

# More Than Just a Game: Lived Experiences of Six-Grader Mobile Legend Players

Sergio D. Mahinay, Jr., Joel P. Asa, Esnaira M. Macadaag, Baihalima Z. Masulot, Maylanie K. Salasal, Norhati S. Mascud, Noria B. Usop, and Aiza P. Alao

College of Education, Notre Dame of Midsayap College, Midsayap, Cotabato, Philippines

DOI: <https://dx.doi.org/10.47772/IJRISS.2024.803422S>

Received: 05 November 2024; Accepted: 09 November 2024; Published: 18 December 2024

## ABSTRACT

This study aimed to explore the lived experience of Mobile Legend users. It made use of the phenomenological research design to gain deep insights on their individual experiences on the phenomenon of interest. It included as participants eight sixth-grader pupils of a public school. The data were gathered through one-one-one interviews. Most of the participants were males; were 11-13 years old; were using android cell phones; and were ranked either as legend, mythic or elite. Findings revealed that they learned to play the online game by their exposure to their environment in which they live and social media. Playing the game enable them to socialize with their physical and virtual world through building relationships, teamwork, and exploring new horizons. They derived from it both intrinsic and extrinsic rewards. Through playing, they nurtured the values of sportsmanship, optimism, recognizing the factors that contributed to their defeat and victory, and resilience to challenging situations. Nevertheless, playing too much had posed in them negative implications on their health. It is recommended that parents should monitor their children on the usage of gadgets at the early age and let their children personally interact and socialize with others.

**Keywords:** Mobile Legend, environmental influence, socialization, saving a hero

## INTRODUCTION

### Background of the Study

Mobile games have disputably established themselves as the contemporary and dominant arena for digital play (Mäyrä & Alha, 2020). Though played for the sake of “playing”, these mobile games were played by varied users for many instrumental reasons: for passing time, for getting mind off from work, or for creating and maintaining personal space. Mobile Legends: Bang Bang was the leading mobile gaming app in the Philippines in 2023 which reportedly had downloaded about 10 million times (Balita, 2024).

Mobile Legends: Bang Bang is a popular game that is widely known for players who have the interest of playing Multiplayer Online Battle Arena (MOBA) (Ibero, 2019). It is popular among students because it offers relaxation and fun, fills their spare time as entertainment, avoids direct social relationships, and shares information (Mubarak et al., 2022). It could also be used as stress-relief. A handy game like this can be used by students as a coping device after being exposed to stressful situations such as having heavy loads of academic activities.

However, there are also multiple features and consequences of playing Mobile Legends. Online games reduce students' studying motivation. Youngster who spends too much time playing online games will lose motivation to learn, and if their motivation is disrupted, their learning achievement will likewise suffer (Rochmayanti et al., 2021). This game could affect health: digital eye strain, and sleeplessness or poor sleep quality (Devi & Singh, 2023). It has also negatively impacted individuals' socio-cultural and communication

sensitivity, leading to increased apathy and reduced interaction with their social environment (Mawalia, 2020).

Previous studies related to playing Mobile Legends had been conducted. Some studies were conducted abroad (Snogras et al., 2014). Others used quantitative, ethnography and library research methods (Rochmayanti et al., 2021). Still others had focused on the impact of the online game to the academic performance of students (Paler, 2014). And finally other had made senior high school students as their participants.

Despite the growing body of research on gaming behavior and its implications, there remains a notable gap in which no study has been carried out in this particular locale using the qualitative method with phenomenological design and involving elementary pupils. Given the circumstances described above, as well as the limited data on Mobile Legends users' experiences, the researchers were prompted to conduct this study.

### **Research Questions**

1. What are the lived experiences of participants in playing Mobile Legends: Bang Bang?
2. How do the participants make sense of their experiences in playing this online game?

## **LITERATURE REVIEW**

### **Nature of Mobile Legends: Bang Bang**

Mobile Legends: Bang Bang (MLBB) is a mobile multiplayer online battle arena (MOBA) game developed and published by Moonton. Deployed in 2016, the game grew in popularity; most prominently in Southeast Asia. It has a type of multiple-player online battle arena Mobile Legends: Bang Bang (MOBA). (Mawalia, 2020) observed that one of the most popular games with a lot of fans is Mobile Legends Bang-Bang (MLBB). The game was designed for smartphone with an Android and IOS. It holds all player over the world with a team in a match so that the player can interact with foreign player. It became popular in 2017.

At its core, the game sets as rivals two teams of five against each other in real time with at least 10-second matchmaking and 10-minute matches. Each team fighting to destroy the opponent's tower to achieve victory. Each player will choose a hero character to use (Tan, 2023). Interestingly, when a hero appears or gives instruction, he will say something unique vocabularies in English.

### **Aims of Mobile Legends: Bang Bang**

Mobile Legends aimed to develop skills, strategies, and teamwork to achieve victory. Players get many positive benefits from playing this game, such as sharpening the brain, teamwork training, and increase a sense of responsibilities. The game has several roles, and every player must play appropriate role giving each player indirectly the responsibility to play that role. If one player cannot be responsible for his role, it will only become a burden and trouble for the other players rendering the team to impossible win. Eliminating boredom is probably a common reason for playing the game. Casual people play it to fill their spare time, eliminate boredom and freshen their minds. Players can even invite friends to join playing making the atmosphere more exciting (Ramdhani, 2022).

### **Rank Tiers in Mobile Legends: Bang Bang**

The term "ranks" in Mobile Legends describes a player's competitive ability in the game. Based on how well they perform in rated matches, participants in Mobile Legends are categorized into various divisions or tiers. In Mobile Legends, players strive to advance through the ranks by winning ranked mode and accruing stars, or points. A player's increased level and experience in the game are shown by achieving a higher rank (Rossel, 2023).

Two teams of five players go against each other in real time. Players will be matched in correspondence with their current ranking. There are seven ranks in the game, with Warrior being the lowest, followed by Elite, Master, Grand master, Epic, Legend, and the highest rank, Mythic. A player can only invite and form a team with players of similar rank or one rank higher or lower (Aguilar, 2022).

### **Effects of Mobile Legends: Bang Bang**

**On Social Interaction.** A social interaction is a dynamic, ever-changing series of acts that take place between people or groups. According to sociology, a social interaction is a dynamic series of social acts involving one or more people (or groups) who adjust their behavior and responses in response to the behavior of their interaction partner or partners.

People incorporate gaming into their lives mostly because they experience a sense of community inside online gaming communities. Playing video games together with people can be a great way to build enduring relationships either because they are cooperating in the spirit of community to accomplish a common objective, or because they participated in friendly competition. Mobile Legend helps to socialize without actual interaction. Although game interaction is just as virtual, and may not have physical consequences, every player's choices remain part of their human awareness in the actual world (Van Der Meer, 2021).

