1.1.2 Sex,
 - 1.1.3 Grade level, and
 - 1.1.4 Number of hours spent playing mobile games;
 - 1.2 Teacher's
 - 1.2.1 Age,
 - 1.2.2 Sex, and
 - 1.2.3 Grade level handled; and
 - 1.3 Parent's
 - 1.3.1 Age,
 - 1.3.2 Sex, and
 - 1.3.3 Highest educational attainment?
2. How does mobile gaming affect the psychosocial development of pupils as assessed by the three groups of respondents in terms of:
 - 2.1 Home environment,
 - 2.2 Love and affection of the family,
 - 2.3 Socio-economic status,
 - 2.4 Participation in organization, and
 - 2.5 School programs?
3. Is there a significant difference in the assessment of the three groups of respondents on the effects of mobile gaming on the psychosocial development of pupils?
4. How may the findings be utilized in crafting an orientation program on the effects of mobile gaming on the psychosocial development of pupils?

Summary of Findings

Based on the gathered data, the researcher came up with the following findings:

1. Profile of the Respondents

1.1 Students

1.1.1 Eighty-six (86) out of one hundred sixty (160) or 54% are between 11 and 12 years old, followed by 50 or 31% whose age are 9 to 10 years old, and 24 or 15 % whose age is 13 years old and above.

1.1.2 Eighty (80) or 50% of the respondents are male, and eighty (80) or 50% are female.

1.1.3 Seventy-eight (78) or 49% of the respondents are in Grade 5, sixty-two (62) or 39% in Grade 6, and twenty (20) or 13 % in Grade 4.

1.1.4 Sixty-eight (68) out of 160 or 43% of the students consumed less than an hour per day, thirty-eight (38) or 24% consumed two hours, and twenty-eight (28) or 18% consumed three hours per day. There are twenty-six (26) or 16% of the students who consumed more than four hours a day playing mobile games.

1.2 Teachers

1.2.1 Nine (9) teachers out of twenty-two (22) or 41% are between 26 to 35 years old, six (6) or 27% are 25 years old and below, four (4) or 18% are 36 to 45 years old.

1.2.2 Nineteen (19) out of 22 or 86% are female teachers and three (3) or 14% are male.

1.2.3 Twelve (12) or 50% of the teachers handle Grades 4, 5, and 6. The other 50% handle Kindergarten to Grade 3.

1.3 Parents

1.3.1 Thirty-eight (38) out of 160 parents or 43% are 46 years old and above, thirty-two (32) or 20% are 36 to 45 years old, and thirty-one (31) or 19% are 26 to 35 years old.

1.3.2 Eighty-one (81) or 51% are male and seventy-nine (79) or 49% are female; and

1.3.3. Forty-eight (48) or 30% have reached college level, forty-five (45) or 28% finished secondary, thirty-seven (37) or 23% are elementary graduate and the rest finished vocational courses.

2. Effects of Mobile Gaming on the Psychosocial Development of Pupils

2.1 Home Environment, the first three in ranks are:

a. Mobile gaming creates a calm and predictable home atmosphere that provides a sense of security with a weighted mean of 2.59 or High Extent;

b. Mobile gaming foster children's achievement and respond to their needs immediately with a weighted mean of 2.58 or High Extent; and

c. Mobile gaming provides and encourages models of behavior for children's self-esteem with a weighted mean of 2.50 or High Extent.

2.2 Love and Affection of the Family, the first three in ranks are

a. Mobile gaming provides praises and rewards for achievements and doing right with a weighted mean of 2.42 or Low Extent;

b. Mobile gaming spends quality time together with the whole family with a weighted mean of 2.37 or Low Extent; and

c. Mobile gaming provides unconditional help without asking with a weighted mean of 2.35 or Low Extent.

2.3 Socio-economic Status, the first three in ranks are

a. Mobile gaming creates socio-economic growth as an

important force in psychosocial development and improving child outcomes with a weighted mean of 2.60 or High Extent;

b. Mobile gaming develops child well-being dependent on the socio-economic structural context of their family with a weighted mean of 2.50 or Low Extent; and

c. Mobile gaming engages children as the future human capital with a weighted mean of 2.43 or Low Extent.

2.4 Participation in Organization, the first three ranks are:

a. Mobile gaming promotes having a freedom of choice of decision that opens more suggestions with a weighted mean of 2.66 or High Extent;

b. Mobile gaming encourages learning by boosting self-expression and building up confidence with a weighted mean of 2.62 or High Extent; and

c. Mobile gaming establishes participation in an activities that may affect their lives and voice out their own opinions with a weighted mean of 2.61 or High Extent.

2.5 School Programs, the first three ranks are:

a. Mobile gaming brews participation in school programs that benefits interrelated outcomes in areas of academic performance and social skills that encourage brighter future with a weighted mean of 2.48 or Low Extent;

b. Mobile gaming strengthens pupils to become a good citizen in the future with a weighted mean of 2.35 or Low Extent; and

c. Mobile gaming initiates participation in plans that is flexible and focus on the children's future with a weighted mean of 2.31 or Low Extent.

3. Extent of difference in the assessment of the three groups of respondents in the effect of mobile gaming on the psychosocial development of students, on the responses in terms of five (5) variables, three (3) signifies that there is a significant difference on the responses of the three groups of respondents namely:

1. Home environment. The computed F value which is 8.54 is greater than F critical value of 3.89, hence, the hypothesis is rejected. This is confirmed by the p – value of 0.00 which is less than 0.05 level of significance.

2. Love and affection of the family. The computed F value which is 6.34 is greater than the F critical value 3.89, hence, the hypothesis is rejected. This is confirmed by the p – value of 0.01 which is less than 0.05 level of significance.

3. Participation in school programs. The computed F value 21.88 is greater than the F critical value of 3.89, hence, the hypothesis is rejected. This is confirmed by the p – value of 0.00 which is less than 0.05 level of significance.

4. As to socio-economic status and participation in organization. The computed F values which are 1.30 and 0.60 are less than 3.89 critical value, hence hypothesis are rejected.

The over-all extent of difference, the computed F value which is 8.61 is greater than 3.12. Therefore the hypothesis that there is no significant difference on the assessment of the three groups of respondents is rejected.

4. The findings of the study were utilized in crafting an orientation program on the effects of mobile gaming on the psychosocial development of pupils.

Conclusions

Based on the foregoing findings, the researcher came up with the following conclusions:

1. The respondents have varied demographic profile. The pupils are in their early teens, are male and female, and in the Elementary Level; they are engaged in mobile gaming. The majority of the teachers are female, handling intermediate-level and young. Furthermore, all other parents are in their middle adulthood and are literate.
2. Mobile gaming affects the psychosocial development of pupils in terms of home environment, love and affection of family, socio-economic status, participation in organization, and participation in school programs.
3. There is a significant difference in the assessment of the three groups of respondents on the psychosocial development of students, home environment, love and affection of the family, and in participation in school programs. On the other hand, socio-economic status and participation in organization has no significant difference on assessment of the three groups of respondents.
4. The findings of the study are vital in crafting an orientation program on the effects of mobile gaming on the psychosocial development of pupils.

Recommendations

From the summary of findings and conclusions given, the following recommendations were formulated:

Students

1. Students may divert themselves from mobile gaming by doing other active activities like arts, dance, music, and other skills.
2. Students may do family chores and take care of the family members; these opportunities can practice pleasant behavior in school and home.
3. Students may actively join community clean-up and other extra-curricular activities in school programs. Being active in participation in scouting and volunteering can improve school effectiveness.

Teachers

1. Teachers may upgrade their skills through mobile phones to monitor the behavior of their students and in order to develop their pupil's awareness of spending hours using mobile phones.
2. Teachers may continue to improve their skills in application of mobile phones, programs, and other technologies to pace up with the fast changing technology nowadays, in favor of the technology savvy students.
3. Teachers may practice strictness in implementing rules and regulations in classroom, including the time of usage of pupil's mobile phones.

Parents

1. Parents must be aware of the effects of mobile gaming on their children, in order to give them proper guidance. They have the right to control what is permitted and not in their mobile phones.
2. Parents must decide well whether to buy phone or not to

the child. They are aware that their children are capable of discovering many things out of curiosities.

3. Parents can remove games from their mobile phone home screen and can take the entire family outside for a walk, games, picnic and participate in church services. **“The family that prays together, stay together”**.

School Administrators

1. School administrators may involve the parents in initiating participations in plans that focus on the children's future.
2. School administrators must develop programs for students to participate in organization that promotes taking a stance in decision making and involves them to do more good activities in the society.
3. School administrators have to create an action plan for training needs of teachers to deal with challenging pupils involved mobile games.

Future Researchers

Researchers may conduct further studies on other variables that are not mentioned in the study.

Introduction

A game is a form of play or sport, especially a competitive one played according to rules and decided by skill, strength, or luck. Before the 21st century, a game includes tiredness, sweat and commonly a lot of social communication with friends and peers. But nowadays, a lot of changes happened. Games which are played before involved a lot of physical activities compared to the games now, like mobile games played using cellphones, tablets, and other gadgets. The games are normally played online via internet. Many players are commonly using mobile phones or cellphones to access these games.

