

An Inquiry To The Institutionalization Of Esports As An Academic Program Through The Lens Of Edmund Burke's Enlightened Conservatism

Dan Ryan P. Arlalejo¹, Daryl Sorronda Jr¹., Rene M. Babiera II² Mona L. Laya² and Julie Ar E. Sibala²

¹Student Researchers, College of Arts and Humanities, University of the Immaculate Conception

²Faculty Researchers, College of Arts and Humanities, University of the Immaculate Conception

Abstract

This study focused to explore the feasibility of institutionalizing eSports as an academic program within college education, and the study utilized Edmund Burke's Enlightened Conservatism as a theoretical framework. Edmund Burke's theory of Enlightened Conservatism contributed perspectives into how gradual, value centric reforms can reinforce educational innovation without compromising the foundational principles of academic institutions. The study employed a qualitative type of design with descriptive analysis to gather insights of relevant stakeholders in Davao City. The researchers conducted interviews with a group of five university administrators and five students actively participating in eSports programs such as varsity players and competitive gamers to gather the primary data. The results uncovered themes including the institutional readiness, the necessity of technological and financial resources, faculty development, regulatory compliance, and student support. The administrators emphasized the significance of adhering to guidelines and standards while also expressing worries about the requirement for substantial investment in infrastructure and ongoing professional training for educators to adequately support eSports programs effectively. Both students and administrators underscored the advantages of eSports in paving a career path and its ability to captivate students by aligning with the evolving demands of the digital economy. Nevertheless, issues surrounding program longevity, faculty preparedness and the necessity for professional development surfaced as key aspects that merit careful deliberation. This study illustrated that by utilizing Burke's principle of rounded transformational change schools can carefully integrate eSports programs that match conventional educational principles while accommodating student preferences and technological progressions. The results laid the groundwork for establishments to create a standardized curriculum for eSports that backs up deliberate allocation of resources, enhancement of faculty skills and cooperation on regulations. In essence this strategy hinted at the possibility of integrating eSports into education in a sustainable manner equipping students, for the contemporary digital market while upholding academic rigor and stability.

Keywords: eSports, Edmund Burke, enlightened conservatism, academic program, Philippines

INTRODUCTION

Background of the Study

The path to pursuing a professional eSport career is an undertaking gaining prominence among gamers and eSport athletes (Smithies et. al, 2020). Beyond the purposes of recreation and entertainment, eSports has emerged as a viable career option among many individuals (Schudey et. al, 2023). Not necessarily exclusive to gaming alone, eSports, as a career, has opened pathways in business, marketing, content creation, team management, and coaching (Shelton et. al, 2024). Each role within the eSports industry requires specific skills, such as exceptional gaming abilities, strong communication and organizational skills, creativity, analytical thinking, and a deep understanding of the esports landscape (Andersen et. al, 2024).

Concurrently, to address this diverse demand of skill sets for the gaming industry, the need for formalized education in this field has increased (Shelton et. al, 2024). In response, some higher education institutions in first-world countries have begun to offer academic eSports programs. The

first was in Danube-University Krems in Austria in 2004 with their program, Master of Science in E-Sport and Competitive Computer Gaming. In 2007, Chunnam Techno University in South Korea initiated to offer a two-year esports degree focused on esports performance and casting. In the Philippines, the pervading impact of esports even went beyond with the introduction of a four-year degree. The Bachelor of Science in Esports program is offered by the Lyceum of the Philippines University, having two tracks to choose from: Esports Management or Game Design and Development (Beldad, 2022). Trotter (2022) enumerates the benefits a student may acquire in studying an eSports-related program. It may positively influence communication, teamwork, problem-solving abilities, professional and academic skills, social and emotional development, social belonging, and mental health.

However, as fresh concepts are unfamiliar to people, many still have a repugnant outlook on eSports. Despite its increasing popularity, its notorious image has remained (Freitas & Contreras-Espinosa, 2023). In the educational setting, some schools are hesitant in adopting eSports as an academic offering. In the study of Zhong et. al (2024), universities were reluctant to adopt esports for two main reasons. The first emphasized the potential risks of implementing new pedagogies, explaining that some universities opt to maintain or uphold their traditional policies. Moreover, the second reason revealed that university administrators lacked familiarity with eSports.

Likewise, LinkedIn (2021) elucidates that in an educational setting, excessive gaming has possible disruptive effects such as degraded psychological well-being, delays in sleep patterns, as well as exposure to toxic and adult material. This is supported by the study of Palanichamy et al. (2020) who warn that esports' excessive play and competitive nature cause physical and psychological difficulties. Physical problems include eye tiredness, impaired vision, low back discomfort, tension headaches, wrist and hand pain, and bad gaming posture. Depression, anxiety, apathy, an uncooperative attitude, tension, sleep difficulties, mental anguish, aggressive affect and actions, social distress, and emotional disturbances are all examples of psychological problems.

To address the issues surrounding the institutionalization of eSports as an academic program, the researchers propounded that Edmund Burke's theory of Enlightened Conservatism might be a beneficial springboard in harmonizing the rift between the eSports industry and the academe. For Burke, change in institutions must be approached with caution, because knowledge is imperfect and unintended consequences may occur. "A state without the means of some change is without the means of its conservation..." (Burke, 1790). Despite the growing popularity of eSports as a possible career path for individuals, it still faces skepticism in the education sector. Jenny et al. (2021) express concerns about its legitimacy as a sport due to its traditionally sedentary nature and the need for qualified faculty, as experienced eSports veterans may not be effective teachers. Thus, the researchers of this study chose to focus on Edmund Burke's political philosophy to profoundly elucidate the gradual reform in education vis-a-vis the potentiality of eSports as an academic program and its implications for students and educators alike. From this, the results of this study would hopefully contribute to the body of knowledge regarding esports in the academe and be presented in various publications and research conferences for further scholarly discussion and investigation.

Purpose of the Study

This study aimed to comprehensively analyze the institutionalization of eSports as an academic program, utilized the theoretical framework of Edmund Burke's Enlightened Conservatism. The principal objective was to contribute substantively to the ongoing academic discourse regarding integrating eSports within higher education and its broader implications for educational institutions.

Research Questions

1. What is Edmund Burke's Enlightened Conservatism?
2. What are the standpoints of the administrators on the potentiality of eSports as an academic

- program?
3. How can Edmund Burke's Enlightened Conservatism be utilized to justify the institutionalization of eSports as an academic program?