With children spending more time online and on mobile devices, many issues have been raised about the effects these media have had on students' development (Bagolcol et al., 2024), suggesting that playing mobile legend does not leave an individual mentally incept. In fact, hardcore gamers are goal-seeking and high achievement students.

**On Cognitive Development.** The players learn something about planning, resource management, and logistics. A player learns how to manage limited resources and determine the best use of resources, just like in real life. Mobile legends have extremely positive and negative consequences for kids - their constructive and an adjustive conceptual reasoning (StudyMoose. (2024).

However, some students need more time to complete tasks, leading to low priorities, laziness, and aversion to social relationships. The high intensity of online gaming can also encourage social behavior (Mubarak et al., 2022). Mobile Legends negatively impact students' lifestyles. This will cause a lack of productivity in school, distraction, and a lack of focus on other activities, resulting in impaired academic performance.

**On Academic Performance.** Mobile Legends helps pupils to broaden their vocabulary due to the lines in Mobile Legends that they are usually heard, such as "victory," "slain an enemy," "defeat," "legendary," etc. "They became imaginative and have developed a tactical mindset. Also, somehow, gaming enables them to escape reality. So, it is a good hobby (Arayata, 2021).

Studies found that students' academic performance had greatly improved, especially in writing skills. This suggests that using mobile phone as a learning medium can enhance students' learning results in the procedural text (Colonel, 2022). Multimedia settings facilitate learning and make learning activities much more meaningful, long lasting and attractive.

**On Physical Health.** This game can affect health including but not limited to digital eye strain, and sleeplessness or poor sleep quality (Devi & Singh, 2023).

### **Theoretical Lens**

This study is seen through the lenses of Social Cognitive Theory by Albert Bandura as cited by Schunk & DiBenedetto (2020) and Human Motivation Theory by David McClelland as cited by Miller (2022).

**Social Cognitive Theory** is a psychological perspective on human functioning that emphasizes the critical role played by the social environment on motivation, learning, and self-regulation. This theory is based on

the idea that we learn through observation and interaction with other people around us. After observing people's behavior and doing things to assimilate and imitate their behavior.

People learned how to integrate and collaborate in the community and society by playing Mobile Legends: Bang Bang. A person learns how to integrate into a group, community, or society through socialization (Cole, 2020). Players learn to collaborate and integrate into groups and communities, mimicking the socialization process observed in larger societal contexts, and it is clear that the environment has a significant impact on 'influencing pupils, including influences from family, relatives, and media. Interactions with family, peers, and media influence their decision to play Mobile Legends.

**Human Motivation Theory** states that people are not inherent but are infused or learned with time, and that is why this theory is called the Learned Needs Theory. People in this category love to affiliate, always want to stay in groups, and value society and relationships over everything else (Miller, 2022).

The users of Mobile Legends are driven to play Mobile Legends due to both internal and external incentives that they could potentially attain, including an enjoyable game, winning the game competition, acquiring new vocabulary, and receiving prizes. The goal of self-esteem needs is to acknowledge one's standing, reputation, and appreciation while anticipating potential outcomes.

## METHODOLOGY

### Research Design

This study made use of the qualitative research method, wherein it explored and provided deeper insights into real-world problems. Qualitative research, at its core, asks open-ended questions whose answers are not easily put into numbers such as 'how' and 'why' (Tenny et al., 2022). It adopted the phenomenological research design that focuses on the study of an individual's lived experiences within the world (Neubauer et al., 2019). The researchers recorded and analyzed the beliefs, feelings, and perceptions of the participants who have experienced and are currently playing Mobile Legends. Finally, it attempted to understand how participants make sense of their experiences.

### Sampling Design

This study employed the purposive sampling in conjunction with convenience sampling. Purposive sampling is one whereby the researchers select participants according to predetermined criteria (Ghosal, 2023). The set criteria for qualified participants were: they were grade 6 pupils who have experienced playing Mobile Legends; they have spent some time playing it and are familiar with its mechanics, rules, and gameplay dynamics; they have cellphones or any gadgets used in playing the online game, they have the capacity and willingness to narrate their experiences, thoughts, and feelings when they play the game.

The researchers also employed convenience sampling in actually recruiting the participants of the study. Purposive sampling involves selecting participants based on their accessibility and availability to the researchers (Fleetwood, 2024). The combination of these sampling techniques enabled the researchers to strategically choose participants who aligned with their objectives while also considering practical accessibility (Palinkas, 2015; Complete Dissertation, 2023).

### Research Environment and Participants

This study was conducted at a public elementary school with sixth graders, located in a rural area of Midsayap, North Cotabato, Philippines. This public school was seen as having online gamers, specifically Mobile Legends, in sixth grade.

There were eight participants, composed of both male and female pupils, though mostly males, with ages ranging from 11 to 13 years old. They variably profess Islam and Christian religions. The participants reside in the rural area of Midsayap, Cotabato, Philippines, coming from different districts of the locality.

## **Research Instrument**

The researchers utilized a self-made interview guide. It comprised of four main parts: Part I: preliminary activities; Part II: profiling and leveling off; Part III: interview proper; and Part IV: concluding part. The researchers constructed a semi-structured and open-ended question guide to delve into the experiences of the participants. The interview proper consisted of five initial and general questions that were asked of the participants, namely: Can you relate to us your experiences in playing Mobile Legend? Can you describe to us your fulfilling experiences in playing Mobile Legends? Can you share to us the challenges you faced in Mobile Legends? What realization did you have when playing Mobile Legends? What is your perception about Mobile Legends? The initial and general questions will be followed by probing and more specific questions.

## **Role of the Researchers**

The researchers played the crucial roles of interviewers, analysts of the data, and presenters of findings. As interviewers, the researchers interviewed eight participants through face-to-face interviews. They translated the guide questions into the language used by the participants to carefully understand what was being asked. There are researchers who wrote the narratives of the participants, and there were also those who recorded them and later transcribed them. As an analyst, the researchers carefully interpret the data that were gathered. As presenters, the researchers presented the findings in a way that highlighted the significance of the study.

## **Data Sources**

The primary source of data of this study were the interviews gathered by the researchers using the self-made interview guide and the queries that were based on the participants' recorded responses. The researchers in this study invited the participants in the sixth grade to talk openly about their real-life experiences playing Mobile Legends. The secondary source of information included Websites, papers, documents and journals.

