

Exploring the Influence of Game-Based Learning Tools to the Students' Level of Engagement in Social Studies of Humanities and Social Sciences Students at Tanauan, Institute Inc.

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INTRODUCTION

In recent years, educators have increasingly explored innovative and technology-enhanced teaching strategies to improve student engagement, particularly in subjects that are often perceived as challenging or less engaging, such as Social Studies. One of the most prominent approaches is Game-Based Learning (GBL), which integrates game design elements and principles into instructional activities to create more interactive, meaningful, and student-centered learning experiences.

Grounded in motivational and constructivist learning theories, Game-Based Learning emphasizes active participation, experiential learning, and intrinsic motivation. From a theoretical perspective, GBL aligns with constructivist ideas that learners build knowledge through active engagement and interaction with content, as well as self-determination theory, which highlights the importance of autonomy, competence, and relatedness in sustaining student motivation and engagement. These frameworks help explain why game-based approaches may positively influence students' behavioral, emotional, and cognitive engagement in learning environments.

Empirical studies support the effectiveness of Game-Based Learning in enhancing student engagement. Kim et al. (2018) found that GBL increases engagement by making learning more interactive, enjoyable, and relevant to real-life situations. Similarly, Gunter et al. (2015) emphasized that immersive gameplay fosters active participation and critical thinking by creating dynamic learning environments. Jenkins (2018) further noted that GBL transforms traditional instruction into more engaging experiences, allowing students to better understand complex historical and cultural concepts. In addition, Hamari et al. (2016) highlighted that gamification elements such as points, levels, and badges can significantly enhance students' intrinsic motivation and cognitive involvement.

Despite the growing body of literature supporting the effectiveness of Game-Based Learning, there remains a limited number of studies that specifically examine its impact on student engagement in Social Studies. Most existing research focuses on general subject areas or broader educational contexts, leaving a gap in understanding how GBL influences learners in Social Studies, a subject often perceived as theory-heavy and less engaging by students. This lack of focused investigation highlights the need for more subject-specific research to better understand its educational value in this context.

Addressing this gap is essential in order to provide educators with evidence-based insights for improving instructional strategies in Social Studies. Therefore, this study aims to explore the influence of Game-Based Learning tools on the level of engagement of Humanities and Social Sciences (HUMSS) students in Social Studies at Tanauan Institute, Inc. The findings of this research may contribute to the development of more

effective, interactive, and engaging teaching practices that better align with the learning needs of today's students.

The Problem and its Background

This chapter includes the introduction, theoretical framework, statement of the problem, hypothesis, scope and limitation, significance of the study, and the definition of terms used.

Theoretical Framework

The theoretical framework for Game-Based Learning (GBL) is rooted in several established educational theories that highlight the effectiveness of this approach in learning outcomes.

Jean Piaget's Constructivist Learning Theory, learners construct knowledge through experiences and reflection. GBL aligns seamlessly with this theory as it offers interactive and immersive gameplay that encourages students to engage actively with the content, facilitating deeper understanding through exploration and problem-solving. A study by Plass et.al (2016) explored how game mechanics can be mapped to cognitive development principles, especially in interactive environments where learners engage through experience, trial, and error. This aligns with Piaget's ideas of knowledge being constructed through active exploration. Moreover, a meta-analysis on game-based learning suggests that digital games promote deeper cognitive engagement, allowing learners to build and refine knowledge over time through experimentation and reflection

Also, Lev Vygotsky's Social Constructivism emphasizes the social aspects of learning, positing that knowledge is constructed through social interactions and cultural contexts. GBL leverages collaboration and communication among players, fostering a shared learning experience that enhances cognitive development through peer interactions and collective problem-solving. According to Al-Qarni (2015), Vygotsky's framework not only supports reading instruction but also facilitates essential skills like predicting, monitoring understanding, and finding the main idea through group interactions. This study reinforces the idea that context and collaboration are integral to effective educational practices.

Albert Bandura's Social Learning Theory suggests that learning occurs through observation, imitation, and modeling. GBL allows students to learn from both their own gameplay experiences and from observing others, whether peers or in-game characters, thereby facilitating learning through both direct engagement and vicarious experiences. According to the study of Lee (2015) when students engage actively with educational games, they not only learn the content better but also develop confidence in their abilities to perform tasks related to the subject matter.

David Kolb's Experiential Learning Theory and John Dewey's Experiential Learning Theory emphasizes the importance of experience in the learning process, proposing a cyclical model of learning that includes concrete experience, reflective observation, abstract conceptualization, and active experimentation. According to Xu (2018) GBL embodies this cycle, as students engage in gameplay (concrete experience), reflect on their strategies and outcomes (reflective observation), develop new tactics or understandings (abstract conceptualization), and apply these insights in subsequent gameplay (active experimentation). Also, A study conducted by Bee et.al (2015) incorporates between learning and students' interests and experiences enhances their motivation and commitment to the learning process aligning well with Dewey's assertion that education should be relevant to students' experiences and promote thoughtful inquiry.

Lastly, according to Richard Ryan and Edward Deci's Self-Determination Theory focuses on intrinsic motivation and the psychological needs of autonomy, competence, and relatedness. When students feel a sense of control over their learning, believe in their ability to succeed, and connect with others in the classroom,

their engagement levels increase. This theory suggests that fostering an environment that satisfies these psychological needs is crucial for promoting sustained student engage.

Paradigm of the Study

The diagram which follows illustrates the paradigm of the study.

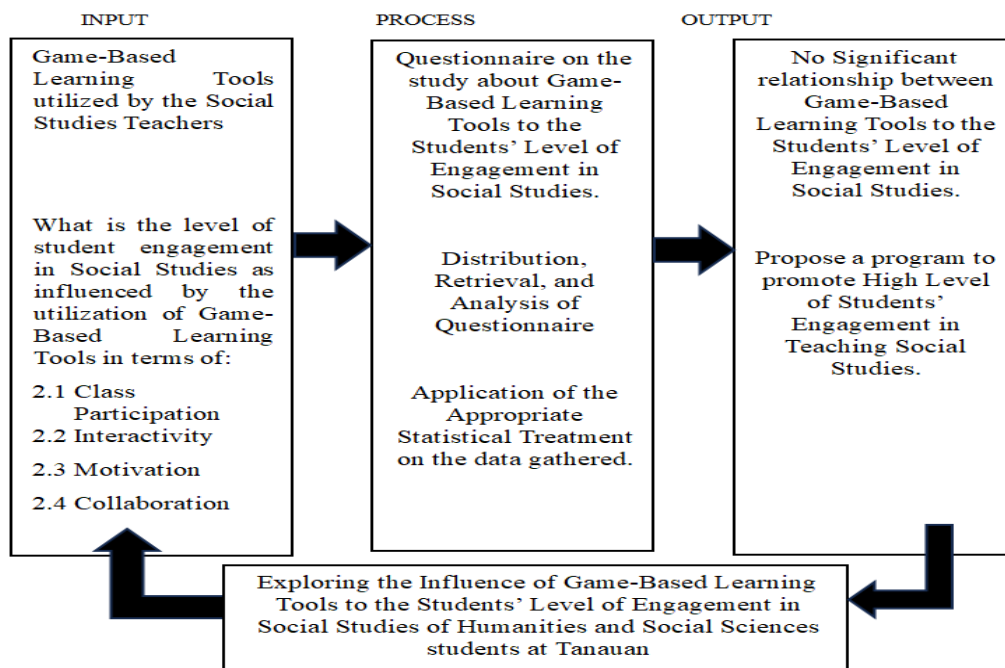


Figure 1. Research Paradigm

This paradigm should have been discussed:

Input phase, which outlines the foundation and variables that the study seeks to address. The Input includes the utilization of Game-Based Learning Strategies by Social Studies teachers and their impact on student engagement. This engagement is analyzed across four key aspects: Class Participation, Interactivity, Motivation, and Collaboration.

The Process phase emphasizes the methodology used to investigate these inputs. It involves creating and administering a questionnaire focused on Game-Based Learning Strategies and students' engagement in Social Studies. The process also includes the distribution, retrieval, and statistical analysis of the gathered data to interpret relationships between variables effectively.

Lastly, the Output identifies the results and implications of the study. It determines whether there is a significant or non-significant relationship between Game-Based Learning Strategies and students' level of engagement. Based on the findings, a program may be proposed to enhance students' engagement in Social Studies.

This paradigm encapsulates the study's systematic approach, connecting the variables (inputs), processes, and outcomes to explore the effectiveness of Game-Based Learning Strategies in fostering student engagement.

Statement of the Problem

The purpose of this research is to determine how Game-Based Learning Tools Influence the engagement of students in Social Studies, as perceived by the Social Studies Teachers.

Specifically, the researcher aims to answer the following questions:

1. What are the Game-Based Learning Tools used by Social Studies Teachers?
2. What is the level of student engagement in Social Studies as influenced by the utilization of Game-Based Learning Tools in terms of:
 - 2.1 Class Participation;
 - 2.2 Interactivity;
 - 2.3 Motivation and
 - 2.4 Collaboration?
3. Is there any significant relationship between Game-Based Learning Tools to the student's level of engagement in Social Studies?
4. Based on the findings of the study, what Game-Based Learning Tools can be use to promote high level of student engagement in teaching Social Studies?

Hypothesis

There is no significant relationship between Game-Based Learning Tools to the students' level of engagement in Social Studies.

Significance of the Study

This study focused on Exploring the Influence of Game-Based Learning Tools to the Student's Level of Engagement in Social Studies. Moreover, the results of the study are beneficial to the following:

Students. This study is beneficial for HUMSS students since they are the main participants in this study. Through this study students understand aims how interactive gaming elements can foster motivation, enhance participation, and promote a deeper understanding of social concepts.

Teacher. The findings of the study could provide educators with evidence-based strategies to improve teaching methodologies, ultimately contributing to a more engaging and effective learning environment that aligns with the interests and needs of HUMSS students.

Administrator. This study can provide evidence-based insights to school administrators, enabling them to improve teaching practices, facilitate professional development, and foster a productive learning environment that cultivates the development of students' necessary skills.

Future Researcher. By expanding on the knowledge already known about similar or related topics. This study can make a positive contribution to the academic community.

Scope and Limitation of the Study

This study is focused on Exploring the Influence of Game-Based Learning Tools on the Students' Level of Engagement in Social Studies among HUMSS students at Tanauan Institute, Inc.

The researchers would limit the study for 266 Humanities and Social Sciences students.

Definition of Terms

Class Participation: The visible and active engagement of students in classroom activities, such as answering questions, participating in discussions, and contributing to group work. It highlights the outward demonstration of involvement during structured learning sessions.

Collaboration: The cooperative process where students work together in groups to achieve shared learning objectives, fostering teamwork, mutual support, and the integration of diverse ideas to enhance collective understanding. It emphasizes group dynamics and shared accountability over individual actions.

