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Gaming Habits of Post-Millennial Gamers in Pangasinan State University

GREAT I AM W. C. GISMUNDO, RSW
Social Work Department, College of Arts, Science and Letters,
Pangasinan State University - LINGAYEN

Abstract
This study was conducted to determine habits of post-millennial gamers of Pangasinan State University – Lingayen by identifying the age of respondents when they were introduced to games, determining their gaming behavior on how they spend money and hours in playing video games, the underlying reason for playing, and their problems encountered on playing. Quantitative-descriptive research design was used in the study. There were 374 school students served as respondents from the Pangasinan State University - Lingayen. The number of samples was determined through Slovin's formula and respondents were determined thru stratified random sampling. A validated questionnaire was used as a tool in gathering the data. Average weighted mean, frequency counts, percentages, and ranking were used as statistical tools in analyzing the data gathered. Results found out that respondents rarely spend money on playing games. For the gaming hours, the student gamers found out that they usually spend time playing than prioritizing schoolwork. Further, the common problem encountered by the student gamers is being upset when losing and when someone is interrupting them while playing.

Keywords : Gamers, Gaming Behavior, Mobile Games, Video Games, Virtual Games, Teens, Teenagers, Post-Millennial, Generation Z, Gen Z

INTRODUCTION
Young generations in this era have their own laptop or at least own a mobile phone. There is a significant growth in technology use since the generation of millennials and post-millennials (Vogels, 2019). More game developers are creating games that can be downloaded free from game stores and makes almost all mobile phones or laptops have at least one installed game. Mobile game apps as the most downloaded category of applications has even reached a 5.1 million downloads in just 1 day. Unlike the previous generations – "boomers" and "millennials" – the generation Z are born where almost everyone depends on devices. One of the obvious characteristics of the generation Z is their connection to gadgets as they doesn't know what life is like without technology – internet, smart phone, laptops, etc. The amount of tie spent playing video games has increased since 2017 (The Nielsen Company, 2017).

Video games is a common activity for leisure by many people nowadays. For some, it is said that these games can used for stress relief, enjoyment, social interaction, and even escaping from real-world problems (Dumrique & Castillo, 2018).

Some health problems are associated on playing such as triggering seizures for the players who have epilepsy. Games or any mobile-, gadget-related activities also affect the brain development of the child especially to toddlers as the brain on focuses on one part instead of developing other areas such as communicating skills, gross motor skills and cognitive skills (Teng, 2013). This can affect different dimensions of our health (Zamani, et al, 2009). Video game-related health problems only occur when an individual prioritizes gaming instead of other daily activities (Miller, 2016).

Gaming is also being used in increasing numbers in clinical setting. Video games were said to improve the logical thinking, problem solving skills, decision-making, and communication of an individual. Playing video game was shown to reduce anxiety and stress that leads to improvement of brain function. Ideally, a recommended duration of time for playing video games is one hour a day. The impact on one's health, whether positive or negative will depend on the time that an individual has played (Granic et. al, 2013). There even games that are mainly created for educational purposes such as the famous word games – Text Twist, Hangaroo, Book Worm – and other Trivia Games are said to have a great impact on improving ones' vocabulary.

Profile of the Respondents

The respondents are taken from different departments/programs in Pangasinan State University and enrolled for the AY 2018-2019.

Category	Sub-category	f	%
Age	15 years old	19	5.08
	16 years old	36	9.63
	17 years old	54	14.44
	18 years old	75	20.05
	19 years old	190	50.80
	Total	**374**	**100**
Sex	Male	239	63.9
	Female	135	36.1
	Total	**374**	**100**
Grade/ Year Level	Grade 11	65	17.38
	Grade 12	49	13.1
	2nd year College	57	15.24
	3rd year College	168	44.92
	4th year College	35	9.36
	Total	**374**	**100**
Course/ Strand	STEM	21	5.61
	Industrial Art	8	2.14
	ICT	50	13.37
	HUMSS	5	1.34
	BSSW	25	6.68
	ABEL	12	3.21
	AB Economics	19	5.08
	BS IT	75	20.06
	BSCS	19	5.08
	BS Math	16	4.28
	BSHM	20	5.35
	BSBA	29	7.75
	BPA	11	2.94

	BIT	50	13.37
	BSED	14	3.74
	Total	**374**	**100**
Weekly Allowance	Below ₱300.00	43	11.50
	₱300.00 – ₱499.00	69	18.45
	₱500.00 – ₱699.00	117	31.28
	₱700.00 – ₱899.00	69	18.45
	Above ₱900.00	76	20.32
	Total	**374**	**100**

Table 1: Profile of the Generation Z / Post-Millennial Respondents

The table 1 shows that half of the respondents are belong to the age of 19 years old which comprises 50.8% of the total number of the gathered respondents. The result that was gathered was mainly represented by the respondents who are males which as it comprises 63.90% of the number of respondents. The highest number in terms of year/grade level is 3rd year followed by the respondents from Grade 11 and the least is the 4th year level. Majority of the respondents are taking the course of BS IT. In terms of weekly allowance, the bracket ₱500.00 – ₱699.00 got the highest frequency with a total of 117 out of 374 while the least is the below ₱300.00 allowance with a frequency of 43.