## **Data Gathering Procedures**

The data in this study were gathered through one-on-one and in-depth interviews. To accomplish this purpose, the researchers followed these procedures. A letter of request was prepared and personally delivered by the researchers to the principal, and after approval, the researcher forwarded the letter to the teacher of the participants, to whom the researchers asked permission to conduct the interview. After the teacher or adviser agrees upon the approval of the principal, the researchers send a letter of consent to the parents of the participants.

The researchers were grouped into two: three were assigned to do the interview Maguindanaon participants, and the other three were for Bisayans. There were those who would ask, record, and write the narratives of participants.

During the interview, researchers initially introduced themselves to the participants in order to build relationships and to gain their trust. The researchers explained the purpose of the study; that it went through an appropriate process; and that the data gathered would be used for educational purposes only.

Finally, the researchers gave an assent form to the participants to clarify if were willing to participate. After the participants signed the assent form, the in-depth interview took place in the gymnasium of the school. The researcher requested an honest response to every question they have asked of the participants. At the suitable time and place for the interview with the sixth-grade participants.

## **Data Analysis**

This study made use of the descriptive phenomenological analysis (DPA). In generating and writing the themes, the researchers followed the steps suggested by Braun and Clarke (as cited by Caulfield, 2023).

*Step 1: Transcription.* This involved converting the recorded audio into words or texts and placed in the interview transcripts. The researchers wrote down every single word, including pauses and the expression of emotions, to have a complete transcription. *Step 2: Familiarization.* The researchers get a thorough overview of all the data collected by reading the text, taking initial notes, and generally looking through the data to get familiar with it. *Step 3: Identifying Significant Texts.* This involved identifying and highlighting texts from the narrative of the participants, that provided an insight into what and how they experienced the phenomenon by describing their experiences with respect to the study topic. *Step 4: Identifying Core Ideas.* This involved collecting data from transcribed, identified highlight texts, and participant narratives to describe their content by using codes. *Step 5: Generating Themes.* This involved identifying patterns in the codes created, followed by coming up with potential themes. Themes were identified through constant comparison approach whereby similar core ideas were clustered into themes. *Step 6: Seeking Relationships and Clustering Themes.* This involves compiling themes for the whole transcript before looking for connections and clusters. *Step 7: Reviewing of Themes.* This involved re-reading the coded, transcribed, and collected data and ensuring the themes were useful and accurate representations of the data. When the researchers encountered problems with their themes, they split them up, combined them, discarded them, or created new ones. *Step 8: Defining and Naming of Themes.* This involved naming and defining each theme after finalizing the list of themes, and figuring out how it helped to understand the data. *Step 9: Writing up the findings and discussion.* This involved taking the final themes and writing up the analysis of the data. It considered how often the themes come up and what they mean, including examples from the data as evidence from the results or finding section.

### Trustworthiness of the Study

The researchers considered the criteria of Credibility, Confirmability, Transferability, Dependability and Authenticity (Lincoln and Guba, 1985 & 1994 as cited by Connelly, 2016).

**Credibility** is the degree to which the findings of the study accurately reflect the reality that the participants experienced. To meet this criterion, the researchers used the techniques of *prolonged engagement* by spending adequate time in the field (school site), building rapport with participants to understand their perspectives deeply; *reflexivity* by acknowledging their own personal biases and preconceptions throughout the research process (especially so that the researchers are Mobile Legend players); and *triangulation* by adopting multiple data sources or methods (interviews, observations, and documents),

**Confirmability** is the degree of the impartiality of the findings unaffected by any biases of the researchers and of their consistency guaranteeing that they could be repeated. To meet this criterion, the researchers used the techniques of *peer debriefing* by engaging with colleagues or experts (adviser) to review interpretations and findings; *member checking* by allowing participants to review and confirm the accuracy of the findings; *reflexive journaling* by maintaining a journal (fieldnotes) documenting personal thoughts, biases, and reflections throughout the study.

**Transferability** is the extent to which research findings can be used or applied to other contexts, settings or conditions. To meet this criterion, the researchers used the techniques of *thick descriptions* by providing a rich, detailed description of the context, location, and people studied; *clear articulation of sampling strategies* by vividly describing the sampling processes (identification, selection and recruitment) and criteria (inclusion and exclusion); and *transparency* by being transparent or open about their analysis (keeping soft and hardcopies).

**Dependability** is the level of stability or unwavering nature of the findings over time so that the experiences of the participants about the phenomenon will be similar to others under the same conditions. To meet this criterion, the researchers used the techniques of *methodological documentation* by detailing the research procedures (choice of research design) and decisions made during the study (selection of participants), and by taking note of the methods employed in other similar studies; *audit trails* by keeping an audit trail of research decisions, changes, and refinements (data analysis matrix) to ensure traceability.

**Authenticity** is the extent to which researchers fairly and completely show a range of different realities and realistically convey participants' lives. To meet this criterion, the researchers selected the *appropriate participants* for the study sample and provided their rich and detailed descriptions. The researchers considered the *original narratives* (in native language) of the participants. They also presented the *negative or discrepant* information that run counter with the theme.

### Ethical Considerations

The researchers adhered to the general principles articulated in the Belmont Report in 2009 (Gibney, 2023).

**Autonomy.** The researchers respected the rights of the participants to autonomy or voluntariness by giving them the right to choose between accepting or not accepting the invitation to participate in the study. The researchers had abided by the *informed consent process* during which they provided necessary information to the participants in a comprehensible manner necessary for them to make an informed decision to participate in the study. The researchers sent an *assent form* to the participants, and the *parent consent* to the parents asking permission if their children could be participants in the study and for them to be informed that the activity is for academic purposes and that the content of the interview is to explore the experience of their children in playing Mobile Legends.

**Beneficence.** The researcher strived to assess the possible *risks* (mental stress) to the projected *benefits*. The participants would be made to appreciate such risks that may be brought about by the research process. The participants would likewise be made to understand that no direct benefit will be provided to them by participating in the research except that their participation would likely help in finding values of playing Mobile Legend.

**Anonymity, Confidentiality, and Privacy.** The researcher safeguarded the *anonymity* of the participants by assigning them with codenames or pseudonyms instead of their true names. No information would be ascribed to the respondents by their name or other hints. The researcher preserved the *confidentiality* of the information about the participants by not sharing the same with anyone outside of the research group and the defense panel. The information would be stored in files with proper security codes which, after five-month time, would be deleted. They would not be required to share with the researcher confidential information and would not be made to answer questions that might make them feel uncomfortable to deal with. They would not be asked to provide the researcher any explanation for not responding to any item-question.