Engagement Levels: Measurable indicators of student involvement in learning, assessed through observations and surveys.

Game-Based Learning (GBL): An approach that uses games to enhance engagement in Social Studies.

Interactivity: The dynamic exchange between students, instructors, and learning materials through activities such as hands-on experiments, simulations, and peer-to-peer dialogues. It focuses on the quality of engagement and responsiveness in the learning process rather than the mere act of participation.

Motivation: The internal drive or psychological state that propels students to engage with learning activities willingly and persistently. It is influenced by intrinsic factors like personal interest or curiosity and extrinsic factors like rewards or relevance to future goals.

Social Studies: A subject covering history, geography, and civics, focusing on the HUMSS curriculum.

Student Engagement: The level of interest and participation students show in learning activities.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter reflects the related literature and studies which were considered to have relevance with the study being conducted. The presentation starts with the literature both foreign and local settings then followed by the studies that were found to relate with her research work. Studies are also taken from foreign books, pamphlets, journals, etc, and same to investigate to be conducted locally.

Related Literature

Foreign Literature

According to Cheong and Lee (2018), Game-Based Learning (GBL) has a profound impact on student engagement in Social Studies classrooms, particularly in terms of enhancing class participation. The authors conclude that GBL significantly increases students' involvement in class discussions and activities, suggesting that incorporating games can foster a more interactive and participatory classroom environment.

In a recent meta-analysis of international literature, Bremmer et al. (2019) found that active participation is the most frequently cited element in educational strategies aimed at developing competent students.

According to their analysis, engaging students actively in the learning process is essential for building skills and knowledge retention, especially in Social Studies.

Another related literature was conducted by Tuzun and Toprak (2019) regarding the students' academic participation in Social Studies, finding that the inclusion of game mechanics, such as rewards and competition, helps to foster higher levels of student engagement. The researchers suggest that these game elements provide additional motivation, making students more inclined to participate in classroom activities.

Also, Rosas et al. (2017) highlights the critical role of GBL in promoting class participation. This study discusses how interactive games can enhance student engagement in both individual and group-based learning activities, leading to increased participation across different formats in Social Studies classrooms.

According to Stewart and Thomas (2018) game-based learning strategies significantly foster student participation by incorporating game elements such as challenges and points. Their findings indicate that students become more actively involved in class discussions and activities when these elements are included, as they provide additional motivation and focus on achievement.

According to Papastergiou (2017), the interactivity of digital games enhances students' participation and engagement, showing how interactive systems within GBL foster deeper cognitive and social involvement. The researcher concludes that digital games create a stimulating learning environment, which supports both individual engagement and collaborative activities in Social Studies.

However, Stewart and Thomas (2018) investigate how the interactivity present in GBL environments enhances students' engagement. The researchers found that by incorporating interactive challenges and decision-making elements, students become more involved in the learning process, as these components foster active participation and interest.

Also, Rosas et al. (2017) demonstrates how GBL enhances interactivity by providing students with real-time feedback and opportunities to interact with both content and their peers in dynamic ways. This research suggests that such immediate feedback systems are instrumental in maintaining students' attention and promoting collaborative engagement.

In sum, Anderson and Dill (2016) focus on the effects of games and touch upon their interactive nature, highlighting the potential of games to increase engagement and facilitate learning by creating immersive environments. According to the study, the interactive and immersive qualities of games help students stay motivated and connected to the content.

Also, Tuzun and Toprak (2019) explore how GBL influences students' motivation to learn in Social Studies, concluding that game-based environments enhance intrinsic motivation and engagement with academic content. The study suggests that these environments encourage a sense of personal satisfaction in learning, making students more eager to explore Social Studies topics.

According to Stewart and Thomas (2018), GBL enhances student motivation by integrating elements of fun, challenge, and reward into learning tasks. This approach makes students more eager to participate, as they experience satisfaction from the achievements and progress made within the game-based context.

According to Rosas et al. (2017), GBL enhances student motivation by offering rewards, challenges, and Interactive elements that stimulate interest in the subject matter. This research indicates that students are more likely to stay focused and committed when learning activities incorporate motivational elements that align with their interests.

According to Cifuentes and Mena (2020) GBL promotes collaboration in Social Studies classrooms, finding that multiplayer games and group-based activities help foster teamwork and shared learning experiences. According to the researchers, GBL encourages cooperative learning, which enhances students' communication and problem-solving skills.

In support, Steinkuehler and Duncan (2018) examine how collaboration in multiplayer and cooperative games fosters group dynamics and creates a collaborative learning environment in Social Studies. Their study suggests that the cooperative nature of these games helps build a sense of community and mutual support among students.

Also Gee (2017) discusses how collaborative elements in GBL foster social interaction and teamwork, leading to improved collaboration in the classroom. According to this study, GBL creates a social space for learning where students can work together toward shared goals, reinforcing cooperative behaviors in Social Studies.

While, Rosas et al. (2017) demonstrates how GBL encourages collaborative learning by engaging students in team-oriented tasks that require cooperation. According to the researchers, these team-based challenges foster group interactions and support the development of strong collaborative skills.

Lastly, Squire (2016) explores how GBL strategies promote collaboration among students by creating group-based problem-solving opportunities, especially in Social Studies. According to this study, GBL enables students to work together in solving complex problems, helping to strengthen their collaboration skills and fostering a cooperative learning atmosphere.

Local Literature

According to Santos and Magno (2017), game-based learning strategies encourage active participation among students in Social Studies classes, as the researchers conclude that students demonstrate heightened engagement in discussions and activities when games are integrated into the curriculum. This study emphasizes how such approaches foster a more interactive and participatory classroom environment, enabling students to connect with the subject matter actively.

Similarly, Bautista (2018) highlights the significant increase in class participation among senior high school students when game-based learning tools, such as quizzes and interactive discussions, are introduced. The researcher concludes that these methods not only stimulate interest in the subject matter but also contribute to an overall improvement in students' willingness to engage, making lessons more dynamic and inclusive.

Also, Villanueva and Castillo (2020) examine the relationship between educational games and student participation in Social Studies, concluding that students show a greater readiness to engage when educational games are incorporated into lessons. According to their findings, the interactive nature of educational games enhances students' motivation to participate, making it a valuable tool for educators seeking to increase engagement in Social Studies.

According to Ramirez and Guzman (2021), integrating gamification into Social Studies classrooms leads to a noticeable increase in student participation, as students become more active participants through historical simulations and group activities. The researchers argue that this approach not only reinforces content knowledge but also provides an engaging learning environment that promotes collaboration and deeper understanding.

According to Sison and Lopez (2020), interactive games create a more engaging learning environment in Social Studies classrooms, with the researchers concluding that students are more likely to interact actively with both the content and their peers during game-based lessons. Their findings emphasize that interactive

games not only capture students' interest but also facilitate social interaction, which is essential for developing communication skills.

Also, Gonzales and Ramos (2018) investigate the role of games and simulations in promoting interactivity within Social Studies classrooms, concluding that these tools encourage students to engage both with historical concepts and with each other. According to their study, games and simulations offer students an immersive experience that supports comprehension and allows for more meaningful connections with the curriculum content.

The researcher concluded that the effectiveness of interactive learning methods, particularly games, in enhancing student engagement in Social Studies. According to the researchers, these methods lead to increased student-to-student and student-to-teacher interactions, creating a more collaborative classroom environment that supports deeper engagement with the subject matter. Fernandez and Aquino (2019).

According to Dela Cruz and Gonzales (2020), educational games improve student content interaction in Social Studies by encouraging students to explore historical topics through immersive and interactive experiences. The researchers conclude that such games provide students with an engaging way to approach complex concepts, promoting active exploration and learning.

While, Tan and Natividad (2018) focus on how interactive games motivate students to engage deeply with Social Studies content, allowing them to actively participate in historical role-playing and decision-making scenarios. According to the researchers, these activities cultivate a sense of involvement and responsibility, enhancing students' understanding of historical contexts while promoting critical thinking.

According to Delos Reyes and Barrios (2021) game-based learning enhances student motivation in Social Studies, making lessons more enjoyable and fostering an intrinsic desire to learn. The researchers conclude that gamified lessons contribute to a more positive learning environment, encouraging students to approach the subject with enthusiasm and curiosity.

Also, Mendoza and Perez (2020) stated that using games in Social Studies offers motivational benefits, with their research indicating that students who participate in gamified lessons show higher levels of enthusiasm and dedication to learning. The researchers suggest that this approach not only makes learning enjoyable but also inspires a deeper commitment to the subject.

Also, De Leon and Herrera (2018) explore how game-based learning strategies in Social Studies can serve as a motivational tool by making activities more enjoyable, competitive, and rewarding. According to the researchers, this approach transforms the learning experience into an engaging and supportive environment, where students feel motivated to actively participate.

Also, Salazar and Ramos (2020) analyze the effect of gamified elements, such as point systems and levels, on students' motivation to actively participate in Social Studies. According to their findings, these elements increase student engagement by creating a sense of progress and achievement, making students more invested in their learning outcomes.

In sum, Cruz and Vicente (2019) stated the use of educational games in Social Studies not only boosts motivation but also enhances academic achievement in subjects such as history and geography. According to the researchers, these games offer students an opportunity to interact with the material in a meaningful way, ultimately improving both their interest in and understanding of the content.

On the other hand, Gonzales and Rodriguez (2020) examine the role of game-based learning in promoting collaboration among students in Social Studies. The researchers conclude that educational games encourage

a cooperative learning environment, where students work together to solve problems, building teamwork and communication skills essential for academic success.

Also, Padilla and Martinez (2018) explore the impact of collaborative games on teamwork among students in Social Studies classrooms, concluding that group activities in game settings improve students' communication and problem-solving abilities. According to the researchers, this collaborative aspect of game-based learning supports the development of interpersonal skills and fosters a sense of unity among classmates.

According to Luna and Ramirez (2019), game-based learning fosters collaboration by requiring students to work together on tasks, thus reinforcing teamwork skills while engaging with Social Studies content. The researchers conclude that this method enhances social interaction, which is critical for learning and helps students appreciate the value of collective efforts.

However, Diaz and Solis (2020) find that students who work in groups to complete educational games display increased collaboration and mutual support in understanding Social Studies topics. According to their findings, the collaborative nature of game-based activities provides a framework for peer learning and mutual assistance, which facilitates a more cohesive learning experience.

Lastly, Javier and Manlapig (2021) conclude that educational games contribute to fostering collaboration by requiring students to work together to achieve learning objectives in Social Studies lessons. According to the researchers, this approach promotes a sense of community and shared goals within the classroom, making learning a more supportive and interactive process.

Related Studies

Foreign Studies

The researcher conclude that the role of game-based learning in enhancing student engagement across various educational contexts. The study highlights that the use of games not only fosters participation but also creates a dynamic classroom environment, significantly improving students' motivation and learning outcome. Sailer et.al. (2022) .