Problematic behavior in gaming has been shown to contribute to psychological and health issues, including exhaustion, sleep disturbance, signs of depression and anxiety. It showed that increased problem in gaming symptoms were predicted by the amount of weekly gaming, depression and a preference for online social interaction or in other words symptoms of anxiety and depression (Mannikko, Billieux, & Kaariainen, 2015)^[23].

On the other hand, Q. Ni and Y. Yu (2015)^[29] mentioned that educational mobile games only stimulate a child's interest in learning but also can promote and increase language development, critical thinking, emotional development, intelligence, and imagination. Therefore, educational games could be seen as having an important role to play in a child's development.

Psychosocial development of a child has been increased by motivation using games as well on the study build up the complex, diverse, realistic and social in nature (Lobel *et al.*, 2019).

The researcher as a teacher observes some pupils who are not focused on their studies. Pupils cannot maximize their time acquiring lessons to learn. Majority of them prefer to play mobile games rather than collaborating with other pupils to do school activities. Even reading books were no sense at all. For them these activities bore them. As a result, they ignore deadlines, assignments, and homeworks (Adelantado *et al.*, 2019)^[1]. Further, he was interested with the topic chosen because he witnessed some pupils experienced lack of sleep due the hours spent at night

playing mobile games and even choose unhealthy foods convenient while playing. Despite the concern for the deteriorating performances of the pupils, their health is also at risk (Peracchia & Curcio, 2019).

For some instances some mobile games are betting games that are illegal and not appropriate for the pupils. These games may cause failing in their psychosocial development that deals with a conflict and that will serve them for the rest of their lives. If they fail to deal effectively with these conflicts, they may not develop the essential skills needed for a strong sense of self. If stages of development as these is managed poorly, the child emerges as a person with a sense of inadequacy in that aspect of development.

The critical dimension of mobile gaming on the psychosocial development of pupils seems to determine negative effect on behavior practices in health, physical, mental, social, and education given enthralled children and adolescent (Granic *et al.*, 2019)^[28].

Based on the aforementioned, the researcher was challenged from previous studies that led him to conduct the study entitled, **Effects of Mobile Gaming on the Psychosocial Development of Pupils.**

Review of Related Literature and Studies

The review of related literature and studies presents the summary of the salient features of related literature and studies previously done related to psychosocial development. The readings and articles were helpful to the researcher in improving the concepts of the study.

Mobile Gaming as Social Skills for Children and Teens

Mobile games contribute greatly to the high growth rate of mobile media use. This industry was worth billions and further growth was expected. By far the largest mobile gaming region worldwide is Asia. Mobile media is taking lives by storm. The daily time mobile phone users spent using their devices grew. This trend can also be seen on a global scale as more internet users are using their phones to browse the web, rather than the traditional means of PC or laptop. Indeed, half of the time spent by internet users online was on mobile, a significant increase from the past years (Gough, 2019)^[17].

According to Bringula *et al.* (2018)^[5], a mobile game is a game that runs on any handheld portable device and can be utilized to channel information and learning. Games with educational content may engage people to play and learn at the same time. Studies have documented the positive results of mobile games as educational tools. It showed that students who used educational games had a positive learning experience. Mobile educational games also improve the motivation of students to learn and to have positive attitudes towards learning. It also revealed that the use of mobile educational games improved students' retention, critical thinking skills, and understanding of the content of an introductory statistics course. Moreover, it was proven that these educational materials can improve learners' problem-solving skills and can promote collaboration among them. Recently, there are impacts and outcomes of serious games on learning and students' classroom engagement. The researchers consistently found that playing serious games were associated to knowledge acquisition, content understanding, and affective and motivational outcomes.

Until recently, Richardson (2015)^[30] defined mobile gaming as a game played on a mobile device. Mobile phone gaming

has been largely dismissed as ‘casual’ – typically defined in terms of non-immersive shallow gameplay that is brief, interruptible and non-narrative. Yet just as the constitution of mobile gaming has evolved, expanded, and deepened, so too has the notion of casual play. Most notably, the proliferation of app-based ecologies across devices has extended the dimension of play, to include playful and creative activities, games across multiple genres, contexts and levels of haptic and temporal investment.

The unparalleled popularity of a digitally-based game, more often than not, played on a mobile device (e.g., cell phone, PDA, smartphone, tablet), in part, has helped pave the way for a variety of research interests, to include how mobile games can be effectively used in today’s digital age to support not only social development, but intellectual activities and general learning. This should not come as a surprise. Experts have long endeavored to understand the draw of video games on youth and how this entertainment medium can be used in the context of learning within an educational setting, such as a classroom, to the extent that game-based learning has become a major vein of study among researchers and educators alike (DaCosta, 2015)^[11].

In contrast, Dewar (2018)^[12] stated that social skills activities that help kids forge positive relationships are evidence-based games and exercises. Children learn when act as good role models. They benefited from what people created environments that reward self-control and there is nothing quite like practicing it in real life.

To develop and grow, kids need first-hand experience with turn-taking, self-regulation, teamwork, and perspective-taking. Social skills intervention is really a big help to the continuous rise of mobile gamers. In brief, online smartphone games have become popular, and many children spend a lot of time playing it as mobile games. This greatly affects the competence and emotional stability of the pupils in relation to their learning situations. The effectiveness of mobile games in the field of their learning led to the involvement to teach multiple concepts across different domains such as code debugging, computer architecture and social awareness that have been considered entertaining and engaging.

Influence of Mobile Gaming on Psychosocial Development

The children nowadays play mobile games. Since this leisure activity has become ubiquitous in today’s society, it is imperative to understand the effects it may have on youth. The field has mostly been exploring traditional media issues, such as the relation between gaming and aggression or addictive, pathological gaming behavior. Mobile games can lead to a myriad of social experiences for children, such as providing a topic of conversation or a focus for hanging out among peers (Verheijen, 2019)^[40].

Furthermore, Siitonen (2015) said that online multiplayer games typically encourage interaction between players: some go even as far as demanding it. Collaboration with other players may be a prerequisite for making progress in a game, or a game may be based on competition between players. Typical online games can be played fairly independently, without seeking closer contact with other gamers. However, social interaction is a strong motive not only for playing multiplayer games, but also for forming lasting social relationships with other gamers.

This only explains that mobile games did not seem to pose harm for most domains of children’s psychosocial development. Parents should be particularly attentive to potential increases in children’s internalizing problems as a result of mobile game playing. The deleterious effects of violent mobile game play remains a highly debated topic, with this study not lending support for the influence of violent gaming on externalizing problems or on prosocial behavior. While cooperative gaming seems unrelated to prosocial behavior in sample, frequent gamers who also tend to play competitively may be at risk for behaving less prosocially. Finally, this field would benefit greatly from validated measures that quantify or categorize the types of social and emotional processes being activated by different games and game types, and that accurately measure the social environment of mobile game sessions (Lobel *et al.*, 2017)^[22].

The study on psychosocial development adds to the knowledge on mobile gaming by uncovering the specific relations between video gaming and distinct measures of psychological functioning. Potentially problematic mobile gaming was found to be associated with positive affect and social relationships while playing but also with psychological symptoms, maladaptive coping strategies, negative affectivity, low self-esteem, a preference for solitude, and poor school performance. Including gamers’ reasons for playing video games and their preferred game genres helped deepen the understanding of the specific and differential associations between video gaming and psychological health. This knowledge might help developing adequate interventions that are applied prior to the occurrence of psychological impairments that may go along with potentially problematic video gaming (Von Der Heiden *et al.*, 2019).

Specifically, according to the need-motive-value paradigm, individuals would seek external conditions or tools to satisfy their innate needs. For example, mobile games are found to fulfill one’s need for sociability by generating social space with flexible communication and small chance of social rejection. Similarly, given the efficiency and cost, mobile device has become a useful tool for training and knowledge sharing. Interestingly, adolescent online gamers report higher life satisfaction than those that do not play online. This finding that was attributed to the social value likely added, due to being a member of an online gaming community. Online gaming has been supported to provide positive experiences by facilitating opportunities to develop and maintain peer connections. Games allow players to engage socially with others in a myriad ways, resulting in varying associations with adjustment. For example, compared with offline play, online play has been shown to bolster life satisfaction among adolescents but also predicts a smaller offline social circle. Furthermore, expected that social motivations for playing games is associated with loneliness, need to belong, and fear of negative evaluation, but did not specify a direction. Social motivations might illustrate a person’s opportunities to play with friends, but also indicate an unmet need for sociability. Girls preferred social simulation and brain or skill games with fewer social and exciting components than other genres like action-shooter or sport games, which are mainly preferred by boys. Playing these games constitutes a solitary leisure activity, and girls with few social skills (Kowert *et al.*, 2015) and

introverted characteristics (Garcia-Oliva & Piqueras, 2016) would be at increased risk of disordered gaming. Although these suggestive findings require replication, they imply that future research should pay more attention to gender-dependent differences in risk and protective variables involved in gaming-related behaviors. In contrast, introverted adolescents tend to prefer RPG, adventure, and social simulation games. These data suggest that introverted players would prefer to spend their time playing more solitary games, some of them to cope with their social necessities by simulating social interactions in a virtual world (Kowert *et al.*, 2015). Low agreeable players tend to choose fighting and strategy games, probably because of their competitive tendencies and the violent gratification of in-game fighting (Greitemey & Sagioglou, 2017).

