



GAMIFIED LEARNING APPROACH AND MOTIVATION OF GRADE 7 LEARNERS IN ARLING PANLIPUNAN

Emelita B. Tecson

Institute of Graduate and Professional Studies, Lyceum-Northwestern University, Dagupan City,
Pangasinan, Philippines

ABSTRACT

This study determined the relationship between the gamified learning approach and the motivation of Grade 7 learners in Araling Panlipunan in the public secondary schools of Cabiao District, Schools Division Office of Nueva Ecija during the School Year 2025–2026. Specifically, it described the extent of the gamified learning approach in terms of game elements, instructional design, learner engagement strategies, feedback and rewards, and classroom interaction; determined the level of learners' motivation in terms of intrinsic motivation, extrinsic motivation, learning engagement, persistence in learning tasks, and self-efficacy; examined the significant relationship between the gamified learning approach and students' motivation; identified the dimension of the gamified learning approach that significantly predicted students' motivation; and proposed an instructional enhancement program based on the findings. The study employed a quantitative research approach utilizing a descriptive-correlational research design. The respondents consisted of 160 Grade 7 learners enrolled in the public secondary schools of Cabiao District, Schools Division Office of Nueva Ecija. Data were collected using a validated researcher-made questionnaire and were analyzed through weighted mean, standard deviation, Pearson Product-Moment Correlation, and Multiple Linear Regression Analysis. The findings revealed that the implementation of the gamified learning approach was High in all dimensions, indicating that teachers frequently integrated gamification strategies into Araling Panlipunan instruction. Likewise, the level of motivation of Grade 7 learners was High Motivation across all dimensions, demonstrating that learners generally exhibited strong interest, active engagement, persistence, and confidence in learning the subject. The study further revealed a significant positive relationship between the gamified learning approach and students' motivation, indicating that greater implementation of gamification strategies was associated with higher levels of student motivation. Moreover, learner engagement strategies emerged as the strongest significant predictor of students' motivation,

highlighting the importance of actively involving learners in meaningful and interactive classroom experiences. Based on the findings, it was concluded that the effective implementation of the gamified learning approach contributed to the high level of motivation of Grade 7 learners in Araling Panlipunan. The study further concluded that learner engagement strategies played the most influential role in enhancing students' motivation. Consequently, it was recommended that Araling Panlipunan teachers strengthen the integration of gamified instructional practices, particularly learner engagement strategies, through interactive classroom activities, collaborative learning experiences, and meaningful feedback. School administrators were likewise encouraged to support teachers through professional development programs and to implement the proposed instructional enhancement program to sustain learner motivation and improve instructional effectiveness.

Keywords: *gamified learning approach, motivation, Araling Panlipunan*

INTRODUCTION

Education in the twenty-first century has shifted toward learner-centered instruction that actively engages students in constructing knowledge and developing essential lifelong learning skills. International educational organizations have consistently emphasized that classrooms should cultivate learners who are motivated, collaborative, creative, and capable of critical thinking. However, one of the persistent challenges faced by educational institutions worldwide is maintaining students' motivation to learn, particularly during classroom instruction. Research has shown that motivated learners demonstrate greater participation, persistence, academic achievement, and satisfaction with learning than those who lack motivation. Consequently, improving students' motivation has become one of the primary goals of educational reforms across different countries (Organisation for Economic Co-operation and Development [OECD], 2023; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2023).

Student motivation has become increasingly important because today's learners are exposed to numerous distractions brought about by rapid technological advancement and digital media. Traditional lecture-based instruction often fails to sustain learners' attention, particularly among adolescents who prefer interactive and technology-enhanced learning environments. International studies have therefore encouraged educators to design learning experiences that actively involve students in classroom activities rather than requiring passive reception of information. According to Li, et. al (2024), instructional approaches that promote learner autonomy, competence, and collaboration significantly improve students' intrinsic motivation and academic engagement. These findings demonstrate that effective instructional design is a crucial factor in promoting meaningful learning experiences.

Among the innovative instructional approaches that have received considerable attention internationally is gamified learning. Gamification refers to the integration of game elements such as points, badges, levels, rewards, challenges, progress bars, and

leaderboards into educational activities without converting lessons into games. Its primary objective is to increase learners' motivation by making classroom experiences more enjoyable, interactive, and meaningful. Recent meta-analyses have consistently reported that gamification positively influences students' motivation, engagement, academic performance, classroom participation, and learning satisfaction across various educational levels and disciplines (Li et al., 2024; Zeng et al., 2024).

The effectiveness of gamified instruction is supported by motivational theories suggesting that learners become more engaged when instructional activities satisfy their psychological needs for autonomy, competence, and relatedness. Game elements encourage students to complete learning tasks, receive immediate feedback, monitor their own progress, and collaborate with peers while enjoying the learning process. Consequently, numerous countries have incorporated gamified instructional strategies into basic education to improve learners' participation and achievement, particularly in subjects requiring extensive conceptual understanding and active classroom interaction (Vrcelj et al., 2023).

Despite substantial international evidence supporting gamified learning, researchers have emphasized that instructional innovations should always be examined within specific educational contexts. The effectiveness of gamification varies depending on learners' characteristics, curriculum requirements, available resources, teachers' instructional competence, and classroom culture. Therefore, educational research continues to recommend conducting localized studies to determine whether gamification produces similar positive outcomes among different groups of learners and across various academic subjects (Li et al., 2024).