According to Orwat et al. (2018), class participation can be broadly defined as student engagement with the instructional material across all forms and modalities of teaching. This definition encompasses a wide range of student interactions, including active participation in discussions, engagement with assignments, involvement in group work, and interaction with multimedia content. The researchers suggest that class participation is not limited to one specific form of engagement but includes all the various ways in which students interact with the material and the learning environment. Their analysis emphasizes that participation, in its broadest sense, plays a critical role in fostering an active learning atmosphere, where students are not only passively receiving information but are actively involved in the learning process. By engaging with the material across diverse instructional modalities, students develop a deeper understanding and connection to the subject matter.

In the same manner, Dichev & Dicheva (2020) evaluate the effectiveness of gamebased learning in promoting active student participation in social studies classrooms. Their research demonstrates that incorporating games into lessons significantly boosts student engagement, as the playful and competitive nature of games motivates learners to become more involved in the learning process. By making lessons more interactive and enjoyable, game-based learning not only increases participation but also enhances students' ability to retain social studies concepts, as the engaging formats encourage deeper cognitive processing and greater long-term retention.

According to the studies by Hamari et.al (2016) highlight the growing trend of integrating game-based learning strategies across educational settings to enhance student engagement. In their comprehensive review,

they emphasize that game mechanics, such as rewards, challenges, and competition, play a crucial role in significantly boosting student participation. By incorporating these elements into lessons, educators can create a more engaging and motivating environment, where students are encouraged to actively engage with the material. The study underscores that these game-driven techniques not only capture students' attention but also promote sustained involvement, leading to higher levels of interaction and deeper learning.

In their research, Surendeleg and Omer (2021) investigate the use of gamification as a tool to enhance class participation and engagement in social studies. They find that incorporating gamified elements, such as point systems, leaderboards, and team-based challenges, motivates students to actively engage with the content and participate more enthusiastically in class activities. These elements not only increase individual involvement but also foster greater collaboration among students, as they work together to achieve shared goals and earn rewards. The study underscores that gamification can create a more dynamic and interactive learning environment, where students are both motivated to contribute and encouraged to collaborate with their peers, ultimately improving overall classroom engagement and learning outcomes.

According to (Senthamarai, 2018) Interactive teaching have gained increasing attention for their ability to foster student engagement, enhance learning outcomes, and improve the overall learning experience. These approaches emphasize active participation and cooperation among students, encouraging them to share ideas, insights, and experiences within their groups. As students interact with one another, they not only contribute to the learning process but also benefit from the diverse perspectives of their peers, thereby enriching their understanding of the subject matter.

According to Senthamarai (2018), incorporating interactive methods into the learning process increases student involvement and engagement. Students are more likely to retain information, stay interested, and feel more satisfied with their educational experiences when they actively participate in their learning. In fact, interactive strategies are shown to lead to better academic performance by making lessons more engaging and memorable.

For instance, a study by Bibi (2021) demonstrated that the use of classroom games, such as pair-share activities and quizzes, significantly enhanced student academic performance. These activities not only engage students but also help them internalize key concepts and reinforce their learning in an enjoyable and interactive way.

Interactive teaching strategies have also been found to positively impact students' cognitive and creative abilities. A study by Iqbal et al. (2022) highlighted the effectiveness of activities such as role-playing and think-pair-share exercises in fostering creative thinking skills among students. These interactive activities provided children with the opportunity to actively engage with the content, collaborate with peers, and express their ideas, all of which contributed to their cognitive development.

The benefits of interactive teaching are not limited to younger learners. In a study by Tlhoale et al. (2014), it was shown that interactive strategies have a more significant positive effect on learners' academic performance than traditional lecture-based teaching methods. The findings indicated that interactive exercises during lessons help boost student achievement by making learning more dynamic and participatory, leading to a deeper understanding of the material.

The importance of interactive teaching extends beyond content delivery to include fostering increased engagement between students, teachers, and peers. Reutova (2012) emphasized that the goal of interactive teaching is to promote active student involvement in the learning process, thereby enhancing the overall educational experience. By using interactive techniques, students become more engaged with the material and with one another, creating a collaborative learning environment where knowledge is co-constructed through discussion and shared experiences.

Furthermore, as noted by Eli (2021), the rapid advancement of technology and shifting generational interests require teaching approaches that align with the needs and expectations of modern students. Today's students, who are highly attuned to innovation, technology, and new lifestyles, are more likely to respond positively to interactive teaching methods that incorporate these elements. By using such approaches, educators can create a more engaging and relevant learning environment, ultimately improving student outcomes.

However, K. C. and C. C. Williams (2015) affirm that very little if any learning can occur unless students are motivated on a consistent basis. They advocate five key ingredients that impact student motivation to include the student himself, teacher, content, method/process, and environment. There are basically the extrinsic and intrinsic forms of motivation. When students are extrinsically motivated they will only strive to do as much as they believe they need to ensure access to a set reward such as good grade, teacher's approval, and to secure admission for further studies; or avoidance of punishment. This is in contrast to a student who finds learning intrinsically rewarding and as such learns for the love of it. He displays an enduring disposition to strive for knowledge and mastery in learning situations. Such student values learning as a worthwhile and satisfying activity and takes delight in expanding his knowledge of information, increases his understanding of concepts and processes as well as mastering skills.

According to Alsawaier (2018), the use of gamification offers a potential solution to the decline in students' motivation and engagement that many educational systems are currently facing. The researcher argues that integrating game-based elements into the learning process can revitalize students' interest and enthusiasm for school, helping to overcome the challenges of disengagement. Alsawaier suggests that gamification, with its interactive and rewarding nature, can re-engage learners by introducing a more dynamic and enjoyable way to interact with academic content. This approach holds promise for enhancing both motivation and participation, making learning more appealing in an era where students often struggle with traditional, passive methods of instruction.

In the study by Demir and Budak (2016), motivation is highlighted as a key trigger for learning. The researchers emphasize that motivated students are more likely to engage actively in the learning process, which includes revisiting and reinforcing the material, making connections to prior knowledge, and asking questions to deepen their

understanding. According to the researcher, motivation is not only essential for stimulating students' eagerness to learn but also for fostering a more proactive approach to classroom participation. Their findings underline the importance of cultivating intrinsic motivation to ensure sustained academic engagement and active involvement in the learning process.

However, Dogan (2015) argues that academic motivation plays a crucial role in student engagement and achievement. The researcher stresses that motivated students are more likely to invest time and effort into their studies, resulting in better performance and higher levels of participation in class activities. Dogan's research suggests that motivation is a fundamental driver of academic success, as it influences students' willingness to take on challenges, seek out learning opportunities, and persist through difficulties. The study highlights that fostering motivation should be a priority in educational strategies aimed at improving student outcomes.

According to Slavin (2021), motivation is a critical variable that affects how students prepare mentally and manifest their behaviors in the classroom. The researcher explains that students with low motivation often lack the desire to engage in learning tasks, which negatively impacts their academic efforts. Slavin points out that when students are not motivated, they are less likely to participate actively in class and exhibit poor learning behaviors, ultimately hindering their educational progress. The study underscores the need for educators to develop strategies that promote motivation, as it is directly linked to students' engagement and overall success in their studies.

Also, Majid and Arief (2015) argue that learning motivation is a key driver that compels individuals to pursue and achieve specific academic goals. They explain that motivation fuels students' desire to engage with learning tasks, propelling them toward the completion of objectives and the mastery of subject matter. This drive to achieve not only helps students stay focused on their studies but also encourages persistence and resilience in the face of challenges, ultimately contributing to greater academic success.

In support, Saeed and Zyngier (2012) define learning motivation as the extent to which students are willing to invest effort and focus their attention on the learning process in order to achieve academic success. They emphasize that motivation is not simply about the desire to learn but involves the active engagement of students, requiring them to exert mental and emotional effort toward their educational goals. Motivation is considered a crucial element in the learning process, as it drives students to actively participate, overcome obstacles, and persist through challenges. Without sufficient motivation, students may struggle to maintain the concentration and effort necessary for academic accomplishment. As such, motivation is widely regarded as a fundamental component that enables students to engage meaningfully with their studies and ultimately succeed in their educational pursuits.

In the same manner, Muhammad (2016) contends that kids can learn creatively, with initiative, and with a purpose when they are motivated. Determined students aspire to achieve success and aim to distinguish themselves as accomplished individuals within their surroundings. Students with low learning motivation tend to exhibit a lack of commitment towards their studies, ultimately resulting in suboptimal academic performance.

Over the past decades, research has demonstrated that collaborative learning can optimize academic and social educational outcomes. Studies have focused on implementing effective instructions and fostering collaboration while exploring the factors contributing to successful collaborative practices and positive experiences. (Slavin, 2014).

When properly arranged and combined, ideas can form stronger concepts and improve relationships among participants (Montilla et al., 2023). This process encourages active listening and collaborative problem-solving, helping all parties develop creative and practical solutions (Hmelo-Silver et al., 2013).

Collaboration is particularly effective in transforming small ideas into significant concepts, as group work provides opportunities to maximize learning experiences while improving social skills, leadership abilities, and higher-level thinking (Gillies, 2016).

International assessments, such as the 2015 Program International Student Assessment (PISA), have shown that collaborative problem-solving skills vary across countries. These results suggest a strong relationship between collaborative learning and performance in core academic subjects and the importance of interpersonal communication in maximizing student performance (OECD, 2017).

Local Studies

According to Garcia et.al (2017) examines how game-based learning strategies impact student engagement, focusing on secondary schools in the Philippines. It finds that the use of games significantly improves class participation and interest in subjects like Social Studies. Garcia et.al (2017).

According to Acojido, V. R. (2023) his study explores the learning interest of junior high school students in Social Studies, emphasizing class participation. It involved 14 students from Carmen National High School who participated in in-depth interviews and focus groups. The results indicate that despite challenges in expressing their ideas, students recognized the importance of engagement and sought assistance to enhance their learning experience.

The study conducted by de Guzman (2023) investigates the correlation between class participation and student performance in Social Studies. It presents a new measure combining attendance and participation, illustrating that active engagement in class directly influences educational outcomes, particularly in Social Studies.

According to the research of Reyes (2022) the various engagement strategies used in Philippine Social Studies curricula, particularly how they encourage student participation in discussions and collaborative projects. The findings reveal that interactive methods significantly enhance student interest and participation.

Another related study was made by Alvarado (2019) regarding the levels of participation among students in Social Studies classes across various schools in the Philippines. It finds that factors like teacher encouragement and a supportive classroom environment notably affect student engagement levels.

The study that was conducted by Lactao (2023) aimed to determine the significant relationships among student engagement, academic motivation, and academic performance specifically for intermediate-level students. The findings indicated that higher levels of student engagement correlate positively with academic motivation, directly influencing academic performance. This underscores the importance of fostering an engaging learning environment to enhance student motivation and subsequently their academic success.

