

# THE IMPACT OF MOBILE LEGENDS AND ACADEMIC PERFORMANCE AMONG SENIOR HIGH SCHOOL

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## The Impact of Mobile Legends and Academic Performance Among Senior High School

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**Abstract.** This study aimed to determine the impact of mobile legend and academic performance among senior high school students School Year 2024-2025. The study employed a descriptive-correlational research design and a survey questionnaire to gather data from respondents. The findings showed that mobile legends addiction is not significantly influence the student's academic performance. The respondents agreed that they sometimes play ML during class hours (mean of 2.76) and that excessive gaming makes them inactive during class discussions (mean of 2.81). Furthermore, many choose to play the game rather than complete schoolwork, with a mean score of 2.67. These behaviors indicate that gaming has become a distraction, affecting their academic focus and participation. Interestingly, despite the negative effects, students also perceived some benefits from playing Mobile Legends. The data show that respondents agreed that playing the game helps them relieve stress (mean of 2.93), improves their vocabulary (2.64), and enhances critical thinking skills (2.71). This suggests that while the game may have adverse effects on academic priorities, students also find it mentally stimulating and socially engaging. The academic performance of students in the third quarter of the School Year 2024-2025. It shows that the students got a mean of 86.52 with its verbal description of "Very-Satisfactory." It means that students performed very-satisfactory. Based on the data, the students obtained a General Weighted Average Grade (GWAG) of 86.52. According to the given scale, this falls under the "Very Satisfactory" category. Based on the Findings revealed that there is no significant difference in the mean scores between mobile legend addiction. Based on the statistical analysis presented, the computed R-value was -0.183, indicating a weak negative correlational between the two variables. This suggests that as students spend more time playing mobile legends, their academic performance may slightly decrease. However, this relationship is not strong enough to draw a definite conclusion. It is recommended that the School's Division provide additional training to teachers on how the students impact of mobile legends and academic performance among senior high school students effect the data implies that both the students and teachers are working collaboratively to maintain a positive learning environment that supports academic excellence. The consistent efforts of the students, along with effective teaching strategies and supportive school policies, have contributed to this level of achievement.

**Keywords:** Addiction, Academic Performance, Influence, Mobile legends, Senior High School

### Introduction

Mobile Legends, is one of the most popular multiplayer online battle arena (MOBA) games in the world (Tang et al.,2020) as a result there is a growing concern about the potential impact of Mobile Legends on Academic Performance among Student. Research has shown become that excessive gaming can lead to decreased motivation to learn (Kuss & Griffiths,2011). A staple of modern gaming culture among young people. With its engaging gameplay, stunning graphics, and regular updates, the game has captured the attention of millions of players worldwide.

Academic performance is a critical aspect of a student's life, as it determines their future opportunities and career prospects. According to previous studies there is a significant negative correlation between gaming habits and academic performance (Gentile et al., 2014) for example, a study conducted by Hamari et al. (2014) found that student who spent more time playing online game tended to have lower GPAs compared to those who spent less time playing. Various factors can influence academic performance, including individual characteristics, family background, and extracurricular activities. Recently, researchers have begun to explore the relationship between mobile gaming and academic performance, with some studies suggesting a negative correlation.

The relationship between mobile legends usage and academic performance is complex and multifaceted. On one hand, playing Mobile legends can improve cognitive skills, such as problem-solving and multitasking. On the other hand, excessive gaming can lead to addiction, social isolation, and decreased academic achievement. Therefore, it is essential to investigate the impact of mobile legends on academic.

This study aims to investigate the relationship between Mobile Legends and academic performance among Senior High School students at Buenavista Integrated School during the school year 2024-2025. Specifically, it seeks to examine the level to which Mobile Legends usage affects academic performance, as well as the factors that contribute to this relationship. By exploring this topic, this study hopes to provide insights into the potential impact of mobile gaming on academic performance and inform strategies for promoting responsible gaming habits among students.

### **Research Questions**

This study aims to determine the impact of mobile legends addiction on student's academic performance among senior high school students in Buenavista Integrated School S.Y 2024-2025.

