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MIJ- Mobile Gaming Questionnaire

Theories of Learning (University of the Philippines System)



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SURVEY QUESTIONNAIRE

Part 1. Personal Information

Name (optional) _____
Grade level: _____
Age: _____ Sex:
___ Male
___ Female

Instruction: *Kindly check 1 response below.*

Part 2. The Development of the Problematic Online Gaming Questionnaire (POGQ)

Instruction. *Rate each statement using the scale given below. Check the box that corresponds to your answer.*

4- always
3- usually
2- sometimes
1-Rarely

	Questions:	*4*	*3*	*2*	*1*
1	When you are not gaming, how often do you think about playing a game or think about how would it feel to play at that moment?				
2	How often do you daydream about gaming?				
3	How often do you dream about gaming?				
4	How often do you feel that you should reduce the amount of time you spend gaming?				
5	How often do you unsuccessfully try to reduce the time you spend on gaming?				
6	How often do you feel that gaming causes problems for you in your life?				
7	How often do you neglect your studies, work or other important duties because of your gaming?				
		4	*3*	*2*	*1*
8	How often do you neglect your tasks at home in order to play games more?				
9	How often do you think about getting professional help to reduce your time spent gaming?				
10	How often do you try to keep the amount of time you spent on gaming secret from people around you?				
11	How often do you lose track of time when gaming?				
12	How often do you play longer than originally planned?				
13	How often do you feel time stops while gaming?				
14	How often are you so immersed in gaming that you forget to eat?				
15	How often do you play games when you should be sleeping?				
16	How often do you think to yourself ‘‘just a few minutes more and then I’ll stop’’?				
17	How often do you fail to meet up with a friend because you were gaming?				
18	How often do you neglect other activities because you would rather game?				
19	How often do you choose gaming over going out with someone?				
20	How often do you lose concentration on other tasks				

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	because you are preoccupied with gaming?				
21	How often do you argue with your parents and/or your partner because of gaming?				
22	How often do the people around you complain that you are gaming too much?				
		4	*3*	*2*	*1*
23	How often do you get restless or irritable if you are unable to play games for a few days?				
24	How often do you feel depressed or irritable when not gaming only for these feelings to disappear when you start playing?				
25	How often do you get irritable, restless or anxious when you cannot play games as much as you want?				

Source: Demetrovics Z, Urba´n R, Nagygyo¨ rgy K, Farkas J, Griffiths MD, et al. (2012) The Development of the Problematic Online Gaming Questionnaire (POGQ). PLoS ONE 7(5): e36417. doi:10.1371/journal.pone.0036417

Part 3. Students Engagement in Schools Questionnaire (SESQ)

		4	**3**	**2**	**1**
1	I am very interested in learning.				
2	I think what we are learning in school is interesting.				
3	I like what I am learning in school.				
4	I enjoy learning new things in class.				
5	I think learning is boring.				
6	I like my school.				
7	I am proud to be at this school.				
8	Most mornings, I look forward to going to school.				
9	I am happy to be at this school.				
10	I try hard to do well in school.				
11	In class, I work hard as I can.				
		4	**3**	**2**	**1**
12	When I'm in class, I participate in class activities.				
13	I pay attention in class.				
14	In school, I do just enough to get by.				
15	When I'm in class, my mind wanders.				
16	If I have trouble understanding a problem, I go over it again until I understand it.				
17	When I run into a difficult homework problem, I keep working at it until I think I've solve it.				
18	I am an active participant of school activities such as sport day and school picnic.				
19	I volunteer to help with school activities such as sport day and parent day.				
20	I take an active role in extracurricular activities in my school.				
21	When I study, I try to understand the material better by relating it to things I already know.				
22	When I study, I figure out how the information might be useful in the				

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	real world.				
23	When learning new information , I try to put the ideas in my own words.				
24	When I study, I try to connect what I am learning with my own experiences.				
25	I make up my own examples to help me understand the important concepts I learn from school.				
		4	**3**	**2**	**1**
26	When learning things school, I try to see how they fit together with other things I already know.				
27	When learning things for school, I often try to associate them with what I learnt in other classes about the same or similar things.				
28	I try to see the similarities and differences between things I am learning for school and things I know already.				
29	I try to understand how the things I learn in school fit together with each other.				
30	I try to match what I already know with things I am trying to learn for school.				
31	I try to think through topics and decide what I'm supposed to learn from them, rather than studying topics by just reading them over.				
32	When studying, I try to combine different pieces of information from course material in new ways.				

Source: Hart, S., Stewart, K., & Jimerson, S. (2011). The Student Engagement in Schools Questionnaire (SESQ) and the Teacher Engagement Report Form-New (TERF-N): Examining the Preliminary Evidence. Contemporary School Psychology, 2011, Vol. 15

Part 4. Social Behavior Questionnaire

Instruction. *Rate each statement using the scale given below. Check the box that corresponds to your answer.*

4- Frequently
3- Sometimes
2- Almost never
1- Never

	Questions	**4**	**3**	**2**	**1**
1	The student offers to help other students when needed.				
2	The student is able to effectively participate in group discussions and activities.				
3	The student is able to remain calm when problems or changes occur.				
4	The student behaves appropriately at school.				
5	The student is able to listen to and carry out directions from teachers.				
6	The student is able to follow school and classroom rules.				
7	The student asks adults for help in an appropriate manner.				
8	The student responds appropriately when he/she is redirected or corrected by teacher.				
9	The student is able to				

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	appropriately initiate or join conversations with peers.				
10	The student is able to interact with a variety of peers.				
11	The student is able to make appropriate transitions between activities.				

Source: Iverson-Louwagie, K. (2010). The Effect That Participation in the S.M.A.R.T. Program has on Student Social Behaviors and Academic Scores.

Republic of the Philippines
Region XII
Department of Education
Cotabato Division

TULUNAN NATIONAL HIGH SCHOOL
Tulunan, Cotabato

SENIOR HIGH SCHOOL DEPARTMENT
SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) STRAND

Dear Respondents,

We are having a descriptive research entitled ***"Multiple Intelligences as a Determinant of Academic Performance"***. This attempts to determine if there is a relationship between Multiple Intelligence and Junior High School GPA. We are glad to have picked you as our respondent.

Kindly fill up this form honestly so that we can make a successful study.

Thank you for providing relevant information that will help us know the answer to this study.

Sincerely yours,

Keroy

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