

Exploring the Role of Video Games in Reducing Academic Stress among Filipino Students

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ABSTRACT. This qualitative study explores how Filipino undergraduate students perceive video games as a coping mechanism for academic stress. It examines student views on video games' benefits, identifies helpful game characteristics, and explores integration into academic routines. Through multiple-case analysis of ten student cases, the research generates individual case reports and a cross-case report. Four prominent themes emerge: video games offer stress relief and relaxation, foster social interaction and community, provide cognitive skill practice and development, and motivate time management. Consistent with prior research, the findings suggest that video games can be a valuable resource for managing academic stress.

1.0. Introduction

Academic stress stemming from academic demands, social pressures, and personal challenges (Bergmann et al., 2019; Ortega et al., 2023; Saeed et al., 2020) can significantly impact students' mental and physical health. While traditional coping mechanisms are often recommended, video games are increasingly viewed as a potential tool for stress reduction. Research suggests that video games can offer opportunities for personal growth (Iacovides & Mekler, 2019; Li et al., 2023) and provide a means of escapism and emotional regulation (Walsh & Linehan, 2024). This study aimed to explore the role of video games in mitigating academic stress among Filipino undergraduate students. By examining student experiences, the study obtained a deeper understanding of the relationship between video games and mental health and insight into how video games are utilized to reduce stress among Filipino undergraduate students.

Academic stress, a significant factor affecting undergraduate students, stems from various sources. Academic demands, such as high expectations, excessive workloads, and challenging courses, can lead to feelings of anxiety and overwhelm (Hosseinkhani et

al., 2018). Social pressures, including peer competition, family expectations, and the need to balance academic and social commitments, can further exacerbate stress (Saeed et al., 2020; Bergmann et al., 2019). Personal challenges, such as adjusting to a new environment, managing time effectively, and maintaining a healthy work-life balance, can increase stress levels.

The impact of these stressors extends beyond academic performance, affecting students' overall well-being. Academic stress can lead to a range of negative consequences, including increased anxiety, burnout, and depression (Ortega et al., 2023; Saeed et al., 2020). The same finding is observed in the Philippines, indicating that students experiencing heightened levels of stress are more likely to exhibit depressive symptoms (Alayon, 2021). Furthermore, academic stress can also hinder cognitive function, impair decision-making abilities, and reduce motivation (Hosseinkhani et al., 2018; Bergmann et al., 2019).

Academic stress is a significant challenge for many college students. Video games can be an effective coping mechanism, providing a much-needed escape from academic pressures. Research suggests that video games can offer a sense of purpose and personal growth, helping students cope with difficult emotions and life challenges. Engaging in games with appealing storylines

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or open-world environments can provide a temporary respite from academic demands, allowing students to relax and recharge, emphasizing the stress-reducing benefits of video games (Iacovides & Mekler, 2019; Maiti et al., 2024). Additionally, by immersing themselves in virtual worlds, students can temporarily escape reality and experience a sense of agency and accomplishment, highlighting the role of gaming in providing a sense of control (Bowditch et al., 2024; Walsh & Linehan, 2024).

Video games can also foster social connections and a sense of community. Online multiplayer games provide opportunities for players to interact with others from around the world through sharing experiences, strategies, and friendships, which helps the development of communication skills, teamwork, and empathy (Bowditch et al., 2024; Finke et al., 2017; Walsh & Linehan, 2024). Students build strong bonds and a sense of belonging by collaborating with others to achieve common goals. Furthermore, gaming communities can provide support and encouragement, help players cope with stress and challenges, and stimulate personal growth and self-awareness (Malhotra & Bhola, 2014; Peralta, 2019).

Cognitive benefits can also be derived from gaming. Complex games can stimulate cognitive functions such as problem-solving, decision-making, and critical thinking (Iversen, 2014; Peralta, 2019). Additionally, gaming can enhance creativity and imagination, as players are often required to think creatively to overcome challenges and solve puzzles (Kalra et al., 2021). Time management and self-regulation are important skills that are also developed through gaming. Many games require players to manage their time effectively, prioritize tasks, and make strategic decisions. These skills can be transferred to other areas of life, such as academic work and personal relationships (Saeed, 2020; Shi et al., 2019).

While existing studies have explored the positive effects of video games, their specific role in Filipino students' academic stress remains understudied. Given the subjective nature of video game experiences, this study employed a qualitative multiple-case study approach to capture how Filipino undergraduate students utilize video games to cope with academic stress. Specifically, the study sought to recognize how students perceive the role of video games in managing academic stress, the specific characteristics of games they find most helpful, how they integrate gaming into their academic routines, and how video game-related activities can be incorporated into college mental health support programs.