There exist a lot of variety between different mobile games and the way they are played and making this rather a complex behaviour. The aim of this study is to pinpoint the elements in mobile games that promote adolescents' well-being, while careful consideration is put into examining the complexity of mobile game play behavior. There can be potential beneficial effects of mobile games contrasting with the negative consequences. However, the idea in general is there is either good or bad effects in mobile gaming.

Mobile Gaming Consumes Pupils' Time

Children who limit gaming time to an hour or two a week, however, may experience cognitive benefits such as faster responses to visual cues. It is a fact that children expend a relevant proportion of their time in front of a screen, which may be good and even necessary (Pujol, 2019). Nevertheless, a time limit is arguably recommendable, as is the combination of gaming with physical or outdoor activity and the supervision of video gaming's potential effects on children's socialization.

Next, Hygen (2019) investigated whether the quantity of time children spend on gaming is related to the social development and examining its relationship in children. He examine prospective relations between time spent in gaming and social competence in a community.

In connection to the study, the researcher was tasked to estimate how much time his pupils spent playing mobile games on an average day. According to Comedia (2015), like common children, pupil athletes are described in ordinary ways as to their age, gender, sports, favorite online game, and number of hours spent online games. In a study conducted in Rene Cayetano Elementary School, online games influence the pupil athletes' in sports competition to a very high extent as to attendance in practice, performance during the practice or in actual game, and achievement. Coaches and their assistants encountered problems with their pupil athletes playing online games and these are addressed. The findings were utilized in crafting a guide to minimize pupil athletes' interest in online games and improve performance in sports completion.

Another study proved that there are video games mostly played by the grade six learners. The video games affect learners academic performance to a moderate extent and intervention activities can be done to minimize learner's engagement on video games (Cauba, 2015) [7]. Veri (2016) [41] also concluded that there are common electronic devices that pupils play for two to three hours a day. There are different reasons why the respondents used electronics

devices and the influences in their academic performance is in high degree.

Pujol (2019) also examined how the games impacts kids. He excluded kids described as "extreme gamers" who played at least 18 hours a week. The study did include 428 children who were described by their parents as non-gamers. On the average, the gamers played about four hours a week. Boys typically spent about 1.7 hours more per week playing video games than girls, the study also found. Overall, video gamers did not exhibit more behavior problems than non-gamers. But the more time kids spent playing, the more likely parents were to report behavior and conduct problems, the study found. Children who played at least nine hours a week were significantly more likely to have poor conduct than kids who spent less time with video games. Researchers checked children's motor response speed, attention and working memory. An hour a week of gaming was enough for children to have significantly faster motor response speed than non-gamers, though the improvement leveled off after two hours of gaming. They did not find a difference in attention or memory skills between gamers and non-gamers, however. One limitation of the study is its reliance on parents to accurately report how much time their children spend playing video games and its use of a single point in time for assessing how much kids played.

On the other hand, Gazzaley (2019) said like many others similar to it, is provocative in suggesting both positive and negative impacts of video game playing and how this is impacted by the amount of time devoted to game play. It does not tell us whether video games directly influence kids' skills or behaviors. The study is observational, and does not prove video games directly cause improvements in motor skills or increased conduct problems. The wide variety of games kids played also might make it hard to draw broad conclusions about potential benefits or harms of certain types of gaming.

Meanwhile in the present study, the researcher wanted to explore the effects of mobile games whether it can harm or it can help the pupil's time to develop their psychosocial development. He wanted to see that mobile games can have the positive impacts on the psychosocial behavior of pupils.

Computer Games are more fun than World Learning

Since an important part of social skills is acquired through playing games in childhood, nowadays, despite improving technology, can observe the advent of modern phenomenon in the children's new game world which is a milestone in the structure and content of the children's games. Children and adolescents in the current world are extremely affected by the mentioned games. And considering the importance of mobile games in the social life of this age range, computer games have inevitably allocated the major part of socialization of children and adolescents to itself. The attractiveness of mobile games for children and adolescents have caused them to be more acceptable among other playing instruments. Further to explain the advantage and disadvantage of computer games. Individuals described their eagerness to computer games as having fun, excitement and challenges. A few percentages of the players mentioned the benefits of computer games as improving mental-dynamic skills. One third of the subjects believed that the disadvantage of these games was due to game addiction (Zamani *et al.*, 2019).

Therefore, computer games represent the first digital media technology which is applied for socialization of a generation in a large scale and often most of the teenagers in other countries are using these games. But on the other hand, excessiveness in playing these games has caused some concerns about the possible side-effects they have on the players. Major concerns about these games are due to two main factors; first, the amount of time children spend and second, the nature of these games, particularly, when children spend their time playing to compensate for ignoring other educational-social activities and leisure time. They are potentially harmful, because computer games may be replaced by other activities such as homework, free reading or exercising. It has been observed that children addicted to computer games tend to play more and avoid social relationships. As mentioned, these needs are mentioned as need for fun, entertainment and recreation, overcoming psychological mechanisms, running away from reality, mutual social interactions, need for arousal and competition and need for feeling powerful expressions, like those who seek computer games in order to satisfy their social interaction because they would experience anxiety and distress facing the real world's social situations (Wan & Chiou, 2015).

As an escape from real life situations games offers running away to a place to have fun, Colwell and Payne (2015) showed that there is no direct relationship between social isolation and computer games. It can be said that most research carried out on the role of computer games in the social development of adolescents has been conducted on the role of computer games clubs that are a place for young people to come together and finally meet and interact with each other thus meaning there is little effect on social development. Computer games clubs are social places and centers to develop friendships. Besides, going to game clubs represents an important aspect of the social life of adolescents. These clubs are a place to meet others, learn their behavior and how to behave toward them.

As a result, more is that excessive use of computer games to negative impact on health, negative moods, depressive syndrome and weak social interactions. The players may practically prefer all the social interactions and relations occurring in the virtual environment to the real world, and they provide the need for stabilizing the social situation and sense of belonging through interaction with other playmates in the game. Summing up, the researcher in the present study thinks in contrast that interacting with others gives children the opportunity to learn and to get new or fresh perspectives for looking at things. Other people serve as source of emotional support, encouragement, and inspiration which should motivate them to keep going.

Banning of Mobile Phones in Schools

A school said its total ban on pupils using mobile phones has improved exam results and behavior. The ban, which has been running for a year, has "made a massive difference". The strict rule applies at any time during the school day, even during breaks or at lunchtime. Staff are also asked not to use mobile phones in front of pupils (Wightwick, 2019).

In fact, pupils are now more sociable and concentrate better in lessons. Wightwick claimed that the ban, which was introduced in 2018, helped pupils get better and A level results. She did not envisage them ever going back to

allowing the pupils to bring out their mobile phones now. At this point they are not glued to their phones when they arrive at school, they have to engage in social communication and when they go to the library they are looking at books instead of their phones or they are discussing things with their peers. It is also made a difference to engagement in lessons because the phones are not available as a distraction (Webb, 2019).

For instance, Selwyn (2019) said that students will have to switch off their phones and store them in lockers from the start of the school day until the final bell. In case of an emergency, parents or guardians can reach their child by calling the school. Any pupil caught using a mobile phone anywhere on the campus it was confiscated until the end of the school day. Their parent or caretaker is contacted if this keeps happening and the phone will not be returned until they come in to pick it up. The "black and white rule" is strictly enforced.

Merlino (2019) said that mobile phones will be removed due to a major distraction from classrooms, so that teachers can teach, and students can learn in a more focused, positive and supported environment. Half of all young people have experienced cyberbullying. By banning mobiles can stop it at the school gate. The only exceptions to the ban will be where students use phones to monitor health conditions, or where teachers instruct students to bring their phone for a particular classroom activity. Binnion (2019), said, students are more focused learners in the classroom without this distraction and have observed improved social connections, relationships and interactions in the school during lunchtime. A team of staff outside the entrance, to the school in the morning, all very visible and all children are required to switch their phones off and put it into their bags, the rest of our staff are out on corridors in the morning talking to students, talking to each other and just making sure that rule is enforced. To be fair once got this rule established it is just not an issue during the school day at all. It will not see a student with a mobile phone.

Finally, Ball (2020) wrote that mobile phones have changed the way communication does, but people disagree on whether the devices are useful tools for education. The pupils can welcome the break from social media and, because the situation is clear cut, everybody complies. It is a black and white rule that is applied consistently

Forfar (2019) also said, it is probably no accident that had some cracking results. This is all about raising the standards of the school universally and there is research out there that suggests that schools that do ban mobile phones have an uplift in performance because students are more engaged and concentrating in lessons and learning.

In relation to the present study, the researcher thought that mobile phones banning runs rampant at every level of the school society, and there is not much support for it affects pupils' psychosocial development. Whether they are school or at home, yet they are the only ones who can see if they are really affected by their social media accounts and games in their mobile phones. Pupils can refuse to acknowledge their perceptions and lie about it. The choice to deceive is theirs and not whether there is mobile phone banning or not.