**Respect.** The researcher treats participants with decency and respect, taking into account their needs, values, and beliefs. The researchers made sure they were conscious of their own prejudices and presumptions. Researchers exhibited sensitivity towards cultural and linguistic variations of the participants in order to facilitate successful communication.

**Justice.** The researcher lent fair treatment to all participants appropriate to their status and situation. They were given additional considerations due their schedules and studying conditions, suitable time and place of the conduct of the interviews. The information that might be generated by this study will be shared to them as the same may be useful to in further improving their conditions as pupils and as players of Mobile Legend.

## RESULTS AND DISCUSSION

### Lived Experiences of the Participants

#### Theme 1: Social Environment Influence.

*Social environment* broadly refers to the physical and social setting in which people live or in which something happens or develops. It comprises the individuals like family members, friends, and colleagues, as

well as the group interactions that could influence behavior and includes (Drew, 2023). *Influence*, on the other hand, denotes the capacity to affect or change how someone or something develops, behaves, or thinks.

**Family influence.** The influence of the family, neighbors and social media which form the social environment of the participants on their engagement in Mobile Legends online game is explicit in the current study. Most participants had seen their brother playing the popular game and, thus, imitated the latter or just permitted them to engage in playing the online game. Some were either or both taught by their cousins or allowed by their uncles to play. Meanwhile, a few participants learned to play the game through their parents. As narrated by the participants:

*"I learned to play Mobile Legends because of my older brother; I just imitated him on how to play Mobile Legends." (P1)*

*"I imitated my uncle's playing; he has made me play since Grades 1 to 6." (P2)*

*"The person who influenced me to play Mobile Legends was my male cousin. My cousin taught me to play." (P3)*

*"My older brother is the one who influenced me to play ML; when he went to someone, he let me hold his cell phone, so I tried it, and I liked the way the game played." (P4)*

*"I learned about Mobile Legends from my older brothers and uncle. I saw my older brothers and uncle having fun while playing Mobile Legends, so I was enticed to play the game." (P5)*

*"I saw my father and mother playing; they were the ones who influenced me to play. They taught me how to play it." (P8)*

These findings coincide with the results of the study of (Hosokawa et al., 2023) which found out that family members and their routines were significantly related to children's behavior.

**Peer Influence.** Moreover, some participants had seen their neighbors playing the game and even had been invited by them to try playing the same game. As narrated by some of the participants:

*"I saw my friends playing Mobile Legends. It was my friends who encouraged me to play Mobile Legends. I tried to play Mobile Legends, and I loved it." (P6)*

*"I also saw the neighbors playing Mobile Legends. They made me try to play the game, and I was hooked." (P7)*

Friends and classmates can heavily influence a student's gaming habits. If a student's social circle is actively playing Mobile Legends, they may feel compelled to join in to fit in or to maintain social connections. Peer pressure can be a strong motivator for students to engage in certain activities, including gaming.

**Media influence.** Finally, few participants saw Mobile Legends in social media applications like TikTok and learned to play the game by watching this short web video. As stated by a participant:

*"I saw it on the tiktok." (P7)*

This finding substantiates the result of the study of (Gonzaga et al., 2022) that TikTok can impact on the behavior of learners in terms of learning new things, and of providing new things including playing Mobile Legends. This can be attributed to the exciting and engaging manner by which TikTok demonstrates the mechanics of this online game. Bandura's social cognitive theory (SCLT) emphasizes the role of the social environment in motivation, learning, and self-regulation. Mobile Legends: Bang Bang promotes social learning and integration by influencing players' decision-making through their environment, family, and media, promoting observational learning and social cognitive theory.



## Theme 2: Socialization

*Socialization* is a process that introduces people to social norms and customs. During socialization, a person learns to become a member of a group, community, or society (Cole, 2020). This is totally helpful especially to those individuals who are having a hard time socializing with others. Playing Mobile Legends will slowly help them to learn how to interact with different kinds of people even strangers (Gossett, 2023). Yes, approaching people in real life might be harder than doing it virtually when playing online games but the point is, they will eventually learn how to handle talking to other people around them. There are guide to educational games around that can be used that they can play to help increase their social skills even more.

The participants as players of Mobile Legends learn to become members of a larger social group, community, or society and were introduced to social norms and customs through building relationships, teamwork, and exploring new horizons.

**Building Relationship.** Playing Mobile Legends provides a platform for students to bond with their peers over shared interests in gaming. By playing together, students develop camaraderie and strengthen their friendships, fostering a sense of belonging within their social circles. Beyond existing friendships, Mobile Legends allows students to meet and connect with new people from around the world. Through in-game chats, voice communication, and online communities, students can initiate conversations, exchange strategies, and establish meaningful relationships with players they might not have encountered otherwise. Participants stated that he can chitchat with his friends while playing:

*“When my friends and I play, we talk a lot, we have fun, and we have time to bond.” (P1)*

*“We have time to bond with my cousin, aunt, and uncle. We become closer because of playing” (P5).*

*“I also realized that I can bond more with my friends, cousins, and parents than we couldn't before.” (P8)*

Massucco (2020) concluded that positive parental involvement in gaming, such as playing together and discussing content, strengthens parent-child relationships and promotes healthier gaming experiences, empowering parents to make informed decisions. On the other, (Musick et al., 2021) stressed that hand players can increase their familiarity by teaming up with a friend or sending gifts. If you've been playing with a close friend, you can establish affinity with one another. Furthermore, this is totally helpful especially to those individuals who are having a hard time socializing with others. Playing online games will slowly help them to learn how to interact with different kinds of people even strangers (Li et al., 2023).

**Teamwork.** A participant learned to collaborate and work as a group. They intend to plan strategy on how to win their game. Every one of them had a specific task to do such as the core or assassin, tank, maze, fighter and etc. The participants learned to work as one to achieve their goal. This is obvious especially in game like multiplayer online battle arena famously known as MOBA. In Mobile Legends, each player assumes a specific role within the team, such as tank, marksman, or support. This division of roles encourages students to appreciate diverse skill sets and contributions, fostering a cooperative mindset essential for effective teamwork. A participant stated:

*“The thing I will never forget is when I played with my cousin who fought 5 vs. 5. We almost lost but managed to win. I was the core where I was the most expected to win the fight to kill the lord.” (P3)*

This signifies that the players learned to work collaboratively, plan strategies and complete specific tasks to achieve their goals. (Dela Cruz et al., 2024) unveil Mobile Legends' positive influence on verbal communication skills that marked by articulate expression and effective teamwork, extend beyond the gaming realm, proving transferable to educational and professional contexts.