Age of Introduction to Video Games

The table 2 shows that the trend of introduction of games in the respondents peaked at 15 years old.

Age	f	%
6 years old	20	5.35
7 years old	8	2.14
8 years old	13	3.48
9 years old	17	4.55
10 years old	39	10.43
11 years old	22	5.88
12 years old	31	8.29
13 years old	20	5.35
14 years old	53	14.17
15 years old	54	14.44
16 years old	29	7.75
17 years old	34	9.09
18 years old	29	7.75
19 years old	5	1.33
Total	**374**	**100**

Table 2:Age of the Respondents when Introduced to Video Games

The respondents were also asked on their age when they were first introduced to video games. It was found out that the highest age or time of introduction was when they were 15 years old – the usual age for first year college students. The least frequency was 19 years old that only got a frequency of 5 that comprises 1.33 percent of the total number of respondents. Some of the respondents were already introduced or exposed on playing video games as early as the age of 6 years old or the typical age of a pre-schooler.

Spending Money on Games

Table 3 shows the findings on the frequency of spending money on games like accessing the game (load, renting a unit), downloading content (in-app purchases), and saving their money instead of buying necessary things

Taken as a whole, the extent of spending money in games is rarely happened as shown in the overall weighted mean of 1.96.

Usage of money in terms of	Weighted Mean	Descriptive Meaning
Accessing the game	2.10	Rarely
Download Contents	1.95	Rarely
Reserving allowance for gaming	1.84	Rarely
Total	**1.96**	**Rarely**

Descriptive Equivalent: 5- Always; 4- Often; 3- Sometimes; 2-Rarely; 1- Never

Table 3: The Frequency of Spending Money on Game

The table shows the utilization of the student-respondents' money in regards with playing video game. It was found out that respondents are rarely spending their money to access their games such as computer fee and load. Download contents and reserving their money for gaming also had a descriptive meaning of 'Rarely'. The rareness of spending for accessing the game is verified through the follow-up interview and it was found out that most of them are relying on WiFi at their home and University or availing network offers for accessing internet that can already last for a week even in a low cost.

Time Allotment on Games

Table 4 depicts the results the frequency of playing video games other than the task of the students on both home and school.

Looking at its entirety, the frequency of playing video games compared to other expected tasks as perceived by the respondents is shown in the overall weighted mean of 2.7.

Time allotment in terms of	Weighted Mean	Descriptive Meaning
Playing video games during class hours	2.13	Rarely
Spending the vacant period on playing video games	3.46	Often
Playing video games at midnight	3.11	Sometimes
Spending time playing than having time with family	2.68	Sometimes
Spending time playing than having time with friends	2.68	Sometimes
Spending time playing instead of eating meals on time	2.82	Sometimes
Prioritizing video games than doing assignment	2.85	Sometimes
Playing video games instead of doing household chores	2.26	Rarely
I sense that my hours of game were getting longer over time	2.32	Rarely
Total	**2.7**	**Sometimes**

Descriptive Equivalent: 5- Always; 4- Often; 3- Sometimes; 2-Rarely; 1-Never

Table 4: The Frequency of Playing Video Games other than doing their Expected Tasks

The table shows the time allotment of the student-respondents in terms of playing video games. It indicates that the time they most likely time play is during their vacant hours followed by playing during midnight. While the time they least likely to play is during class hours. It also indicates that most of time of the day was used on playing video games – the time for meal, doing assignment, socializing, quality time with the family – that may lead to some video game-related health problems. While, based on their perception, the time they are allotting on playing is not changing. Overall, the result got the descriptive meaning of 'Sometimes'.

Reasons for Playing Video Games

Table 5 portrays the results on ranking of the top reasons for playing video games.

Reason	f	%	Rank
Boredom	236	63.1	1
Stress Relief	213	56.95	2
Influenced by ads	137	36.63	4
Influenced by friends	197	53.1	3
Curiosity	63	16.84	6
To Learn	104	27.81	5
To earn money	54	14.44	7

Table 5: Ranking of Reasons for Playing Video Games

The top reason for playing video game that was gathered from the respondents is due to boredom. While the reason 'to earn money' got the lowest frequency with a total of 54 answers.

Preferred Genre of Games

Tables 6 and 7 portray the results on ranking of the preferred genre based on their sexuality. Table 6 shows the preference of the males while the table 7 portrays the ranking based on the answers of the female respondents.