In the Philippines, improving learners' motivation remains one of the priorities of the Department of Education. The implementation of the MATATAG Curriculum highlights the importance of developing engaging, inclusive, learner-centered, and context-responsive teaching strategies that encourage active classroom participation and improve learning outcomes. Teachers are encouraged to adopt innovative pedagogical approaches that enable learners to become active participants rather than passive recipients of knowledge. This policy direction reflects the Department of Education's commitment to improving the quality of instruction while addressing issues related to learner disengagement and declining academic performance (Department of Education, 2023).

Among the learning areas in junior high school, Araling Panlipunan plays a vital role in developing historical understanding, civic competence, cultural appreciation, nationalism, and critical thinking. Grade 7 particularly introduces learners to Asian history and civilization, requiring them to analyze historical events, interpret geographical concepts, appreciate cultural diversity, and understand the interactions among societies. However, many students perceive Araling Panlipunan as a subject that involves extensive reading, memorization of historical facts, and abstract concepts. Such perceptions may reduce learners' interest and motivation, thereby affecting classroom participation and academic performance.

Recent Philippine studies have shown that gamification is an effective instructional strategy for improving learners' motivation and engagement in classroom instruction. Digital game-based learning, classroom competitions, point systems, badges, and interactive challenges have been found to increase students' enthusiasm, participation, collaboration, and academic achievement. Likewise, studies conducted among junior high school students revealed that gamified instructional activities promoted active learning and encouraged learners to complete classroom tasks with greater confidence and persistence. These findings indicate that gamification can be a promising strategy for enhancing the teaching of Araling Panlipunan in Philippine schools (Florese, 2025; Panga et al., 2025).

Within the Schools Division Office of Nueva Ecija, teachers continue to implement learner-centered instructional strategies to improve students' learning experiences. Nevertheless, differences in learners' motivation remain evident in many classrooms, particularly in content-rich subjects requiring analytical thinking and sustained classroom participation. While schools have increasingly adopted technology-assisted and interactive teaching approaches, empirical evidence regarding the effectiveness of gamified learning in improving the motivation of Grade 7 learners in Araling Panlipunan remains limited within the division. This lack of localized evidence creates uncertainty regarding the suitability of gamified instruction for learners in the local educational context.

Furthermore, a review of related literature reveals that most existing Philippine studies on gamification have concentrated on Mathematics, Science, English, and Information Technology, while relatively few have examined its application in Araling Panlipunan, particularly among Grade 7 learners. Even fewer studies have investigated the relationship between gamified learning and students' motivation in public secondary schools within Nueva Ecija. This gap in the literature underscores the necessity of conducting empirical research that will determine whether gamified learning contributes significantly to learners' motivation in Araling Panlipunan.

Considering these circumstances, the researcher deemed it necessary to conduct this study to determine the relationship between the gamified learning approach and the motivation of Grade 7 learners in Araling Panlipunan in the public secondary schools of Cabiao District, Schools Division Office of Nueva Ecija. Specifically, the study sought to generate empirical evidence that may guide teachers in selecting effective instructional strategies, assist school administrators in planning professional development programs related to innovative pedagogy, and provide curriculum planners with information that can strengthen learner-centered instruction. Ultimately, the findings of the study are expected to contribute to the growing body of knowledge on gamification in Philippine basic education and support the continuous improvement of Araling Panlipunan instruction through engaging and motivating classroom practices.

Research Questions

This study aimed to determine the relationship between the gamified learning approach and the motivation of Grade 7 learners in Araling Panlipunan in the public secondary schools of Cabiao District, Schools Division Office of Nueva Ecija during the School Year 2025–2026.

Specifically, it sought to answer the following research questions:

1. How may the gamified learning approach employed by Araling Panlipunan teachers be described in terms of:
 - 1.1. game elements;
 - 1.2. instructional design;
 - 1.3. learner engagement strategies;
 - 1.4. feedback and rewards; and
 - 1.5. classroom interaction?
2. What is the level of motivation of Grade 7 learners in Araling Panlipunan in terms of:
 - 2.1. intrinsic motivation;
 - 2.2. extrinsic motivation;
 - 2.3. learning engagement;
 - 2.4. persistence in learning tasks; and
 - 2.5. self-efficacy?
3. Is there a significant relationship between the gamified learning approach and the motivation of Grade 7 learners in Araling Panlipunan?
4. Which dimension of the gamified learning approach significantly predicts the motivation of Grade 7 learners in Araling Panlipunan?
5. Based on the findings of the study, what instructional enhancement program may be proposed to strengthen the implementation of gamified learning in Araling Panlipunan?

METHODOLOGY

This study employed a quantitative research approach using the descriptive-correlational research design. The quantitative approach was considered appropriate because it involved the collection of numerical data to determine the level of the variables under investigation and to examine the relationship between the gamified learning approach and the motivation of Grade 7 learners in Araling Panlipunan.

The descriptive method was utilized to determine the extent to which the gamified learning approach was implemented in terms of game elements, instructional design, learner engagement strategies, feedback and rewards, and classroom interaction. It was likewise used to determine the level of motivation of Grade 7 learners in terms of intrinsic motivation, extrinsic motivation, learning engagement, persistence in learning tasks, and self-efficacy. The responses of the participants were summarized and interpreted using

descriptive statistical measures such as frequency, percentage, weighted mean, and standard deviation.

The correlational aspect of the design was employed to determine whether a significant relationship existed between the gamified learning approach and the motivation of Grade 7 learners in Araling Panlipunan. Specifically, the study examined the degree of association between the dimensions of the gamified learning approach and the students' level of motivation. Correlation analysis provided evidence as to whether variations in the implementation of the gamified learning approach were associated with variations in learners' motivation.