Theoretical Lens

This study was anchored on Edmund Burke's Enlightened Conservatism. In this philosophical framework, traditions and institutions are posited to be essential for maintaining order and peace within society. However, such adherence to founded structures does not negate the possibility of change. It is not about resisting all change but about preserving the essential elements of society while allowing for gradual adaptation and improvement. Conservatism, as a pragmatic approach, acknowledges the need for reform and progress whilst promoting the stability and continuity of society that is built on tradition (Burke, 1790).

The summarization of Burke's philosophy by Bourke (2014) asserted the preservation of established social institutions and traditions while still acknowledging the necessity for adaptation and reform to ever-evolving circumstances. Such position emphasizes the essentiality of gradual and organic development rather than radical or disruptive change

Pertaining to this study, the application of Burke's Enlightened Conservatism aided the understanding of how academic institutions navigate the incorporation and institutionalization of eSports into their educational offerings. Esports, as a pioneering phenomenon, striving to be institutionalized, challenges traditional academic institutions' systemic curricula wherein some technology-related fields like eSports are not yet introduced. However, the theory of enlightened conservatism suggested that institutions should have the initiative to carefully evaluate and analyze the potential benefits and drawbacks of institutionalizing eSports, to essentially ensure that it aligned with the core values and objectives of education. Furthermore, Burke's principle of prudence and stability reinforced the need for circumspect deliberation and foresight in decision-making towards the institutionalization of eSports in the academia.

Importance of the Study

This study is beneficial for several stakeholders and the academe, including:

Philosophy Students. The results of this study could offer relevance to philosophy students as it provides them with an improved comprehension of Edmund Burke's theory regarding Enlightened Conservatism and its application on contemporary paradigms specially on addressing topics of radical change and societal reform.

The Academe. The findings of this study could be instrumental for the academic community, as it may contribute to the criteria on evaluating factors regarding the institutionalization of eSports as an academic program by investigating the potential benefits and drawbacks affecting relevant stakeholders, both college students and college administrators alike.

Future Researchers. The ideas and reflections that this study will provide can be used as a springboard by future researchers to widen their comprehension regarding the institutionalization of eSports in the academe as an educational offering employing a specific philosophical lens.

METHODOLOGY

This section provided an overview of the research strategy, highlighting the study's design, resources, methods for data collection, ethical considerations, and the framework used for analyzing the findings and developing the discussions and conclusions.

The study utilized a qualitative research approach to thoroughly investigate societal matters and provide meaningful insights. This method, rooted in a humanistic perspective, allowed participants to openly express their experiences, perspectives, and attitudes, enabling active engagement and

empowerment (Pathak et al., 2013; Tenny, 2022). Descriptive analysis was employed as research design, helping researchers understand how individuals subjectively perceive and interpret their social contexts (McLead, 2023). Qualitative research is particularly effective for exploring complex phenomena by analyzing non-numerical data, such as interviews and observations, to uncover deeper meanings and motivations (Simply Psychology, 2023).

The study involved tertiary administrators and students from Davao City to explore the feasibility of integrating eSports as an academic program. Administrators included university leaders, while student participants were competitive gamers or members of college eSports varsity teams. Interviews were conducted with five (5) administrators and five (5) students to gather their perspectives on this topic. The selection process adhered to objective-based criteria, ensuring diverse yet relevant insights. Both in-person and online interviews were utilized, with venues chosen to ensure participant comfort and privacy. Sessions lasted between 30-60 minutes and were recorded with participants' consent for accurate transcription and analysis.

Data collection adhered to strict ethical standards, undergoing review by the University of the Immaculate Conception Research Ethics Committee before commencement. Researchers relied on primary data from interview transcripts while complementing findings with secondary sources such as Edmund Burke's *Reflections on the Revolution in France* and related scholarly articles. Thematic analysis was conducted systematically to identify patterns and themes within data. Researchers immersed themselves in the transcripts through repeated readings, noting reflections relevant to the research organization, classifications of codes into themes, and visualizations of findings (School, 2023). This comprehensive method provided valuable insights into participants' perspectives and the broader implications for integration eSports into higher education.

Trustworthiness of the Study

In this study, the trustworthiness of the research was evaluated through four fundamental elements: credibility, transferability, dependability, and confirmability (Stahl & King, 2020). Each component held significant importance in safeguarding the validity and reliability of the qualitative research outcomes presented.

The study ensured credibility by employing several strategies to establish trustworthiness. Member checking allowed participants to review findings and confirm their accuracy, ensuring that their perspectives were authentically represented. Peer reviews by experts provided critical feedback on the methodology and conclusions, while triangulation, involving data from interviews, surveys, and document analysis, cross-verified the results. An audit trail documented the entire research process for transparency and verification. Ethical considerations were also prioritized through informed consent and the option for participants to withdraw at any time, reinforcing the reliability and ethical integrity of the study (Tenny, 2022; Stahl & King, 2020).

To enhance transferability, the researchers provided detailed descriptions of the study's context, participants, and analytical processes. This transparency enabled readers to assess whether the findings could be applied to similar settings (Connelly, 2016; Moran 2021). The study emphasized that while findings offer a "temporary understanding", they should be adapted to specific contexts, recognizing that best practices are not allowed for future replication, contributing to a broader understanding of eSports as an academic program.

Dependability and confirmability were achieved through rigorous methods such as peer review, member checking, triangulation, and audit trails. Refutational analysis and constant comparison ensured consistency across data sources (Leung, 2025). To validate findings further, participants reviewed data interpretations to confirm alignment with their experiences. This process reduced researcher bias and grounded conclusions in evidence (Creswell, 2015; Korstjens & Moser, 2018). These measures collectively strengthened the study's trustworthiness and provided a robust

foundation for understanding the institutionalization of eSports in higher education.

Role of the Researchers

The researchers upheld academic integrity by designing a rigorous methodology that objectively captured and analyzed data while adhering to ethical standards such as informed consent, confidentiality, and anonymity during data collection. They selected appropriate frameworks and analysis techniques to ensure the study's findings were valid and reliable. By integrating data from both primary and secondary sources and maintaining impartiality throughout, they produced trustworthy and credible results.

Ethical Considerations

To uphold ethical research standards, the Ethical Research Committee at the University of Immaculate Conception reviewed the study. This assessment included factors such as social value, informed consent, participant vulnerability, risks and benefits, safety, privacy and confidentiality of information, as well as justice, transparency, researcher qualifications, adequacy of facilities, and community involvement.