**Exploring new horizon.** refers to increase the range of one's knowledge, understanding or experience. Few of the participants discovered new learning opportunity. They explore in other barangay just to play Mobile

Legends. Mobile Legends transcends geographical boundaries, allowing students to interact with players from diverse cultural backgrounds. Some participants exposed that they visited other barangay to have a strong internet:

*“My memorable moment is when my friends and I are playing and we go to another barangay to connect to WiFi and play with my friends.” (P1)*

*“The most unforgettable event was when they asked me to fight 1 vs. 1 in barangay Agriculture; I won, and we got 200 pesos; then there was a free snack.” (P4)*

*“ML is good to play because you can meet a lot of friends, especially when the mic is on; sometimes they invite you to join the game.” (P3)*

This signifies participants gained new learning opportunities, enjoyed company, explored barangays to play, learned strategy, and had unforgettable experiences playing Mobile Legends. Various studies revealed that playing Mobile Legends triggers knowledge acquisition (Bunyakul et al., 2021).

### **Theme 3: Rewarding Experience**

Rewarding experience refers to the action that gives satisfaction or brings benefits from playing Mobile Legends. Research indicates that the online experience in Mobile Legends significantly influences player satisfaction and loyalty, highlighting the rewarding nature of the game for its users (Liao et al., 2020). The game not only provides entertainment but also contributes to skill development, social interaction, and potentially even financial gains for dedicated players. *Motivation and rewards* can inspire your practice of doing good things in a good way. Why is it that you do what you do? Because you want what you want. Achieving your goal might be reward enough, but small, tangible rewards could also motivate you to persevere (Chadwick, 2019). *Intrinsic rewards* and *extrinsic rewards* are the two main reward systems, each with a different psychological method of achieving organizational goals and receiving reinforcement (Denomme & Hartzell, 2023). The participants made use of the result after playing Mobile Legends as rewards on themselves. This include both intrinsic and extrinsic rewards such as winning a game competition, having fun, expanding their vocabulary, and winning prizes.

**Intrinsic.** Most of the participants show interest towards this game within themselves. Some of the participants mentioned that they gain happiness in playing Mobile Legends:

*“My fulfillment feelings in playing Mobile Legends are happy when I win.” “It also helps with reading because there are many words that appear, and then there is also a computer that reads them.” (P3).*

*“I enjoy playing Mobile Legends because I don't get bored.” (P6)*

*“I'm happy when I play, especially when I'm winning.” “The grade increased more because I am motivated to study, play games, then study, then play games again.” (P7)*

*“It's fun when it is always win (win streak).” “I also noticed that my grade is increasing because I am more motivated to study when there is always a win streak.” (P8)*

*“Mobile Legends helps me in strengthen my thinking; when my hero is about to die, I seem to be able to think too much so that my hero does not die.” (P1)*

**Extrinsic.** Few of the participants are motivated to win the game to give themselves a reward. A participant stated that he feel motivated with the prices and food given to him:

*“The most unforgettable event was when they asked me to fight 1 vs. 1 in brigade. Agriculture, I won, and we got 200, then there was a free snack.” (P4)*

*“When I win, I buy food, and sometimes I'm with my playmates.” (P7)*

*“When I have a winning streak, I get motivated to do what I'm told to do (for example, wash the dishes).” (P8)*

This gives an implication that Mobile Legends players utilize both intrinsic and extrinsic rewards, such as happiness, improved reading skills and increased grades, enhanced critical thinking, motivation, and personal growth. Players can enjoy both rewards and reward mechanisms, focusing on how these mechanisms stimulate intrinsic motivation and provide extrinsic rewards (Malek et al., 2020). Modern digital games' reward systems offer players social meaning through motivation, enhanced gaming status, and the use of rewards as social tools (Lomos et al., 2023).

#### **Theme 4: Negative Health Implications**

*Negative health implications* refer the effects on the mental health of those who are playing Mobile Legends. Playing Mobile Legends has both positive and negative effects on the mental health of students. In the study titled "The Impact of Mobile Legends Games on Elementary School Students' Learning Motivation" by Iskandar (2019), the study found that high-intensity playing of Mobile Legends decreased students' learning motivation. Engaging in online gaming late at night disrupts sleep patterns, potentially contributing to a decline in academic performance and affecting students' behavior (Gabrito et al., 2023). It also affects their health because they do not eat at the right time and also sleep. Playing Mobile Legends can often increase aggression (ProfHeat, 2020). The participants realized that playing Mobile Legends has negative implications on their health. This includes Altered in sleep pattern, impact on physical health and change in eating habits.

**Altered sleep pattern.** *Altered sleep pattern* refers to displaced sleep where sleep periods are usually shortened or disrupted. Some participant has experienced a sleepless by playing mobile legends. The participants' intention is to achieve their goal to be on higher rank. However, they realize that lack of sleep can cause sickness. Also, woke up late lead to tardiness and may lead to low grade. The negative impacts of lack of sleep include sleepiness during the day, accidents due to lack of focus, mood and appetite change. The last is the negative impact of Mobile Legends and makes sleep irregular. Usually, the players play this game before going to sleep. Exactly 7 to 10 o'clock is the most widely used time to play Mobile Legends, as a result, due to smartphone screen radiation caused by playing games, it is difficult for players to sleep. As a result, many Mobile Legends players stay up late to play until late at night, and not a few also don't sleep until morning (Ringgo, 2021). Few of the participants experienced sleepless night. Few of the participants revealed:

*“The bad effect of this on me is that I can't sleep for a long time at night when I play.” (P1)*

*“I didn't go to bed early; that's when I realized that Mobile Legend was bad for me.” (P2)*

*“Playing Mobile Legends doesn't help because I always stay up late playing, so I don't wake up early.” (P6)*

**Impact on physical health.** *Impact on physical health* refers to negative effects of playing Mobile Legends on children's physical health. This involves various dimensions of health and increases physical problems, anxiety and depression (Zakaria & Adnan, 2022). Few of the participants had discovered physical changes in their health. They discovered sore eyes due to the lack of sleep and excessively playing Mobile Legends. This implies that Mobile Legends players experienced physical health changes due to excessive gaming. Rizky (2023) identified prolonged gaming without breaks can lead to sedentary behavior, contributing to health issues like obesity and musculoskeletal problems. Few of the participants discovered changes on their physical health. A participant revealed that because of successive playing Mobile legends his eyes were affected:

*"I got sore eyes from playing Mobile Legend too much." (P2)*

*"I didn't grow taller because of a lack of sleep and food." (P6)*

**Change in eating habits.** *Change in eating habits* refers to irregular eating patterns and skipping meals of players addicted on excessive playing of Mobile Legends. There are times that they forget to eat when they are playing Mobile Legends. There are also times that the participants didn't feel that they are eating. The participants focus on what they doing in the field of Mobile Legends. This implies that the participants may forget to eat or feel unfilled while playing Mobile Legends for they focused on their activities rather than their physical health. A participant discovered changes in eating habits. A participant revealed:

*"There are times when I'm eating, when I'm playing, and I don't realize or taste what I'm eating." (P1)*

Mawalia (2020) emphasized that excessive mobile phone use, including playing mobile games, has been associated with negative effects on mental health, particularly among young adult. However, it is important to note that the effects of playing Mobile Legends on mental health may vary among individuals and further research is needed to fully understand the extent of these effects.