2.0. Methodology

Research Design. This study employed a qualitative multiple-case study design to explore video games' benefits in alleviating undergraduate students' academic stress. This design allowed a deeper understanding of the complex relationship between video games and academic stress. The study identified common themes and patterns by comparing and contrasting individual cases. Moreover, this procedure reflected theoretical interest, not just a prediction that two cases should be similar or different (Yin, 2015).

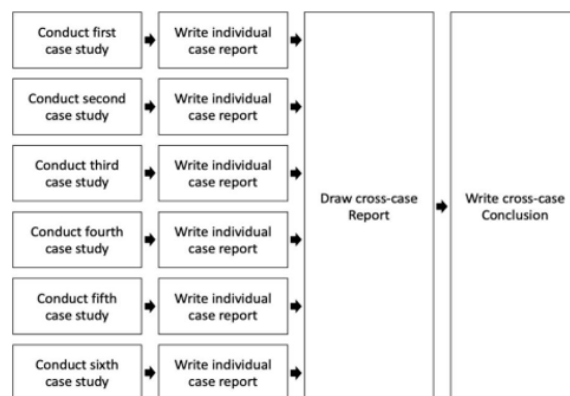
Participants. Ten self-reported average-performing undergraduate students from private higher education institutions in the Philippine National Capital Region were recruited through convenience sampling. Furthermore, the participants were students of the researchers who were deliberately asked to participate in the study and gave their consent. Participants were 18-29, enrolled in a CHED-recognized institution, and used video games to manage academic stress.

Data Collection. This study employed semi-structured interviews. The interviews focused on participants' experiences with video games and their perceptions of the benefits of managing academic stress. Interviews were conducted on-site at a location chosen by the participant. Informed consent was obtained, and recordings were stored securely.

Data Analysis Procedure. A multiple case study design was employed to explore the experiences and perceptions of ten undergraduate students regarding video games and academic stress. Individual case studies were conducted to understand each participant's experiences comprehensively. Subsequently, a cross-case analysis was performed to identify common themes and patterns across the cases. By analyzing the data, the study aimed to understand the relationship between video games and academic stress and identify potential benefits. Figure 1. outlines the data analysis process.

Figure 1

Data Analysis Process



Validity checks were conducted to ensure the credibility of the findings. Consensus coding was implemented, whereby the researchers independently analyzed the transcripts and compared their coding results. Furthermore, the analysis result was validated by psychology experts who were not included in the study to ensure unbiased interpretation and increase the trustworthiness of the findings. Any discrepancies were discussed and resolved, ensuring the reliability and validity of the analysis.

Ethical Considerations. The study adhered to the ethical guidelines established by the Psychological Association of the Philippines, Miriam College Institutional Research Ethics Committee, and the Philippine Data Privacy Law of 2012.

3.0. Results

This cross-case report analyzes the experiences of ten undergraduate students who utilize video games as a coping mechanism for academic stress. The analysis revealed four primary themes: *video games as a source of stress relief and relaxation*, including escape from academic pressure, immersion in virtual worlds, and mindful breaks; *video games as a source of interaction and community feeling*, encompassing building friendships, fostering a sense of community, and enhancing communication skills; *video games as a source of cognitive skills practice and development*, focusing on critical thinking and enhanced cognitive function; and *video games as a source of motivation for time management*, highlighting setting time limits and prioritizing academic responsibilities. The results of the study are summarized in Table 1.

Video games as a source of stress relief and relaxation

All ten participants hinted at the role of video games in managing academic stress. By immersing themselves in virtual worlds, they temporarily escape academic demands and relax. Video games provided a mental break, allowing them to return to their studies with renewed focus. This recognizes how students perceive the role of video games in managing academic stress. Furthermore, two subthemes emerged under this theme: (1) escape from academic pressure and (2) mindful break from demanding studies.

Escape from academic pressures. Video games offered the participants a temporary escape from the demands of academic life, allowing them to destress and unwind. By immersing themselves in virtual worlds brought by video games, the participants temporarily detached from their academic responsibilities and alleviated stress. This mental break can help reduce

anxiety and disruptive mood associated with academic stress.