The study's findings provided valuable insights into the integration of eSports into academic programs, highlighting both the benefits and challenges of establishing such initiatives. Academic institutions and organizations utilized these findings to evaluate the feasibility of implementing degree pathways in eSports, contributing to the development of standardized curricula for students pursuing careers in this emerging field. By addressing the complexities of institutionalizing eSports, the research underscored its potential to enhance educational experiences while preparing students for future opportunities in STEM and STEAM industries (Connely, 2016; Moran 2021).

Researchers ensured informed consent by thoroughly explaining the study's objectives and providing consent forms prior to interviews. Confidentiality was maintained through coding methods that anonymized participants' identities, adhering to the Philippines Data Privacy Act of 2012. The researchers also implemented safeguards to protect participants during in-depth interviews, creating a culturally sensitive and secure environment. These measures upheld ethical integrity while allowing for rich, detailed insights into participants' experiences (Barnes et al., 2005; Korstjens & Moser, 2018).

The study further emphasized inclusivity and fairness in participant selection. Researchers ensured objectivity by applying eligibility criteria equally and recognizing participants as primary beneficiaries of the findings. Transparency was prioritized through comprehensive explanations of the study's purpose and procedures, allowing participants to make informed decisions about their involvement. Additionally, researchers acknowledged their limitations in descriptive analysis and sought guidance from mentors and experts to ensure methodological rigor. Community involvement was fostered by sharing results with stakeholders at local, national, and international levels, reinforcing the study's commitment to advancing eSports education (Diabla-Nuhoo & Amponsah-Offeh, 2021; Creswell, 2015).

RESULTS & DISCUSSION

This study section presented the results organized to answer the research questions outlined earlier. To enhance clarity, the researchers used tables with written explanations detailing the findings for each research question.

Definition of Enlightened Conservatism

The table exhibited herein elucidates the multifaceted definition of Enlightened Conservatism. It is characterized by the blending of traditional conservative values with progressive ideas, fostering a balance between the preservation of long-standing institutions and the endorsement of thoughtful

reform. Enlightened Conservatism embodies a dynamic interaction between upholding cultural heritage, adapting to contemporary societal needs, and promoting a pragmatic approach to governance that seeks to harmonize order and innovation.

Traditional Conservative Values. This concept describes the values and ideologies that are inclined on the preservation of established institutions and the rejection of radical revolutionary changes. Specifically, an example of conservatism opposing radical ideas is the conservative rejection of the French Revolution's sweeping societal changes. Conservatives valued the preservation of long-standing institutions like the monarchy and church, while radicals sought to completely overhaul these structures, as evident in the following sample corpora:

"A state with no means to make changes has no means to preserve itself. Without such means a state might even risk the loss of the part of its constitution that it most devoutly wished to preserve. The two principles of conservation and correction operated strongly at the two critical periods of the Restoration and the Revolution, at each of which England found itself without a king." (Burke, 1790)

"...traditional conservative ideals is frequently linked to an understanding of the importance of social order and the role that institutions play in maintaining it. It showed a strong support for conservation values, which are strongly related to traditional conservative ideas including the value of family, deference to authority, and maintaining cultural norms. (Bernardo, 2017)

Conservatism "properly understood" would thus emphasize organic development and guard against the revolutionary transformation of any given regime. (Bourke, 2018)

Brulez et al. (1973) argued, using numerous examples from Greek and Roman history, that altering an existing constitution can be risky. Once a state is established, it develops certain structures and traditions that cannot be changed without consequences. The Patriots, under the guise of returning to foundational principles, attempted such changes, which Brulez and his colleagues viewed as perilous.

The urgency stems from the dominance of progressive ideas, which overshadowed conservatism during the Depression. Despite growing frustration, a significant conservative intellectual movement has yet to emerge. The ongoing weakness of conservative thought risks superficial adoption of conservative rhetoric, echoing the uncritical embrace of radical ideas in the past. (Kirk, 2005)

Thoughtful Reform. Such concept, within enlightened conservatism, emphasizes the need to uphold traditional values while adapting them to new realities. It rejects rigid dogmatism in favor of pragmatic change, acknowledging that reform must be cautious, incremental, and guided by historical wisdom. This approach aims to preserve core principles by applying them in modern contexts, balancing respect for tradition with the recognition that adaptation is necessary to maintain relevance and respond to evolving societal needs. Thoughtful reform promotes prudence and realism in governance, advocating change that is rooted in conservative principles but forward-looking, as shown in the sample corpora:

"The science of constructing or renovating or reforming a commonwealth is, like every other experimental science, not to be taught a priori. A short experience cannot instruct us in that practical science..." (Burke, 1790)

“A man should be infinitely cautious about pulling down an edifice that has for ages satisfied the common purposes of society to some tolerable degree...” (Burke, 1790)

Honest and bold, upholding traditional values while recognizing the need to adapt established beliefs to new facts and insights, this advocate of thoughtful reform embodied a shift from rigid dogmatism to enlightened conservatism in a time of transition. (Hudnut, 1956)

The tension between strict orthodoxy and enlightened conservatism, which aimed to preserve traditional values by adapting them to contemporary relevance...” (Noll, 2004)

Conservatism advocates for a "politics of prudence," emphasizing cautious leadership grounded in a deep awareness of the complexities of human nature, the constraints imposed by history, and the broad scope of human well-being. (Kirk, 2023)

Pragmatism. This idea delves upon the foreground of practical results over theoretical ideas, focusing on solutions that have real-world impact. It advocates for applying knowledge to address everyday challenges and promotes gradual, thoughtful progress. Rooted in practicality, pragmatism aligns with the belief in cautious reform and supports progressive initiatives when they clearly benefit society, as shown in the sample corpora:

“What is the use of discussing a man’s abstract right to food or medicine? The question concerns how to procure and administer them.” (Burke, 1790)

“...pragmatism provided a road to objective and impersonal standards...”, as Ormerod (2006) asserted.

The essence of pragmatism lies in the Pragmatic Maxim, a rule for clarifying the meaning of hypotheses by tracing their implications for experience in specific situations. (Legg, 2008)

Conservative political thinkers, often seen as heirs to the skeptical Enlightenment, are in fact the true modernists. It is important to recognize that conservatives can support progressive causes, such as women's empowerment or the advancement of specific ethnic groups, if these initiatives contribute to overall societal wellbeing. Their support is driven by practical benefits rather than alignment with modernity or progressive ideals. (Allison, 2024)

Standpoints of the administrators on the potentiality of eSports as an academic program

The table presented in this research paper delves into the perspectives and viewpoints of the administrators and relevant stakeholders in the academe regarding the potentiality of eSports being a subject for integration as an educational program. The table covers essential themes such as institutional support, technological resources, faculty viability, beneficial impacts, guidelines, opportunities and challenges.