### **Theme 5: Character Building and Value Formation**

*Character building* is an effort that builds or improves upon an individual's mental and moral characteristics (Spacey, 2024). Or, *value formation* refers to values are the tenets and benchmarks that enable us to direct our actions in order to achieve our unique goals. Anytime the term "value" is used, it is inherently and predominantly linked to personal opinions. The participants learned to develop values through the acquired behavior toward playing Mobile Legends. This Character Building/ Value Formation includes Sportsmanship, Optimism, Making-up for the lose game, Consciousness/ recognition of factors that contributed to victory and defeat in the game, Resourcefulness, Adaptability, Acknowledging the unhelpful effect of playing too much, and Behavioral adaptation.

**Sportsmanship.** Sportsmanship involves accepting both defeat and victory, envisioning opportunities, maintaining a positive mindset, and being flexible. A participant learned to accept both defeat and victory. A participant stated:

*"I'm not afraid or pressured that I might lose because, for me, it's just a game, nothing personal. All I'm saying is, let's make it up next time. And that's okay with them." (P4)*

**Optimism.** Optimism involves envisioning opportunities and maintaining a positive mindset, while making up for the lose game involves finding alternative ways to play when the signal is weak. A participant learned to envision opportunities and maintain positive mindset. A participant narrated:

*"When I lose, it's okay because all I think about is making up for it next time. When I win, my rule for myself is to rest for a minute because when I play straight, the game might get ugly." (P4)*

**Making up for the lost game.** A participant learned alternative ways and how to be flexible. A participant stated:

*"When the signal is weak, what I do is drop into WiFi to play." (P5)*

**Recognition of factors that contributed to victory and defeat in the game.** Few of the participants become attentive. A participant revealed that he argued with his team mates when they are not having a one plan:

*"My partner and I fight when we play, because we don't get along when we play because they don't play well." (P2)*

*"It makes me wonder what my plan is, how to win the match, and it also puts pressure on me." (P3)*

*"When I'm on a game with my friends, sometimes when they don't help me in the game, I get mad at them, and when we lose, I feel wasted." (P1)*

**Resourcefulness.** Resourcefulness involves becoming creative and mindful, even when given money by their mother. A participant become creative and mindfulness. A participant stated:

*"I didn't even ask mom for money because whatever was left in the pocket that mom gave me, I also got my ML or my load." (P3)*

**Adaptability.** Adaptability allows participants to adjust in every situation, as many events occur in Mobile Legends. A participant learned to adjust in every situation. A participant mentioned:

*"Mobile Legends helped me to easily adopt in a difficult situation because a lot happens in Mobile Legends." (P1)*

**Acknowledging the unhelpful effect of playing too much.** Moreover, acknowledging the unhelpful effect of playing too much can affect the way one thinks and negatively impact their thinking. Some participants find Mobile Legends costly, as it requires loading or dropping money on wifi to play online. Few participants revealed that playing Mobile Legends is costly, as it requires loading or dropping money on WiFi to play online. However, the game has helped them develop values and adapt to different situations. Overall, the study highlights the importance of developing values through acquired behavior in playing Mobile Legends. Few of the participants recognized negative outcome of playing too much. A participant revealed that it affect the way he think:

*"Mobile Legend doesn't help me because I play too much and it destroys my thinking." (P2)*

Few of the participants revealed that playing Mobile Legends is costly:

*"For me, playing Mobile Legends costs money because it has to be loaded when playing online." (P5)*

*"It will run out of money because players need to have load or drop money on wifi to play online." (P6)*

Mobile Legends encompasses players' behavior, well-being, and strategic decision-making. Players are expected to conduct themselves and compete with the spirit of sportsmanship (Ningning, 2023). As users of Mobile Legends: Bang Bang realized that the game is just that game and that losing a game does not mean anything, their character development progressed. In this instance, they learned how to cultivate character and appreciated nurturing. They use motivation to combine their abilities, knowledge, and skills in order to grow in their daily lives. They are motivated by this process to fulfill their own potential. They are able to identify the elements that went into both triumph and defeat in the game, and rather than acting badly because they lost, they are able to accept it and come up with solutions.

## FUNCTIONAL IMPLICATIONS AND INSIGHTS

**On Social Cognitive Theory.** Bandura's social cognitive theory highlights the significant impact of the social environment on motivation, learning, and self-regulation in human functioning. SCLT emphasizes the role of the social environment in motivation, learning, and self-regulation. It focuses on social influence and reinforcement, based on observation and interaction with others. Mobile Legends: Bang Bang fosters social learning and integration in individuals, mimicking larger societal contexts. The game's environment, including family, relatives, and media, significantly influences players' decision to play.

**On Human Motivation Theory.** McClelland's human theory identifies people's motivating drivers, such as affiliation, group loyalty, and value for society. Mobile Legends users are driven by internal and external

incentives like an enjoyable game, winning competitions, acquiring new vocabulary, and receiving prizes. They increase self-esteem and confidence by achieving victories and establishing virtual identities. Participants recognize that losing games isn't personal and develop character-building skills. Recognizing factors contributing to victory and defeat allows for acceptance and alternative solutions.

**Insights.** Mobile Legends has both advantages and disadvantages. In essence, the outcome was better because the participants are adept at time management, their playing never interferes with their academic work. As they connect with others, they become more socialized. They possess the self-control to avoid developing an addiction to it. When the right interview was conducted, an unexpected reaction was found. Their insights are valuable and meaningful to such elementary students only. They are conscious of the negative effects of playing; they know how to balance it so that it doesn't affect their personal growth, relationships with other gamers, and most of all, their parents, academic performance, health, and even finances. The researchers came to the conclusion that, depending on how well a player exercises self-control and governs their gameplay, playing Mobile Legend can actually have positive effects in addition to negative ones.