1. What is the level of mobile legend addiction among senior high school student?
2. What is the level of students' academic performance?
3. Does the level of mobile legend addiction significantly influence the students' academic performance?

### **Scope and Delimitation of the Study**

This study aims to investigate the relationship between the frequency and intensity of Mobile Legends engagement and key indicators of academic performance. The target population will be Senior High School Students enrolled in Buenavista Integrated School, Zamboanga City during the year 2024-2025.

## **Literature Review**

### **Mobile Legend**

Mobile Legends: Bang Bang (MLBB) is a widely popular multiplayer online battle arena (MOBA) game among senior high school students. Research suggests that the game may enhance cognitive and social skills such as strategic thinking, teamwork, and decision-making (Rochmayanti et al., 2021; Reyes et al., 2021). However, excessive engagement in mobile gaming has been associated with negative academic outcomes. Studies have found that high gaming intensity is linked to lower academic performance, poor time management, and increased academic procrastination (Kim, 2020; Kuss & Griffiths, 2011; Mubarak et al., 2022). In the Philippine context, Reyes et al. (2020) reported that symptoms of Mobile Legends addiction were associated with decreased academic performance. Nonetheless, some findings indicate that moderate gaming does not significantly affect grades, suggesting that the impact of MLBB largely depends on students' ability to regulate their gaming habits (Morata & Fulay, 2024).

### **Academic Performance**

Academic performance is influenced by multiple factors, including motivation, parental involvement, study habits, and school attendance. Studies have shown that family support and student motivation significantly predict academic achievement among Filipino students (Santos et al., 2019). Parental involvement has also been consistently linked to improved academic outcomes (Hill & Tyson, 2009; Jeynes, 2007), while effective study habits and time management are strong predictors of scholastic success (Credé & Kuncel, 2018). Conversely, truancy and poor self-regulation negatively affect academic achievement (Department of Education, 2019). In relation to gaming, research indicates that while moderate play may not harm academic outcomes, excessive gaming can interfere with study time and academic focus, ultimately affecting performance.

## **Methodology**

### **Research Design**

This study will utilize a descriptive-correlational research design to examine the relationship between mobile legend addiction and academic performance among senior high school student at Buenavista integrated school Zamboanga city division. According to Creswell (2014), a descriptive-correlational design is

useful for identifying relationships between variable without manipulating them, making it suitable for this study. Furthermore, this study will employ quantitative methods to gather and analyze data, using surveys and academic records as primary sources of information. The findings from this research could provide insights into how online gaming habits impact students' educational outcomes, which may serve as a basis for future interventions aimed at promoting healthier gaming behaviors and improving academic success.

### Sampling Design

This study will use a purposive sampling method to select respondents who meet the criteria relevant to the research objectives. The participants will be Senior High School students from Buenavista Integrated School in the Zamboanga City Division. Purposive sampling allows the researcher to focus on students who have experiences related to the study, particularly in relation to Mobile Legends and academic performance. A total of 206 students will be included in the study. This sample size was determined to ensure sufficient representation of the target population. Through purposive sampling, the researcher aims to gather relevant and meaningful data from a specific group of students to better understand the relationship between Mobile Legends engagement and academic performance.

### Research Locale

The study will conduct in Buenavista Integrated School Zamboanga City, located at Barangay Buenavista 56 kilometers west of the city proper. The school was composed of one school principal, one coordinator each from the elementary, junior high school, and senior high school departments, one non-teaching personnel, 16 high school teachers, 31 teachers from the elementary department, 2 security guards, and 3 utility personnel. Buenavista Integrated School offered education from kindergarten to grade 12, and was considered a large school. The study focused on students from senior high school students for the School Year 2024-2025.

### Research Participants

This study included all senior high school students of Buenavista Integrated School. The total population of student-respondents was 206 across five sections (A–E). The largest number of students (58) was in Section C, while the smallest number (23) was in Section B. From this population, a total sample of 42 students was selected proportionally from each section.

### Research Instrument

The research instruments used in this study was an adapted version of an uploaded thesis Likert scale survey Questionnaire on James Jay Vence. We modified it to better fit the context of Buenavista Integrated school in Zamboanga city division, focusing on the mobile legend addiction on students' academic performance. These adjustments ensure that the tool a line with our study goals and adhered to Ethnical status.