Video games are far from what I encounter in my academics. For example, in academics, I need to stimulate my brain in terms of my field and the specifics of what I am studying, such as Physiology 101. So, video games are far from those, which is why I would say that it is that part that relieves my stress because it is far from what causes it (Participant 1, personal communication, October 19, 2024).

The schoolwork that is thrown at us is no joke. Many things need to be done and many things need to be studied, so I think video games really help relieve stress. I dissociate from my schoolwork for a short time; I am in my world, so I think that is positive in school life and as a student (Participant 2, personal communication, October 19, 2024).

After a very draining day of academics and a lot of quizzes, since I am a nursing student, I have duty, of course. Then, when I lay back, I sit and play. Then, I can do whatever I want to remove my stress. It allows me to go out, away from the real world to a world where I can be another character and do what I want (Participant 3, personal communication, October 19, 2024).

Video games give me an outlet to destress after stressful weeks in the college I am in, especially. It allows me to have an outlet for just exploring, detaching from the real world, and having this other point of view or world that I can immerse myself in that is not the real world, that is unforgiving at times (Participant 6, personal communication, October 19, 2024).

When I play games, it is like flipping a switch. I am not thinking about deadlines or exams; I just exist in this other world (Participant 8, personal communication, December 9, 2024).

The workload is heavy, and the emotional effect is even bigger. But when I play games, I can just let go. I am not a student anymore; I am a warrior, whatever I want to be. It allows me to forget all the stress and pressure for a while, which is priceless (Participant 9, personal communication, December 9, 2024).

Mindful break from demanding studies. Short gaming breaks helped refresh the participants' minds and improve their focus. By engaging in another mentally stimulating activity, such as video games, the participants took breaks from academic work without completely disengaging. This helped prevent burnout

and improve productivity. Short gaming breaks helped reduce the stress they experienced.

There is a variety of games, and some still require thinking, but not in a way that you really need to analyze, so it is mostly just thinking for fun (Participant 1, personal communication, October 19, 2024).

I play mind games just to divert my attention and calm down. I usually do that after reviewing so I am not too tired and can remember what I am reviewing (Participant 4, personal communication, October 19, 2024).

There was actually one time, like, I am really a crammer, so I am super stressed because I thought I might not reach the deadline, so my stress level was super high... then I played video games, and after that, I felt that my mind had reset. It rested and reset (Participant 5, personal communication, October 19, 2024).

When I am stuck on a problem for hours, I play a quick puzzle game or something similar. It clears my head, and when I return to my studies, I often see the solution more clearly. It is like a mental reset (Participant 7, personal communication, December 9, 2024).

I found gaming to be an effective way to take a break. I play something less demanding than my studies—a casual game or something—and it helps me refocus. It is a way to stimulate my brain (Participant 8, personal communication, December 9, 2024).

Strategic breaks are helpful. I play a puzzle game or something light, and it helps me process information and relieve stress (Participant 10, personal communication, December 9, 2024).

Video games as a source of social interaction and community feeling

Several participants highlighted the social aspect of gaming, particularly those found in online multiplayer games. These games provide opportunities to connect with friends, form new friendships with strangers with the same interests, and develop communication and teamwork skills. These social interactions foster a sense of belonging and reduce feelings of isolation, which were beneficial in addressing academic stress, further adding to students' perceived benefits in using video games to address academic stress. Under this theme, two subthemes emerged: (1) building friendship and a sense of community and (2) enhancing communication skills through social interaction.

Building friendships and a sense of community. Sharing experiences and collaborating with other gamers helped the participants create a sense of belonging and maximize feelings of happiness in the face of academic stress. Online gaming communities provide a supportive environment where students can bond through common interests and gaming experiences.

There is something unique about playing games because you get the chance to play with someone, even if you are not friends or even strangers. It is like meeting someone new, and maybe you can become friends later. You get to hang out with people with the same interests (Participant 2, personal communication, October 19, 2024).

The games I like have been related to interacting with friends or relaxing. You can spend time with your friends without having a big party. You can just set a time to meet at a coffee shop, talk, and reunite while playing video games... Video games serve as a medium for interaction while keeping things entertaining (Participant 3, personal communication, October 19, 2024).

Playing online games with friends is beneficial because it is not about winning, losing, or feeling pressure. You can goof around with your friends, do whatever you want, and create memories even when you are not together (Participant 6, personal communication, October 19, 2024).

I have made some really good friends through gaming whom I would not have met otherwise. It is easier to connect when you have a shared interest, and working together towards a common goal in a game really breaks down barriers (Participant 9, personal communication, December 9, 2024).