Consequences of Mobile Games

Hygen (2019) studied that playing mobile games around the age of ten had greater adverse effects on developing social skills for girls than it did for boys. Gaming does not harm

social development in boys but girls who struggle to make friends. The youngsters involved only reported an average amount of time gaming over a limited time frame. However, all kids aged eight to ten who find it hard to make friends are more likely to game more than two years later. The children were checked in on kids every two years, questioning their parents and teachers about the time spent gaming and collecting data about their development. It found that, overall, gaming did not impact social development with one key outlier. The time boys spent playing games has no harmful effect on their social development. And so forth It was found out that 10-year-old girls who played games frequently had lower social skills at 12 than girls who played less. But 10-year-old girls who spent more time playing video games developed weaker social skills two years later than girls who spent less time playing. Female gamers' relatively poorer social skills could be down to them being more isolated from other girls. Hence overweight girls are more likely to be gamers and children tend to have problems developing social skills. The factors that might lead a child to be socially inept might also drive them to higher levels of gaming, putting the onus on problems outside of gaming rather than the mobile games themselves.

According to Wichstrom (2019), it might be the that poor social competence drives youth's tendency to play games for extended periods of time, that is, youth who struggle socially might be more inclined to play games to fulfill their need to belong and their desire for mastery because gaming is easily accessible and may be less complicated for them than face-to-face interactions. The children aged 10 and 12 reported on how much they played video games using tablets, PCs, game consoles and mobile phones while their parents did for those aged 6 and 8. The youth also reported how often they played games with their friends. These could help clear away some of the negative ideas around children playing mobile games.

On the other hand, the researcher stated that their study may mitigate some concerns about adverse effects of gaming on children's psychosocial development. It might not be gaming itself that warrants attention, but the reasons some children and adolescents spend a lot of their spare time playing the games.

Sami *et al.*, (2015) ^[34] suggested that the physical activity group has a higher social development than computer games group. They compare the participation in sports activities and the playing of computer games with regard to the social development of students. The results showed that the students that take part in physical activities have a higher social development than the students that play computer games. The exercise helps the increase of social skills and the prevention of social conflicts. In sport and group activities, people learn to help others, consistency with the group, cooperation, forgiveness, dedication, independence, self-confidence, respecting the law, and friendship with others. In general, individuals' social growth will be developed through group activities including team sports. Exercise by communicating, modelling, reinforcing feedback, social and communication skills, preparation and motivation, emotional development, enhancing adaptability, and self-esteem effect the reinforcement of social development. Participation in sports and group activities causes an increase to social skills such as accountability, problem solving skills, improved interpersonal relationships,

decision-making and social development of students.

In fact, Henson (2020) ^[18] reported that Mobile Gaming is already a sport and even the mobile service provider Smart Communications, Inc. reinforcing its support for the country's mobile gaming scene. Together with Siklab Saya, the biggest nationwide gathering for gamers and fans of Mobile Legends: Bang Bang trooped across the country to show and celebrate their love for the popular mobile game and to test their skills with other aspiring gamers to compete for the biggest tournament.

In general, there was a significant difference between social skills and addiction to mobile games. In addition, they showed that the individuals who were addicted to these games had lower social skills than those who were normal. Mobile games are one of the most exciting activities of the 21st century. These types of games started from three decades ago and have persuaded many adolescents and children to spend a great amount of their time playing them. Mobile games may satisfy the natural needs met in social interactions and will lead to social isolation. This isolation and loneliness may cause reduction in individual social interactions with others and will finally reduce the individual's social skills (Zamani *et al.*, 2019).

Selnow (2015) showed that the players have realized that mobile games were more enjoyable than companionship with others. These games can only give some information about others and their behavioral methods used against others. These games can create feelings like companionship with friends and help some of the children fill their solitude. These games let the player participate and involve in the game directly. These games also provide a get away from problems in life. On the other hands as mentioned above, concerns about computer games are that may create more aggressive and shocking tendencies in most players. These games have violent and anti-social topics; therefore, they played these games caused some concerns about possible side-effects they may have on the players. Major concerns regarding these games are due to two main factors; first, the amount of time children spend on playing these games and second, the nature of these games particularly when children spend their time playing to compensate the price of ignoring other educational-social activities and leisure time.

The consequences of dependency on kids approaching adolescents according to the researcher were spent on a large amount of time on mobile playing, they will get involved in an addiction that needs to spend lots of money and time. Addiction to mobile games not only leads to financial problems, but also takes the place of more healthy leisure activities, reduces the educational and academic performance of students due to lack of effort to do homework and also reduces the necessary opportunities for developing social skills due to playing computer games which are basically individual activities.

The previous readings results showed that the students who preferred mobile games had more behavioral problems on other issues in comparison with other students. Another point was the increase in playing computer games which consequently leads to decrease in contact and interaction with others that can stop the individual from learning opportunities for developing their psychosocial skills effectively and efficiently. In other words, they may caught up in crises. A dilemma on the development. This can also remove the previous learned skills, because psychosocial development are typically overcome and in order to

continue needs to receive correction and feedback. It seems that the researcher mobile games' topic is, the more decisive matter in anticipating psychosocial development, in addition to time spending for the games, is the way they are played at home or at school and their type of associating it with their lives.

Theoretical Framework

Psychosocial Theory by Erik Erikson expanded Freud’s theory that recognizes the importance of early experiences in childhood. It is connected to the topic that involves psychosocial which takes into account the role of social factors to influence development. The socialization process is important concept created by and extended the stages of development throughout the life span (McLeod, 2018) [25].

This theory is centered on either developing a psychological quality and the potential for personal growth. It is also believed that a sense of competence motivates behaviors and actions. Each stage is concerned with becoming competent in an area of life. If the stage is handled well, the person will feel a sense of mastery, which is sometimes referred to as ego strength or ego quality.

According to Sutton (2020), mobile gaming on the psychosocial development of pupils effects each stages influenced by biological, psychological social factors, from birth to old age. Personality transform infancy, early childhood, preschool, school age, adolescence, young adulthood, middle adulthood and maturity. In his eight (8) psychosocial stages of development (Fig 1), Erickson shows that these science-based exercises explore fundamental aspects of positive home environment, love and affection of the family, socio-economic status, participation in organization and school programs it allows to determine both the extent to improve the psychosocial development of students, teachers and parents.

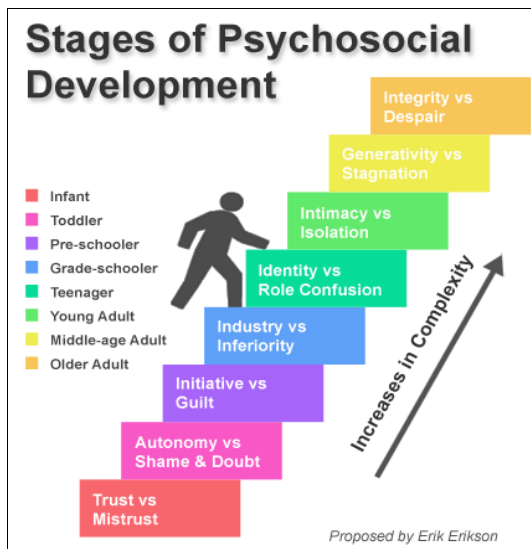


Fig 1: Eight Psychosocial Stages of Development Theory of Erik Erikson

Childhood psychosocial development is a multistep process in which children learn to trust others, communicate their needs and develop distinct identities. Five of Erikson's stages of development take place during childhood. Under Erikson’s model, if the child does not progress through one stage successfully, he or she will have difficulty with the next phase.

In Psychosocial Stage 4- From approximately age 6 until approximately age 12, or the onset of puberty, children often focus on school academic achievements. Persons encourage the child to develop new skills and praise him or her for his or her accomplishments, he or she will often develop a healthy sense of industriousness but if parents do not help their children develop confidence in their abilities, they will feel inferior to their peers, which can lead to both emotional and academic problems.

Syed and McLean (2018) presented that persons are entirely reliant on our caregivers for warmth, love, stability, and nurturing. If reliable and predictable, we gain confidence, a sense of security, and a feeling of safety in the world.

On every success of students within stage one leads to the virtue of hope, the sense that whatever crisis arise there will be parents and teachers around to provide support. It becomes essential to learn how to handle the many social and academic expectations.

Conceptual Framework

This present study is further concerned on psychosocial development of the pupils, their effects from the actual mobile gaming interaction on the foregoing concepts to the study which is related to the research.

According to Swaen (2020) a conceptual framework should be constructed before beginning or collecting data to illustrate what is expected to find in a research, the relevant variables for study, and maps out how they might relate to each other. It is frequently represented visually.

The conceptual framework represents the researcher’s synthesis of literature on how to explain a phenomenon. It is the researcher’s understanding on how the particular variables in his study connect with each other. It serves as a map that will guide towards realizing the objectives. It is a primarily a conception or model of what is out there that the researcher planned to study.

This shows the relationship between the independent variables (Demographic Profile of the Respondents) and dependent variable (Effects of Psychosocial Development the Student-Respondents). The success of these effects depends on the independent variables which are demographic profile of the respondents. That is, intervening variables.

The foregoing conceptual framework is presented in the flow that follows using **INPUT-PROCESS-OUTPUT** approach.