Also, Dela Cruz (2024) explored the reciprocal relationship between motivation and engagement among students. It found that both emotional and cognitive aspects of motivation significantly contribute to students' engagement levels, ultimately affecting academic outcomes. The study emphasizes the need for educational strategies that consider both dimensions of motivation.

The study of Alcantara (2023) focused on various motivational strategies employed by teachers and their impacts on student engagement levels. The study concluded that proactive motivational approaches such as varied instructional methods and engaging content significantly improve students' focus and enthusiasm in learning.

Also, Suhartono & Hidayat (2023) explored teacher and student engagement factors in game-based learning contexts. The findings highlighted how relevant educational games enhance engagement and motivation among students, suggesting that teachers' views on games substantially impact student involvement.

In sum, Santos & Lim (2019) explored how gamification can enhance student motivation and engagement in learning activities. Participants from various colleges participated in a gamified learning environment, which led to increased participation and excitement for learning. Surveys and game participation data indicated that integrating game-like elements made the learning process more engaging.

Magsino & Magbanua (2016) examined how peer relationships affect student motivation and engagement. Using quantitative methodologies, the results suggested that positive peer influence can significantly enhance students' motivation to participate in learning activities. The study calls for the promotion of collaborative learning environments in schools.

Bautista & Araneta (2019) investigated the outcomes of using student-centered learning approaches on student engagement levels. Through a combination of classroom observations and surveys, the findings suggested that when students are given more control over their learning experiences, their motivation and engagement markedly improve.

In this study, the researcher investigates how gamification and game-based learning strategies can improve student engagement and learning outcomes in social studies. The findings indicate that interactive game activities significantly enhance students' motivation and foster a more engaging learning environment, making theoretical concepts more relatable through practical application. The study emphasizes the need for

innovative teaching methods to address the challenges faced in traditional social studies education (Joaquin, 2015).

This research explores the effectiveness of an interactive game, designed for law courses but applicable in social studies contexts as well. The game employs innovative strategies to enhance student engagement through teamwork and memory recall of legal principles and cases, which parallels the need for interactive learning strategies in social studies. The results show significant improvements in student engagement and retention of knowledge, highlighting the potential of game-based learning in fostering a supportive educational atmosphere (Zainul & Othman, 2015).

This study focuses on the perspectives of pre-service teachers regarding the integration of game-based learning within primary education, including social studies. The researcher found that participants expressed positive attitudes toward using games as a teaching tool, emphasizing their perceived benefits such as increased engagement, higher motivation levels, and enhanced collaboration among peers. The study concludes that game-based learning fosters a dynamic classroom environment that promotes interactive learning (Tham & Tham, 2015).

This comprehensive review discusses various methodologies employed in digital game-based learning within educational settings, including social studies. The analysis highlights how game-based assessments foster interactive learning experiences that significantly enhance engagement and critical thinking skills. The study reveals that when students participate in game-based assessments, they report higher levels of enjoyment and interaction, which translates to better learning outcomes (Gupta, 2016).

This research addresses how incorporating gamified elements into social studies curricula affects student engagement and learning outcomes. The researcher found that students who participated in gamified learning experiences displayed higher levels of motivation, participation, and sustained interest throughout their studies. The findings underscore the importance of adopting interactive strategies in the learning curriculum to achieve effective educational engagement (Prado, 2023).

One study conducted by Santos and Reyes (2019) explored the impacts of game-based learning on student collaboration in social studies classes among high school students. The research emphasized the significance of collaborative digital games which encouraged students to work together towards common educational goals. The findings indicated that students showed increased engagement and motivation in the learning process when participating in collaborative game-based scenarios.

A study by Cruz and Mendoza (2020) investigated how cooperative gameplay facilitated student engagement in civic education within social studies. Utilizing a shared online gaming platform, the researchers provided an interactive civic education game that highlighted community responsibilities and democratic values. It was found that the collaborative aspects of the game significantly enhanced students' understanding of civic duties and fostered a sense of community.

In 2021, Alonzo and Ferrer examined the use of gamification techniques in enhancing student engagement in social studies through collaborative learning. The study underscored the effectiveness of cooperative tasks within digital games, reporting that such methods not only improved students' critical thinking skills but also promoted meaningful interactions among peers, enhancing their learning experience. Alonzo and Ferrer (2021).

Research by Lim and Valdez (2022) focused on the role of collaboration in digital games specifically designed for history education. They analyzed students' collaborative interactions during a multiplayer historical simulation game. The results highlighted that students who engaged collaboratively were more likely to arrive at deeper understandings of historical events and develop a positive attitude towards social studies.

A study conducted by Gonzalez and Tan (2023) shed light on the effectiveness of interactive role-playing games in promoting collaboration among students in social studies. Their research revealed that the role-playing element led to significant increases in student participation and teamwork, as students were encouraged to communicate and strategize together, fostering a deeper engagement with social studies content.

In support, Baluyot & Santos (2023) analyzed student engagement and collaboration during game-based learning sessions in a Social Studies curriculum. Students' responses indicated that educational games enhanced their collaborative efforts, leading to better group performances and understanding of complex historical concepts.

Also, Torres & Santos (2023) examined how game-based learning could enhance collaborative skills among students in a Social Studies curriculum. Conducted at a secondary school, the results showed significant gains in cooperative learning strategies, with students reporting better teamwork and communication skills during group game activities.

Additionally, Cuenca, R. L., & Bañez, A. C. (2023) explored the effectiveness of collaborative games in improving social studies education. Interviews with teachers showed that incorporating games led to improved student rapport, readiness to assist peers, and overall collaborative success in projects.

Synthesis

The review of related literature and studies provides a comprehensive exploration of game-based learning and its influence on student engagement, particularly in Social Studies. Both foreign and local literature reveal that GBL strategies, including interactive games, rewards, and challenges, enhance student motivation, interactivity, class participation, and collaborative skills. Studies highlight that incorporating gamified elements, like point systems or interactive tasks, fosters an immersive learning environment, encouraging students to engage actively with content and with each other.

The efficacy of GBL in motivating students intrinsically, leading to improved learning outcomes and deeper content retention. This interactive approach also strengthens collaborative skills, as students work together on shared goals, enhancing social interactions and group cohesion. In both foreign and local contexts, evidence consistently supports the use of GBL as a valuable tool in creating a dynamic, engaging, and participatory classroom atmosphere, essential for fostering motivation and active learning in Social Studies. GBL is consistently shown to enhance student motivation by fostering an interactive and rewarding learning environment. Foreign research (e.g., Tuzun & Toprak, 2019; Gee, 2017) and local studies (e.g., Mendoza & Perez, 2020; De Leon & Herrera, 2018) highlight that the intrinsic motivational effects of games encourage students to explore topics more deeply and approach lessons with enthusiasm.

Class participation also benefits greatly from GBL strategies. Studies, such as those by Cheong & Lee (2018) and Santos & Magno (2017), reveal that students actively engage in discussions and activities when game elements like rewards and challenges are incorporated. Locally, researchers like Bautista (2018) and Ramirez & Guzman (2021) confirm that game-based tools, including quizzes and simulations, lead to heightened student involvement. Moreover, the interactivity inherent in GBL is a key factor in its effectiveness. Foreign literature (e.g., Papastergiou, 2017) praises the ability of digital games to foster individual and collaborative participation, while local studies (e.g., Gonzales & Ramos, 2018) emphasize that these tools enhance meaningful interactions among students and with the content.

Collaboration is another critical outcome of GBL, with studies from both contexts (e.g., Cifuentes & Mena, 2020; Gonzales & Rodriguez, 2020) agreeing that multiplayer games and group-based challenges improve teamwork and problem-solving skills while fostering a sense of community among learners. Furthermore,

GBL significantly enhances learning outcomes by promoting the retention of knowledge and a deeper understanding of Social Studies concepts. Research by Stewart & Thomas (2018) and Santos & Lim (2019) underscores how gamified lessons make complex topics more relatable and memorable.

In conclusion, the literature affirms that GBL is a transformative approach to addressing engagement challenges in Social Studies. By combining elements of motivation, interactivity, and collaboration, GBL not only captivates students but also fosters a participatory and supportive learning environment, ensuring sustained interest and academic success.

RESEARCH METHODS AND PROCEDURES

This chapter deals with the methods and procedures the researcher observed in gathering the pertinent data and undertaking this study. This includes the research design, respondents of the study, data-gathering tools and statistical treatment of data.

Research Design

This study employed a descriptive research design to examine the influence of game-based learning (GBL) on student engagement in social studies. This design was appropriate for exploring "what," "where," "when," and "how" questions without manipulating variables. Descriptive research systematically observed and documented phenomena as they existed in their natural setting, providing a comprehensive understanding of the subject.

The use of descriptive research is essential for this study as it captures the current state of student engagement in the context of GBL. According to Best and Kahn (2014), this design allows researchers to investigate situations as they are, serving as a foundation for deeper analysis and further research. By focusing on observable characteristics, descriptive research offers valuable insights into populations, methods, and policies relevant to education and engagement.

Respondents of the Study

The respondents of the study are Grade 11 and Grade 12 HUMSS students in Tanauan Institute Inc. The Researcher was able to obtain this study through utilizing a random sampling. On the other hand, the total population of the Grade 11 and Grade 12 HUMSS students is equal to 820. The researchers were able to select 266 random Grade 11 and Grade 12 HUMSS students. The simple random sampling technique was utilized again in choosing the sample members because every individual has an equal chance of selection. The respondents are shown in Table A.

Table A Distribution of Respondents

| Grade Level | Total Number of Respondents |
|--------------|-----------------------------|
| Grade 11 | 53 |
| Grade 12 | 213 |
| Total | 266 |

The table shows the number of respondents in each grade level at Tanauan Institute Inc.

Locale of the Study

This study conducted in Tanauan Institute Inc. located in the Municipality of Tanauan City.