Enhancing communication skills through online interaction. Effective communication is important in online gaming, leading to improved social skills that benefit undergraduate students in the reality of their classrooms. In games, the participants learned to express themselves clearly, listen actively, and work collaboratively with others, enhancing their communication skills. Furthermore, aligned with the previously identified subtheme, communicating effectively with others helped the participants build stronger relationships, resolve conflicts, and achieve shared goals.

Communication with strangers can help you learn how to communicate more effectively. For example, in games like DOTA or LOL, you need to communicate openly with your teammates, converse, and communicate your needs to achieve

your goals (Participant 2, personal communication, October 19, 2024).

Multiplayer games like League of Legends or Valorant require teamwork and communication among five players to win. This can help develop communication skills and teamwork abilities (Participant 3, personal communication, October 19, 2024).

Many people play together, which develops their skills. They enjoy doing things together and are also competitive (Participant 6, personal communication, October 19, 2024).

Video games as a source of cognitive skills practice and development

Some participants noted that certain types of video games enhance cognitive skills, including problem-solving, critical thinking, and strategic planning. These games can effectively stimulate the mind, improve focus, and enhance creativity. Under these themes, two subthemes are also identified upon analysis: critical thinking in video games and enhanced cognitive function through mental stimulation.

Critical thinking in video games. Video games often involve complex scenarios that require players to weigh options, assess risks, and make logical choices. This helps develop critical thinking skills, which are valuable in academic settings and can help deal with situations that cause academic stress. By learning to think critically, the participants developed the skill to make better decisions, solve problems more effectively, and achieve their goals.

Some games, like strategy games, require you to think about certain aspects to win. You mostly think about the grand strategy and what to do (Participant 2, personal communication, October 19, 2024).

I enjoy battle royale games because the map is big, and there are many tactics you can use to set good positions and win. So, it satisfies me that I have to think hard to win, not just rely on aim. It requires my mind, and I must think critically, which greatly helps me (Participant 4, personal communication, October 19, 2024).

The rapid-fire decision-making required in certain games has helped me become a much faster problem-solver. I can quickly assess situations and choose the most efficient course of action (Participant 10, personal communication, December 9, 2024).

Enhanced cognitive function through mental stimulation. Video games require focus, attention, and memory. By challenging themselves with mentally stimulating games, the participants kept their minds sharp and improved their cognitive abilities in the long run, helping them address academic stress. Additionally, gaming can provide satisfaction, which can further enhance cognitive function.

Right now, I am really into puzzle games similar to escape rooms. They really enhanced my critical thinking skills, and it was satisfying to solve puzzles and accomplish goals (Participant 5, personal communication, October 19, 2024).

Games make me constantly juggle multiple objectives, manage resources, and think several turns ahead. This has made me much better at tackling complex problems (Participant 7, personal communication, December 9, 2024).

What I like about strategy games is that they require you to plan ahead and anticipate consequences (Participant 10, personal communication, December 9, 2024).

Furthermore, the second and third identified themes directly look into specific characteristics of video games students find most helpful in addressing academic stress. The findings suggest that the participants favor games that foster social interaction and community building. They also value games that stimulate critical thinking and problem-solving skills. Overall, these video game characteristics are ideal for promoting student well-being.

Video games as a source of motivation for time management

All participants acknowledged the importance of balancing gaming with academic responsibilities. Excessive gaming can negatively impact academic performance, and it is crucial to set limits, prioritize tasks, and manage time effectively to avoid negative consequences. Within this theme are two subthemes: setting time limits to avoid neglecting studies and prioritizing academic responsibilities.

Setting time limits to avoid neglecting studies. Establishing specific timeframes for gaming can help maintain a healthy balance between gaming and academic responsibilities. Furthermore, by setting time limits, the participants ensured that gaming did not interfere with their academic work. It is important to set realistic and achievable gaming time goals and stick to these limits, preventing excessive gaming.

Usually, I start playing games first, for less than an hour or thirty minutes. Then, I start reviewing, and in between, maybe every hour or forty minutes, I play a game and return to reviewing (Participant 4, personal communication, October 19, 2024).

I take a break while studying, and then I usually use the Pomodoro Technique. I set a thirty-minute timer to study and a ten-minute break to play games (Participant 5, personal communication, October 19, 2024).