### Data Gathering Procedure

The researcher first secured an approval letter from the Research Adviser as formal authorization to conduct the study. After obtaining the endorsement letter, permission was requested from the school principal of Buenavista Integrated School. Upon approval, the researcher submitted all required documents, including the endorsement letter, principal's approval letter, consent forms, and the survey questionnaire, to the designated Senior High School coordinator. The primary data collection tool was a survey questionnaire designed to gather information on students' Mobile Legends playing habits and academic performance. The questionnaire contained sections related to gaming habits and academic outcomes. Respondents were recruited through face-to-face visits, and students who were available and willing to participate were selected. The survey was administered during their free time, and clear instructions were provided before they answered the questions.

## Results and Discussions

### Problem 1: What is the level of mobile legend addiction among senior high school student?

Table 1: level of mobile legend addiction among senior high school student

Statements	Mean	Verbal Description	Interpretation
1. I usually spend my daily allowance in buying load just to play Mobile Legends (ML)	2.71	Agree	Moderately Addicted
2. I skip meals just to play (ML).	2.88	Agree	Moderately Addicted
3. I spend more time playing ML than having family bonding.	2.50	Agree	Moderately Addicted

4.	I spend overnight playing ML.	2.86	Agree	Moderately Addicted
5.	I play ML during class hours.	2.76	Agree	Moderately Addicted
6.	Too much playing ML makes me inactive during class discussion.	2.81	Agree	Moderately Addicted
7.	I choose playing ML rather than doing my school works such as assignments, activities, project and etc.	2.67	Agree	Moderately Addicted
8.	I sleep during class hours because I play ml overnight	2.50	Agree	Moderately Addicted
9.	I feel frustrated when I cannot play ML	3.00	Agree	Moderately Addicted
10.	I get irritated when I lose in the game.	3.05	Agree	Moderately Addicted
11.	ML helps me relieve my stress.	2.93	Agree	Moderately Addicted
12.	I have time with my friends through playing ML.	2.93	Agree	Moderately Addicted
13.	I manage my time in playing ML that's why could comply with all my requirements in school.	2.76	Agree	Moderately Addicted
14.	I'm having fun in playing ML.	2.55	Agree	Moderately Addicted
15.	I encountered new words in playing ML that's why my vocabulary improve.	2.64	Agree	Moderately Addicted
16.	I frequently win in playing ML and it developed my self confidence in school.	2.79	Agree	Moderately Addicted
17.	I am very excited to finish my homework because playing ML.	2.67	Agree	Moderately Addicted
18.	I developed my critical thinking because of playing ML.	2.71	Agree	Moderately Addicted
19.	I prioritized studying than playing ML.	2.76	Agree	Moderately Addicted
20.	I actively participate in school because I gain new friends through ML.	2.40	Disagree	Fairly Addicted
<b>Over-all Mean</b>		<b>2.47</b>	<b>Agree</b>	<b>Fairly Addicted</b>

Table 2 shows that the statement “I get irritated when I lose in the game” obtained the highest mean of 3.05, described as “Agree” and interpreted as “Moderately Addicted.” This indicates that students experience emotional reactions when playing Mobile Legends, suggesting a noticeable level of attachment to the game. Such emotional responses may reflect difficulty in controlling feelings related to gaming outcomes. This implies that while students may not be fully addicted, their reactions demonstrate moderate involvement that could influence their behavior. Studies by Kuss and Griffiths (2011) explain that emotional dependence and irritability when losing are common indicators of problematic gaming behavior, while Kim (2020) found that strong gaming engagement is associated with negative academic outcomes among high school students. Meanwhile, the lowest overall mean of 2.47 was verbally described as “Disagree” but interpreted as “Fairly Addicted.” This suggests that although students may not openly admit to addictive behaviors, their responses still reflect signs of moderate gaming involvement. Their behaviors may not yet be severe, but continuous exposure and lack of regulation could gradually affect their academic focus and daily routines. Reyes et al. (2020) support this finding, noting that early signs of gaming addiction among Filipino youth are linked to declines in academic performance and self-regulation.