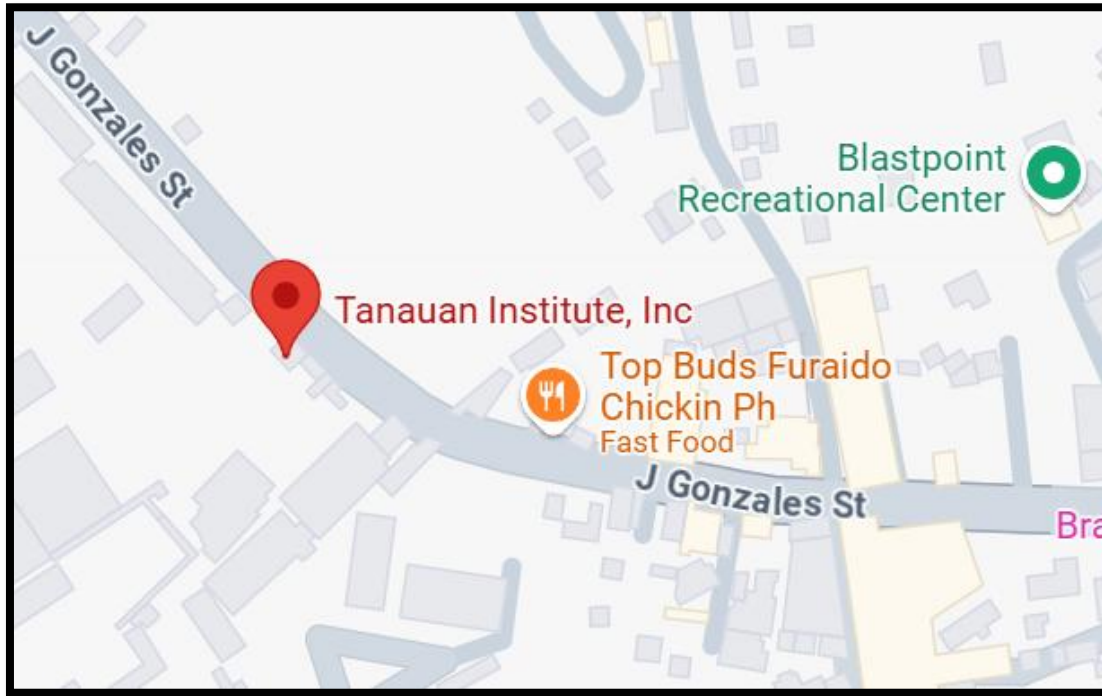


Figure 2: Map Showing the School Used in the Study

Sampling Technique

The population of Grade 11-12 students of Tanauan Institute Inc. was used as respondents. The aim of the study was to explore the influence of game-based learning tools on the students' level of engagement of HUMSS students at Tanauan Institute Inc. In choosing the respondents, a probability sampling method was used, and a systematic random sampling technique using Slovin's formula was applied. It was used in surveys to identify the right number of participants/samples. The sample size was determined by the number of populations available (Bak-Zabala, 2023). The researchers applied the sampling procedure so that each member of the population had an equal chance of being chosen.

Research Instrument

The researchers utilized survey questionnaire as data gathering procedure. The survey questionnaire is a type of data gathering method that is utilized to collect, analyze and interpret the different views of a group of people from a particular population. The instrument to be prepared focused on answering the statement of the problem. The questionnaire contains forty (40) questions. The questionnaires would be distributed to the respondent.

Part one (1) contained a checklist related to the game-based learning tools in social studies teaching that was participated in by the respondents. Part two (2) sought to determine the level of student engagement in social studies as influenced by the utilization of game-based learning tools. The data gathering instrument was structured as a scale ranging from 1-4, where (1) was strongly disagree, (2) was disagree, (3) was agree, and (4) was strongly agree. This legend helped the researchers analyze the results of the data gathering.

Validity of the Questionnaire

The modified questionnaire which was composed of items was taken from other related topics, several thesis and dissertation topics found relevant to the present study.

Through the help of the adviser and the three experts in the field, all items were checked. All the items and suggestions were given consideration until the final draft of the instrument was completed. Suggestion sought focused on the status of the instruction, grammar, purpose and direction of the study. The purpose of this study is to explore the influence game-based learning tools on the students' level of engagement of HUMSS students at Tanauan Institute Inc.

After establishing the validity and reliability of the research instrument and obtaining approval of the research proposal from the pre-dissertation participants, the researcher sent a letter to the school teachers asking them to forward the research questionnaires to the respondents. The respondents were given enough time to answer all the questions in the questionnaire, and it was taken personally by the researchers. The researchers then meticulously tallied and tabulated the respondents' answers to ensure accurate data analysis.

Reliability of the Questionnaire

The draft of the questionnaire was presented to the adviser after which it was multiplied according to the number of the supposed respondents who was used in the test process.

The first draft of the questionnaire was tested to the random thirty (30) students who are not respondents of the study. After a week, the same set of questionnaire was fielded to the teachers who were not respondents to test the reliability of the instrument.

Reliability is a very important factor in assessment, and is presented as an aspect contributing to validity and not opposed to validity.

Statistical Treatment of the Data

For meaningful interpretation of data, the following statistical treatment would be applied: The following are the statistical treatments to be used in the study.

1. **Mean:** This was applied to determine the responses of the students.
2. **Standard Deviation:** This was used to calculate the dispersion of all respondent replies in the indicators given in the variables from the mean.
3. **Pearson's Correlation Coefficient:** It was used to determine the strength and direction of the relationship between the two variables.

Presentation, Analysis, And Interpretation of Data

This chapter presents the study's findings and the data gathered from the respondents' responses after the conduct of the study. It also provides the researcher's analysis and interpretation of data in conjunction with their corresponding implications. Likewise, presentation of the different tables was based on the stated objectives in the study.

Part I. Game-Based Learning Tools in Social Studies

Table1 presents the Game-Based learning tools used by social studies teachers.

Table 1. Game-Based Learning Tools Used by the Respondents

| | Frequency | Percentage |
|-----------------------------|-----------|------------|
| 1. Charades | 13 | 4.89% |
| 2. Word Bingo | 26 | 9.77% |
| 3. Quizziz | 22 | 8.27% |
| 4. Puzzles | 102 | 38.35% |
| 5. Pictionary | 6 | 2.26% |
| 6. Jeopardy | 2 | 0.75% |
| 7. 4 Pics 1 word | 65 | 24.44% |
| 8. Historical Timeline Race | 3 | 1.13% |
| 9. Debate Battles | 15 | 5.64% |
| 10. Matching Pairs | 12 | 4.51% |

Data showed that out of 226 total-respondents, the most frequently used game-based learning tools by social studies teachers are Puzzles (38.35%), followed by 4 Pics 1 word (24.44%), and Word Bingo (9.77%). Other tools, such as Charades, Quizziz, Pictionary, Jeopardy, Historical Timeline Race, Debate Battles, and Matching Pairs, are used less frequently.

The data reveals a clear preference among social studies teachers for certain game-based learning tools. Puzzles emerge as the most popular choice, followed by 4 Pics 1 word and Word Bingo.

According to Anderson & Krathwohl (2015) engaging in puzzle-solving activities has been shown to enhance students' critical thinking and problem-solving skills, which are crucial for deeper understanding of academic content, particularly in subjects like social studies.

According to Nouchi et.al (2024), they emphasized the positive influences of puzzle games on learners' engagement and motivation. The study found that puzzle games foster immersive learning environments that stimulate high-level cognitive skills.

This suggests that using puzzles not only makes learning enjoyable but also encourages deeper cognitive processing among students. According to Zhang et.al (2022) Game-Based Learning can lead to improved learning outcomes, increased participation, and greater student satisfaction.

Level of Student Engagement in Social Studies

Class Participation

Table 2.1 presents the level of engagement of the respondents in social studies in terms of class participation.

Table 2. Class Participation

| Indicators | Mean | SD | Interpretation |
|--|------|------|----------------|
| As a student... | 3.30 | 0.60 | Strongly Agree |
| 1. I actively participate in discussion when game-based activities are integrated. | | | |
| 2. I am more engaged in the learning process when my teacher prepares fun learning activities. | 3.35 | 0.59 | Strongly Agree |
| 3. I feel comfortable speaking up during game-based activities in social studies. | 3.14 | 0.68 | Agree |
| 4. I actively participate in class when games are part of the lesson. | 3.23 | 0.70 | Agree |
| 5. I feel valued during game-based activities in social studies. | 3.14 | 0.68 | Agree |
| 6. I ask questions when I'm engage in game-based learning. | 3.15 | 0.77 | Agree |
| 7. I participate more in social studies when lessons include games. | 3.17 | 0.70 | Agree |
| 8. I volunteer to answer questions when we play games in class. | 3.08 | 0.77 | Agree |
| 9. I share relevant experiences related to the topic being discussed. | 3.15 | 0.74 | Agree |
| 10. I ask questions when I don't understand the material. | 3.21 | 0.77 | Agree |
| Overall | 3.19 | 0.70 | Agree |

Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level);3.26-4.00-(Strongly Agree/Very High Level)

Data showed that the respondents' total level of student engagement was 3.19, which is evaluated as "high level", indicating that students generally agree that game-based activities encourage them to actively participate, feel comfortable speaking up, and engage in the learning process. The data suggests that game-based learning activities enhance student participation in social studies discussions and learning.

According to the study of Zuhroh (2024) higher engagement in class activities leads to greater academic success and retention of information, particularly in social studies. Also, according to Gee (2015) Game-based learning tools have been shown to significantly increase student engagement by making learning more interactive, motivating, and enjoyable. These tools encourage engagement in the classroom by providing students with opportunities for hands-on, experiential learning, where they actively participate in the learning process. They foster motivation by incorporating elements of competition, rewards, and achievement, which drive students to stay involved. Moreover, game-based learning promotes critical thinking and problem-solving skills by challenging students with complex scenarios that require strategic decision-making. These elements together create an immersive and dynamic learning environment that keeps students focused and enhances their overall classroom experience.

Interactivity

Table 2.2 presents the level of engagement of the respondents in social studies in terms of interactivity.

Table 3. Interactivity

| Indicators | Mean | SD | Interpretation |
|---|------|------|----------------|
| As a student... | | | |
| 1. I enjoy collaborating with classmates during game-based learning activities in social studies. | 3.48 | 0.59 | Strongly Agree |
| 2. I am engaged in class when teacher used game-based strategies. | 3.29 | 0.61 | Strongly Agree |
| 3. I feel that interactive games help me understand concepts better. | 3.19 | 0.66 | Agree |
| 4. I enjoy the back-and-forth interactions that games promote in class. | 3.16 | 0.68 | Agree |
| 5. I am encouraged to ask questions and seek clarifications while participating in games. | 3.17 | 0.73 | Agree |
| 6. I notice that cooperating with my classmates in games enhance my engagement in social studies. | 3.31 | 0.69 | Strongly Agree |
| 7. I am actively involved in the learning activities like role-playing during my classes. | 3.26 | 0.71 | Strongly Agree |
| 8. I engage in interactive activities during social studies like recitation. | 3.21 | 0.69 | Agree |
| 9. I participate in interactive activities like debates. | 3.10 | 0.79 | Agree |
| 10. I am more inspired to participate in social studies during group projects with my classmates. | 3.35 | 0.65 | Strongly Agree |
| Overall | 3.25 | 0.68 | Agree |

Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level);3.26-4.00-(Strongly Agree/Very High Level)

Data showed that the respondents' total level of students' engagement in terms of interactivity was 3.25, which is evaluated as "High Level", indicating that students perceive game-based learning strategies as highly interactive. They agree that games help them understand concepts better, encourage back-and-forth interactions. This suggests that interactive games foster a more dynamic and engaging learning environment.