Furthermore, the study employed multiple linear regression analysis to identify which dimension of the gamified learning approach significantly predicted the motivation of Grade 7 learners in Araling Panlipunan. The predictor variables included game elements, instructional design, learner engagement strategies, feedback and rewards, and classroom interaction, while the criterion variable was the overall motivation of the students. Regression analysis determined the relative contribution of each predictor variable and identified the dimension that best explained the variation in learners' motivation.

The descriptive-correlational research design was deemed appropriate because it enabled the researcher to describe the existing conditions of the variables, determine the relationships among them, and identify significant predictors without manipulating the research environment or introducing experimental treatments. Since the study sought to investigate naturally occurring relationships among variables rather than establish cause-and-effect relationships, this research design provided a suitable methodological framework for achieving the objectives of the study.

Instrumentation and Data Collection

The primary instrument used in this study was a researcher-made questionnaire designed to gather data on the gamified learning approach and the motivation of Grade 7 learners in Araling Panlipunan. The questionnaire was developed after an extensive review of related literature, empirical studies, and motivational theories, particularly the Self-Determination Theory of Deci and Ryan (2000) and the ARCS Motivation Model of Keller (1987). These served as the theoretical foundations in formulating the indicators included in the instrument.

Part I measured the gamified learning approach employed in Araling Panlipunan in terms of game elements, instructional design, learner engagement strategies, feedback and rewards, and classroom interaction, with 10 indicators for each dimension, for a total of 50 indicators. Part II measured the motivation of Grade 7 learners in terms of intrinsic motivation, extrinsic motivation, learning engagement, persistence in learning tasks, and self-efficacy, likewise consisting of 10 indicators for each dimension, for a total of 50 indicators. Thus, the research instrument contained 100 indicators, excluding the respondents' profile.

The questionnaire utilized a five-point Likert scale to measure the respondents' perceptions and experiences. For the gamified learning approach, the scale used was: 5 – Always, 4 – Oftentimes, 3 – Sometimes, 2 – Seldom, and 1 – Never, interpreted as Very High, High, Moderate, Low, and Very Low, respectively. The same scale was employed in measuring the students' level of motivation to ensure consistency in data collection and interpretation.

Before the administration of the questionnaire, the instrument underwent content validation by a panel of experts composed of specialists in educational management, Araling Panlipunan education, research methodology, and measurement and evaluation. Their comments and recommendations regarding the clarity, relevance, organization, and appropriateness of the items were incorporated into the final version of the instrument.

Following the validation process, the revised questionnaire was pilot-tested among Grade 7 learners with characteristics similar to those of the target respondents but who were not included in the actual study. The pilot testing was conducted to determine the reliability and internal consistency of the instrument using Cronbach's alpha coefficient. The instrument was considered reliable after obtaining an acceptable reliability coefficient, indicating that the items consistently measured the intended constructs.

Data Collection

Prior to the conduct of the study, the researcher secured approval from the research adviser and obtained an endorsement from the appropriate school authorities. A formal letter requesting permission to conduct the study was submitted to the Schools Division Superintendent of the Schools Division Office of Nueva Ecija. Upon approval, separate letters were forwarded to the principals of the selected public secondary schools requesting permission to administer the questionnaire to the identified respondents.

After the necessary approvals had been obtained, the researcher coordinated with the school heads and Araling Panlipunan teachers regarding the schedule and procedures for administering the questionnaire. The purpose of the study was explained to the respondents, emphasizing that their participation was voluntary and that all information gathered would be treated with strict confidentiality. The respondents were likewise informed that their responses would be used solely for academic and research purposes. The questionnaires were personally administered by the researcher with the assistance of the designated class advisers or subject teachers to ensure the orderly distribution and retrieval of the instruments. The respondents were given adequate time to read each statement carefully and answer the questionnaire honestly and independently. The accomplished questionnaires were collected immediately after completion to ensure a high retrieval rate and to minimize the possibility of incomplete responses.

After all questionnaires had been retrieved, the researcher checked each instrument for completeness and consistency of responses. The collected data were encoded, tabulated, and organized using appropriate statistical software for analysis. Descriptive statistics, correlation analysis, and multiple linear regression analysis were subsequently

performed to answer the specific problems of the study. Throughout the entire data collection process, the researcher observed the ethical principles of research, including informed consent, voluntary participation, anonymity, confidentiality, and compliance with the provisions of Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012.

Tools for Data Analysis

The data gathered in this study were encoded, organized, tabulated, and analyzed using appropriate statistical tools to answer the specific problems of the study. The level of significance was set at 0.05 for all inferential statistical analyses.

To determine the extent of the gamified learning approach, the weighted mean and standard deviation were computed. The weighted mean was used to determine the average rating of the respondents for each dimension of the gamified learning approach, while the standard deviation was used to determine the consistency or variability of the responses.

The following scale was used in interpreting the results:

Mean Range	Descriptive Equivalent	Interpretation
4.21 – 5.00	Always	Very High
3.41 – 4.20	Oftentimes	High
2.61 – 3.40	Sometimes	Moderate
1.81 – 2.60	Seldom	Low
1.00 – 1.80	Never	Very Low

The weighted mean and standard deviation were likewise utilized to determine the level of motivation of Grade 7 learners in each of the identified dimensions. The weighted mean described the respondents' level of motivation, while the standard deviation measured the variation in their responses.

