

## **EXPLORING THE INFLUENCE OF MOBILE LEGENDS ON STUDENT'S ACADEMIC PERFORMANCE**

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### **ABSTRACT**

A growing number of students are becoming overly addicted to playing Mobile Legends. This study was conducted to examine this issue. This study investigated how Southern Baptist College, Inc. (SBC) Grade 10 students perceived their level of engagement with Mobile Legends and how that perception related to their academic performance. The study focused on determining the correlation between the perception of student's engagement with Mobile Legends through the frequency of playing Mobile Legends, time spent in playing, money spent in playing mobile legends, health status of student's in playing mobile legends and their intelligence level with academic performance. Using purposive sampling, a random sample of 30 students who play Mobile Legends was chosen. To collect the required data, a validated survey instrument and a descriptive correlational research design were used. The results showed that students exhibited a wide range of playtime, with a significant portion playing for extended periods. While some students reported moderate addiction and in-game spending, others demonstrated effective time management and maintained good academic performance. Self-reported health data suggested a potential disconnect between perceived good health and infrequent check-ups, with some students experiencing occasional anxiety. Sleep duration fell within the recommended range but leaned towards the lower end. Statistical analysis revealed no significant negative correlation between playing Mobile Legends and academic achievement. Diverse approaches to Mobile Legends emerged, including strategic play, perceived resilience, academic focus, responsible gaming, and prioritizing education. A policy framework was developed to promote healthy gaming habits, encouraging time limits, breaks with physical activity, and a culture of responsible gaming. This study highlights the complexity of the Mobile Legends-well-being relationship. While some students experience potential negative effects, others manage to balance gaming with academic success. Promoting healthy gaming habits and better balance are crucial for fostering student well-being in the context of mobile gaming.

**Keywords:** Mobile Legends, academic performance, student well-being, gaming habits, healthy gaming policy

## INTRODUCTION

Mobile Legends: Bang Bang, a popular Multiplayer Online Battle Arena (MOBA) game, has captured global attention, especially in Southeast Asia (Ike et al., 2022). Millions of internet users have been drawn to this new form of entertainment. The Philippines is a prime example, with a large and enthusiastic online gaming community, particularly among students. Mobile Legends: Bang Bang is a dominant force in the country's gaming landscape. As a 5v5 MOBA optimized for iOS and Android, it offers diverse heroes, game modes, and intuitive controls. In 2020, the Philippines secured the second spot globally for the game's downloads, boasting an impressive 41.2 million installs, representing 15% of the app's total downloads.

The issue of video games on teenagers is multi-dimensional, given the fact that different research has shown their positive but also negative impacts. The research of Kharade (2022) and Crucianu et al. (2024) warn about possible harmful effects, such as physical health diseases such as reduced activity levels, and mental health issues like depression and anxiety. However, another point of view is cropping up. Solanki (2024) argues that the video games themselves might be less influential to the extent that teenagers play them and the social groups that are made within the games. Keskin (2022) supports this claim by underlining that through digital games, young people could attain positive things such as improved reflexes and language learning, but they may also suffer from physical problems as well as issues with their attention and family dynamics.

The researcher wanted to explore the effects of playing Mobile Legend on the student's academic performance. The findings of this study will enhance our understanding of the potential advantages and disadvantages of Mobile Legends gameplay. This knowledge can inform educational institutions and policymakers in developing effective strategies to guide students in managing their gaming habits responsibly.

## LITERATURE REVIEW

### **Mobile Games and Student Life: Financial Cost, Time Commitment and Health Status**

Several studies raise concerns about the financial impact of mobile games, particularly Mobile Legends, on students. Rani (2019) highlights both positive (new friendships, technological learning) and negative aspects (time and money wastage). Wijaya (2024) suggests a link between playing Mobile Legends and poorer financial behavior. However, Asandimitra (2022) argues that factors like financial literacy and self-control can mitigate this negative effect. Mawalia (2020) explores the creation of a virtual world through the game, acknowledging both positive and negative consequences such as increased apathy and narcissism. Furthermore, the addictive nature of Mobile Legends can lead to impulsive spending on in-game purchases, as evidenced by Liu's research (2020). Taken together, these findings suggest that Mobile Legends might contribute to poor financial management and increased expenses for students.