Table 2 Standpoints of the administrators on the potentiality of eSports as an academic program.

Essential Themes	Core Ideas
Institutional Support and Readiness	Administrators backed eSports as an academic program
	eSports as a Potential Elective or GE course
	Adequacy of budget allocation
Sufficiency of Technological Resources and Infrastructure	The institution must be technologically prepared
	Reliable and stable internet connection
	Availability of high-performance and up-to-date equipment
Faculty Viability, Training and Development	Availability of faculty members with expertise in eSports-related disciplines
	Able to perform managerial skills related to eSports
	Faculty upskilling and industry exposure
eSports' Academic Potentials and Benefits	Acquisition of critical 21st century skills
	eSports as an interdisciplinary program
	Attractive and relevant in the present situation
Program Structure and Guidelines	Provision of comprehensive policies and guidelines for academic balance
	Integration of existing school policies and guidelines
Opportunities and Challenges	Addressing the gap between eSports and academics
	Sustainability of the program
	Benchmarking and Relationship Building

Institutional Support and Readiness. This theme highlights the critical role of institutional support and preparedness for integrating eSports into academic programs. Administrators have expressed strong backing for eSports as a viable academic initiative, recognizing its potential to engage students and enhance learning experiences. Additionally, there is discussion around eSports being offered as either an elective or a General Education (GE) course, which would broaden its accessibility to a wider student body. However, the adequacy of budget allocation remains a pivotal consideration, as

sufficient funding is necessary to effectively implement and sustain such a program. These perspectives are reflected in the participants' transcripts below:

“I think our institution could definitely support an eSports curriculum, especially through departments like IT and Computer Engineering.” (Z₁)

“I'm really supportive regarding esports as an academic program...if it can be explained or UIC can see that the landscape is changing especially in the future, so there's a big possibility that esports would be in the program offering or course offering of our school.” (Z₄)

“...the financial capacity of the school to support the program. It's expensive, especially the software needed for game design and development” (Z₂).

“First, it's important that CHED (Commission on Higher Education) greenlights the program to ensure that it meets the necessary standards” (Z₁).

“...if CHED allows us to open eSports, of course, we'll be on board” (Z₃).

Sufficiency of Technological Resources and Infrastructure. This underscores the necessity for adequate technological resources and infrastructure to support the integration of eSports within the academic framework. The institution must demonstrate technological preparedness to ensure a successful implementation of the program. A reliable and stable internet connection is essential for seamless gameplay and online interaction, while the availability of high-performance and up-to-date equipment is crucial for providing an optimal gaming experience. These considerations are further illustrated in the participants' transcripts below:

“...institutions that offer eSports should be fully prepared to accommodate the program, both in terms of resources and infrastructure. This includes having the right equipment...” (Z₁).

“IT teachers in our schools, I guess they have the capability. It's crucial to have qualified individuals who are knowledgeable in the field to ensure the course is viable. Designing a game is a specialized skill, so it could be a challenge to find the right teachers for this” (Z₃).

“When it comes to emerging fields like eSports, we evaluate faculty preparedness through professional development programs, collaboration with industry professionals, and continuous upskilling” (Z₅).

Faculty Viability, Training and Development. This section focuses on ensuring the availability of faculty members who possess the expertise needed in eSports-related fields. These educators are expected to demonstrate competency in both the technical and strategic aspects of eSports, incorporating managerial skills that are essential for facilitating and overseeing eSports programs. Additionally, continuous faculty upskilling and industry exposure are prioritized to maintain the relevance and adaptability of their skill sets within the dynamic eSports industry, allowing them to stay aligned with industry standards and emerging trends, as shown in the participants' transcripts below:

“IT teachers in our schools, I guess they have the capability. It's crucial to have qualified individuals who are knowledgeable in the field to ensure the course is viable. Designing a game is a specialized skill, so it could be a challenge to find

the right teachers for this” (Z₃).

“When it comes to emerging fields like eSports, we evaluate faculty preparedness through professional development programs, collaboration with industry professionals, and continuous upskilling” (Z₅).

eSports’ Academic Potentials and Benefits. Central to this theme is the acquisition of critical 21st-century skills, such as teamwork, strategic thinking, and technological literacy, which are essential in today’s evolving job market. Additionally, eSports serves as an interdisciplinary program that brings together diverse fields, fostering a well-rounded educational experience that spans technology, business, psychology, and media studies. Its appeal and relevance in the current academic landscape also contribute to its attractiveness, engaging students in ways that traditional programs may not, as shown in the participants’ transcripts below:

“The goal behind opening an eSports program, especially with the support of LPU Manila, was to offer something beyond just gaming. eSports is not only a game, but it’s also a way for youth, and even adults, to learn and enjoy while developing valuable skills” (Z₂).

“Programs like eSports promote not only technical skills but also teamwork, strategy, and business management, which are critical for the 21st-century economy” (Z₁).

“it’s not just about the technical side. You’ve got marketing, coaching, team management, business, sports psychology, and content creation, which bring in a lot of other disciplines that aren’t really technical in the same way. So, I think eSports would be more interdisciplinary, not just another technical program” (Z₁).

“...industry demand, relevance to existing disciplines, the potential for interdisciplinary integration, availability of teaching resources, and how the program can contribute to the holistic development of students...” (Z₅).

Program Structure and Guidelines. This section underscores the importance of establishing a clear framework to support eSports in an academic environment. This includes the provision of comprehensive policies and guidelines designed to maintain a balanced approach, ensuring that students can pursue their interests in eSports without compromising their academic responsibilities. Furthermore, the integration of existing school policies and guidelines is emphasized to create a seamless, cohesive structure that aligns with institutional standards and fosters a supportive environment for both students and faculty, as shown in the participants’ transcripts below:

“I think one of the key policies should focus on time management. Students need a clear balance between their gaming and academic responsibilities” (Z₁).

“...one guideline would be so the do’s and don’ts in social media I guess or in the digital space that would be a good policy...” (Z₄).