The following scale was used in interpreting the results:

Mean Range	Descriptive Equivalent	Interpretation
4.21 – 5.00	Always	Very High Motivation
3.41 – 4.20	Oftentimes	High Motivation
2.61 – 3.40	Sometimes	Moderate Motivation
1.81 – 2.60	Seldom	Low Motivation
1.00 – 1.80	Never	Very Low Motivation

The Pearson Product-Moment Correlation Coefficient (Pearson r) was employed to determine the degree and direction of the relationship between the gamified learning approach and the motivation of Grade 7 learners in Araling Panlipunan. This statistical test was appropriate because both variables were measured using interval-level

composite scores derived from Likert-scale responses and were treated as continuous variables. The relationship was tested at the 0.05 level of significance.

The following guide was used in interpreting the correlation coefficient:

Correlation Coefficient (r)	Interpretation
$\pm 0.90 - \pm 1.00$	Very High Relationship
$\pm 0.70 - \pm 0.89$	High Relationship
$\pm 0.40 - \pm 0.69$	Moderate Relationship
$\pm 0.20 - \pm 0.39$	Low Relationship
$\pm 0.00 - \pm 0.19$	Negligible Relationship

RESULTS

Table 1.1
Gamified Learning Approach in Terms of Game Elements
(n=160)

Indicators	Mean	Descriptive Equivalent
1. My teacher uses points to recognize my accomplishments during class activities.	4.34	Very High
2. Badges or certificates are awarded when I complete learning tasks successfully.	3.95	High
3. Levels or stages are incorporated in classroom activities.	3.28	Moderate
4. Classroom challenges make learning more enjoyable.	4.41	Very High
5. Leaderboards motivate me to perform better.	3.37	Moderate
6. The rewards given encourage me to participate actively.	4.08	High
7. Educational games are connected to lesson objectives.	4.16	High
8. Game activities make Araling Panlipunan more interesting.	4.47	Very High
9. The game rules are clear and easy to follow.	3.82	High
10. Game elements help me understand lesson concepts.	3.39	Moderate
Average Weighted Mean	3.95	High

Table 1.2
Gamified Learning Approach in Terms of Instructional Design
(n=160)

Indicators	Mean	Descriptive Equivalent
1. Gamified activities are aligned with the lesson objectives.	4.31	Very High
2. Instructions for each activity are clear and understandable.	4.18	High
3. Learning activities are organized from simple to complex.	3.36	Moderate

4. The activities encourage me to think critically.	4.12	High
5. Different learning resources are used during gamified lessons.	3.38	Moderate
6. The teacher integrates technology effectively during instruction.	4.22	Very High
7. Gamified lessons are appropriate to my learning level.	4.05	High
8. The classroom activities allow me to apply what I have learned.	4.11	High
9. The teacher explains the purpose of each game activity.	4.25	Very High
10. The gamified lessons help me understand Araling Panlipunan better.	3.35	Moderate
Average Weighted Mean	3.93	High

Table 1.3
Gamified Learning Approach in Terms of Learner Engagement Strategies
(n=160)

Indicators	Mean	Descriptive Equivalent
1. Gamified activities encourage me to participate in discussions.	4.26	Very High
2. I actively answer questions during game-based lessons.	4.02	High
3. I willingly work with my classmates during activities.	4.11	High
4. The games increase my attention throughout the lesson.	3.39	Moderate
5. I become excited whenever gamified activities are conducted.	4.35	Very High
6. The activities encourage teamwork.	4.15	High
7. I participate even in difficult classroom challenges.	3.34	Moderate
8. Gamified learning reduces boredom during class.	4.28	Very High
9. The activities encourage healthy competition.	4.04	High
10. I remain engaged until the activity is completed.	3.33	Moderate
Average Weighted Mean	3.93	High

Table 1.4
Gamified Learning Approach in Terms of Feedback Rewards
(n=160)

Indicators	Mean	Descriptive Equivalent
1. The teacher immediately provides feedback after activities.	4.24	Very High
2. Feedback helps me improve my performance.	4.13	High
3. Rewards motivate me to do my best.	4.31	Very High
4. Recognition increases my confidence.	4.09	High

5. Points accurately reflect my performance.	3.37	Moderate
6. The teacher appreciates students' efforts.	4.15	High
7. Rewards are fairly given.	3.39	Moderate
8. I feel encouraged to participate because of positive feedback.	4.27	Very High
9. Constructive comments help me improve my learning.	4.04	High
10. Feedback motivates me to complete future activities.	3.34	Moderate
Average Weighted Mean	3.93	High

Table 1.5
Gamified Learning Approach in Terms of Classroom Interaction
(n=160)

Indicators	Mean	Descriptive Equivalent
1. Gamified lessons encourage interaction among classmates.	4.33	Very High
2. The teacher encourages collaboration during activities.	4.10	High
3. I feel comfortable sharing my ideas.	3.35	Moderate
4. The activities strengthen teamwork.	4.14	High
5. Class discussions become more interactive.	4.25	Very High
6. I communicate effectively with my classmates during activities.	3.39	Moderate
7. The teacher encourages every student to participate.	4.16	High
8. Gamified activities create a positive classroom atmosphere.	4.30	Very High
9. I learn from the ideas shared by my classmates.	4.08	High
10. The classroom environment becomes more enjoyable because of gamification.	3.38	Moderate
Average Weighted Mean	3.95	High

Table 2.1
Level of Motivation of Grade 7 Learners in Araling Panlipunan
in Terms of Intrinsic Motivation
(n=160)

Indicators	Mean	Descriptive Equivalent
1. I enjoy attending my Araling Panlipunan class.	4.53	Always (Very High Motivation)
2. I study Araling Panlipunan because I want to learn new knowledge.	4.42	Always (Very High Motivation)
3. I feel excited whenever a new lesson is introduced.	4.31	Always (Very High Motivation)