Research on Mobile Legends and its impact on students paints a complex picture. While Haidar (2022) suggests a negative correlation between excessive gaming and academic achievement, the study also reveals a positive connection between good time management and academic success. This emphasizes the importance of finding a balance – excessive gaming can be detrimental, but students with strong time management skills can potentially mitigate these negative effects.

Online games serve as immersive and entertaining spaces where players can naturally expand their vocabulary through direct and incidental exposure to new words and phrases (Aulia et al. 2024). Their findings were mixed, indicating that the impact might depend on a student's educational background. This suggests that Mobile Legends could have unforeseen educational benefits depending on the context. Finally, Mawalia (2020) delves into the potential of online games like Mobile Legends as a gateway to virtual reality. This virtual world can both enhance social interactions by connecting players, but also potentially erode them if real-life interactions are neglected. Studies by Namesztovszki (2019) show that health-promoting mobile applications can contribute to improved health behaviors in students. However, the picture isn't all positive. Excessive gaming, particularly among adolescents, has been linked to a range of negative health effects. These include reduced physical activity, vision problems, decreased patience, concentration, and sleep disturbances Crucianu (2024). Overall, these studies highlight the multifaceted nature of Mobile Legends' impact on student life. While concerns exist regarding excessive use and potential negative consequences, opportunities for positive outcomes and the importance of balanced technology use are also brought to light.

### **Effects of Mobile Gaming on Academic Performance**

**Studies on mobile gaming's impact on academic performance show a range of effects.**

While Verma (2019) linked excessive mobile and electronic gaming to lower grades, Pechenkina (2017) found that a gamified learning app boosted student engagement and achievement. Fabito (2018) further highlighted that although mobile game addiction and cyberbullying were not directly linked to academic performance, they could still have negative consequences. These findings suggest a complex relationship between mobile gaming and academic success, potentially influenced by various factors.

### **Mobile Legends: A Specific Case Study**

**Mobile Legends is not just a game; it's a multifaceted experience with both positive and negative consequences for players.**

The immersive virtual world it creates can lead to social withdrawal and a sense of indifference (Mawalia, 2020). The game's design itself contributes to a feeling of simulated reality, potentially blurring the lines between the game and the real world (Faturhman, 2022). Interestingly, Mobile Legends can also act as a platform for expressing personal beliefs and even nationalistic sentiments (Vatansever, 2021). Finally, the game's evolution from a casual pastime to a more competitive scene has significant implications for how players perceive and interact with their physical surroundings, potentially leading to entirely new ways of understanding space (Hjorth, 2011).

### **Positive Impacts of Mobile Legends**

**Studies exploring Mobile Legends' impact paint a complex picture.**

Rani (2019) identified negative consequences like social withdrawal, wasted time and money, but also the potential for forging international friendships. Oetomo (2022) linked the game to procrastination, suggesting players might neglect schoolwork and religious practices. Mawalia (2020) and Faturhman (2022) delved deeper into the game's ability to create a virtual world, with Mawalia highlighting potential apathy and reduced real-world interaction, while Faturhman explored the concept of simulacra, where the simulated reality of the game can influence players' perceptions and behaviors.

### **Student Demographics and Gaming Habits**

**Researchers are untangling the web between student backgrounds and how they play games.** Norton (2012) discovered that high schoolers, especially casual gamers, gravitated

towards online and collaborative games. Building on this, Kannan (2023) emphasized the significant influence online gaming has on student attitudes, behaviors, and academic performance. Rathakrishnan (2023) took a deeper dive, exploring how personality shapes gaming preferences, particularly for role-playing, combat, online, and music genres. Männikkö (2018) identified a worrying connection between problematic gaming behavior, blended family structures, increased gaming time, and specific game genres. Taken together, these studies highlight the importance of a multifaceted approach to understanding the complex relationship between student demographics and gaming habits.

### **Parental Controls and Intervention Strategies**

**Combating the negative impacts of Mobile Legends seems to hinge on strong parental involvement.** Recent studies highlight the importance of communication and intervention strategies. Kristanty (2019) emphasizes open and effective communication between parents and teens as key to overcoming game addiction. Alamsyah (2023) suggests using account blocking to curb toxic behavior during gameplay. Finally, Kannan (2023), who found a significant influence of online gaming on students' attitudes, behaviors, and academic performance. Together, these studies underscore the crucial role parents play in mitigating the negative effects of Mobile Legends through communication and involvement.