According to Tong (2022), by incorporating interactive methods, educators can significantly enhance engagement levels, especially in challenging subjects such as social studies. Their research on the psychological factors influencing student engagement highlights that interactivity plays a key role in shaping students' motivation and mindset. This suggests that using interactive tools, such as game-based learning, can effectively engage students by offering dynamic, participatory learning experiences. Game-based learning tools, with their immersive features and ability to provide immediate feedback, not only foster active participation but also stimulate motivation and critical thinking. These psychological concepts support the

importance of creating interactive environments that encourage student persistence and achievement, demonstrating how game-based learning tools can be a powerful strategy to improve engagement and learning outcomes.

Motivation

Table 2.3 presents the level of engagement of the respondents in social studies in terms of motivation.

Table 4. Motivation

| Indicators | Mean | SD | Interpretation |
|---|------|------|----------------|
| As a student... | | | |
| 1. I feel more motivated to learn social studies when we use games. | 3.31 | 0.76 | Strongly Agree |
| 2. I enhance my interest in social studies through game-based learning strategies. | 3.24 | 0.68 | Agree |
| 3. I enjoy the challenges that games present in learning. | 3.32 | 0.63 | Strongly Agree |
| 4. I believe that playing games increases my desire to succeed in social studies. | 3.21 | 0.76 | Agree |
| 5. I feel excited to come in class when I know that there will be interactive games. | 3.31 | 0.68 | Strongly Agree |
| 6. I am more willing to study for social studies tests when games are involved. | 3.18 | 0.65 | Agree |
| 7. I feel energized during social studies when engage in game-based activities. | 3.28 | 0.69 | Strongly Agree |
| 8. I recognize myself wanting to learn more about social studies after playing games. | 3.20 | 0.72 | Agree |
| 9. I am convinced that motivation in social studies is higher when games are used. | 3.20 | 0.76 | Agree |
| 10. I boost my motivation to learn by engaging with interactive games. | 3.26 | 0.78 | Strongly Agree |
| Overall | 3.25 | 0.71 | Agree |

Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level);3.26-4.00-(Strongly Agree/Very High Level)

Data showed that the respondents' total level of students' engagement in terms of motivation was 3.25, which is evaluated as "High Level". The data suggests that game-based learning activities significantly motivate students in social studies. Students feel more motivated to learn, are more willing to study for tests, and feel energized during social studies lessons when games are involved. This indicates that games can effectively enhance student interest and engagement in the subject.

According to Zhou (2023) motivation plays a crucial role in determining students' engagement levels in social studies. Studies show that when students are motivated, they are more likely to participate actively in class and demonstrate a willingness to engage with the material. The concept of motivation aligns well with the principles of Game-Based Learning (GBL). Game-based learning strategies are inherently designed to boost motivation through interactive, competitive, and rewarding elements. By integrating game mechanics such as points, levels, or challenges, GBL fosters a sense of achievement, which in turn can enhance students' intrinsic motivation. As Zhou (2023) suggests, motivated students are more likely to engage actively with the material, and this is precisely what game-based learning tools aim to achieve. They create an environment where students feel compelled to participate, explore, and persist through challenges, which not only increases engagement but also improves learning outcomes. The use of game-based tools can provide immediate feedback, offer a sense of progress, and introduce elements of fun, all of which can heighten students' motivation and engagement in subjects like social studies.

Collaboration

Table 2.4 presents the level of engagement of the respondents in social studies in terms of collaboration.

Table 5. Collaboration

| Indicators | Mean | SD | Interpretation |
|--|------|------|----------------|
| As a student... | | | |
| 1. I enjoy collaborating with my classmates during social studies activities. | 3.43 | 0.62 | Strongly Agree |
| 2. I encourage teamwork in our social studies class. | 3.41 | 0.61 | Strongly Agree |
| 3. I feel that working together on games helps us understand topics better. | 3.31 | 0.69 | Strongly Agree |
| 4. I appreciate the opportunity to share ideas with others during group games. | 3.27 | 0.72 | Strongly Agree |
| 5. I am convinced that collaboration improves our learning outcomes in social studies. | 3.28 | 0.68 | Strongly Agree |
| 6. I feel comfortable discussing my ideas with my team during games. | 3.26 | 0.70 | Strongly Agree |
| 7. I am convinced that group games foster a sense of community in the classroom. | 3.27 | 0.66 | Strongly Agree |
| 8. I am excited about working with others during social studies lesson. | 3.27 | 0.69 | Strongly Agree |
| 9. I improve collaboration among students in social studies. | 3.23 | 0.64 | Agree |
| 10. I rely on my classmates for support during collaborative activities. | 3.20 | 0.81 | Agree |
| Overall | 3.29 | 0.68 | Strongly Agree |

Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level);3.26-4.00-(Strongly Agree/Very High Level)

Data showed that the respondents' total level of students' engagement in terms of collaboration was 3.29, which is evaluated as "Very High Level". Indicating that students value collaboration during game-based learning activities in social studies. They agree that working together on games enhances their understanding of topics, promotes teamwork, and fosters a sense of community in the classroom. This suggests that games can be a powerful tool for fostering positive social interactions and collaborative learning.

According to Wang et.al (2022) the collaborative model encourages students to engage actively with their peers and share diverse perspectives, thus increasing their investment in the learning process and contributing to a more enriching classroom environment. This aligns with findings that underscore the benefits of collaborative learning, which include higher levels of motivation and a more profound commitment to learning objectives within the social studies curriculum.

The findings in Wang et al. (2022) align closely with the principles of Game-Based Learning (GBL), particularly when considering how GBL often incorporates collaborative elements. Many game-based learning tools are designed to encourage teamwork, communication, and problem-solving among students, much like the collaborative model described in the citation. For instance, multiplayer games, group challenges, and team-based tasks within a GBL framework promote active collaboration, where students work together to accomplish shared goals. This collaborative interaction can mirror the dynamics mentioned by Wang et al. (2022), fostering a more enriching classroom environment.

Moreover, just as collaboration leads to higher motivation and commitment to learning in the classroom, GBL's interactive nature can further enhance these effects. By incorporating game mechanics like rewards for team achievements, progress tracking, and competitive elements, GBL strengthens students' engagement and investment in learning, especially in subjects like social studies. This combination of collaboration and game-based engagement encourages students to persist through challenges and deepens their commitment to learning objectives.

Part III. Test of Correlation Between Game-Based Tools used by the Teachers as to the Student's Level of Engagement

Table 6

| Variables | Pearson r | | Remarks | Decision |
|-------------------------------------|----------------|----------------|-----------------|--------------|
| Game- Based vs. Class Participation | r value | p-value | Not Significant | Accept H_0 |
| | -0.79 | 0.20 | | |
| Game-Based vs. Interactivity | -0.15 | 0.81 | Not Significant | Accept H_0 |
| Game-Based vs. Motivation | -0.13 | 0.83 | Not Significant | Accept H_0 |
| Game-Based vs. Collaboration | -0.20 | 0.76 | Not Significant | Accept H_0 |

Legend: ** Correlation is significant at 0.05 level (two-tailed)

Data showed that there is no significant relationship between the game-based tools used by teachers and the students' level of engagement in social studies, particularly in terms of class participation, interactivity, motivation and collaboration. The Pearson correlation coefficients (r values) are all relatively low and the p -values are all greater than 0.05, indicating a lack of statistical significance. This finding suggests that the specific game-based tools used may not be as important as the overall implementation of game-based learning strategies in fostering student engagement.

Students' engagement in game-based learning (GBL) can be significantly influenced by how clearly the goals and expected outcomes are communicated. According to Wong et al. (2020), when students do not fully understand the purpose or objectives of a game, they are less likely to invest the effort required to engage meaningfully. This is particularly true for students with lower intrinsic motivation, who may struggle to participate actively, even in interactive and game-rich environments. This lack of clarity can lead to disparities in engagement levels, ultimately affecting classroom participation and interaction. Similarly, Aala et al. (2023) emphasize that the design of the game itself is a critical factor in fostering engagement. Games that lack engaging elements or are misaligned with educational objectives may fail to captivate students' attention, rendering them uninspiring or irrelevant. Poorly integrated games not only diminish motivation but also fail to contribute meaningfully to learning outcomes. Moreover, research by Garris et al. (2015) highlights that the successful implementation of GBL relies more on strategic integration into the curriculum than on the use of specific tools for entertainment purposes. The focus should be on leveraging games to achieve specific learning goals rather than simply incorporating them as a novelty. Supporting this view, Han et al. (2024) found that external distractions, such as home environments, also play a role in hindering students' ability to fully engage in GBL activities, demonstrating that non-academic factors must also be considered.

Further studies reveal mixed results regarding the effectiveness of GBL tools in fostering classroom engagement. For instance, Wong and Lo (2021) found that while certain games could spark short-term interest, they often failed to sustain long-term engagement due to a lack of alignment with students' academic needs. Similarly, Martin and Taylor (2020) concluded that GBL strategies might not effectively engage students who lack the foundational skills or intrinsic motivation to participate actively. These findings suggest that GBL, while promising, is not a one-size-fits-all solution and must be thoughtfully implemented to address individual and contextual differences. To ensure the relevance and impact of GBL, educators must prioritize well-designed games that align with educational objectives, provide clear goals, and minimize external distractions. By addressing these factors, GBL can transition from being a mere entertainment tool to an effective strategy for fostering deeper learning and meaningful engagement in diverse classroom settings.

In conclusion, student engagement, particularly in the areas of class participation, interactivity, motivation, and collaboration, is shaped by multiple factors that can either enhance or hinder meaningful involvement. Challenges such as home distractions, unclear learning objectives, and poorly designed games that fail to align with educational goals can significantly reduce the effectiveness of engagement strategies. To address these issues, it is crucial to establish clear and achievable objectives that provide students with a clear understanding of the intended learning outcomes. Additionally, minimizing external distractions and creating a conducive learning environment can help students focus and participate more actively. Ensuring that game designs are not only engaging but also purposefully aligned with educational content is essential for fostering meaningful interactions and maximizing the impact of game-based learning strategies. By addressing these factors, educators can create a more dynamic and effective learning experience that promotes sustained student engagement.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a comprehensive overview of the research study's findings, drawing conclusions based on the data analysis and offering recommendations for future practice and research.

Summary

This study focused on the game-based learning tools and students' engagement level in social studies. It involved the participation of 266 students of HUMSS students from Tanauan Institute, Inc.

The most frequently used game-based learning tool was Puzzles, followed by 4 Pics 1 word, and Word Bingo. Other tools, such as Charades, Quizziz, Pictionary, Jeopardy, Historical Timeline Race, Debate Battles, and Matching Pairs, are used less frequently. These tools collectively demonstrate potential in fostering critical thinking, enhancing problem-solving skills, and promoting a deeper understanding of content in Social Studies.