Opportunities and Challenges. A key focus is on the sustainability of the program, ensuring that resources, support, and structures are in place to maintain its viability over time. Additionally, benchmarking and relationship building are critical components, encouraging the institution to learn from established eSports programs and foster partnerships that can enhance resources, knowledge-sharing, and networking opportunities within the eSports community, as shown in the participants’

transcripts below:

“For me, the issue for this would be the gap of the field of eSports and the field of academics... Although there might be learnings that can be derived from immersing in eSports but it needs to be structured in an academic level in order to be integrated to such field” (Z₁).

“...its appeal to a younger, tech-savvy generation, which helps attract and retain students.”

“If a school wanted to offer something like e-sports, they’d probably need to benchmark not just with schools like LPU, but also look at other countries like Singapore” (Z₃).

“...conducting feasibility studies, benchmarking against other institutions that have successfully implemented similar programs, and consulting industry experts” (Z₅).

Justification of the utilization of Edmund Burke’s Enlightened Conservatism on the Institutionalization of eSports as an Academic Program.

Table 3 Justification of the utilization of Edmund Burke’s Enlightened Conservatism on the institutionalization of eSports as an academic program.

Edmund Burke’s Enlightened Conservatism	Essential Themes
Traditional Conservative Values	Institutional Support and Readiness
Thoughtful Reform	Program Structure and Guidelines
	Faculty Viability, Training and Development
Pragmatism	eSports’ Academic Potentials and Benefits
	Opportunities and Challenges
	Sufficiency of Technological Resources and Infrastructure

This table serves as a focal point for the examination of the relevance of the institutionalization of eSports as an academic program through the utilization of Edmund Burke’s Enlightened Conservatism. It highlights the intersections between the emerging academic trends, the long-standing policies and framework of academic institutions, institutional support, reform on academic program structures, faculty viability, its potential and benefits, opportunities and challenges, and sufficient technological resources.

Traditional Conservative Values. These values, which stress stability, gradual progress, and respect for established institutions, can support the institutionalization of eSports by positioning it as an evolution rather than a disruption. By ensuring Institutional Support and Readiness, institutions

show a balanced, responsible approach to change, integrating new programs in a manner that enhances learning while preserving essential academic principles. This conservative viewpoint underscores careful planning, adequate funding, and adherence to regulations, facilitating the integration of eSports in a way that upholds institutional continuity and advances long-term educational objectives.

Thoughtful Reform. This type of reform, which focuses on cautious adaptation rooted in traditional values, underscores the need for clear **Program Structure and Guidelines**, as well as **Faculty Viability, Training, and Development** in the integration of eSports into academia. By advocating for practical and incremental changes, thoughtful reform ensures that eSports programs are incorporated in a responsible manner that aligns with existing academic frameworks and policies. This approach preserves institutional integrity by balancing innovation with academic priorities, fostering student discipline, and instilling values like teamwork and sportsmanship. Additionally, such reform supports ongoing faculty development, acknowledging the importance of educators who are both rooted in traditional teaching practices and prepared to meet the dynamic demands of the eSports industry.

Pragmatism. This concept, which emphasizes practical solutions and tangible impact, underscores the significance of having adequate Technological Resources and Infrastructure, as well as understanding the Opportunities and Challenges and recognizing the Academic Potentials and Benefits of eSports in its institutionalization. By focusing on readiness and practical execution, a pragmatic approach supports the necessity for current technology, dependable infrastructure, and continuous enhancements to meet the requirements of eSports. It acknowledges that opportunities—such as partnerships and interdisciplinary learning—must be balanced with challenges like sustainability and enrollment management through strategic benchmarking and planning. Pragmatism also reinforces the integration of eSports into academic programs by showcasing its potential to develop essential social skills like digital literacy, problem-solving, and business acumen, ensuring that the program significantly contributes to students' comprehensive development and aligns with the evolving demands of the industry

The depth of this investigation might be improved by following a few crucial suggestions for future researchers conducting similar studies. One key recommendation is to broaden the scope of participants, including not just administrators and students but also industry professionals and policymakers to provide a more comprehensive understanding of the eSports program's integration within educational institutions. Expanding the sample size and involving stakeholders from other regions or countries could offer comparative insights into how different institutions adopt and sustain similar programs.

Another important recommendation is to place greater emphasis on the lens of Enlightened Conservatism used in this study. Edmund Burke's philosophy provides a valuable framework for balancing modern reforms with institutional continuity, ensuring that changes align with existing values while fostering sustainable growth. Future researchers may explore how this lens can be applied beyond academic settings to address reforms at the societal or political levels, where long-standing institutions encounter emerging modern developments. Investigating this dynamic could yield valuable insights for managing change in complex environments, particularly where tradition plays a significant role in governance or policy-making.

Lastly, longitudinal studies that monitor the implementation and development of eSports programs over time would enhance the understanding of sustainability and impact. Such studies could identify challenges that emerge after the program's initial launch, offering deeper insights into the practical applications of Burke's incremental reform philosophy. Through continuous

monitoring, future researchers can better assess how incremental adjustments contribute to the long-term success and adaptability of new initiatives in academic institutions and beyond.