## **METHODOLOGY**

### **Research Design**

The study utilized a mixed-method approach with sequential design. The quantitative phase of this study will involve collecting data on Mobile Legends usage and academic performance of Grade 10 High School students. Alternatively, the qualitative aspect of the study will entail in-depth interviews with a subgroup of students who play Mobile Legends.

### **Research Locale**

The study was conducted at the Junior High School of Southern Baptist College in Bialong, Mlang, Cotabato. Grade 10 students were chosen as participants due to their suitability for the research. Interviews were conducted in the students' classrooms or any location of their preference.

### **Respondents of the study**

The sample population consisted of Grade 10 students of Southern Baptist College, Inc. 30 students were needed so they were selected by ten (10) each from the three (3) different sections. They answered the questionnaire that we gave to them which supplied the information that we need.

### **Sampling Procedure**

A non-probability convenience sampling technique was employed to select 30 Grade 10 students from Southern Baptist College, Bialong, Mlang, Cotabato. Ten students from each section who play Mobile Legends were included in the sample. This method was chosen for its practicality in data collection.

### **Research Instruments**

This study utilized the following research instruments to gather necessary data:

#### **a. Survey Questionnaire.**

The primary data collection instrument was a 20-item questionnaire designed to assess respondents' Mobile Legends gameplay habits. It captured information on factors such as

frequency, duration, and money spent, on the game, as well as related health and intelligence indicators. Questionnaires adapted from de los Santos et al. (2020) were used to measure validity and reliability in Mobile Legends gameplay.

#### b. Documentary Analysis.

Participants' report cards were used to obtain their General Weighted Average (GWA) as a measure of academic performance. This data was correlated with Mobile Legends usage.

#### c. Interview Guide.

This instrument was used to gather qualitative data. An in-depth interview was done to explore student's perceptions of the influence of the game on their academic performance as well as their strategies for balancing gameplay with academic responsibilities.

### Data Gathering Procedure

To initiate the study, a research request letter was submitted. A questionnaire was developed and subsequently approved by the supervising professor. The questionnaire was then administered to participants, with the study's objectives clearly explained. To ensure participants fully understood their role, key terms were defined. Respondents were encouraged to provide honest and complete answers. Collected data was tabulated and analyzed. To gain deeper insights, in-depth interviews were conducted with each participant, and thematic analysis was performed on the interview data. The General Weighted Average (GWA) serves as an indicator of academic performance. The advisers provided student GWAs to researchers who were studying the academic performance of a group of respondents (students).

In order to analyze the data and choose the best statistical methods to apply, the researcher consults a statistician. Based on the information, the researcher draws conclusions. Thematic analysis was also employed to interpret the responses from the focused groups and in-depth interviews.

### Statistical Analysis

The collected data underwent tabulation, analysis, and statistical treatment using Microsoft Excel. The responses were encoded for input into the software. Data analysis and interpretation used descriptive statistics such as frequency counts, percentages, and weighted mean. This study used Pearson's  $r$  correlation coefficient to assess the relationship between Mobile Legends engagement and academic performance through Jamovi, a user-friendly open-source software ideal for conducting various statistical analyses, including correlation. Meanwhile, the obtain data from interview were analyzed using thematic analysis techniques. The 3rd part of the questionnaire was measured through the scaling given below with its interpretation.

**Table A. Influence of Mobile Legends on Academic Performance**

Rating	Description	Numerical Scale	Interpretation
4	Never	3.50- 4.00	Students with strong time management skills in this study were able to maintain their academic performance while playing Mobile Legends.
3	Rarely	2.50-3.49	Students who played Mobile Legends received slightly lower grades; the overall impact was insufficient to conclude that the

			game was to blame.
2	Very Often	1.50-2.49	Students who played Mobile Legends more frequently tended to have lower grades compared to those who played less or not at all.
1	Always	1.00- 1.49	Students who played Mobile Legends consistently had significantly lower grades compared to those who didn't play.