I applied strict gaming boundaries in my studies. By dedicating specific time slots for gaming and following those limits, I was able to stay on top of my studies without feeling overwhelmed by distractions (Participant 10, personal communication, December 9, 2024).

Prioritizing academic responsibilities. By prioritizing academic tasks over gaming, the participants could maintain good academic standing and promote progress. It was important for them to create a study schedule that allowed academic work and leisure activities. By planning ahead, the participants ensured they had enough time to complete their academic tasks.

If something needs to be done, I still need to do it. Even if my brain says I should stop, that does not mean I should play video games instead (Participant 1, personal communication, October 19, 2024).

There are times when I feel overwhelmed by schoolwork and deadlines. I will do the schoolwork first, and then I will reward myself by playing games (Participant 2, personal communication, October 19, 2024).

I will only play games when I am completely free. Since college students are never truly free, I might play if there is no school the next day and no immediate deadlines... During busy times, academics should be prioritized. (Participant 3, personal communication, October 19, 2024).

When there are requirements, I finish them first before I play. That is when I knew playing was appropriate (Participant 5, personal communication, October 19, 2024).

I realized the importance of setting clear academic goals and sticking to them, even when tempted to indulge in gaming. (Participant 7, personal communication, December 9, 2024).

Making a conscious effort to prioritize my academic responsibilities, I achieved a better balance between my studies and gaming (Participant 8, personal communication, December 9, 2024).

I always made sure to prioritize my studies first. By establishing a routine that prioritized my academic workload over gaming, I found that I was more efficient in completing tasks and less prone to being lazy (Participant 9, personal communication, December 9, 2024).

For me, I study first before gaming because I want to graduate and fulfill my dreams. Healthy balance means placing studies above gaming (Participant 10, personal communication, December 9, 2024).

Furthermore, the fourth theme examines how undergraduate students incorporate video game playing into their academic routines to manage stress. The participants understood the importance of balancing gaming with academic responsibilities. This suggests that integrating gaming and studying into their academic routine, involving time management and prioritization, is crucial for maximizing the benefits of video games while minimizing potential negative impacts.

Considering the study's overall findings, how video game-related activities can be incorporated into college support programs is answered. Mental health support programs capitalizing on video games' capability to foster social interactions and stimulate cognitive abilities can be designed, such as school-sponsored video game competitions. Such competitions offer an ideal platform for students to connect with peers, collaborate on strategies, and experience the joy of friendly competition. These events can strengthen interpersonal bonds and provide a break from academic stress, promoting responsible relaxation and mental well-being.

This cross-case analysis reveals that video games can be valuable for managing academic stress. Video games can positively impact student well-being by providing opportunities for stress relief, social interaction, cognitive development, and time management. However, it is crucial to maintain a balance between gaming and academic responsibilities. By carefully integrating gaming into their lives, students can enhance their academic experience and overall quality of life.

4.0. Discussion

The first theme that emerged from the study suggests that video games can serve as a valuable tool for undergraduate students' stress relief and relaxation, highlighting how students perceive the role of video games in managing academic stress. This aligns with previous research indicating that video games can provide an escape from academic pressures and offer a mindful break from demanding studies, promoting escapism. Video games allow college students to temporarily escape from reality and express their

suppressed emotions through virtual means provided by video games (Li et al., 2024; Bourgonjon et al., 2016). Some students even combine this escapist behavior with verbal catharsis, further enhancing their relief caused by academic stress. Additionally, video games can be a distraction, enabling individuals to suppress stressful thoughts and avoid the pressures of daily life (Bowditch et al., 2024; Finke et al., 2018).

Furthermore, video games can provide a sense of control within a virtual environment, which can be particularly beneficial when individuals feel a lack of control in their real lives (Walsh & Linehan, 2024; Shi et al., 2019; Iversen, 2014). By offering interactive yet low-effort activities with manageable challenges, video games can provide a level of distraction without being overly overwhelming (Iacovides & Metler, 2019). This further solidifies the role of video games as a mindful break from demanding academic pursuits.

The theme of video games as a source of social interaction and community feeling and its subthemes are supported by studies suggesting that video gaming can fulfill the social need for meeting and interacting with new people, making friends, and gathering social support (Malhotra & Bhola, 2014). Similarly, video games can be a way to initiate or continue interactions with others, and shared gaming experiences can stimulate and cope with academic stress and anxiety (Peralta, 2019; Shi et al., 2019; Finke et al., 2017). Video games also provide microcosmic features for creating community structures and facilitating coping mechanisms for stress (Bowditch et al., 2024), making these the characteristics of video

games that students find most helpful in addressing academic stress.