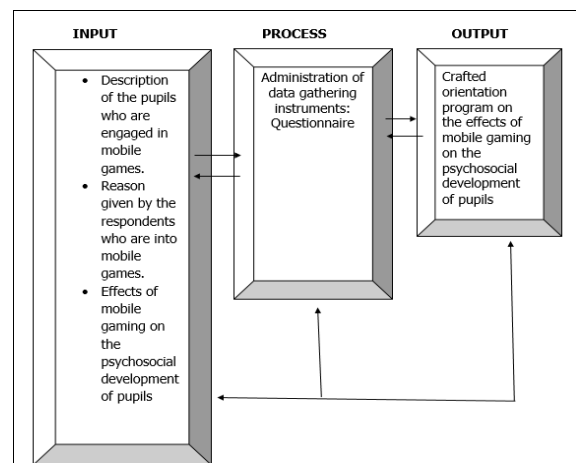


Fig 2: Flow of the Study

Fig 2. Shows the flow of the study may affect students in five factors such as home environment, love and affection of the family, socio-economic status, participation in the organization and in school programs. The effect in each aspects, will follow to have an orientation program.

Effects of Psychosocial Development can be used to identify the mobile games related crisis among the student-respondents. Such crisis differentiated different points of view of the three respondents from; home environment, love and affection of the family, socio-economic status, participation in organization and school programs.

Statement of the Problem

This study aimed to determine the effects of mobile gaming on the psychosocial development of pupils in Pacifico O. Aquino Elementary School in the Division of Cavite during the Academic Year 2019-2020.

Specifically, this study sought answers to the following questions:

1. How may the respondents be described as to:
 - 1.1 Student's
 - 1.1.1 Age,
 - 1.1.2 Sex,
 - 1.1.3 Grade level, and
 - 1.1.4 Number of hours spent playing mobile games;
 - 1.2 Teacher's
 - 1.2.1 Age,
 - 1.2.2 Sex, and
 - 1.2.3 Grade level handled; and
 - 1.3 Parent's
 - 1.3.1 Age,
 - 1.3.2 Sex, and
 - 1.3.3 Highest educational attainment?
2. How does mobile gaming affect the psychosocial development of pupils as assessed by the three groups of respondents in terms of:
 - 2.1 home environment,
 - 2.2 Love and affection of the family,
 - 2.3 Socio-economic status,
 - 2.4 Participation in organization, and
 - 2.5 School programs
3. Is there a significant difference in the assessment of the three groups of respondents on the effects of mobile gaming on the psychosocial development of pupils?
4. How may the findings be utilized in crafting an orientation program on the effects of mobile gaming on the psychosocial development of pupils?

Hypothesis

There is no significant difference in the assessment of the three groups of respondents on the effects of mobile gaming on the psychosocial development of pupils.

Significance of the Study

The researcher believes that the findings of this study are deemed significant to the following:

Students/Learners may realize that this research paper would be able to help them in their study by providing them

with a background or an overview of the effects of mobile games on their psychosocial development.

Teachers may be able to use the information provided in this research to motivate and encourage better teaching-learning.

Master Teachers and Head Teachers may be aware of the teacher's problems and would guide them on what proper action to be done to resolve the challenges that affect teachers teaching.

Parents may utilize the findings of this study to guide their children to behave according to the morals and beliefs of the society.

School Administrators may gain knowledge from this study that would help them facilitate understanding within their respected positions to find necessary implementation needed to craft an intervention program to help students.

Future Researchers may make similar studies since there is excessive usage of mobile phones to students which greatly affects them.

Scope and Delimitation of the Study

This study was delimited to the pupils, teachers, and parents of Pacifico O. Aquino Elementary School (POAES) in District of Noveleta, Division of Cavite during the Academic Year 2019-2020. It covers the four (4) stages of the psychosocial development of pupils. It aims to determine effects of mobile gaming on the intermediate students from grades 4, 5, and 6.

Definition of Terms

In order for the intended readers to fully understand the study, the researcher provided both the conceptual and operational definition of the following terms:

Inferiority is the condition of being lower in status or quality than another or others

Mobile Gaming is a game activity that is played on gadgets such as mobile phones or smartphones, whether online or not.

Mobile Legends are the most popular mobile games currently played by anyone from the developer Moonton.

PLAYERS refer to active gamers who are playing mobile games.

Psychosocial Development defines each stage of human development with a crisis or a conflict. Each crisis or conflict either resolved or may be left unresolved, resulting in favorable or unfavorable outcomes. The eight stages of psychosocial development are infancy, early childhood, late childhood, school age, adolescence, young adulthood, adulthood, and maturity.

Socialization is a process in which the individual's norms, skills, motivations, attitudes and behaviors are formed so that the individual recognizes his or her current or future role in the desired society.

Social Skills are activities for boosting teamwork, self-control, and emotional.

Methods

This chapter covered the research methods and procedures utilized by the researcher to gather the needed data. It includes the research design, respondents, sampling techniques, instruments, and statistical treatment of data applied to come up with the detailed presentation of the result of the study.

Research Design

This research uses a descriptive method of research which aims to describe and discuss the effects of mobile games on the psychosocial development of pupils. This study involves observing behavior to describe attributes, both objectively and systematically (Bhat, 2020).

The study used the descriptive survey instrument and techniques to collect data from identified respondents to this study. Burns (2019)^[6] defined descriptive survey research as involving the collection of data to test the hypothesis or answer questions about the current status of the study. This method is used to examine the relationship between variables to determine the cause and effect of interactions between variables.

The study describes the profile of the respondents in terms of their demography. The study also determine the effects of mobile gaming as indicated by their psychosocial development in terms of home environment, love and affection of family, socio-economic status, participation in an organization and school programs by the pupils, elementary teachers, and parents in a selected school in District of Noveleta, Division of Cavite during the Academic Year 2019-2020.

Respondents

The study utilized three-hundred-forty-two (342) respondents from different groups in Pacifico O. Aquino Elementary School (POAES) in District of Noveleta, Division of Cavite during the Academic Year 2019-2020. The respondents were composed of one-hundred-sixty (160) pupils playing mobile games, twenty-two (22) teachers, and one-hundred-sixty (160) parents.

Sampling Technique

The researcher utilized Quota Sampling to pupil and parent respondents. Quota sampling is a non-probability sampling method that divides the survey population into mutually exclusive subgroups. These subgroups are selected with respect to certain known (and thus non-random) features, traits, or interests. People in each subgroup are selected by the researcher is conducting the survey (Aprameya, 2016)^[4]. Purposive Sampling technique for the teacher-respondents was used. According to Foley (2019) it is known as judgmental, selective, or subjective sampling. It is a form of non-probability sampling in which the researcher rely on his own judgment when choosing respondents of the population to participate in his study. All the faculty of Pacifico O. Aquino Elementary School (POAES) with exception of the principal were utilized as respondents.

Instrument

The researcher used a questionnaire. This tool was formulated based on related literatures and studies related to the study.

It contains a set of specific questions used to gather specific responses from the respondents to answer the problems stated in Chapter 1. The questionnaire has the following parts: Part 1 is on the student-respondents' personal profile as to their age, sex, grade level, number of hours spent playing mobile games, highest educational attainment, and dwelling; on the teacher-respondents' personal profile as to their age, sex, and grade level handled; and on the parent-respondents' personal profile as to their age, sex, and highest educational attainment. Part 2 deals with the effects

of mobile gaming on the psychosocial development of pupils in the following aspects: home environment, love and affection of the family, socio-economic status, participation in organization and school programs.

Construction and Validation of the Instrument

To acquire ideas about the study, the researcher read books, journals, articles, unpublished theses and dissertation. The researcher formulated the questions and items on the draft of the questionnaire. He also solicited the help of other experienced, the panel of experts during pre-oral; necessary corrections from the panel improved the draft and MAED students; who are experienced and knowledgeable on the subjects of mobile games. He presented this draft to his Thesis Adviser who in turn, suggested some changes and additional ideas or information and concepts, which he considered and incorporated and the final instrument was produced. The researcher considered all these suggestions when he revised the final draft.

The final draft of the instrument was tried out to the pupils and from other public elementary school. The purpose of the dry run was to find out if there are unclear items in the questionnaire. Items which are found difficult were revised and modified. The result was examined for the improvement of the instrument. The questionnaire was written based on the feedback. The pre-test has proven that the questionnaire is valid and reliable and was reproduced for distribution to the target respondents. These tried-out respondents were not included in the composition of sample respondents.

Administration and Retrieval of the Instruments

The researcher first secured a written permit to conduct the study from the Superintendent of City Schools, Division of Cavite. The permit was then presented to the principal of the selected school in District of Noveleta, Division of Cavite. Once permitted, the researcher personally administered the questionnaires to the target respondents and retrieved the instrument personally to ensure its return and to assure them that their responses were treated with confidentiality.

Statistical Treatment of Data

The data that were yielded by the questionnaire were tallied, tabulated, and subjected to statistical treatment in order to ensure validity, reliability, and interpretation.

1. Frequency and Percentage Distribution

To determine the personal profile of the respondents, the researcher used frequency and percentage distribution.

$$P = \frac{F}{N} \times 100$$

Where:

P = percentage

F = frequency

N = no. of respondents

2. Ranking

This method reinforce the description by percentage and decide the positional importance of the items and it will be used to rank each items from 1, 2, 3, etc.

3. Weighted Mean

Weighted mean is an average computed by giving different

weights to some of individual values.

$$Wx = \frac{\sum fw}{N}$$

Where:

$\sum fw$ = sum of the product of the frequency
 N = no. of respondents

The equivalent part was assigned to each indicated item to show the extent of existence of the conditions as perceived by the respondent. This was determined by checking each weighted average against numerical rating to obtain the equivalent verbal description and interpretation.

The researcher used to the respondents a choice of four responses which will be enumerate below.