## RESULTS AND DISCUSSIONS

There are pros and cons of Mobile Legends in education, based on studies. A study illustrated a clear negative relationship between Mobile Legends addiction and academic achievement among students (Wildan Muhammad Haidar, 2022; Wildan Muhammad Haidar & Eni Rindi Antika, 2022). Nevertheless, there were also some positive outcomes like advanced foreign language proficiency and enhanced enthusiasm for learning due to relief from stress (Sari Anggraini et al., 2022). It can lead to wastage of time and money, deprivation of sleep as well as disregard for the environment (Sari Anggraini et al., 2022). Online games have become an integral part of students' daily lives, significantly influencing their behaviors (Wahid, 2021). While these games offer entertainment, they can also impact academic performance by altering behavior patterns and potentially affecting students' personalities. This study aims to understand the specific influence of Mobile Legends on students' academic achievement.

### Usage of Playing Mobile Legends

Table 1 presents the frequency of playing Mobile Legends. Regarding game familiarity, 30 respondents, or 100% said they are extremely familiar with Mobile Legends. It can be noted that 100% of the respondents have been playing Mobile Legends for over a year. There are at least 4% respondents who are playing in the morning, while 6% respondents answered in the afternoon. The 20 respondents or 66.7% answered they preferred evening as their gaming time. In terms of addiction, only 2% respondents answered not addicted at all, 3% respondents for extremely addicted, and 25% respondents for moderately addicted.

The data presented in Table 1 indicates a potential correlation between being well-acquainted with Mobile Legends and longer gaming sessions. All the participants not only had a high level of familiarity with the game but had also been engaging with it for more than a year. In addition, the evening emerged as the most popular time for playing, with a substantial majority (66.7%) opting for this time slot. It is noteworthy that while only 2% admitted to not being addicted to the game, a combined 28% (extremely addicted + moderately addicted) acknowledged some degree of addiction. While these results do not conclusively establish a causal relationship between familiarity and addiction, they do raise the possibility of a connection that merits further exploration.

**Table 1. The Usage of Playing Mobile Legends**

QUESTIONS	FREQUENCY	PERCENTAGE
1. How familiar are you with mobile legends?		
Very Familiar	30	100
Somewhat Familiar	0	-
Not Familiar at all	0	-
Total	30	100
2. How long have you been playing Mobile Legends?		
Less than 6 months	0	-
6 months to 1 year	0	-
More than 1 year	30	100
Total	30	100
3. What time of the day do you usually play Mobile Legends?		
Morning	4	13.33
Afternoon	6	20
Evening	20	66.67
Total	30	100
4. How addicted do you feel to playing Mobile Legends?		
Extremely Addicted	3	10
Moderately Addicted	25	83.33
Not Addicted at all	2	6.67
Total	30	100

### Level of Time and Money Spent in Playing Mobile Legends

Mobile Legends, a popular MOBA (multiplayer online battle arena) game, can be highly engaging and create a loop that encourages impulsive spending. Players invest time and energy into acquiring heroes (playable characters) and cosmetic enhancements, fostering a desire to complete collections or obtain the latest items. This can be particularly concerning due to the game's premium model, where the core game is free but additional features and items require in-app purchases. According to Liu's(2020), a potential link exists between the addictive nature of Mobile Legends and impulsive spending on in-game purchases.

Table 2 presents the time allocation of respondents for playing Mobile Legends at home and school. A significant portion (60%) reported playing for **six hours or more daily**, primarily at home. Additionally, 21 respondents (representing 31.8%) indicated spending **between 3 and 5 hours playing at school**. Interestingly, a separate finding revealed that 70% of respondents regularly play for **3 to 5 hours at home**. In terms of spending habits, a substantial majority (66.67%) reported spending between **50 and 99 pesos daily** on the game.

The free-to-play model of Mobile Legends, which offers purchasable enhancements, appears to be contributing to impulsive spending behaviors. Although the core gameplay is free, a significant number of players (60%) spend extended periods (6+ hours) primarily at home,

indicating a high level of engagement. Interestingly, even within school environments, a notable percentage (31.8%) dedicate considerable time (3-5 hours) to the game. The combination of extended playtime and the availability of in-app purchases (confirmed by 70% of players regularly spending 3-5 hours at home) aligns perfectly with the reported spending habits. A substantial majority (66.67%) spending between 50 and 99 pesos daily suggests a potential link between the game's design and impulsive spending, especially considering players are likely bombarded with enticing in-game offers during these extended play sessions. Research on mobile gaming, particularly Mobile Legends, reveals significant impacts on players' behavior and finances.