While no significant relationship was found between specific game-based tools and engagement levels, the study suggests that the overall implementation of game-based learning strategies is more important than the specific tools used. According to Gee (2017) the key to successful game-based learning lies in the principles embedded in games—such as problem-solving, collaboration, and exploration—rather than the specific tools or games used. He emphasizes that the overall approach to integrating games in education is more important than the choice of individual tools, as it enhances engagement and deepens learning.

The study was a descriptive research design, and the game-based learning tools and student engagement in social studies were the main instruments for gathering the data.

Mean and Pearson Correlation Coefficient was used in the statistical analysis of data.

Summary of Findings

The salient findings of the study are summarized as follows:

1. Out of 266 respondents, the frequently used Game-Based Learning Tool is Puzzles followed by 4 Pics 1 word, and Word Bingo. Other tools, such as Charades, Quizziz, Pictionary, Jeopardy, Historical Timeline Race, Debate Battles, and Matching Pairs, are used less frequently.
2. The data gathered as student-respondents perceived that the utilization of Game-Based Learning Tools in Social Studies in terms of class participation, interactivity, motivation and collaboration remarks non-significantly.
3. There is no significant relationship between Game-Based Learning Tools to the student's level of engagement in social studies.
4. Based on the findings of the study, the use puzzles can effectively promote a high level of student engagement in teaching Social Studies.

Conclusions

The findings gathered in the study led to the formulation of conclusion that the hypothesis being tested states that there is no significant relationship between game-based learning tools and student engagement in social studies particularly in terms of class participation, interactivity, motivation and collaboration. Therefore, the hypothesis posited in the study is sustained.

Recommendations

In light of the findings and conclusion of the study, the following recommendations are offered:

1. Even if the immediate results from using game-based learning tools may not show significant engagement, students should actively participate and reflect on their experiences. This includes critically analyzing in-game decisions and drawing connections to real-world social studies concepts.
2. Teachers may facilitate reflective discussions where students can share insights from their gameplay, explore what they learned, and compare it with other classroom activities. Encouraging critical reflection helps students solidify their understanding of social studies concepts.
3. Administrators should continue to assess student engagement through regular feedback from teachers and students can help identify ways to enhance the integration of games into the curriculum.
4. Future researcher could explore the relationship between students' motivations, learning preferences, and engagement with game-based learning tools. Understanding which types of games or features (e.g., problem-solving, competition, storytelling) resonate most with students could help create more engaging experiences.
5. Integrating puzzle-based learning into a cross-curricular program that blends subjects like social studies, science, art, mathematics, and language arts offers many benefits for both classroom instruction and teacher training. It encourages students to connect concepts across disciplines, fostering critical thinking and problem-solving. Teachers must be trained to design interdisciplinary lessons that promote higher-order thinking and engage students with hands-on activities, making abstract concepts more tangible. Collaborative puzzle-solving also enhances teamwork, communication, and motivation. Teachers need support in facilitating group work and using puzzles as both learning tools and assessments. Additionally, puzzles can be adapted for different skill levels, making them accessible to all students. Overall, teacher training is essential for effectively incorporating puzzle-based learning to support deeper engagement, critical thinking, and interdisciplinary understanding.

Recommendation

This research is entitled Exploring the Influence of Game-Based Learning Tools to the Students' Level of Engagement in Social Studies of Humanities and Social Sciences students at Tanauan Institute Inc. which was prepared and submitted by the researchers who are Kaycee N. Araja, Roshelle D. Canta and Abel Pantas as part of the requirements for the Bachelor of Secondary Education Major in Social Studies, is recommended to be accepted for approval by the board

Nelia P. Mananguit, Ed. D

Dean of Studies

Atty. Anna Consuelo V. Collantes

Chief Operating Officer

Critic Evaluator

Approval Sheet

This research paper entitled “Exploring the Influence of Game-Based Learning Tools to the Students' Level of Engagement in Social Studies of Humanities and Social Sciences students at Tanauan Institute Inc.”, prepared and

Submitted by Kaycee N. Araja, Roshelle d. Canta and Abel A. Pantas , in partial fulfillment of the requirements for the degree

Bachelor of Secondary Education is hereby recommended for approval and acceptance.

Bel Patrice Tisuela

Adviser

Approved in partial fulfillment of the requirements for the degree **Bachelor of Secondary Education** by the Oral Examination Committee with a grade of ____%

PANEL OF EXAMINERS

Nelia Mananguit

Chairman

Ms. Madelle Masongsong

Mr. Isidro Enriquez

Member

Member

Member

Member

Date of Oral Examination: December, 2024

Accepted in partial fulfillment of the requirements for the degree **Bachelor of Secondary Education Major in Social Studies**.

Nelia Mananguit

Dean, College of Teacher Education

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Dedication

The researchers dedicate this hard work to our **Almighty God**, in awe of Your endless blessings, unwavering strength, and guiding light, we humbly offer their gratitude. Your grace has empowered us to achieve milestones beyond our imagination.

With hearts full of thankfulness, we dedicate our accomplishments to Your divine guidance. They would also like to affectionately dedicated this study to their **parents, brothers, sisters, mentors, and acquaintances** for their prayers, support and encouragement.

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APPENDICES

Appendix A

Letter of Request to the Validator Of Research Instrument

November 7, 2024

Ms. Madelle Masongsong

Teacher, LPT

Tanauan Institute Inc.

Greetings of Peace!

We are students in Tanauan Institute Inc. taking up Bachelor in Secondary Education Major in Social Studies conducting a study entitled **“Exploring the Influence of Game-Based Learning Tools to the Students’ Level of Engagement in Social Studies of Humanities and Social Sciences students at Tanauan Institute Inc.”** as part of our requirements in Research in Social Studies.

As our validator, we would like to ask your approval for the research instrument to be used in measuring the variables needed in the study. Attached herewith is the copy of the questionnaire to be administered for the said research. Your comments and suggestions will be highly appreciated and will be of great help to this undertaking.

I am hoping for your favorable response and wholehearted consideration on this matter.

Thank you very much and God Bless!

Sincerely yours,

Araja, Kaycee N.

Canta, Roshelle D.

Pantas, Abel A.

Researchers

Noted:

BEL PATRICE T. TISUELA

Research Adviser

Approved:

Ms. Madelle Masongsong

Teacher, T.I

November 7, 2024

Ms. Nicca Angela Piamonte Teacher, LPT

Tanauan Institute Inc.

Dear Ma'am:

Greetings of Peace!

We are students in Tanauan Institute taking up Bachelor in Secondary Education Major in Social Studies conducting a study entitled **“Exploring the Influence of Game-Based Learning Tools to the Students’ Level of Engagement in Social Studies of Humanities and Social Sciences students at Tanauan Institute, Inc.”** as part of our requirements in Research in Social Studies.

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Araja, Kaycee N.

Canta, Roshelle D.

Pantas, Abel A.

Researchers

Noted:

BEL PATRICE T. TISUELA

Research Adviser

Approved:

Ms. Nicca Angela Piamonte

Teacher, T.I

November 7, 2024

Mr. Mark Andrew C. Rimas, MBA

College Faculty Tanauan Institute Inc.

Dear Sir:

Greetings of Peace!

We are students in Tanauan Institute Inc. taking up Bachelor in Secondary Education Major in Social Studies conducting a study entitled “**Exploring the Influence of Game-Based Learning**

Tools to the Students’ Level of Engagement in Social Studies of Humanities and Social Sciences students at Tanauan Institute Inc.” as part of our requirements in Research in Social Studies.

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Thank you very much and God Bless!

Sincerely yours,

Araja, Kaycee N.

Canta, Roshelle D.

Pantas, Abel A.

Researchers

Noted:

BEL PATRICE T. TISUELA

Research Adviser

Approved:

Mr. Mark Andrew C. Rimas, MBA

College Faculty

September 26, 2024

Ms. Madelle Masongsong Teacher, LPT

Tanauan Institute Inc.

Dear Ma'am:

Greetings of Peace!

We are students in Tanauan Institute Inc. taking up Bachelor in Secondary Education Major in

Social Studies conducting a study entitled **“Exploring the Influence of Game-Based Learning**

Tools to the Students’ Level of Engagement in Social Studies of Humanities and Social Sciences students at Tanauan Institute Inc.” as part of our requirements in Research in Social Studies.

As our validator, we would like to ask your approval for the statement of the problem to be used in the study. Attached herewith is the copy of the statement of the problem for the said research. Your comments and suggestions will be highly appreciated and will be of great help to this undertaking.

I am hoping for your favorable response and wholehearted consideration on this matter. Thank you very much and God Bless!

Sincerely yours,

Kaycee Araja

Roshelle Canta

Abel Pantas

Researchers

Noted:

Ms. Bel Patrice Tisuela

Research Adviser

Approved:

Ms. Madelle Masongsong

Teacher, T.I

September 19, 2024

Ms. Nicca Angela Piamonte Teacher, LPT

Tanauan Institute Inc.

Dear Ma'am:

Greetings of Peace!

We are students in Tanauan Institute Inc. taking up Bachelor in Secondary Education Major in

Social Studies conducting a study entitled **“Exploring the Influence of Game-Based Learning**

Tools to the Students’ Level of Engagement in Social Studies of Humanities and Social Sciences students at Tanauan Institute Inc.” as part of our requirements in Research in Social Studies.

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I am hoping for your favorable response and wholehearted consideration on this matter. Thank you very much and God Bless!

Sincerely yours,

Kaycee Araja

Roshelle Canta

Abel Pantas

Researchers

Noted:

Ms. Bel Patrice Tisuela

Research Adviser

Approved:

Ms. Nicca Angela Piamonte

Teacher, LPT

September 18, 2024

Mr. Mark Andrew C. Rimas, MBA

College Faculty Tanauan Institute Inc.

Dear Sir:

Greetings of Peace!

We are students in Tanauan Institute Inc. taking up Bachelor in Secondary Education Major in

Social Studies conducting a study entitled **“Exploring the Influence of Game-Based Learning**

Tools to the Students’ Level of Engagement in Social Studies of Humanities and Social Sciences students at Tanauan Institute Inc.” as part of our requirements in Research in Social Studies.

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Sincerely yours,

Kaycee Araja

Roshelle Canta

Abel Pantas

Researchers

Noted:

Ms. Bel Patrice Tisuela

Research Adviser

Approved:

Mr. Mark Andrew C. Rimas, MBA

College Faculty

APPENDIX B

LETTER TO THE PRINCIPAL

November 28, 2024

ISIDRO D. ENRIQUEZ

K-12 Principal

K-12 Department

Tanauan Institute Inc. Division of Tanauan City

Dear Sir:

Greetings of Peace!