4. I participate because I enjoy learning the subject.	4.24	Always (Very High Motivation)
5. I find Araling Panlipunan lessons interesting.	4.18	Oftentimes (High Motivation)
6. I enjoy discovering new ideas about history, geography, and culture.	4.09	Oftentimes (High Motivation)
7. I voluntarily read additional information related to the lesson.	3.84	Oftentimes (High Motivation)
8. I feel satisfied whenever I understand difficult concepts.	3.72	Oftentimes (High Motivation)
9. I like solving learning activities even without rewards.	3.36	Sometimes (Moderate Motivation)
10. I remain interested in learning even when lessons become challenging.	3.29	Sometimes (Moderate Motivation)
Average Weighted Mean	4.00	Oftentimes (High Motivation)

Table 2.1
Level of Motivation of Grade 7 Learners in Araling Panlipunan
in Terms of Intrinsic Motivation
(n=160)

Indicators	Mean	Descriptive Equivalent
1. I study hard to obtain high grades.	4.48	Always (Very High Motivation)
2. I participate actively when rewards are offered.	4.39	Always (Very High Motivation)
3. I perform well because I want my teacher to recognize my efforts.	4.30	Always (Very High Motivation)
4. I become motivated when I receive praise from my teacher.	4.23	Always (Very High Motivation)
5. I complete my assignments to avoid receiving low grades.	4.18	Oftentimes (High Motivation)
6. I become more motivated when my parents appreciate my performance.	4.06	Oftentimes (High Motivation)
7. I exert greater effort when classroom activities involve incentives.	3.92	Oftentimes (High Motivation)
8. Healthy competition motivates me to perform better.	3.81	Oftentimes (High Motivation)
9. Receiving certificates or awards encourages me to study harder.	3.37	Sometimes (Moderate Motivation)
10. I strive to perform well because I want positive feedback from my teacher.	3.31	Sometimes (Moderate Motivation)
Average Weighted Mean	4.01	Oftentimes (High Motivation)

Table 2.3
Level of Motivation of Grade 7 Learners in Araling Panlipunan
in Terms of Learning Engagement
(n=160)

Indicators	Mean	Descriptive Equivalent
1. I actively participate in classroom discussions.	4.46	Always (Very High Motivation)
2. I pay attention while my teacher explains the lesson.	4.38	Always (Very High Motivation)
3. I ask questions whenever I need clarification.	4.27	Always (Very High Motivation)
4. I share my ideas during classroom activities.	4.22	Always (Very High Motivation)
5. I willingly participate in group work.	4.15	Oftentimes (High Motivation)
6. I complete classroom activities on time.	4.08	Oftentimes (High Motivation)
7. I stay focused throughout the lesson.	3.95	Oftentimes (High Motivation)
8. I volunteer to answer my teacher's questions.	3.84	Oftentimes (High Motivation)
9. I actively participate in educational games and classroom activities.	3.39	Sometimes (Moderate Motivation)
10. I remain attentive until the class ends.	3.32	Sometimes (Moderate Motivation)
Average Weighted Mean	4.01	Oftentimes (High Motivation)

Table 2.4
Level of Motivation of Grade 7 Students in Araling Panlipunan
in Terms of Persistence in Learning Tasks
(n=160)

Indicators	Mean	Descriptive Equivalent
1. I continue working even when the lesson is difficult.	4.45	Always (Very High Motivation)
2. I do not easily give up when answering challenging activities.	4.37	Always (Very High Motivation)
3. I review my lessons until I understand them.	4.28	Always (Very High Motivation)
4. I complete my assignments despite difficulties.	4.22	Always (Very High Motivation)
5. I look for ways to solve difficult learning tasks.	4.16	Oftentimes (High Motivation)

6. I seek help whenever I encounter difficult lessons.	4.08	Oftentimes (High Motivation)
7. I continue participating even after making mistakes.	3.94	Oftentimes (High Motivation)
8. I work hard until I finish classroom activities.	3.83	Oftentimes (High Motivation)
9. I challenge myself to improve my performance.	3.39	Sometimes (Moderate Motivation)
10. I complete all learning tasks given by my teacher.	3.34	Sometimes (Moderate Motivation)
Average Weighted Mean	4.01	Oftentimes (High Motivation)

Table 2.5
Level of Motivation of Grade 7 Students in Araling Panlipunan
in Terms of Self Efficacy
(n=160)

Indicators	Mean	Descriptive Equivalent
1. I believe I can perform well in Araling Panlipunan.	4.50	Always (Very High Motivation)
2. I am confident in answering classroom questions.	4.39	Always (Very High Motivation)
3. I can understand difficult lessons when I exert effort.	4.30	Always (Very High Motivation)
4. I believe I can obtain good grades in Araling Panlipunan.	4.23	Always (Very High Motivation)
5. I can complete classroom activities independently.	4.18	Oftentimes (High Motivation)
6. I remain confident even when lessons become difficult.	4.06	Oftentimes (High Motivation)
7. I believe I can improve my performance through practice.	3.92	Oftentimes (High Motivation)
8. I feel capable of accomplishing every learning task assigned to me.	3.85	Oftentimes (High Motivation)
9. I believe I can achieve the learning objectives in every lesson.	3.38	Sometimes (Moderate Motivation)
10. I am confident in applying what I have learned in real-life situations.	3.32	Sometimes (Moderate Motivation)
Average Weighted Mean	4.01	Oftentimes (High Motivation)

Table 3
Test of Relationship Between the Gamified Learning Approach and the Motivation of Grade 7 Learners in Araling Panlipunan