Studies indicate that active Mobile Legends players tend to exhibit poor financial management compared to non-players (Galuh Ayu Wijaya & Fitri Santi, 2024). The game can lead to wasteful spending of time and money, although it also offers benefits like expanded social networks and technological insights (Devita Rani et al., 2019). Addiction to Mobile Legends has been negatively correlated with academic achievement, while effective time management shows a positive relationship (Wildan Muhammad Haidar, 2022). Despite these concerns, the game's popularity drives substantial revenue through in-game purchases. Players' decisions to purchase premium items are influenced by several factors, including perceived enjoyment, character enhancement potential, visual appeal, perceived value for money, personal connection to characters, and overall game satisfaction (Andri Ardhiansyah et al., 2021). These findings highlight the complex interplay between mobile gaming, personal finance, academic performance, and consumer behavior in the digital age.

**Table 2. Level of Time, Money, and Health**

<b>A. Level of time spent</b>		
<b>AT HOME (per day)</b>	F	%
6 hrs and above	<b>18</b>	<b>60</b>
3 hrs to 5 hrs	<b>10</b>	<b>33.33</b>
Less than to 2 hrs	<b>2</b>	<b>6.67</b>
Total	<b>30</b>	<b>100</b>
<b>AT SCHOOL (per day)</b>		
6 hrs and above	<b>5</b>	<b>16.67</b>
3 hrs to 5 hrs	<b>21</b>	<b>70</b>
Less than to 2 hrs	<b>4</b>	<b>13.33</b>
Total	<b>30</b>	<b>100</b>
<b>B. Level of Money Spent (Amount in Total Spending per day)</b>		
100 pesos and above	<b>8</b>	<b>26.67</b>
50.00-99.00	<b>20</b>	<b>66.67</b>
Less than 50.00	<b>2</b>	<b>6.66</b>
Total	<b>30</b>	

### **Health Status of the Respondents after Playing Mobile Legends**

Table 3 presents the health status of respondents while playing Mobile Legends. The results suggest that respondents generally perceive themselves as healthy. All respondents (100%) considered themselves to be very healthy and in good physical health, which is a very positive finding. This suggests that respondents perceive themselves as physically healthy. Though, 93.33% revealed that they had their check-



ups only when needed. Additionally, 90% reported not feeling anxious or nervous, indicating that the majority experience low levels of anxiety. However, 10% reported feeling anxious on several days, highlighting the importance of acknowledging this minority who experience occasional anxiety.

Regarding sleep patterns, the majority (73.33%) reported sleeping 4-7 hours. Although this falls within the National Sleep Foundation's recommended sleep range for adults (7-9 hours), it is on the lower end of that spectrum. Meanwhile, a significant minority (26.67%) reported getting 8 hours of sleep, which aligns perfectly with the optimal sleep recommendations. Lastly, 100% reported not experiencing negative effects, which is surprising given the potential adverse impacts of excessive gaming, such as sleep disruption or social isolation.

It seems that there may be a potential discrepancy in how players perceive their health and the potential risks associated with Mobile Legends game play. While all participants consider themselves to be very healthy and experiencing no negative effects, there are some concerning trends related to sleep and preventative healthcare. Even though the reported sleep range (4-7 hours) falls within the recommended adult range, it tends to lean towards the lower end, possibly influenced by late-night gaming. Additionally, almost all participants (93.33%) only seek medical attention when absolutely necessary, which could result in missed opportunities for preventative care. While the majority report no anxiety, a small but significant portion (10%) experience anxiety "on several days," indicating a potential for under reported anxiety. This potential disparity between self-perception and potential health risks underscores the necessity for further research into the long-term effects of Mobile Legends on players' well-being.

**While some studies, like those by Griffiths (2002) and Vuorre et al. (2021), found minimal evidence for a direct negative impact of gaming on well-being, others suggest a more nuanced picture.** Desai et al. (2010) observed no negative health effects in boys who game moderately, and Schott & Darrin (2006) even identified potential benefits in areas like surgical training and therapy. However, Desai's (2010) research also linked problematic gaming habits with certain health concerns. This underlines the need for further investigation into the specific factors that influence the relationship between gaming and well-being.