Numerical Rating	Range	Verbal Interpretation
4- Very often	3.26 – 4.00	Very High Extent (VHE)
3- Often	2.51 – 3.25	High Extent (HE)
2- Sometimes	1.76 – 2.50	Low Extent (LE)
1- Never	1.00 - 1.75	Very Low Extent (VLE)

4. Analysis of Variance

ANOVA

This was an analysis of variance, a statistical method in which the variation in a set of observations is divided into distinct components.

According to Kenton (2019) it is an analysis tool used in statistics that splits an observed aggregate variability found inside a data set into two parts: systematic factors and random factors. The systematic factors have a statistical influence on the given data set, while the random factors do not. Analysts use the ANOVA test to determine the influence that independent variables have on the dependent variable in a regression study.

$$SS_{total} = \sum_{j=1}^p \sum_{i=1}^{n_j} (x_{ij} - \bar{x})^2$$

$$SS_{between} = \sum_{j=1}^p n_j (\bar{x}_j - \bar{x})^2$$

$$SS_{within} = \sum_{j=1}^p \sum_{i=1}^{n_j} (x_{ij} - \bar{x}_j)^2$$

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Results

This chapter presents, analyzes, and interprets the data based on the order on the problems presented in Chapter 1.

1. Profile of the Respondents

Table 1: Profile of the Students

Age	f	%	Rank
9 - 10 below	50	31	2
11 to 12	86	54	1
13 and above	24	15	3
Total	160	100	
Sex			
Male	80	50	
female	80	50	
Total	160	100	
Grade Level			
Grade 4	20	13	3
Grade 5	78	49	1

Grade 6	62	39	2
Total	160	100	
Number of hours spend per day in playing mobile games			
less than 1 hour	68	43	1
2 hours	38	24	2
3 hours	28	18	3
More than 4 hours	26	16	4
Total	160	100	

Table 1 describes the profile of the student-respondents as to their age, sex, grade level, and number of hours spent per day in playing mobile games. As to their age, there were 86 out of 160 or 54% whose age are between 11 and 12 years old, followed by 50 or 31% whose age are 9 to 10 years old, and 24 or 15 percent whose age is 13 years old and above. The researcher’s data show that majority of the student respondents involved in mobile gaming are between 11 to 12 years old.

There were 80 or 50% female and 50% male students. The respondents’ sex halves between male and female in general number and most of the student-respondents come from Grade 5.

There were 78 or 49% of the respondents who are in Grade 5, 62 or 39% Grade 6, and 20 or 13% Grade 4.

As to the number of hours consumed per day in playing mobile games, there were 68 out of 160 or 43% of the students who consume less than an hour per day, 38 or 24% consume two hours, and 28 or 18% who consume three hours per day. There are 26 or 16% of the students who consume more than four hours a day playing mobile games. As revealed by the respondents, all age groups are less than one (1) hour spent per day in playing mobile games, yet they have radically increased the amount that they played each week in Forbes statistics report more males are playing than females because mobile games is easy anywhere, according to Anderson (2019). It was also discovered that most of these students consumed less than an hour playing mobile games as already proven by the Forbes statistics.

Table 2: Profile of the Teachers

Age	f	%	Rank
25 and below	6	27	2
26 - 35	9	41	1
36 – 45	4	18	3
46 and above	2	9	4
Total	22	100	
Sex			
Male	3	14	
Female	19	86	
Total	22	100	
Grade Level Taught			
Kindergarten	2	9	6.5
Grade 1	3	14	4
Grade 2	2	9	6.5
Grade 3	3	14	4
Grade 4	3	14	4
Grade 5	4	18	2
Grade 6	5	23	1
Total	22	100	

Table 2 describes the profile of the teacher respondents as to their age, sex, and grade level handled. There were nine (9) teachers out of 22 or 41% whose age is between 26 to 35 years old, 6 or 27% are 25 years old and below, 4 or 18% are 36 to 45 years old. It shows that the teachers are still young, hence, most of them are considered millennials.

Further, there were 19 out of 22 or 86% female teachers and 3 or 14% male. The teaching profession is known to be a female dominated profession, hence, the data gathered proved such claim.

The findings show the young, dominated by females and mostly handling the grade six (6). They nurture children and expect that their knowledge, trainings and strategies uplift the students.

The teacher respondents are teaching from Kindergarten to Grade 6. There are 12 or 50% teachers handling Grades 4, 5, and 6. The other 50% are handling Kindergarten to Grade 3. Epstein (2018) [13] said that most of the teachers are fresh and, in their youths, and stand out with more females. On the other hand, it was described that the teacher respondent’s number splits in handling between primary and intermediate.

Table 3: Profile of the Parents

Age	f	%	Rank
25 and below	29	18	4
26 to 35	31	19	3
36 to 45	32	20	2
46 and above	38	43	1
Total	160	100	
Sex			
Male	81	51	
Female	79	49	
Total	160	100	
Highest Educational Attainment			
Elementary	37	23	3
Secondary	45	28	2
College Level	48	30	1
TechVoc	30	19	4
Total	160	100	

Table 3 presents the profile of the parent respondents as to their age, sex, and highest educational attainment. As shown, 38 out of 160 parents or 43% are 46 years old and above, 32 or 20% are 36 to 45 years old, and 31 or 19% are 26 to 35 years old.

As to the sex of the parents, 81 or 51% are male and 79 or 49% are female. The data is unique in such a way that there are more male parents who participated in the study. Most of the time, there are more female parents who participate in school related activities as observed by the researcher himself.

In terms of the educational attainment of the parents, 48 or 30% have reached college level, 45 or 28% finished secondary, 37 or 23% are elementary graduate, and the rest finished vocational courses.

According to Philippine Statistics Authority (PSA) 2020, the educational attainment of the population in the country had improved since 2000. College level increased from four-point three percent (4.3 %) in 2000 to ten point one percent (10.1 %) in 2010.

The data revealed that the majority of parent-respondents who participated are older than the other participants, and many of them are males who have clearly reached and studied in college. The PSA survey did, in fact, persuade the researcher that the country’s educational attainment has improved.

2. Effects of mobile gaming on the psychosocial development of pupils as assessed by the three groups of respondents in terms of: home environment, love and affection of the family, socio-economic status, participation in organization, and school programs

Table 4: Effect of Mobile Gaming on the Psychosocial Development of Students in Terms of Home Environment

Indicators	Students		Teachers		Parents		Overall		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
a. Mobile gaming creates a calm and predictable home atmosphere that provides a sense of security	2.93	HE	2.36	LE	2.47	LE	2.59	HE	1
b. Mobile gaming foster children’s achievement and respond to their needs immediately	2.73	HE	2.59	HE	2.43	LE	2.58	HE	2
c. Mobile gaming provides and encourages models of behavior for children’s self-esteem	2.66	HE	2.41	LE	2.43	LE	2.50	HE	3
d. Mobile gaming provides structured opportunities to practice good behavior and guide children in the choice of learning from school or at home	2.54	HE	2.32	LE	2.46	LE	2.44	LE	5
e. Mobile gaming establish the norm of cooperation and mutual respect and enlist everyone’s support	2.56	HE	2.36	LE	2.49	LE	2.47	LE	4
Over-all Weighted Mean	2.68	HE	2.41	LE	2.46	LE	2.52	HE	

Table 4 presents the effects of mobile gaming on the Psychosocial Development of students in terms of Home Environment. The over-all weighted mean of 2.68, 2.46, and 2.41 for students, parents, and teachers respectively show that they differ. The students having the highest overall weighted mean consider mobile gaming affect their Psychosocial Development to a High Extent. On the contrary, the teachers and parents consider that mobile gaming affect the students’ psychosocial development to a Low Extent.

The three groups of respondents have the following indicators as the first three in ranks:

- 1. Creates a calm and predictable home atmosphere that provides a sense of security** with a weighted mean of 2.59 or High Extent;
- 2. Foster children’s achievement and respond to their needs immediately** with a weighted mean of 2.58 or High Extent; and
- 3. Provides and encourages models of behavior for children’s self-esteem** with a weighted mean of 2.50 or

High Extent.

More positive home environments, parental warmth, learning materials, and responsiveness education influence parenting knowledge, beliefs, affects parenting practices, and the quality of the environment (UNICEF, 2020) [38].

According to UNICEF (2020) [38], the psychosocial development of students in terms of home environment promotes healthy reactions for social relationships, and contributes to later academic and employment success.

The data bring up that there are diverse effects of mobile gaming on the Psychosocial Development in terms of Home Environment. The main positive effects of playing mobile games in terms of home environment is a place for security, it respond to their needs, and boost high self-esteem. In contrary, most parents and teachers opposed to this.

Table 5: Effect of Mobile Gaming on the Psychosocial Development of Students in Terms of Love and Affection

Indicators	Students		Teachers		Parents		Over all	VI	Rank
	WM	VI	WM	VI	WM	VI			
<i>Mobile gaming</i>									
a. provides praises and rewards for achievements and doing right	2.32	LE	2.48	LE	2.46	LE	2.42	LE	1
b. spends quality time together with the whole family	2.23	LE	2.44	LE	2.44	LE	2.37	LE	2
c. builds strong foundations of growth and development within the family	2.23	LE	2.06	LE	2.48	LE	2.25	LE	4
d. develops trust, love, and comfort among family members	1.95	LE	2.25	LE	2.45	LE	2.22	LE	5
e. provides unconditional help without asking	2.09	HE	2.51	HE	2.46	LE	2.35	LE	3
Over-all Weighted Mean	2.16	LE	2.35	LE	2.46	LE	2.32	LE	

Table 5 shows the effects of mobile gaming on the Psychosocial Development of students in terms of love and affection of the family. As shown by the over-all weighted mean of 2.32, the three groups of respondents consider that mobile gaming has a low extent of effect as to the Psychological Development of students in terms of love and affection. All the indicators mentioned were evaluated to have Low Extent effect.