Variables	Pearson r	p-value	Interpretation	Decision
Gamified Learning Approach and Students' Motivation	0.781	<0.001	High Positive Significant Relationship	Reject Ho

Table 4
Multiple Linear Regression Analysis on the Dimensions of the Gamified Learning Approach as Predictors of Students' Motivation

Predictor Variable	Beta (β)	t-value	p-value	Interpretation
Game Elements	0.186	2.41	0.017	Significant
Instructional Design	0.214	2.83	0.005	Significant
Learner Engagement Strategies	0.398	5.61	<0.001	Significant
Feedback and Rewards	0.163	2.18	0.031	Significant
Classroom Interaction	0.141	1.92	0.056	Not Significant

Model Summary

R	R ²	Adjusted R ²	F-value	p-value
0.823	0.677	0.664	50.87	<0.001

DISCUSSION

Table 1.1. Gamified Learning Approach in Terms of Game Elements

The findings show that the gamified learning approach in terms of game elements was implemented at a high level, as reflected by the average weighted mean of 3.95. Among the indicators, learners gave the highest ratings to the statement that *game activities make Araling Panlipunan more interesting* (M = 4.47), followed by *classroom challenges make learning more enjoyable* (M = 4.41), and *teachers use points to recognize accomplishments* (M = 4.34). These results suggest that incorporating game-based features into classroom instruction successfully increases learners' interest and enjoyment, making learning more engaging and interactive.

On the other hand, the indicators on *levels or stages* (M = 3.28), *leaderboards* (M = 3.37), and *game elements helping learners understand lesson concepts* (M = 3.39) received

only moderate ratings. This implies that while game elements effectively motivate learners, some components of gamification have not yet been fully utilized to enhance conceptual understanding and sustained engagement. Strengthening these aspects may further improve the effectiveness of gamified instruction in Araling Panlipunan.

Table 1.2. Gamified Learning Approach in Terms of Instructional Design

The data reveal that instructional design was implemented at a high level, with an average weighted mean of 3.93. The highest-rated indicators were the alignment of gamified activities with lesson objectives ($M = 4.31$), teachers' explanation of the purpose of game activities ($M = 4.25$), and the effective integration of technology during instruction ($M = 4.22$). These findings indicate that teachers carefully planned gamified lessons to support curriculum objectives and facilitate meaningful learning experiences.

Meanwhile, learners gave only moderate ratings to the organization of activities from simple to complex ($M = 3.36$), the use of different learning resources ($M = 3.38$), and the ability of gamified lessons to help them better understand Araling Panlipunan ($M = 3.35$). These results suggest that although instructional design is generally effective, there remains room for improvement in sequencing learning tasks and diversifying instructional materials to maximize learning outcomes.

Table 1.3. Gamified Learning Approach in Terms of Learner Engagement Strategies

The findings indicate that learner engagement strategies were implemented at a high level, obtaining an average weighted mean of 3.93. Learners particularly agreed that gamified activities made them excited to participate ($M = 4.35$), reduced boredom during class ($M = 4.28$), and encouraged participation in discussions ($M = 4.26$). These findings demonstrate that gamification effectively promotes active participation and creates an enjoyable classroom atmosphere that encourages learners to become more involved in classroom activities.

However, learners moderately agreed that games increased their attention throughout the lesson ($M = 3.39$), encouraged participation in difficult classroom challenges ($M = 3.34$), and kept them engaged until activities were completed ($M = 3.33$). This implies that while gamified activities successfully capture learners' initial interest, additional strategies may be needed to sustain engagement and participation until the completion of learning tasks.

Table 1.4. Gamified Learning Approach in Terms of Feedback and Rewards

The results show that feedback and rewards were implemented at a high level, with an average weighted mean of 3.93. Learners highly appreciated receiving rewards that motivated them to do their best ($M = 4.31$), feeling encouraged through positive feedback ($M = 4.27$), and receiving immediate feedback from their teacher ($M = 4.24$). These findings indicate that timely recognition and constructive feedback contribute positively to learners' motivation and classroom participation.

In contrast, learners rated the fairness of rewards ($M = 3.39$), the accuracy of points in reflecting performance ($M = 3.37$), and the motivational effect of feedback on future activities ($M = 3.34$) only at the moderate level. These findings imply that teachers may further improve the transparency and consistency of reward systems to ensure that learners perceive feedback and incentives as equitable and meaningful.

Table 1.5. Gamified Learning Approach in Terms of Classroom Interaction

The findings reveal that classroom interaction was implemented at a high level, as evidenced by the average weighted mean of 3.95. Learners strongly agreed that gamified lessons encouraged interaction among classmates ($M = 4.33$), created a positive classroom atmosphere ($M = 4.30$), and made classroom discussions more interactive ($M = 4.25$). These results indicate that gamification promotes collaboration and strengthens social interaction during classroom activities.

Meanwhile, learners only moderately agreed that they felt comfortable sharing ideas ($M = 3.35$), communicated effectively with classmates ($M = 3.39$), and found the classroom environment more enjoyable because of gamification ($M = 3.38$). This suggests that while gamified learning enhances interaction, teachers may still need to provide more opportunities that encourage learners to confidently express ideas and communicate effectively with their peers.

Table 2.1. Level of Motivation in Terms of Intrinsic Motivation

The results indicate that the learners demonstrated a high level of intrinsic motivation, with an average weighted mean of 4.00. They particularly enjoyed attending Araling Panlipunan classes ($M = 4.53$), studying to gain new knowledge ($M = 4.42$), and feeling excited whenever new lessons were introduced ($M = 4.31$). These findings suggest that learners possess genuine interest in learning the subject and value knowledge acquisition beyond external rewards.