A study by Crucianu (2024), suggests that excessive gaming, especially among adolescents, can lead to a cascade of negative health consequences. These include decreased physical activity, vision problems, diminished patience and concentration, and disrupted sleep patterns.

**Table 3. Health Status of the Respondents after Playing Mobile Legends**

<b>1.</b>		
<b>How healthy do you consider yourself?</b>		
<b>Very Healthy</b>	30	100
<b>Slightly Healthy</b>	0	-
<b>Not sure</b>	0	-
<b>Total</b>	<b>30</b>	<b>100</b>
<b>2.</b>		
<b>How often do you get a health checkup?</b>		
Once in 6 months	0	-
Once a year	2	6.67

Only when needed	28	93.33
Total	<b>30</b>	<b>100</b>
<b>C. What do you say about your overall health?</b>		
Having Good Physical Health	30	100
Moderately physically impaired	0	-
Severely physically impaired	0	-
<b>Total</b>	<b>30</b>	<b>100</b>
<b>Over the past 2 weeks, how often have you felt nervous, anxious, or on edge?</b>		
Not at all	27	90
Several days	3	10
More days than not	0	0
Nearly every day	0	0
<b>Total</b>	<b>30</b>	<b>100</b>
<b>How many hours of sleep do you usually get per night daily?</b>		
8 hrs and above	8	26.67
4 hrs to 7 hrs	22	73.33
Less than 4 hrs	0	-
Total		
<b>Have you experienced any negative health effects since you started playing mobile legends?</b>		
Yes	0	-
No	<b>30</b>	<b>100</b>
<b>Total</b>	<b>30</b>	

### General Weighted Average of the Respondents

Recent research has looked into how mobile games, especially Mobile Legends, affect students' schoolwork and behavior. Risqi (2022) discovered a notable positive link between playing Mobile Legends and university students' motivation to learn, though the effect was quite small at 2.4%. Haidar (2022) found a strong inverse link between being addicted to mobile games and high school students' grades, while also pointing out a positive connection between how well students manage their time and their grades. Together, gaming addiction and time management skills explained 71.5% of the differences in grades. Risqi (2020) found that how much students played Mobile Legends affected their tendency to put off schoolwork, indicating that online gaming can cause delays in school assignments. These results underscore the intricate link between mobile gaming and school success, stressing the importance of maintaining a healthy gaming routine and good time management abilities in students.

Table 5 presents the general weighted average of the respondents. These results show how respondents' GWAs were distributed across various ranges and offer information about students' academic performance. It's crucial to remember that these frequency distributions by themselves do not prove a link between academic achievement and online gaming. Examining the grades of the students shows a unique pattern. No one reached the top grade range (95-100), showing that no student scored a perfect grade. Most students, 18, fell into

the 85-89.99 range, with 10 students in the 80-84.99 range. This indicates that a significant number of the class did well, while a smaller number scored better. Additionally, it's important to mention that no student scored less than 75, proving that every student met the minimum acceptable standard.

The distribution of student grades, with a concentration in the high 80s and no failing scores, offers a fascinating counterpoint to the conflicting research on Mobile Legends' impact on academics. While some studies find a positive association between playing and achievement (Yusren et al., 2023), others highlight a negative correlation linked to addiction and time management (Haidar, 2022). The lack of failing grades and strong performance in the mid-high range might be explained by a teaching style or curriculum that prioritizes building a solid foundation over pushing for exceptional scores. This, in turn, could lessen the potential negative influence of Mobile Legends, as excessive play for top grades wouldn't be as necessary. Study by Haidar (2022) shows that even for students performing well, balanced gaming habits and effective time management remain crucial to avoid the pitfalls of addiction and procrastination, which could still hinder academic progress.

**Table 5. General Weighted Average**

Variables	Frequency	Percentage
95.00-100	0	0
90-94.99	2	6.67
85-89.99	18	60.00
80-84.99	10	13.33
75 below	0	0
TOTAL	30	100

### **Correlation between Playing Mobile Legends and Academic Performance**

Table 6 presents the correlation between Mobile Legends game play and academic performance among Grade 10 students. The calculated correlation coefficient ( $r$ ) of  $-0.020$  indicates a negligible negative relationship between these variables. However, the  $p$ -value of  $0.918$  suggests that this correlation is statistically insignificant at the  $0.05$  level, implying no meaningful association between the two factors. Since the statistical test result was not significant ( $p > 0.05$ ), we cannot conclude that playing Mobile Legends affects academic performance. In other words, based on the available data, the playing mobile legends have no significant influence on the academic performance of grade 10 students of Southern Baptist College, Inc. High School Department.