REFERENCES

1. Allison, L. (2024). Conservatism and the sceptical enlightenment. Engelsberg Ideas. <https://engelsbergideas.com/notebook/conservatism-and-the-sceptical-enlightenment/>
2. American Association of Colleges and Universities. (2024). Faculty Professional Development. Retrieved from <https://www.aacu.org/office-of-curricular-pedagogical-digital-innovation/faculty-professional-development>
3. Andersen, R., Scholz, T. M., & Simonsen, C. R. (2023). Level up: Unleashing the potential of esports for transferable skill development in the digital working world. ICERI2023 Proceedings.
3. Arzopa. (2024). eSports in schools: Revolutionizing education through gaming. Retrieved from <https://www.arzopa.com>
4. Ayton, D. (2023, March 21). Chapter 5: Qualitative descriptive research. Pressbooks. https://oercollective.caul.edu.au/qualitative-research/chapter/__unknown__-5/
5. Barnes, J., Conrad, K., Demont-Heinrich, C., Graziano, M., Kowalski, D., Neufeld, J., & Palmquist, M. (2012). Understanding generalizability and transferability. *Writing@ CSU*.
6. Beldad, K. (2022, August 3). The rising popularity of eSports in the Philippines. Bria Homes. <https://www.bria.com.ph/articles/the-rising-popularity-of-esports-in-the-philippines/>
7. Berkowitz, P. (2012). Burke between Liberty and Tradition. *Policy Review*, 176.
8. Bhandari, P. (2023, June 22). Ethical Considerations in Research | Types & Examples. Scribbr. <https://www.scribbr.com/methodology/research-ethics/>
9. Bourke, R. (2015). *Empire and Revolution: The political life of Edmund Burke*. De Gruyter. <https://www.degruyter.com/document/doi/10.1515/9781400873456/html>
10. Bourke, R. (2018). What is conservatism? History, ideology and party. *European Journal of Political Theory*, 17(4), 449-475.
11. Brulez, W., Koch, A. C. F., Kossman, E. H., Spits, F. C., de Vries, J., Geschiere, P. L., & Kossman, E. H. (1973). Enlightened conservatism: The case of Elie Luzac. *Acta Historiae Neerlandicae/Studies on the History of the Netherlands*, VI, 67-82.
12. Britannica. Conservatism - Traditionalism, hierarchy, authority. Retrieved from <https://www.britannica.com/topic/conservatism/General-characteristics>
13. BusinessMirror. (2023, April 14). ACADARENA Spaces Empowers Esports to Students in Campus. BusinessMirror. <https://businessmirror.com.ph/2023/04/14/acadarena-spaces-empowers-esports-to-students-in-campus/>
14. Burke, E. (1986). *Reflections on the Revolution in France (1790)*. Everyman's Library.
15. Caulfield, J. (2023, June 22). How to do thematic analysis | Step-by-Step Guide & Examples. Scribbr. <https://www.scribbr.com/methodology/thematic-analysis/>
16. Castellano, K. (2011). Romantic conservatism in Burke, Wordsworth, and Wendell Berry. *SubStance*, 40(2), 73-91.
17. Chapman, G. W. (1967). *Edmund Burke: The Practical Imagination*. Harvard University Press.
18. Chow, L. (2022). *Changing the Game: Discover How Esports and Gaming are Redefining Business, Careers, Education, and the Future*. Greenleaf Book Group.
19. Claeys, G. (2007). *French Revolution Debate in Britain: The Origins of Modern Politics*. Bloomsbury Publishing.
20. Cobban, A. (2019). *Edmund Burke and the Revolt Against the Eighteenth Century: A study of the political and social thinking of Burke, Wordsworth, Coleridge and Southey (Vol. 15)*. Routledge.
21. Collins, G. M. (2020). *Reflections on the Revolution in France: Property, the Monied Interest,*

- and the Assignats. In *Commerce and Manners in Edmund Burke's Political Economy* (pp. 405–459). Cambridge: Cambridge University Press.
22. Commission on Higher Education. (2023). Vision, mission, and mandate. Retrieved from <https://chedcar.com/internationalization/vision-and-mission/>
 23. Connelly, L. M. (2016). Trustworthiness in qualitative research. *Medsurg nursing*, 25(6), 435.
 24. Conniff, J. (1994). *The useful cobbler: Edmund Burke and the politics of progress*. SUNY Press.
 25. Creswell, J. W. (2015). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. <https://thuvienso.hoasen.edu.vn/handle/123456789/12789>
 26. Crossman, J. M., & Kite, S. L. (2012). Facilitating improved writing among students through directed peer review. *Active Learning in Higher Education*, 13(3), 219-229.
 27. Cruz, B. D. (2020, February 21). Lyceum University Pioneers E-Sports College Degree in the Philippines. *GoodNewsPilipinas.Com*. <https://www.goodnewspilipinas.com/lyceum-university-pioneers-e-sports-college-degree-in-the-philippines/>
 28. De La Salle University. (2021). Guidelines on the offering of new/revised programs. Retrieved from <https://www.dlsu.edu.ph>
 29. Diaba-Nuhoho, P., & Amponsah-Offeh, M. (2021). Reproducibility and research integrity: the role of scientists and institutions. *BMC Research Notes*, 14, 1-4.
 30. Dooley, B. (2021, January 4). *College Esports: Challenges in Regulating a New League*. Sage Knowledge. <https://sk.sagepub.com/cases/college-esports-challenges-in-regulating-a-new-league>
 31. Doyle, L., McCabe, C., Keogh, B., Brady, A., & McCann, M. (2019). An overview of the qualitative descriptive design within nursing research. *Journal of Research in Nursing*, 25(5), 443–455. <https://doi.org/10.1177/1744987119880234>
 32. Femia, J. V. (2001). *Against the masses: varieties of anti-democratic thought since the French Revolution*. OUP Oxford.
 33. Fiskaali, A., Lieberoth, A., & Spindler, H. (2020, September). Exploring institutionalised esports in high school: A mixed methods study of well-being. In *Proceedings of the European Conference on Games Based Learning* (Vol. 1, p. 160).
 34. Fiveable. (2024). Edmund Burke - The modern period. Retrieved from <https://library.fiveable.me/key-terms/the-modern-period/edmund-burke>
 35. Freitas, B. D. A., & Contreras-Espinosa, R. S. (2023). How the Negative Public View of Videogames Threatens Esports Sponsors. *Esports and the Media*, 85.
 36. Global Academic Group. (2018). *Pragmatism: A contemporary philosophy that promotes quality education and sustainable development*. Retrieved from <https://globalacademicgroup.com>
 37. Gray, A. (2022). The explosive growth of eSports. *World Economic Forum*. <https://www.weforum.org/agenda/2018/07/the-explosive-growth-of-esports/>
 38. Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Technology Research and Development*, 29(2). <https://doi.org/10.1007/bf02766777>
 39. Hampsher-Monk, I. (2005). Edmund Burke's changing justification for intervention. *The Historical Journal*, 48(1), 65-100.
 40. Harris, I. (2023). Edmund Burke. In E. N. Zalta & U. Nodelman (Eds.), *The Stanford Encyclopedia of Philosophy* (Spring 2023 ed.). Stanford University. Retrieved from <https://plato.stanford.edu/archives/spr2023/entries/burke/>
 41. Hennick, C. (2021, October 28). Esports programs start to pop up in K-12 schools. *Technology Solutions That Drive Education*. <https://edtechmaga>
 42. Henrie, M. C. (2004). Understanding traditionalist conservatism. In M. J. Rozell, J. B. Knott, & A. Sarat (Eds.), *Varieties of conservatism in America* (pp. 3-30). Hoover Institution Press.