The finding that video games can be a source of cognitive skill practice and development, particularly regarding critical thinking and mental stimulation, also aligns with previous studies. One of the ways video games help individuals cope with stress is by distracting the mind from psychological stressors and providing a refreshing break. This mental stimulation can lead to unique perspectives on problems (Kalra et al., 2021). Additionally, video games offer an environment where players can create order out of chaos and influence the outcome of events. This requires critical thinking and cognitive function, as players must anticipate future moves and adapt to changing circumstances (Peralta, 2019; Iversen, 2014). By overcoming increasingly complex challenges, players can enhance their cognitive abilities and problem-solving skills (Shi et al., 2019), further equipping them with skills helpful in addressing academic stress. Building from the aforementioned findings, video games' features related to social connection building and mental stimulation are the specific characteristics of games that students find most helpful in navigating academic stress.

Finally, the finding that video games can motivate individuals to manage their time effectively aligns with the notion that by engaging in gaming, individuals can shield themselves from negative thoughts and prioritize their time to balance academic responsibilities with leisure activities (Kalra et al., 2021), shedding light on how students integrate gaming into their academic routines. Furthermore, the significant stress associated

with academic requirements, such as homework and assignments, leads students to prioritize these tasks over leisure activities like gaming (Saeed, 2020; Hosseinkhani et al., 2018), prompting them to set time limits for gaming to avoid neglecting their studies. Additionally, the extent to which individuals find video games helpful as a coping mechanism may be reflected in their time gaming, implying that undergraduate students need to be mindful of the time spent playing video games (Shi et al., 2019). Looking at the implications of these results, academic institutions can capitalize on the benefits of video games in reducing academic stress among students. This can be done by incorporating activities such as designing in-school game lounges or organizing gaming events where students can connect with peers,

Table 1

Video Games as a Beneficial Activity to Address Academic Stress: Summary of Themes

Themes	Subthemes	Brief Description
Video games as a source of stress relief and relaxation	Escape from academic pressures	Immersing oneself in virtual worlds allows students to temporarily detach and a sense of escapism from the demands of their studies.
	Mindful break from demanding studies	Taking short gaming breaks helps to refresh the mind and improve focus.
Video games as a source of social interaction and community feeling	Building friendships and a sense of community	Online multiplayer games facilitate social interactions and the formation of <u>friendships, creating a sense of belonging.</u>
	Enhancing communication skills through online interaction	Effective communication is crucial in online gaming, leading to improved social skills.
Video games as a source of cognitive skills practice and development	Critical thinking in strategic games	Analyzing in-game situations and making informed decisions improve cognitive abilities and critical thinking.
	Enhanced cognitive function through mental stimulation	Engaging in mentally stimulating games boosts cognitive performance.
Video games as a source of motivation for time management	Setting time limits to avoid neglecting studies	Establishing timeframes for gaming helps maintain a balance between gaming and academic responsibilities.
	Prioritizing academic responsibilities	Ensuring that academic tasks are completed before engaging in gaming.

collaborate on strategies, and experience the benefits of friendly competition.

5.0. Conclusion

This study examines video games' role in Filipino undergraduate students' lives. Video games can offer stress relief, social connection, cognitive development, and improved time management. However, maintaining a balance between gaming and academic responsibilities is crucial. Students can use video games to address academic stress and enhance their well-being by understanding their potential benefits and drawbacks.

6.0. Limitations of the Findings

While this study provides valuable insights, the small sample size, limited to ten undergraduate students from a single private institution in the Philippines, may restrict the generalizability of the findings.

7.0. Practical Value of the Paper

Video games can be effectively integrated into college well-being programs. Institutions can create supportive environments by capitalizing on gaming's potential for stress relief, social interaction, cognitive development, and time management skills development. By carefully selecting games and activities, colleges can empower students to manage stress, build social connections, and develop life skills.

8.0. Directions for Future Research

Future research could explore the long-term effects of video games on academic stress through longitudinal studies. Additionally, studies could include a more diverse range of participants from different regions of the country, academic institutions, and disciplines. Further research could also delve deeper into the impact of specific game genres on psychological and cognitive outcomes. By addressing these areas, future studies can contribute to a more comprehensive understanding of the relationship between video games and academic stress.

9.0. Declaration of Conflict of Interest

The authors declared no potential conflict of interest concerning this article's research, authorship, and/or publication.

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