Research consistently paints a concerning picture: excessive mobile gaming, including popular titles like Mobile Legends, appears to be negatively linked to academic performance (Haidar, 2022). This aligns with broader studies by Baert (2019) suggesting a detrimental impact of smartphone use in general on educational achievement. However, while the negative effects are evident, there's a need to delve deeper and understand the specific ways Mobile Legends might influence academic performance, potentially differentiating it from other forms of smartphone use.

**Table 6. Correlation between Playing Mobile Legends and Academic Performance**

Variables	R	p-value	Degree of Relationship	Level of Significance	Decision

Influence of Playing Mobile Legends on Academic Performance General Weighted Mean	-0.020	0.918	Weak Negative Correlation	Not Significant	H <sub>0</sub> not rejected
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### Experiences of the Students while Playing Mobile Legends

For many students, Mobile Legends offers a welcome escape after school, providing a fun and engaging way to unwind and connect with friends. The game fosters a sense of community through online communication and collaboration, even allowing them to meet new people. Additionally, Mobile Legends can potentially hone valuable skills like strategic thinking, quick decision-making, and adapting to dynamic situations. Ranking up and improving their gameplay can further boost their self-esteem and provide a sense of accomplishment.

However, the allure of Mobile Legends can have a flip side. The game can be highly addictive, leading to excessive play that eats into crucial time for studies, sleep, and other vital activities. The competitive nature can also trigger frustration, anger, and even cyberbullying, negatively impacting students' mental well-being. Furthermore, an overemphasis on the game can lead to neglecting real-life friendships and social interactions, fostering feelings of isolation. Financial strain is another concern, as in-game purchases for characters, skins, and other features can drain a student's budget.

Table 7 presents the students' experiences while playing Mobile Legends. When delved into the group interview data, there was whole range of fascinating experiences with Mobile Legends. It was interesting to see how different participants approached the game. Some of them had a strategic mindset, carefully planning their playtime so it wouldn't disrupt their studies. They even saw it as a way to exercise their mental abilities. On the other hand, there were those who believed they could effortlessly juggle both gaming and academics, showing off their resilience. But what really stood out was the strong focus on education. Some participants were all about their studies, giving them top priority and not letting anything else get in the way. It is impressive how they managed to keep their eyes on the academic prize.

Intriguingly, the concept of "Responsible Gaming" emerged from our conversations. It seems that some participants were aware of the potential pitfalls of excessive gaming and made efforts to manage their playtime wisely. They set limits for themselves to ensure it didn't interfere with their academic pursuits. All in all, these themes paint a complex picture. While some found a harmonious balance between gaming and academics, others chose to put their studies first and limit their gaming activities. It just goes to show how different people have different priorities when it comes to these things.

Based on in-depth interview, the experience of the students in playing mobile legends reveal a multi-faceted landscaped shaped by five key themes: strategic play, perceive resilience, academic focus, responsible gaming, and focus on education.

Table 7. Experiences of the Students While Playing Mobile Legends (in-depth interview)