43. Heritage Foundation. (2023). The roots of modern conservative thought from Burke to Kirk. Retrieved from <https://www.heritage.org>
44. Holden, J., & Baker, T. (2019). The Econtractor? Defining the Esports Employment Relationship. *American Business Law Journal*, 56, 391-440. <https://doi.org/10.1111/ablj.12141>.
45. Holden, J., Kaburakis, A., & Rodenberg, R. M. (2017). The Future is Now: Esports Policy Considerations and Potential Litigation. *Journal of Legal Aspects of Sport*, 27, 46-78. <https://doi.org/10.1123/jlas.2016-0018>
46. Hudnut, W. H., III. (1956). Samuel Stanhope Smith: Enlightened conservative. *Journal of the History of Ideas*, 17(4), 540. <https://doi.org/10.2307/2707787>
47. Huntington, S. P. (1957). Conservatism as an ideology. *American Political Science Review*, 51(2), 454-473.
48. Jenny, S. E., Gawrysiak, J. G., & Besombes, N. (2021). Esports.edu: An Inventory and Analysis of Global Higher Education Esports Academic Programming and Curricula. *International Journal of Esports*. <https://doi.org/10.1089/glr2.2017.21810>
49. Jones, E. (2017). Introduction. Edmund Burke and the invention of modern conservatism, 1830-1914: An intellectual history. *Oxford Historical Monographs*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780198799429.003.0001>
50. Kelly, S. J., Derrington, S., & Star, S. (2021). Governance challenges in esports: a best practice framework for addressing integrity and wellbeing issues. *International Journal of Sport Policy*, 14(1), 151-168. <https://doi.org/10.1080/19406940.2021.1976812>
51. Kim, H., Sefcik, J. S., & Bradway, C. (2016). Characteristics of Qualitative Descriptive Studies: a Systematic review. *Research in Nursing & Health*, 40(1), 23-42. <https://doi.org/10.1002/nur.21768>
52. King, R. (2022). The utility of pragmatism in educational research. *Creative Education*, 13(10), 3153-3161. <https://doi.org/10.4236/ce.2022.1310199>
53. Kirk, R. (2005). The conservative mind. C. Bingley.
54. Kirk, R. (2023). The politics of prudence. Simon and Schuster.
55. Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120-124. <https://doi.org/10.1080/13814788.2017.1375092>
56. Lacey, R. J. (1970). Edmund Burke: Pragmatic Conservative. SpringerLink. https://link.springer.com/chapter/10.1057/978-1-137-59295-8_2
57. Lam, W. K., Liu, R. T., Chen, B., Huang, X. Z., Yi, J., & Wong, D. W. C. (2022). Health Risks and Musculoskeletal Problems of Elite Mobile Esports Players: A Cross-Sectional Descriptive Study. *Sports Medicine - Open*, 8(65). <https://doi.org/10.1186/s40798-022-00458-3>
58. Larch, F. (2023, October 24). Emergence of Esports: Once Ridiculed, Now a Billion-Dollar Market. ISPO.Com. <https://www.ispo.com/en/sports-business/esports-history-how-it-all-began>
59. Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *Journal of family medicine and primary care*, 4(3), 324-327.
60. Livingston, D. W. (1990). Hume's historical conception of liberty. In *Liberty in Hume's History of England* (pp. 105-153). Dordrecht: Springer Netherlands.
61. Linkinen, T. (2021). Benefits and drawbacks of esports in an educational setting.
62. Lock, F. (2009). Reflections on the revolution in France, 1790 (pp. 285-331). In *Oxford University Press eBooks*. <https://doi.org/10.1093/acprof:oso/9780199541539.003.0007>
63. Mazumdar, M. (2022, October 10). Ethical considerations in research every author should know | Ethical Considerations in Conducting Research – Researcher.Life. <https://researcher.life/blog/article/ethical-guidelines-for-researchers/>

64. McGee, C., & Ho, K. K. (2021). Tendinopathies in video gaming and esports. *Frontiers in Sports and Active Living*, 3. <https://doi.org/10.3389/fspor.2021.689371>
65. McGowan, W. (2019). Not too small to be strategic: The state of academic program review. *Administrative Issues Journal*, 9(1), 53-67. <https://doi.org/10.5929/9.1.1>
66. McKim, C. (2023). Meaningful Member-Checking: A Structured Approach to Member-Checking. *American Journal of Qualitative Research*, 7(2), 41-52.
67. Mcleod, S. (2023). Qualitative vs quantitative research methods & data analysis. *Simply Psychology*.
68. McNulty, C., Jenny, S. E., Leis, O., Poulus, D., Sondergeld, P., & Nicholson, M. (2023). Physical Exercise and Performance in Esports Players: An Initial Systematic Review. *Journal of Electronic Gaming and Esports*, 1(1), jege.2022-0014. Retrieved March 15, 2024, from <https://doi.org/10.1123/jege.2022-0014>
69. Migliore, L. (2021). Prevention of Esports Injuries. In L. Migliore, C. McGee, & M.N. Moore (Eds.), *Handbook of Esports Medicine* (pp. 9). Springer, Cham. https://doi.org/10.1007/978-3-030-73610-1_9
70. Mistry, J. (2023, July 8). The Hidden Struggles of Esports: Lol Pros in a Mental Health Crisis. *Esports.net*. <https://www.esports.net/news/industry/hidden-struggles-of-esports-athletes-mental-health-crisis/>
71. Moran, M. (2021, August 10). What is transferability in qualitative research and how do we establish it? *Statistics Solutions*. <https://www.statisticssolutions.com/what-is-transferability-in-qualitative-research-and-how-do-we-establish-it/>
72. Noll, M. A. (2004). *Princeton and the Republic, 1768-1822: The search for a Christian enlightenment in the era of Samuel Stanhope Smith*. Regent College Publishing.
73. Ormerod, R. (2006). The history and ideas of pragmatism. *Journal of the Operational Research Society*, 57(8), 892-909.
74. Palanichamy, T., Sharma, M. K., Sahu, M., & Kanchana, D. M. (2020). Influence of Esports on stress: A systematic review. *Industrial Psychiatry Journal*, 29(2), 191.
75. Palmer, W. (1984). Edmund Burke and the French Revolution: Notes on the Genesis of the Reflections. *Colby Quarterly*, 20(4), 3.
76. Pasciuto, G. (2023, October 10). Reacting to the French Revolution: Edmund Burke and the British Pamphlet War. *TheCollector*. <https://www.thecollector.com/edmund-burke-french-revolution/>
77. Pathak, V., Jena, B., & Kalra, S. (2013). Qualitative research. *Perspectives in clinical research*, 4(3), 192.
78. Patterson-White, S. (2019). Reflections on the Revolution in France plot summary. *LitCharts*. LitCharts LLC. Retrieved from <https://www.litcharts.com/lit/reflections-on-the-revolution-in-france/summary>
79. Penini, M. (2023, July 3). Esports in Education: The future of engaging learning - Acer for Education. *Acer for Education*. <https://acerforeducation.acer.com/education-trends/esports-in-education/future-engaging-education/>
80. Reitman, J. G., Gardner, R., Campbell, K., Cho, A., & Steinkuehler, C. (2020). Academic and social-emotional learning in high school esports. *Proceedings of the Connected Learning Summit*.
81. Rogow, A. A. (1957). Edmund Burke and the American liberal tradition. *The Antioch Review*, 17(2), 255-265.
82. Rudan, P. (2023). The Social Production of Difference. In *Woman: History and Critique of a Polemical Concept* (pp. 43-91). Brill.
83. Ruiz, M., & Junio-Sabio, C. (2012). Quality assurance and accreditation in Philippine higher