Reason	f	%	Rank
Multiplayer Online Battle Arena	118	49.37	1
Massive Multiplayer Online Game	31	12.97	7
Strategy and Real Time Strategy	61	25.52	3
Action and Sports	54	22.59	4
First Person Shooter	23	9.62	8
Adventure (Story Mode Games)	32	13.4	6
Puzzle	38	15.9	5
Educational	98	41	2

Table6: Ranking on the Preferred Video Game-Genres of Male Respondents

The table shows the male respondents' ranking in terms of the type of video games they most likely played. Multiplayer Online Battle Arena or commonly known as MOBA was ranked as the top of the games that the male respondents have chosen. MOBA games are very famous nowadays, pioneered by the game Defense of the Ancients or famously known as DOTA that was created Blizzard Entertainment. Today, the most popular MOBA among all

age is the Mobile Legends. Mobile legends can be played in mobile phones. Hence, can be easily accessed by almost everyone. The least game genre that was chosen by the male respondents was the First Person Shooter or FPS. FPS includes PUBG mobile and Fortnite. Through a follow-up question on why they don't prefer FPS despite games like PUBG and Fortnite are on trend today, the male respondents simply answered that they want to play it, but it is very time-consuming or their phones cannot support the high requirement of the game.

Reason		%	Rank
Multiplayer Online Battle Arena	8	10.65	3
Massive Multiplayer Online Game	1	4.18	6
Strategy and Real Time Strategy		2.66	8
Action and Sports	8	6.84	4
First Person Shooter		3.42	7
Adventure (Story Mode Games)	7	6.46	5
Puzzle	1	34.6	1
Educational	2	31.19	2

Table7: Ranking on the Preferred Video Game-Genres of Male Respondents

The table shows that the common played genre among the female respondents was puzzle games and the least picked was Strategy and Real Time Strategy. Based on the follow-up interview, the female respondents are more likely to play games that are not time consuming. This supports their answer as the Strategy and Real Time Strategy games like Battle Realms and Red Alert need a lot of time to play while most of the puzzle games that are produced nowadays can be finished in a short span of time or be paused and may continue whenever they want it to be.

Problems Encountered when Playing Video Games

Table 8 shows the frequency of encountering problems when playing video games.

It is indicated that the overall weighted mean of the frequency of encountering problems when playing video games is 2.357.

Problems	Average Weighted Mean	Descriptive Meaning
Attitude and Behavior	2.67	Sometimes
Social Interaction	2.20	Rarely
Health Risk	2.36	Rarely
Financial	2.16	Rarely

Overall Average Weighted Mean	**2.357**	**Rarely**

Descriptive Equivalent: 5- Always; 4- Often; 3- Sometimes; 2-Rarely; 1- Never

Table8: Ranking on the Preferred Video Game-Genres of Male Respondents

The data that was gathered from the students-respondent in terms of 'Attitude and Behavior' got the highest frequency in getting upset when losing the game with a weighted mean of 3.33 and when someone or something interrupts them while playing with a weighted mean of 3.31. Overall, the respondents are most likely having a trouble with playing games in terms of their attitude and behavior.

The overall result of the 'Social Interaction' shows that they rarely encountered a problem. The highest frequency of the problem they encountered for social interaction is that they prefer playing inside the house rather than going outside.

Results from the 'Health Risk' encountered by the respondents shows that the highest problem they experienced is having headache after playing games with a weighted mean of 2.63 followed by having blurry eyes with a 2.53 mean. But the descriptive meaning of the average weighted mean on the 'Health Risk' indicator shows that it has 2.36 with a descriptive meaning of 'rarely'.

It shows that the least average weighted mean problem related to playing video game that was encountered by the respondents was financial. Upon the follow-up question, the main reason is because they do not need to spend money to access the game because 1) It does not need large amount of money to access the game, 2) the University offers free WiFi for them, and 3) most of them have WiFi at home.

CONCLUSIONS

Based on the results acquired, the following conclusions were established:

The post-millennial gamers in Pangasinan State University are mostly males. Majority of the respondents are 19 years old. Majority of the post-millennial gamers have been introduced to video games when they were 15 years old. But they some have been introduced as early as 6 years old. This is the distinguishment of their generation – being exposed to technology at an early age – from the previous generations. The post-millennial gamers rarely spend money on gaming. The post-millennial gamers usually spend time playing and often utilize vacant periods at school for playing video games. The main reason for playing video games is due to boredom followed by using it as stress reliever. Males and Female post-millennial gamers differs from their preference of video games. Male gamers prefer to play MOBA games while Female gamers prefer to play puzzle games. Both prefer games that does not need a lot of time to play and The post-millennial gamers rarely encounters problem that affects their 1) social interaction, 2) health, and 3) financial, but usually encounters problem with their attitude and behavior when they are disturbed while playing.

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