**Problem 2: What is the level of students’ academic performance?**

**Table 2: Level of Students’ Academic Performance in Third Quarter S. Y. 2024- 2025**

Indicator	Mean	Verbal Description
General Weighted Average Grade	86.52	Very Satisfactory

Table 2 displays the academic performance of senior high school students for the third quarter of the School Year 2024–2025. The students obtained a mean General Weighted Average Grade (GWAG) of 86.52, which is categorized as “Very Satisfactory.” This indicates that students performed very well across their academic subjects during the specified quarter, demonstrating a strong level of understanding and achievement. The “Very Satisfactory” rating suggests that students were able to meet and, in some cases, exceed the expected learning competencies. It reflects consistent academic engagement and effort among the learners. Research by Astin (1993) and Hattie (2008) emphasizes that student engagement and effective teaching practices significantly contribute to positive academic outcomes, supporting the favorable performance observed in this study.

**Problem 3: Does the level of mobile legend addiction significantly influence the students’ academic performance?**

**Table 3: The level of mobile legend addiction significantly influences the students' academic performance**

Variable Mean		R-Value	p-value	Interpretation
X	Y			
Mobile Legend	Student's academic performance.	-.183	.245	Not Significantly

Table 3 shows that there is no significant relationship between the level of Mobile Legends addiction and students' academic performance ( $r = -0.183$ ,  $p = 0.245$ ). The computed R-value indicates a weak negative correlation, suggesting that as gaming involvement increases, academic performance may slightly decrease; however, the relationship is not strong enough to establish a meaningful connection. Since the p-value is greater than the 0.05 level of significance, the result is not statistically significant, and the null hypothesis is therefore accepted. This implies that Mobile Legends addiction does not significantly influence students' academic performance in this study, and other factors may play a more substantial role in determining academic outcomes. Similar findings were reported by Gentile et al. (2011) and Reinecke et al. (2012), who noted that moderate gaming does not necessarily hinder academic achievement when balanced with responsibilities.

### Ethical Considerations

This study adhered to ethical standards in educational research to protect the rights and welfare of participants. Approval to conduct the research was obtained from the Department of Education Division Office and the School Principal of Buenavista Integrated School. Informed consent was secured from all respondents after explaining the purpose of the study, procedures, and their right to participate voluntarily or withdraw at any time without penalty. Confidentiality and anonymity were strictly maintained through the use of codes, and academic records were accessed only with proper authorization in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173). Data were used solely for research purposes and stored securely. Participants were not exposed to physical, psychological, or emotional harm, and survey administration was conducted during free time to avoid disruption or coercion. Ethical principles of fairness, objectivity, and academic integrity were observed throughout the study.

### Conclusion

The findings indicate that senior high school students are "Moderately Addicted" to Mobile Legends, with the highest mean score of 3.05 on the statement, "I get irritated when I lose in the game." Their academic performance for the third quarter of the School Year 2024–2025 showed an average score of 86.52, described as "Very Satisfactory." Statistical analysis revealed a weak negative correlation ( $r = -0.183$ ) between Mobile Legends addiction and academic performance, suggesting that increased gaming may slightly lower grades. However, the p-value of 0.245 shows that this relationship is not statistically significant. Therefore, playing Mobile Legends does not have a significant impact on the academic performance of the students in this study.

### Recommenations

Based on the findings and conclusions, the study recommends several actions to enhance student well-being and academic performance. First, the School's Division may consider requiring schools to monitor students' gaming habits through advisory programs. Additionally, principals are encouraged to promote the use of open educational resources in teaching to foster more engaging and accessible learning. Schools should also implement awareness programs on responsible gaming and offer counseling services for students who are struggling with gaming addiction. Teachers should take an active role in monitoring students' gaming habits and providing guidance on healthy gaming practices. It is also essential for students to be made aware of the importance of avoiding late-night gaming to ensure adequate sleep and better concentration in class. Finally, future researchers may find this study useful as a reference for their own research on similar topics.

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