- education: Enhancing institutional effectiveness. *Asian Journal of Distance Education*, 10(2), 63-68.
84. Schary, D. P., Jenny, S. E., & Koshy, A. (2022). Leveling Up Esports Health: Current Status and Call to Action. *International Journal of Esports*, 1(1). Retrieved from <https://www.ijesports.org/article/70/html>
85. School, O. G. (2023, December 13). Manual Qualitative Data Analysis Tutorial using Creswell & Poth's Data Analysis Spiral. Omega Graduate School: American Centre for Religion/Society Studies (ACRSS). <https://ogs.edu/manual-qualitative-data-analysis-tutorial-using-creswell-poths-data-analysis-spiral/>
86. Schudey, A., Kasperovich, P., Ikram, A., Panhans, D., & Matviets, L. (2023, October 3). Let the Game Begin: How Esports Is Shaping the Future of Live Entertainment. BCG Global. <https://www.bcg.com/publications/2023/how-esports-will-become-future-of-entertainment>
87. Sewell, K. C. (2022). Why Edmund Burke is Important. *Pro Rege*, 50(4), 36-48.
88. Shelton, B., Barnes, L., Kantack, P., MacCallum, V., & Montoya, J. (2024, March). Preparing High-School Students for Esports: Challenges, Solutions, and Future Directions. In *Society for Information Technology & Teacher Education International Conference* (pp. 1020-1022). Association for the Advancement of Computing in Education (AACE).
89. Smithies, T. D., Toth, A. J., Conroy, E., Ramsbottom, N., Kowal, M., & Campbell, M. J. (2020). Life after esports: a grand field challenge. *Frontiers in Psychology*, 11, 534469.
90. Southern Association of Colleges and Schools. (2008). Principles of accreditation: Foundation for quality enhancement.
91. Squid Academy. (2024). The need for esports education: Shaping the future of learning. Retrieved from <https://squid.academy/article-details/the-need-for-esports-education-shaping-the-future-of-learning>
92. Staffordshire University. (1970). Course Title. Retrieved from <https://digital.ucas.com/coursedisplay/courses/ef23b4d0-46c6-43e5-b8e5-959dea2ed30d>
93. Stahl, N. A., & King, J. R. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of developmental education*, 44(1), 26-28.
94. Stanlis, P. (2017). *Edmund Burke and the natural law*. Routledge.
95. Taylor, B. (2014). Reflections on the revolution in England: Edmund Burke's uses of 1688. *History of political thought*, 35(1), 91-120.
96. Tenny, S., Brannan, G. D., Brannan, J. M., & Sharts-Hopko, N. C. (2022). Qualitative study. StatPearls-NCBI Bookshelf. National Center for Biotechnology Information. <https://www.ncbi.nlm.nih.gov/books/NBK470395>
97. Thematic Research in Qualitative Research - QualTricS. (2023, June 16). Qualtrics. <https://www.qualtrics.com/experience-management/research/thematic-analysis-in-qualitative-research/>
98. Thompson, M. J. (2014). *Liberty and Property: A Social History of Western Political Thought from Renaissance to Enlightenment*. By Ellen Meiksins Wood. London: Verso, 2012. 336p. \$26.95. *Perspectives on Politics*, 12(4), 904-906.
99. Trotter, M. G., Coulter, T. J., Davis, P. A., Poulus, D. R., & Polman, R. (2022). Examining the impact of school esports program participation on student health and psychological development. *Frontiers in Psychology*, 12, 807341.
100. Tsukayama, H. (2016, May 14). Meet WESA: the first professional organisation for E-Sports players. *Gadgets* 360. <https://www.gadgets360.com/games/news/meet-wesa-the-first-professional-organisation-for-e-sports-players-837430>
101. University of Chichester. (2019, November 12). Esports gamers face same level of psychological pressure as pro-athletes. *ScienceDaily*. Retrieved March 13, 2024, from

- www.sciencedaily.com/releases/2019/11/191112110315.html
102. Velema, W. R. E. (1992). Enlightenment and conservatism in the Dutch Republic: The political thought of Elie Luzac (1721-1796). The Johns Hopkins University.
 103. Weston, J. C. (1961). Edmund Burke's View of History. *The Review of Politics*, 23(2), 203-229.
 104. Wills, M. (2017). Edmund Burke and the birth of traditional conservatism. JSTOR Daily. Retrieved from <https://daily.jstor.org/edmund-burke-and-the-birth-of-traditional-conservatism>
 105. Wolloch, N. (2022). Edmund Burke between Enlightenment and Conservatism. In *Moderate and Radical Liberalism* (pp. 330-366). Brill.
 106. Wong, J. (2020). More Than Just A Game: The Labor and Employment Issues Within Esports. *UNLV Gaming Law Journal*, 11(1), Article 5. <https://scholars.law.unlv.edu/glj/vol11/iss1/5>
 107. Yavuz, E. Y., Barcomb, A., & Riehle, D. (2022). Problems, Solutions, and Success Factors in the openMDM User-Led Open Source Consortium. *Communications of the Association for Information Systems*, 51. <https://doi.org/10.17705/1CAIS.05122>
 108. Zhong, Y., Guo, K., & Chu, S. K. W. (2024). Affordances and constraints of integrating esports into higher education from the perspectives of students and teachers: An ecological systems approach. *Education and Information Technologies*, 1-35.