## REFERENCES

1. Aguilar, N. (2022). My favorite mobile games as a youth. <https://www.studocu.com/ph/document/sti-college/computer-productivity-tools/my-favorite-mobile-games-as-a-youth/24437916>
2. Arayata, Ma. C. (2021). Is mobile gaming good or bad? <https://beta.pna.gov.ph/articles/1130518>
3. Ayu, M. (2023). Meaning of draft pick Mobile Legends and tips so you don't choose wrongly. <https://www.vcgamers.com/news/en/arti-draft-pick-mobile-legends/>
4. Bagolcol, B.G., Baladji, R., Ballar, I.J., Cawit, C.M., Fuentes, R, Gabato, M., Lucañas, R. M., & Pabillo, F. (2024). Playing-mobile-legends-affect-social-interaction. <https://www.cliffsnotes.com/study-notes/14165737>
5. Balita, C. (2024). Mobile gaming apps with the most downloads Philippines 2023. <https://www.statista.com/statistics/1391126/philippines-most-downloaded-mobile-gaming-apps/#:~:text=According%20to%20AppMagic%2C%20Mobile%20Legends,about%20eight%20million%20downloads%2C%20respectively.>
6. Bunyakul, N., Wiwatwattana, N. & Panjaburee, P. (2021). Effects of a mobile game on students' learning achievements and motivations in a clinical chemistry course: Learning style differences. [https://www.researchgate.net/publication/359862887\\_Effects\\_of\\_a\\_mobile\\_game\\_on\\_students'\\_learning\\_achievements\\_and\\_motivations\\_in\\_a\\_clinical\\_chemistry\\_course\\_learning\\_style\\_differences](https://www.researchgate.net/publication/359862887_Effects_of_a_mobile_game_on_students'_learning_achievements_and_motivations_in_a_clinical_chemistry_course_learning_style_differences)
7. Caulfield, J. (2023). How to do thematic analysis | Step-by-step guide & examples. <https://www.scribbr.com/methodology/thematic-analysis/>
8. Chadwick, S. (2021). How motivation and rewards boost your success. <https://accountable2you.com/blog/motivation-rewards/>
9. Cole, N.L. (2020). Understanding socialization in sociology. <https://www.thoughtco.com/socialization-in-sociology-4104466>
10. Colonel. (2022). The-effects-of-Mobile-Legends-. <https://www.coursehero.com/file/133675125/RRL-The-Effects-of-Mobile-Legends-docx/>
11. Complete Dissertation. (2023). Qualitative sampling techniques. <https://www.statisticssolutions.com/qualitative-sampling-techniques/>
12. Connelly, L. M. (2016). Trustworthiness in qualitative research. [https://docs.google.com/document/d/1xF\\_DKmfXnh9x1pBesleAkHkMpYKaYipSYvgXTO8qcxM/edit?userstoinvite=sdmahinayjr@addu.edu.ph&sharingaction=manageaccess&role=writer&pli=1](https://docs.google.com/document/d/1xF_DKmfXnh9x1pBesleAkHkMpYKaYipSYvgXTO8qcxM/edit?userstoinvite=sdmahinayjr@addu.edu.ph&sharingaction=manageaccess&role=writer&pli=1)
13. Dela Cruz, R., Kilag, O., Contado, M., Torreon, S., Camangayan, J. & Abalde, N. (2024). Impact of Mobile Legends Bang Bang on critical listening and communicative skills enhancement. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence*. <https://risejournals.org/index.php/imjrise/article/view/2>

14. Denomme, D. & Hartzell, S. (2023). Intrinsic vs. extrinsic rewards | Definition, benefits & examples. <https://study.com/academy/lesson/reward-systems-employee-behavior-intrinsic-extrinsic-rewards.html>
15. Devi, K. A., & Singh, S. D. (2023). The hazards of excessive screen time: Impacts on physical health, mental health, and overall well-being. *Journal of Education and Health Promotion*. [https://doi.org/10.4103/jehp.jehp\\_447\\_23](https://doi.org/10.4103/jehp.jehp_447_23)
16. Drew, C. (2023). Social environment examples. *HelpfulProfessor*. <https://helpfulprofessor.com/social-environment-examples/>
17. Faustino, L. A. M. (2020). Effects of playing Mobile Legends in socialization skills of Punturin senior high school student. <https://www.scribd.com/document/448512280/III>
18. Fleetwood, D. (2024). Convenience sampling: Definition, advantages, and examples. *QuestionPro*. <https://www.questionpro.com/blog/convenience-sampling/>
19. Gabrito, R., Ibañez2, R., & Velza, J. (2023). Impact of online gaming on the academic performance of DEBESMSCAT-Cawayan Campus Students. <https://journal.unnes.ac.id/nju/index.php/sji/article/download/45007/pdf>
20. Ghosal, S. (2023). Purposive sampling. <https://www.wallstreetmojo.com/purposive-sampling/>
21. Gibney, B. L. (2023). Ethics and review boards. <https://www.sciencedirect.com/topics/medicine-and-dentistry/belmont-report>
22. Gonzaga, J.G., Origenes, K.K.O., Podadera, R.C., Betita, H.B. and Alentajan, J. M. (2022). Effects of TikTok on learner's behavior. <https://ijrjournal.com/index.php/ijr/article/view/706>
23. Gossett, S. (2023). The real social benefits of video games. built in. <https://builtin.com/articles/online-gaming-social-benefits>
24. Guntara, R. (2021). WoW! Here are 9 game modes in MLBB! <https://www.vcgamers.com/news/en/9-game-mode-in-mlbb/>
25. Hosokawa, R., Tomozawa, R. & Katsura, T. (2023). Associations between family routines, family relationships, and children's behavior. <https://link.springer.com/article/10.1007/s10826-023-02687-w>
26. Ibero, RJ. S. (2019). Mobile legend (SCITECH). <https://www.scribd.com/document/419999672/mobile-Legend-Article>
27. Iskandar, F. R. (2019). The impact of mobile legends games on elementary school students' learning motivation. *EduBasic Journal: Jurnal Pendidikan Dasar*. <https://doi.org/10.17509/ebj.v1i2.26599>
28. Li, F., Zhang, D., Wu, S., Zhou, R., Dong, C., & Zhang, J. (2023). Positive effects of online games on the growth of college students: A qualitative study from China. *Secondary Educational Psychology*. <https://doi.org/10.3389/fpsyg.2023.1008211>
29. Liao, G. Y., Pham, T. T. L., Cheng, T., & Teng, C. I. (2020). Impacts of real-world need satisfaction on online gamer loyalty: Perspective of self-affirmation theory. <https://doi.org/10.1016/j.chb.2019.09.016>
30. Lomos, C., Seineke, U., Kesting, F. & Luyten, J. (2023). The design of incentive systems in digital game-based learning: how primary school children interact with it. *Interdisciplinarity Digital Publishing Institute. Educational Science*. <https://doi.org/10.3390/educsci13070668>
31. Malek, S., Sarin, S., & Haon, C. (2020). Extrinsic rewards, intrinsic motivation, and new product development performance. *Journal of Product Innovation Management*. <https://doi.org/10.1111/jpim.12554>
32. Masucco, J.M. (2020). A qualitative case study examining parental involvement and parent-school partnership strategies in a middle school: perspectives of parents, teachers, and administrators. *Digital Commons Electronic Theses and Dissertations*. <https://digitalcommons.acu.edu>
33. Mawalia, K. A. (2020). The impact of the Mobile Legend game in creating virtual reality. <https://doi.org/10.20473/ijss.v12i2.22908>
34. Mäyrä, F. & Alha, K. (2020). Mobile gaming. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780429351815-9/mobile-gaming-frans-m%C3%A4yr%C3%A4-kati-alha>