Among the indicators, the first three in ranks are:

- 1. Provides praises and rewards for achievements and doing right** with a weighted mean of 2.42 or Low Extent;
- 2. Spends quality time together with the whole family** with a weighted mean of 2.37 or Low Extent;
- 3. Provides unconditional help without asking** with a weighted mean of 2.35 or Low Extent.

Psychological Development of students in terms of love and affection of family are basic human emotions. The inclusion of this dimension in the family decision-making process to help establish these emotional components as important

factors according to the Association for Consumer Research (2020).

The data discussed that mobile gaming affects less to the psychological development of students in terms of love and affection. There are some pupils who gain rewards, spend time with family more, and develop cooperation in mobile gaming. For parents and teachers consider mobile gaming not beneficial.

Table 6: Effect of Mobile Gaming on the Psychosocial Development of Students in Terms of Socio-economic Status

Indicators	Students		Teachers		Parents		Over all	VI	Rank
	WM	VI	WM	VI	WM	VI			
<i>Mobile gaming</i>									
a. creates socio-economic growth as an important force in psychosocial development and improving child outcomes	2.65	HE	2.23	LE	2.92	HE	2.60	HE	1
b. develops child well-being dependent on the socio-economic structural context of their family	2.28	LE	2.50	LE	2.73	HE	2.50	LE	2
c. shows socio-economic aspects of child well-being to relate each other	2.06	LE	2.41	LE	2.67	HE	2.38	LE	5
d. engages children as the future human capital	2.46	LE	2.27	LE	2.55	HE	2.43	LE	3
e. makes investment of children contributes economic growth	2.53	HE	2.14	LE	2.56	LE	2.41	LE	4
Over-all Weighted Mean	2.40	LE	2.31	LE	2.69	HE	2.46	LE	

Table 6 shows the effects of mobile gaming on the Psychosocial Development of students in terms of socio – economic status. The three groups of respondents unanimously considered that mobile gaming has a low extent of effect on the Psychosocial Development of the students in terms of socio – economic status. This is confirmed by the over-all weighted mean of 2.46.

All the indicators are Low Extent and the first three in ranks are:

- 1. Creates socio-economic growth as an important force in psychosocial development and improving child outcomes** with a weighted mean of 2.60 or High Extent;
- 2. Develops child well-being dependent on the socio-economic structural context of their family** with a weighted mean of 2.50 or Low Extent;
- 3. Engages children as the future human capital** with a weighted mean of 2.43 or Low Extent.

American Psychological Association (2020) [3] stated that Psychosocial Development of students in term of socio-economic status encompasses not just income but also educational, occupational prestige, social status, social class, privileges as well as the opportunities within society.

Socio-economic status is a robust predictor of variations in parenting and child outcomes. Parents with high economic capital are able to invest in enriching materials and stimulating learning experiences for the children (Kurchirko et al., 2019).

The data tell that mobile gaming affects fewer on the psychosocial development of the students in terms of socio – economic status. There are some pupils who can afford gadgets to experience mobile gaming due to their socio-economic status. APA considered higher socio-economic status can offer privileges for better future which is very considerate that most students are dependent to their parents in general.

Table 7: Effect of Mobile Gaming on the Psychosocial Development of Students in Terms of Participation in Organization

Indicators	Students		Teachers		Parents		Overall		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
<i>Mobile gaming</i>									
a. establishes participation in an activities that may affect their lives and voice out their own opinions	2.58	HE	2.68	HE	2.58	HE	2.61	HE	3
b. encourages learning by boosting self-expression and building up confidence	2.71	HE	2.45	LE	2.71	HE	2.62	HE	2
c. promotes having a freedom of choice of decision that opens more suggestions	2.70	HE	2.64	HE	2.64	HE	2.66	HE	1
d. generates taking a stand to a firm decision had made	2.35	LE	2.41	LE	2.67	HE	2.48	LE	4
e. begets involvement in any activities within the society	2.41	LE	2.45	LE	2.46	LE	2.44	LE	5
Over-all Weighted Mean	2.55	HE	2.53	HE	2.61	HE	2.56	HE	

Table 7 shows the effects of mobile gaming on the Psychosocial Development of students in terms of participation in organization. As shown, the respondents considered that mobile gaming affect the Psychosocial Development of learners in terms of participation in organization to a High Extent based on the over-all weighted mean of 2.61, 2.55, and 2.53 respectively. The over-all weighted mean of the three groups of respondents which is 2.56 shows that they agree to a High Extent that mobile gaming affect the psychosocial development of the students in terms of participation in organization.

Among the indicators, the first three in ranks are:

- 1. Promotes having a freedom of choice of decision that opens more suggestions** with a weighted mean of 2.66 or High Extent;
- 2. Encourages learning by boosting self-expression and building up confidence** with a weighted mean of 2.62 or High Extent;
- 3. Establishes participation in activities that may affect their lives and voice out their own opinions** with a weighted mean of 2.61 or High Extent;

The benefit of Psychosocial Development of students in terms of participation in organization are the relationship growth toward peers and learn valuable skills. The activities help the students to extend and elaborate on the more formal knowledge learned in school. It also gives opportunity to participate in new roles and leadership skills that provide valuable experiences. It provides social skills from positive interactions with peers according to Education Encyclopedia

(2020).

The data show that the respondents mutually refer mobile gaming to affect the Psychosocial Development of learners in terms of participation in organization than the parent respondents. Overall, Psychosocial Development of students in terms of participation in organizations is visible and present in the situation, as is the growth of relationships with peers and the acquisition of valuable skills.

Table 8: Effect of Mobile Gaming on the Psychosocial Development of Students in Terms of Participation in School Programs

Indicators	Students		Teachers		Parents		Over all		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
<i>Mobile gaming</i>									
a. brews participation in school programs that benefits interrelated outcomes in areas of academic performance and social skills that encourage brighter future	2.54	HE	2.36	LE	2.54	HE	2.48	LE	1
b. prepares participation in school programs that prevent risky behaviors and promotes healthy hobbies for happy children	2.38	LE	2.14	LE	2.40	LE	2.30	LE	4
c. initiates participation in plans that is flexible and focus on the children’s future	2.38	LE	2.14	LE	2.42	LE	2.31	LE	3
d. helps builds school programs that build strong relationship between pupils that market the school	2.41	LE	2.05	LE	2.42	LE	2.29	LE	5
e. strengthens pupils to become a good citizen in the future	2.41	LE	2.14	LE	2.49	LE	2.35	LE	2
Over-all Weighted Mean	2.42	LE	2.16	LE	2.45	LE	2.35	LE	

Table 8 describes the extent of effects of mobile gaming on the Psychosocial Development of students in terms of participation in school programs. The over-all weighted mean of 2.35 indicates that the three groups of respondents confirmed that mobile gaming has a Low Extent of effect on the psychosocial development of the students in terms of participation in school programs.

Among the indicators, the first three in ranks are:

- 1. Brews participation in school programs that benefits interrelated outcomes in areas of academic performance and social skills that encourage brighter future** with a weighted mean of 2.48 or Low Extent;
- 2. Strengthens pupils to become a good citizen in the future** with a weighted mean of 2.35 or Low Extent;
- 3. Initiates participation in plans that is flexible and focus on the children’s future** with a weighted mean of 2.31 or Low Extent.

Participation in school programs of students develops psychosocial development according to Cross (2017) [10]. It creates more effectively approaches to teaching, learning, and enhances their giftedness to one that emphasizes talent development that has created opportunity in psychosocial development among gifted and potential students. The

application of this psychosocial development creates an opportunity to fully understand the complete teaching and learning and maximizing student potential.

The data show that mobile gaming has subdued effect on the Psychosocial Development of the students in terms of participation in school programs. It may benefited the students in areas of academic performances and social skills, reinforces in becoming a good citizen or prevent unsafe activities.

Further, mobile gaming has a high extent of effect in the psychosocial development of the students in terms of home environment and participation in organization.

4. Extent of difference in the assessment of the three groups of respondents in the effect of mobile gaming on the psychosocial development of students

Table 9: Extent of Difference in the Assessment of the Three Groups of Respondents on the Psychosocial Development of Students

Variables	F	P-value	F crit	Decision
Home environment	8.54	0.00	3.89	Reject
Love and affection of the family	6.34	0.01	3.89	Reject
Socio-economic status	1.30	0.31	3.89	Accept
Participation in organization	0.60	0.57	3.89	Accept
Participation in school programs	21.88	0.00	3.89	Reject
Over-all	8.61	0.00	3.12	Reject

Table 9 presents the extent of difference in the assessment of the students, teachers, and parents on the psychosocial development of learners. The Analysis of Variance was used to determine the extent of difference of the three groups of respondents using 0.05 level of significance. On the responses in terms of the five variables, three (3) signifies that there is a significant difference on the responses of the three groups of respondents; namely:

1. Home environment. The computed F value 8.54 is greater than the F critical value of 3.89, hence, the hypothesis is rejected. This is confirmed by the p - value of 0.01 which is less than 0.05 level of significance.