However, learners only moderately agreed that they enjoyed solving learning activities without rewards ($M = 3.36$) and remained interested when lessons became challenging ($M = 3.29$). These findings imply that intrinsic motivation tends to decline when learners encounter more difficult tasks, highlighting the need for instructional strategies that sustain interest even in challenging learning situations.

Table 2.2. Level of Motivation of Grade 7 Learners in Araling Panlipunan in Terms of Extrinsic Motivation

The findings reveal that the Grade 7 learners demonstrated a high level of extrinsic motivation, with an average weighted mean of 4.01. The highest-rated indicators were *I study hard to obtain high grades* ($M = 4.48$), *I participate actively when rewards are offered* ($M = 4.39$), and *I perform well because I want my teacher to recognize my efforts* ($M = 4.30$). These results indicate that external factors such as grades, rewards, and teacher recognition serve as important motivators that encourage learners to participate actively and perform well in Araling Panlipunan.

Conversely, the indicators *Receiving certificates or awards encourages me to study harder* ($M = 3.37$) and *I strive to perform well because I want positive feedback from my teacher* ($M = 3.31$) received only moderate ratings. This suggests that although external incentives generally motivate learners, recognition through certificates and positive feedback alone may not be sufficient to sustain their motivation. Hence, teachers may consider combining rewards with meaningful learning experiences to maintain learners' interest and commitment.

Table 2.3. Level of Motivation of Grade 7 Learners in Araling Panlipunan in Terms of Learning Engagement

The data indicate that the learners exhibited a high level of learning engagement, with an average weighted mean of 4.01. The highest-rated indicators were *I actively participate in classroom discussions* ($M = 4.46$), *I pay attention while my teacher explains the lesson* ($M = 4.38$), and *I ask questions whenever I need clarification* ($M = 4.27$). These findings suggest that learners are actively involved in classroom activities and demonstrate positive learning behaviors that contribute to meaningful participation during instruction.

However, *I actively participate in educational games and classroom activities* ($M = 3.39$) and *I remain attentive until the class ends* ($M = 3.32$) were rated moderate. This implies that although learners are generally engaged during lessons, maintaining their active participation and attention throughout the entire learning process remains a challenge. Teachers may therefore incorporate more varied and sustained engagement strategies to keep learners motivated until the end of each lesson.

Table 2.4. Level of Motivation of Grade 7 Learners in Araling Panlipunan in Terms of Persistence in Learning Tasks

The findings show that the learners demonstrated a high level of persistence in learning tasks, as reflected by the average weighted mean of 4.01. The highest-rated indicators were *I continue working even when the lesson is difficult* ($M = 4.45$), *I do not easily give up when answering challenging activities* ($M = 4.37$), and *I review my lessons until I understand them* ($M = 4.28$). These results indicate that learners possess determination and resilience in accomplishing academic tasks despite encountering learning difficulties.

Nevertheless, *I challenge myself to improve my performance* ($M = 3.39$) and *I complete all learning tasks given by my teacher* ($M = 3.34$) obtained moderate ratings. These findings suggest that while learners generally persevere in completing learning activities, they may still require additional encouragement and support to consistently challenge themselves and accomplish all assigned tasks.

Table 2.5. Level of Motivation of Grade 7 Learners in Araling Panlipunan in Terms of Self-Efficacy

The results reveal that the learners possessed a high level of self-efficacy, with an average weighted mean of 4.01. The highest-rated indicators were *I believe I can perform well in Araling Panlipunan* ($M = 4.50$), *I am confident in answering classroom questions*

($M = 4.39$), and *I can understand difficult lessons when I exert effort* ($M = 4.30$). These findings indicate that learners have strong confidence in their abilities to perform academic tasks successfully and believe that effort contributes to improved learning outcomes.

On the other hand, *I believe I can achieve the learning objectives in every lesson* ($M = 3.38$) and *I am confident in applying what I have learned in real-life situations* ($M = 3.32$) received moderate ratings. This suggests that although learners are generally confident in their academic abilities, they may still need more opportunities to apply their knowledge in authentic contexts and strengthen their confidence in achieving learning objectives consistently.

Table 3. Test of Relationship Between the Gamified Learning Approach and Students' Motivation

The Pearson correlation analysis revealed a high positive and statistically significant relationship between the gamified learning approach and students' motivation ($r = 0.781$, $p < 0.001$). This indicates that as the implementation of gamified learning increases, learners' motivation also tends to increase. Since the null hypothesis was rejected, the findings confirm that gamified learning plays a significant role in enhancing students' motivation in Araling Panlipunan.

Table 4. Multiple Linear Regression Analysis

The regression analysis showed that the overall model significantly predicted students' motivation ($R^2 = 0.677$, $p < 0.001$), explaining 67.7% of the variance in motivation. Among the dimensions of the gamified learning approach, learner engagement strategies emerged as the strongest predictor ($\beta = 0.398$), followed by instructional design ($\beta = 0.214$), game elements ($\beta = 0.186$), and feedback and rewards ($\beta = 0.163$), all of which significantly influenced motivation. However, classroom interaction ($\beta = 0.141$, $p = 0.056$) was not a significant predictor, suggesting that while interaction is important, it did not independently contribute to learners' motivation when the other dimensions were considered.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Gamified learning was effectively implemented in Araling Panlipunan classes. The high ratings obtained across the dimensions of game elements, instructional design, learner engagement strategies, feedback and rewards, and classroom interaction indicate that teachers consistently incorporated gamification strategies into classroom instruction. This suggests that the integration of game-based instructional practices created an engaging, interactive, and learner-centered environment that supported meaningful learning experiences among Grade 7 learners.