35. Miller, K. (2022). Discussing McClelland's achievement motivation theory. <https://crowjack.com/blog/strategy/motivational-theories/mcclellands-theory>
36. Mubarak, M., Hanifa, A., & Wahyunengsih W. (2022). The intensity of playing Mobile Legends games with college. <https://www.studocu.com/ph/document/western-institute-of-technology/computer/276-article-text-1285-1-10-20220705/38211987>
37. Musick, G, Freeman, G. & McNeese, J. (2021). Gaming as family time: Digital game co-play in modern parent-child relationships. <https://doi.org/10.1145.3474678>
38. Neubauer, B., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on Medical Education*. <https://doi.org/10.1007/s40037-019-0509-2>
39. Ningning, W., & Wenguang, C. (2023). The effect of playing e-sports games on young people's desire to engage in physical activity: Mediating effects of social presence perception and virtual sports experience. *PLOS ONE*. <https://doi.org/10.1371/journal.pone.0288608>
40. Paler, N. (2023). The impacts of playing mobile legends on academic. <https://www.scribd.com/document/684120159/The-Impacts-of-Playing-Mobile-Legends-on-Academic-research>
41. Palinkas, L. A. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. <https://typeset.io/papers/purposeful-sampling-for-qualitative-data-collection-and-2zi83jnr1f>
42. ProfHeat. (2020). Mobile Legends addiction. <https://www.coursehero.com/file/55548439/MOBILE-LEGENDS-ADDICTIONpptx/>
43. Ramdhani, Z. (2022). 12 benefits of playing mobile legends, can you become a pro player? VCGamers News. <https://www.vcgamers.com/news/en/benefits-main-mobile-legends/>
44. Ringgo. (2021). 5 Negative impacts of playing Mobile Legends and dangers for children. <https://en.esportsku.com/amp/5-negative-impacts-of-playing-mobile-legends-and-dangers-for-children-ml/>
45. Rizky. (2023). Mastering mobile legends: How gaming shapes kids' skills and health for the better. medium. <https://medium.com/@rizkytama/mastering-mobile-legends-how-gaming-shapes-kids-skills-and-health-for-the-better-80c659361fc5>
46. Rochmayanti, S., Azizah, A.N., Bintang, A. & Pradana, A. (2021). The impact of Mobile Legends games on student learning motivation: The role of parents and teachers. <https://repository.urecol.org>article>download>.
47. Rossel, J. D. (2023). Mobile legends ranks: Full list of tiers and end of season rewards. *AFK Gaming*. <https://afkgaming.com/mobileesports/guide/7257-mobile-legends-ranks-full-list-of-tiers-and-end-of-season-rewards>
48. Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*. <https://www.sciencedirect.com/science/article/abs/pii/S0361476X19304370>
49. Snodgrass, J.G., Lacy M.G., Dengah II, H.J.F., Eisenhauer, S., Batchelder, G., and Cookson, R.J. (2014). A vacation from your mind: Problematic online gaming is a stress response. <https://psycnet.apa.org/record/2014-34033-030>
50. Spacey, J. (2024). 17 Examples of character building. *Simplicable*. <https://simplicable.com/talent/character-building>
51. StudyMoose. (2024). Effects of playing Mobile Legends: Addiction and mental health. <https://studymoose.com/effects-of-playing-mobile-legends-addiction-and-mental-health-essay>
52. Tan, A. T. M. (2023). The complete beginner's guide to watching Mobile Legends: Bang Bang esports. *ONE Esports*. <https://www.oneesports.gg/mobile-legends/watch-mobile-legends-esports/>
53. Tenny, S., Brannan, J. M., & Brannan, G. D. (2022). Qualitative study. <https://www.ncbi.nlm.nih.gov/books/NBK470395/>
54. Zakaria, A. & Adnan, W. (2022). Youth awareness: a survey on mobile gaming addiction concerning physical health performance on young adults in Malaysia. [https://www.researchgate.net/publication/358421819\\_Youth\\_Awareness\\_A\\_Survey\\_on\\_Mobile\\_Gaming\\_Addiction\\_Concerning\\_Physical\\_Health\\_Performance\\_on\\_Young\\_Adults\\_in\\_Malaysia](https://www.researchgate.net/publication/358421819_Youth_Awareness_A_Survey_on_Mobile_Gaming_Addiction_Concerning_Physical_Health_Performance_on_Young_Adults_in_Malaysia)



## ABOUT THE AUTHORS

**Sergio D. Mahinay, Jr.** is a faculty member of the College of Arts and Sciences of Notre Dame of Midsayap College, Midsayap, Cotabato, Philippines. <https://orcid.org/0000-0002-7125-250X>

**Joel P. Asa** is a full-time Assistant Principal of the Grade School of the Notre Dame of Midsayap College, Midsayap, Cotabato, Philippines.

**Esnaira M. Macadaag** is a student-researcher and enrolled in the program Bachelor of Elementary Education at Notre Dame of Midsayap College, Philippines.

**Baihalima Z. Masulot** is a student-researcher and enrolled in the program Bachelor of Elementary Education at Notre Dame of Midsayap College, Philippines.

**Maylanie K. Salasal** is a student-researcher and enrolled in the program Bachelor of Elementary Education at Notre Dame of Midsayap College, Philippines.

**Norhati S. Mascud** is a student-researcher and enrolled in the program Bachelor of Elementary Education at Notre Dame of Midsayap College, Philippines.

**Noria B. Usop** is a student-researcher and enrolled in the program Bachelor of Elementary Education at Notre Dame of Midsayap College, Philippines.

**Aiza P. Alao** is a student-researcher and enrolled in the program Bachelor of Elementary Education at Notre Dame of Midsayap College, Philippines.