2. Love and affection of the family. The computed F value 6.34 is greater than the F critical value of 3.89, hence, the hypothesis is rejected. This is confirmed by the p - value of 0.01 which is less than 0.05 level of significance.

3. Participation in school programs. The computed F value 21.88 is greater than the F critical value of 3.89, hence, the hypothesis is rejected. This is confirmed by the p - value of 0.00 which is less than 0.05 level of significance.

This implies that there is a significant difference on the assessment of the three groups of respondents on the psychosocial development of the students in terms of home environment, love and affection of the family, and participation in school activities.

On the other hand, in terms of socio – economic status and participation in organization, the computed F value which are 1.30 and 0.60 respectively are less than the critical F value of 3.89. Hence, the hypothesis that there is no significant difference on the responses of the three groups of respondents is accepted.

Further, the over-all assessment of the three groups of respondents on the effect of mobile gaming on the psychosocial development learners, computed F value of 8.61 is greater than the critical F value of 3.12. Hence, the

hypothesis is rejected. This signifies that there is a significant difference on the assessment of students, teachers, and parents.

5. The findings were utilized in crafting an orientation program on the effects of mobile gaming on the psychosocial development of pupils

Discussion

After a careful presentation, analysis, and interpretation of data, this chapter deals with the summary of findings, conclusion and recommendation that give answers to the problems that are posited in chapter 1.

Summary of Findings

Based on the gathered data, the researcher came up with the following findings:

1. Profile of the Respondents

1.1 Students

1.1.1 Eighty-six (86) out of one hundred sixty (160) or 54% are between 11 and 12 years old, followed by 50 or 31% whose age are 9 to 10 years old, and 24 or 15 % whose age is 13 years old and above.

1.1.2 Eighty (80) or 50% of the respondents are male, and eighty (80) or 50% are female.

1.1.3 Seventy-eight (78) or 49% of the respondents are in Grade 5, sixty-two (62) or 39% in Grade 6, and twenty (20) or 13 % in Grade 4.

1.1.4 Sixty-eight (68) out of 160 or 43% of the students consumed less than an hour per day, thirty-eight (38) or 24% consumed two hours, and twenty-eight (28) or 18% consumed three hours per day. There are twenty-six (26) or 16% of the students who consumed more than four hours a day playing mobile games.

1.2 Teachers

1.2.1 Nine (9) teachers out of twenty-two (22) or 41% are between 26 to 35 years old, six (6) or 27% are 25 years old and below, four (4) or 18% are 36 to 45 years old.

1.2.2 Nineteen (19) out of 22 or 86% are female teachers and three (3) or 14% are male.

1.2.3 Twelve (12) or 50% of the teachers handle Grades 4, 5, and 6. The other 50% handle Kindergarten to Grade 3.

1.3 Parents

1.3.1 Thirty-eight (38) out of 160 parents or 43% are 46 years old and above, thirty-two (32) or 20% are 36 to 45 years old, and thirty-one (31) or 19% are 26 to 35 years old.

1.3.2 Eighty-one (81) or 51% are male and seventy-nine (79) or 49% are female; and

1.3.3. Forty-eight (48) or 30% have reached college level, forty-five (45) or 28% finished secondary, thirty-seven (37) or 23% are elementary graduate and the rest finished vocational courses.

2. Effects of Mobile Gaming on the Psychosocial Development of Pupils

2.1 Home Environment, the first three in ranks are:

a. Mobile gaming creates a calm and predictable home atmosphere that provides a sense of security with a weighted mean of 2.59 or High Extent;

b. Mobile gaming foster children's achievement and respond to their needs immediately with a weighted mean of 2.58 or High Extent; and

c. Mobile gaming provides and encourages models of behavior for children's self-esteem with a weighted mean of 2.50 or High Extent.

2.2 Love and Affection of the Family, the first three in ranks are:

a. Mobile gaming provides praises and rewards for achievements and doing right with a weighted mean of 2.42 or Low Extent;

b. Mobile gaming spends quality time together with the whole family with a weighted mean of 2.37 or Low Extent; and

c. Mobile gaming provides unconditional help without asking with a weighted mean of 2.35 or Low Extent.

2.3 Socio-economic Status, the first three in ranks are:

a. Mobile gaming creates socio-economic growth as an important force in psychosocial development and improving child outcomes with a weighted mean of 2.60 or High Extent;

b. Mobile gaming develops child well-being dependent on the socio-economic structural context of their family with a weighted mean of 2.50 or Low Extent; and

c. Mobile gaming engages children as the future human capital with a weighted mean of 2.43 or Low Extent.

2.4 Participation in Organization, the first three ranks are:

a. Mobile gaming promotes having a freedom of choice of decision that opens more suggestions with a weighted mean of 2.66 or High Extent;

b. Mobile gaming encourages learning by boosting self-expression and building up confidence with a weighted mean of 2.62 or High Extent; and

c. Mobile gaming establishes participation in an activities that may affect their lives and voice out their own opinions with a weighted mean of 2.61 or High Extent.

2.5 School Programs, the first three ranks are:

a. Mobile gaming brews participation in school programs that benefits interrelated outcomes in areas of academic performance and social skills that encourage brighter future with a weighted mean of 2.48 or Low Extent;

b. Mobile gaming strengthens pupils to become a good citizen in the future with a weighted mean of 2.35 or Low Extent; and

c. Mobile gaming initiates participation in plans that is flexible and focus on the children's future with a weighted mean of 2.31 or Low Extent.

3. Extent of difference in the assessment of the three groups of respondents in the effect of mobile gaming on the psychosocial development of students, on the responses in terms of five (5) variables, three (3) signifies that there is a significant difference on the responses of the three groups of respondents namely:

1. Home environment. The computed F value which is 8.54 is greater than F critical value of 3.89, hence, the hypothesis is rejected. This is confirmed by the p – value of 0.00 which is less than 0.05 level of significance.

2. Love and affection of the family. The computed F value which is 6.34 is greater than the F critical value 3.89, hence, the hypothesis is rejected. This is confirmed by the p – value of 0.01 which is less than 0.05 level of significance.

3. Participation in school programs. The computed F value 21.88 is greater than the F critical value of 3.89, hence, the hypothesis is rejected. This is confirmed by the p – value of 0.00 which is less than 0.05 level of significance.

4. As to socio-economic status and participation in organization. The computed F values which are 1.30 and 0.60 are less than 3.89 critical value, hence hypothesis are rejected.

The over-all extent of difference, the computed F value which is 8.61 is greater than 3.12. Therefore the hypothesis that there is no significant difference on the assessment of the three groups of respondents is rejected.

4. The findings of the study were utilized in crafting an orientation program on the effects of mobile gaming on the psychosocial development of pupils.

Conclusions

Based on the foregoing findings, the researcher came up with the following conclusions:

1. The respondents have varied demographic profile. The pupils are in their early teens, are male and female, and in the Elementary Level; they are engaged in mobile gaming. The majority of the teachers are female, handling intermediate-level and young. Furthermore, all other parents are in their middle adulthood and are literate.
2. Mobile gaming affects the psychosocial development of pupils in terms of home environment, love and affection of family, socio-economic status, participation in organization, and participation in school programs.
3. There is a significant difference in the assessment of the three groups of respondents on the psychosocial development of students, home environment, love and affection of the family, and in participation in school programs. On the other hand, socio-economic status and participation in organization has no significant difference on assessment of the three groups of respondents.
4. The findings of the study are vital in crafting an orientation program on the effects of mobile gaming on the psychosocial development of pupils.

Recommendation

From the summary of findings and conclusions given, the following recommendations were formulated:

Students

1. Students may divert themselves from mobile gaming by doing other active activities like arts, dance, music, and other skills.
2. Students may do family chores and take care of the family members; these opportunities can practice pleasant behavior in school and home.
3. Students may actively join community clean-up and other extra-curricular activities in school programs. Being active in participation in scouting and volunteering can improve school effectiveness.

Teachers

1. Teachers may upgrade their skills through mobile phones to monitor the behavior of their students and in order to develop their pupil's awareness of spending hours using mobile phones.

2. Teachers may continue to improve their skills in application of mobile phones, programs, and other technologies to pace up with the fast-changing technology nowadays, in favor of the technology savvy students.
3. Teachers may practice strictness in implementing rules and regulations in classroom, including the time of usage of pupil's mobile phones.

Parents

1. Parents must be aware of the effects of mobile gaming on their children, in order to give them proper guidance. They have the right to control what is permitted and not in their mobile phones.
2. Parents must decide will whether to buy phone or not to the child. They are that their children are capable of discovering many things out of curiosities.
3. Parents can remove games from their mobile phone home screen and can take the entire family outside for a walk, games, picnic and participate in church services. "The family that prays together, stay together".

School Administrators

1. School administrators may involve the parents in initiating participations in plans that is flexible to focus on the children's future.
2. School administrators must develop programs for students to participate in organization that promotes taking a stance in decision making and involves them to do more good activities in the society.
3. School administrators have to create an action plan for training needs of teachers to deal with challenging pupils involved mobile games.

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