We are students in Tanauan Institute taking up Bachelor of Secondary Education Major in Social

Studies students conducting a study entitled **“Exploring the Influence of Game-Based Learning Tools to the Students’ Level of Engagement in Social Studies of Humanities and Social Sciences students at Tanauan Institute Inc.”** as part of our requirements in Research in Social Studies.

In view of this, may we humbly seek your permission to allow us to administer a survey questionnaire among the Grade 11 and Grade 12 Humanities and Social Sciences students. A copy of the questionnaire that each of the respondent will answer is attached for your reference and review. Rest assured that all the information to be gathered will be treated with utmost confidentiality and will be used for academic purposes only.

We fervently look forward for your positive response. Thank you very much and God Bless!

Very respectfully yours,

Araja, Kaycee N.

Canta, Roshelle D. Pantas, Abel A.

Researcher

Noted:

BEL PATRICE T. TISUELA

Researcher Adviser

Approved:

ISIDRO D. ENRIQUEZ

School Principal

Senior High School Department Tanauan Institute, Inc.

APPENDIX C

Letter of Request to the Student-Respondent

Consent form for Respondents

November 28, 2024

Dear Respondent:

We are Bachelor of Secondary Education Major in Social Studies, we are currently working in our study entitled **“Exploring the Influence of Game-Based Learning Tools to the Students’ Level of Engagement in Social Studies of Humanities and Social Sciences students at Tanauan Institute Inc.”**

In this regard, may we be allowed to conduct a survey at your section to validate the data for the research. The purpose of this study is to determine the role of the Inquiry-based learning in developing the digital literacy skills of Senior high school students, specifically the Humanities and Social Sciences students.

We humbly requesting for your precious time and valuable cooperation by answering the questionnaire. Rest assured that your responses will be treated with utmost confidentiality.

Thank you very much for your overwhelming assistance and cooperation. God Bless!

Very truly yours,

Araja, Kaycee N.

Canta, Roshelle D. Pantas, Abel A.

Researcher

Noted:

BEL PATRICE T. TISUELA

Researcher Adviser

I have read and understand the information describing the aims and consent of the instrument. I agree to take part in this research undertaking and will give my utmost cooperation to realize its objectives

I have read and understand the information describing the aims and consent of the instrument. I agree to take part in this research undertaking and will give my utmost cooperation to realize its objectives

Signature over Printed Name

APPENDIX D

Research Instrument

Name (Optional): _____

I. Game-Based Learning Tools In Social Studies Teaching

Directions: This part of the questionnaire aims to identify the Game-based learning strategies used by Social Studies teachers. Please put a check marl on the game-based strategies you participated during Social Studies class.

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> Charades | <input type="checkbox"/> 4 Pics 1 Word |
| <input type="checkbox"/> Word Bingo | <input type="checkbox"/> Historical Timeline Race |
| <input type="checkbox"/> Quizziz | <input type="checkbox"/> Debate Battles |
| <input type="checkbox"/> Puzzles | <input type="checkbox"/> Matching Pairs |
| <input type="checkbox"/> Pictionary | <input type="checkbox"/> Others |
| <input type="checkbox"/> Jeopardy | |

Student Engagement

Directions: This portion is designed to determine your classroom engagement when game-based learning strategies are applied. Check the option that corresponds to your answer on each item.

| Numerical Value | Interpretation |
|-----------------|----------------|
| Strongly Agree | 4 |
| Agree | 3 |

| | |
|-------------------|---|
| Disagree | 2 |
| Strongly Disagree | 1 |

| CLASS PARTICIPATION: It is the active involvement of students in classroom activities, discussions, and group work that enhances learning and fosters a dynamic environment. | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| As a student... | | | | |
| 1. I actively participate in discussion when game-based activities are integrated. | | | | |
| 2. I am more engaged in the learning process when my teacher prepares fun learning activities. | | | | |
| 3. I feel comfortable speaking up during gamebased activities in social studies. | | | | |
| 4. I actively participate in class when games are part of the lesson. | | | | |
| 5. I feel valued during game-based activities in social studies. | | | | |
| 6. I ask questions when I'm engage in gamebased learning. | | | | |
| 7. I participate more in social studies when lessons include games. | | | | |
| 8. I volunteer to answer questions when we play games in class. | | | | |
| 9. I share relevant experiences related to the topic being discussed. | | | | |
| 10. I ask questions when I don't understand the material. | | | | |

| INTERACTIVITY: The degree to which students engage with learning materials, instructors, and peers through active participation and hands-on activities. | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| As a student... | | | | |
| 1. I enjoy collaborating with classmates during game-based learning activities in social studies. | | | | |
| 2. I am engaged in class when teacher used game-based strategies. | | | | |
| 3. I feel that interactive games help me understand concepts better. | | | | |

| | | | | |
|---|--|--|--|--|
| 4. I enjoy the back-and-forth interactions that games promote in class. | | | | |
| 5. I am encouraged to ask questions and seek clarifications while participating in games. | | | | |
| 6. I notice that cooperating with my classmates in games enhance my engagement in social studies. | | | | |
| 7. I am actively involved in the learning activities like role-playing during my classes. | | | | |
| 8. I engage in interactive activities during social studies like recitation. | | | | |
| 9. I participate in interactive activities like debates. | | | | |
| 10. I am more inspired to participate in social studies during group projects with my classmates. | | | | |

| | | | | |
|--|----------|----------|----------|----------|
| MOTIVATION: The internal drive that influences a student's willingness to engage in learning, shaped by interest, relevance, and enjoyment of the material. | 4 | 3 | 2 | 1 |
| As a student... | | | | |
| 1. I feel more motivated to learn social studies when we use games. | | | | |
| 2. I enhance my interest in social studies through game-based learning strategies. | | | | |
| 3. I enjoy the challenges that games present in learning. | | | | |
| 4. I believe that playing games increases my desire to succeed in social studies. | | | | |
| 5. I feel excited to come in class when I know that there will be interactive games. | | | | |
| 6. I am more willing to study for social studies tests when games are involved. | | | | |
| 7. I feel energized during social studies when engage in game-based activities. | | | | |
| 8. I recognize myself wanting to learn more about social studies after playing games. | | | | |
| 9. I am convinced that motivation in social studies is higher when games are used. | | | | |
| 10. I boost my motivation to learn by engaging with interactive games. | | | | |

| COLLABORATION: Working together with others towards a common goal, enhancing learning through shared ideas, teamwork, and effective communication. | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|
| As a student... | | | | |
| 1. I enjoy collaborating with my classmates during social studies activities. | | | | |
| 2. I encourage teamwork in our social studies class. | | | | |
| 3. I feel that working together on games helps us understand topics better. | | | | |
| 4. I appreciate the opportunity to share ideas with others during group games. | | | | |
| 5. I am convinced that collaboration improves our learning outcomes in social studies. | | | | |
| 6. I feel comfortable discussing my ideas with my team during games. | | | | |
| 7. I am convinced that group games foster a sense of community in the classroom. | | | | |
| 8. I am excited about working with others during social studies lesson. | | | | |
| 9. I improve collaboration among students in social studies | | | | |
| 10. I rely on my classmates for support during collaborative activities. | | | | |



CURRICULUM VITAE

Kaycee N. Araja

Bugaan East Laurel, Batangas

Contact No. 09125231007

Kayceearaja07@gmail.com

| | |
|--|--|
| EDUCATIONAL ATTAINMENT | |
| PRIMARY LEVEL Bugaan West Elementary School 2010-2016 Bugaan East Laurel, Batangas | SECONDARY LEVEL Wenceslao Trinidad Memorial National High School 2016-2020 Caray St. Poblacion Laurel, Batangas |
| SENIOR HIGH SCHOOL Placido T. Amo Senior High School 2020-2022 Bugaan East, Laurel, Batangas | |
| PERSONAL DATA | |
| Age : 20 Sex : Female Birth Date : December 7, 2004 Birth Place : Laurel, Batangas Citizen : Filipino | Religion : Christian Civil Status : Single Height : 4'11 Weight : 41 |
| CHARACTER REFERENCE | |

Ronalyn N. Araja

09701302120

Bugaan East Laurel, Batangas

I hereby certify that the above of all information is true and correct to the best of my knowledge and belief. And any false statements or misinterpretations shall be grounded for the denial of this application.



KAYCEE N. ARAJA

Signature Over Printed Name

Roshelle D. Canta

San Gabriel Laurel, Batangas

Contact No. 09637115557

cantaroshelle06@gmail.com

| | | | |
|--|---------------------------|--|-----------------------------|
| EDUCATIONAL ATTAINMENT | | | |
| PRIMARY LEVEL San Gabriel Elementary School 2009-2015 San Gabriel Laurel, Batangas | | SECONDARY LEVEL Wenceslao Trinidad Memorial National High School 2015-2019 E.Caray St. Poblacion Laurel, Batangas | |
| SENIOR HIGH SCHOOL Placido T. Amo Senior High School 2020-2022 Bugaan East, Laurel, Batangas | | | |
| PERSONAL DATA | | | |
| Age | : 21 | Religion | : Roman Catholic |
| Sex | : Female | Civil Status | : Single : 4'11 : 40 |
| Birth Date | : February 11,2003 | Height | |

| | | |
|---------------------------------------|---------------|--|
| Birth Place : Laurel, Batangas | Weight | |
| Citizen : Filipino | | |
| CHARACTER REFERENCE | | |

Horonata Canta

09853843369

San Gabriel Laurel, Batangas

I hereby certify that the above of all information is true and correct to the best of my knowledge and belief. And any false statements or misinterpretations shall be grounded for the denial of this application.

ROSHELLE D. CANTA

Signature Over Printed Name



Abel A. Pantas

Barangay Maugat Tanauan City, Batangas

Contact No. 09813139790

abelaala185@gmail.com

| | |
|--|---|
| EDUCATIONAL ATTAINMENT | |
| PRIMARY LEVEL Maugat Elementary School 2010-2016 Barangay Maugat Tanauan City, Batangas | SECONDARY LEVEL Tanauan School of Fisheries 2016-2020 Barangay Ambulong Tanauan City, |
| SENIOR HIGH SCHOOL Talisay Senior High School | |

| | | |
|---------------------------|----------|--|
| 2020-2022 | Batangas | |
| Tumaway Talisay, Batangas | | |
| PERSONAL DATA | | |

| | |
|--|---|
| Age : 21 | Religion : Roman Catholic |
| Sex : Male | Civil Status : Single : 5'7 : 68 |
| Birth Date : October 20, 2003 | Height |
| Birth Place :Tanauan City, Batangas | Weight |
| Citizen : Filipino | |
| CHARACTER REFERENCE | |

Coney Pantas

09857733590

Barangay Maugat Tanauan City, Batangas

I hereby certify that the above of all information is true and correct to the best of my knowledge and belief. And any false statements or misinterpretations shall be grounded for the denial of this application.

ABELA. PANTAS

Signature Over Printed Name