Questions	Answers	Theme	Interpretation
<p>1. Could you explain how you usually play Mobile Legends? (e.g., frequency, duration)? How do you feel these habits affect your studies?</p>	<p><b>R1.</b> I usually play at night, after doing all my assignments. It does not affect at all since I only play after doing my assignments.  <b>R2.</b> I only play when I'm bored and does not have anything to do. I don't see anything bad impact about me playing ML to my studies  <b>R3.</b> I like to play during lunch or recess at school. I've invested three hours or more, playing with my classmates at home. Even though I still have time in class to complete my assignments, there are moments when I forget to do them.  <b>R4.</b> Since I'm not very into or addicted to ML, I would only play for a maximum of two hours at a time. It doesn't have effect at all to my studies.  <b>R5.</b> I only play when my friends and cousins are around. When I'm by myself at home, I don't play ML. No effect at all to my studies  <b>R6.</b> I can only play for three hours at most because they take away my phone after 10 p.m. My studies are unaffected by playing Mobile Legends because my school assignments are constantly monitored.</p>	<p>Strategic Play</p>	<p>Most respondents usually play Mobile Legends at home or at night, making sure that their gaming does not conflict with their academic obligations. This shows that to balance leisure and study, students are intentionally managing their time and setting boundaries. They exhibit a degree of self-control and prioritization in their strategic time management that helps them minimize any possible detrimental effects on their academic performance.</p>
<p>2. Have you noticed any changes in your academic performance since you started playing Mobile Legends, or since your playing habits changed? If so, can you elaborate on the nature of these changes (positive or negative)?</p>	<p><b>R1.</b> I don't see any changes on my academics, I might not be smart but I prioritize my studies.  <b>R2.</b> As I observe there is no changes, I still maintain my grades.  <b>R3.</b> No change on my academics.  <b>R4.</b> I don't notice a change on my academic performance.  <b>R5.</b> I'm still not addicted to Mobile Legends, I know my limitations that's why it does not affect my studies  <b>R6.</b> No changes in my grades and my playing habits.</p>	<p>Perceived Resilience</p>	<p>Despite playing Mobile Legends, the respondents feel that their grades have not changed, and they place a higher priority on their education than gaming. This implies that students have a strong sense of resilience and are adept at organizing their time and tasks. Their capacity for self-control and prioritization is demonstrated by their ability to maintain their academic standing while playing mobile legends.</p>
<p>3. Do you ever find yourself prioritizing Mobile</p>	<p><b>R1.</b> No. I don't see my future playing ML.  <b>R2.</b> . I prioritize my studies and only play ML for</p>	<p>Academic Focus</p>	<p>The responses point to a group of students who take their academic goals</p>

<p>Legends over your studies? If so, under what circumstances and what are the consequences (if any) for your academic work?</p>	<p>entertainment. R3. No. I know that I have my limitations. R4. No. I must study harder for my future. R5. No. I still prioritize my studies. R6. No. My parents will be disappointed in me if I wont prioritize my studies.</p>		<p>seriously and show that they have a realistic awareness of the possible effects that gaming may have on their coursework. They keep their approach to Mobile Legends balanced and give priority to their studies.</p>
<p>4. Have you ever tried to manage your time between playing Mobile Legends and studying? If so, what strategies have worked well for you (or not worked so well)?</p>	<p>R1. Yes. It can be challenging at first, especially if you're just getting started, but I eventually figured out how to balance my education with my mobile legend's gameplay. R2. Yes. Well, I only play when I am bored, it is not something that I am addicted to do. R3. Yes. Prior to playing Mobile Legends, I make sure to finish my schoolwork. R4. Yes. I play at night, after doing my assignment. R5. Yes. I manage my time well with regards to playing mobile legends and studying. R6. Yes. I don't play day time or class hours.</p>	<p>Responsible gaming</p>	<p>Based on their responses, it appears that some students have figured out how to include Mobile Legends in their lives without compromising their academic performance. They exhibit self-awareness, effective time management, and the capacity to modify their gaming routines in order to preserve a balanced lifestyle.</p>
<p>5. What advice would you give to other students who play Mobile Legends and want to maintain good academic standing?</p>	<p>R1. Always prioritize your studies. R2. Balance your time in playing mobile legends and your studies. R3. Know your limitations in playing mobile legends R4. Do not be addicted to playing ML or any video games. R5. Study First. R6. Always think about your health, your future and your education. Do not compromise.</p>	<p>Focus on Education</p>	<p>The responses point to the importance of prioritizing education and developing responsible gaming habits. They stress how crucial it is to strike a healthy balance or give up gaming completely in order to guarantee both long-term wellbeing and academic success.</p>

## CONCLUSIONS

The results show that playing Mobile Legends does not significantly affect academic achievement. According to the responses provided by the students who participated in this study, playing Mobile Legends does not have an impact on their academic achievement. The majority of respondents did not believe that Mobile Legends hindered their ability to perform academically or had any harmful effects on their health. Proper guidance from the parents and teachers regarding the effects of playing Mobile Legends in the long run, the collaboration of the community and schools by providing guidelines and restrictions including age restrictions and time limits to the students on their screen and game time is highly recommended.

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