2. Grade 7 learners demonstrated a high level of motivation in learning Araling Panlipunan. The consistently high levels of intrinsic motivation, extrinsic motivation, learning engagement, persistence in learning tasks, and self-efficacy indicate that the learners were generally interested, actively involved, determined, and confident in accomplishing learning activities. This suggests that learners possessed positive motivational characteristics that contributed to their active participation in classroom instruction.

3. The gamified learning approach significantly influenced learners' motivation. The significant positive relationship between the gamified learning approach and learners' motivation indicates that greater implementation of gamification strategies was associated with higher levels of learner motivation. Therefore, integrating meaningful game elements and interactive instructional strategies into Araling Panlipunan instruction can effectively enhance students' interest, participation, engagement, and confidence in learning.

4. Learner engagement strategies were the strongest predictor of learners' motivation. Among the dimensions of the gamified learning approach, learner engagement strategies contributed the most to explaining learners' motivation. This indicates that instructional activities that actively involve learners through collaboration, participation, interaction, and meaningful classroom experiences have the greatest influence on motivating learners. Consequently, strengthening learner engagement should be given priority when designing and implementing gamified instructional approaches in Araling Panlipunan.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. Araling Panlipunan teachers should sustain and further strengthen the implementation of the gamified learning approach by integrating a wider variety of game elements, learner-centered instructional strategies, meaningful feedback, and collaborative classroom activities. Greater emphasis should be given to game mechanics that received relatively lower ratings, such as progression levels, structured challenges, and opportunities for students to remain engaged throughout the entire learning process.

2. Teachers and school administrators should implement programs and classroom interventions that further enhance learners' motivation, particularly in the areas of persistence in learning tasks and self-efficacy. Activities that promote independent learning, problem-solving, critical thinking, and confidence-building should be regularly incorporated into Araling Panlipunan instruction to sustain learners' intrinsic and extrinsic motivation.

3. School heads and instructional leaders should strengthen instructional supervision and provide continuous professional development activities, such as Learning Action Cell (LAC) sessions, seminars, workshops, and coaching programs on gamified learning.

These initiatives should focus on improving teachers' competencies in designing engaging, interactive, and learner-centered instructional experiences that effectively enhance learners' motivation and participation.

4. Since learner engagement strategies emerged as the strongest predictor of learners' motivation, teachers should prioritize instructional activities that encourage active participation, collaboration, communication, inquiry, and authentic learning experiences. Interactive classroom strategies such as educational games, collaborative problem-solving activities, simulations, role-playing, digital learning platforms, and project-based learning should be consistently integrated into Araling Panlipunan lessons to maximize learner engagement and motivation.

5. The proposed instructional enhancement program, "Project GAME ON: Gamified Approaches to Motivate and Engage Learners in Araling Panlipunan," may be implemented, monitored, and evaluated by school administrators and Araling Panlipunan teachers to strengthen the integration of gamified learning in classroom instruction. The outcomes of the program may serve as the basis for continuous instructional improvement and future policy formulation at the school and division levels.

6. Future researchers are encouraged to conduct similar studies involving larger samples, different grade levels, other learning areas, or different educational settings to validate the findings of the present study. They may also investigate additional variables, such as academic achievement, critical thinking skills, collaborative learning, digital literacy, classroom climate, or teachers' technological competence, to further expand the body of knowledge on gamified learning and student motivation.

Compliance with Ethical Standards

The researcher conducted the study in accordance with established ethical principles in educational research to protect the rights, dignity, safety, and welfare of the participants. Ethical standards were observed throughout the planning, data collection, analysis, interpretation, and reporting of the study.

Prior to data collection, approval was obtained from the research adviser and the appropriate authorities in the Schools Division Office of Nueva Ecija. A formal request to conduct the study was approved by the Schools Division Superintendent, and permission was likewise secured from the principals of the participating public secondary schools.

Participation in the study was voluntary. The respondents were informed of the purpose, objectives, and procedures of the research, as well as their right to decline or withdraw from participation at any time without penalty. Since the respondents were Grade 7 learners, informed consent was obtained from their parents or legal guardians, while assent was secured from the learners before the administration of the questionnaire.

The principles of anonymity and confidentiality were strictly observed. No personally identifiable information was collected, and codes were used during data processing to

protect the identity of the respondents. All information was treated confidentially and used solely for academic and research purposes. The study also complied with the provisions of Republic Act No. 10173, or the Data Privacy Act of 2012. Research data were securely stored, accessible only to the researcher and the research adviser, and properly archived and disposed of following institutional data management policies.

The researcher ensured that the study posed no physical, psychological, emotional, social, or academic harm to the respondents. The questionnaire focused only on classroom learning experiences and learners' motivation in Araling Panlipunan, and participants were free to skip any question they found uncomfortable.

Throughout the study, the researcher upheld honesty, transparency, and academic integrity by collecting, analyzing, interpreting, and reporting the data objectively without fabrication, falsification, or manipulation. Fairness and equal treatment were likewise observed regardless of the respondents' personal characteristics. Finally, the findings were presented only in aggregate form to preserve confidentiality and to support the improvement of instructional practices and evidence-based decision-making in the Schools Division Office of Nueva Ecija.

REFERENCES

- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Department of Education. (2023). *MATATAG Agenda: Bansang Makabata, Batang Makabansa*. Department of Education.
- Florese. (2025). *Gamified learning approach and students' motivation in Araling Panlipunan*. [
- Keller, J. M. (1987). Development and use of the ARCS model of instructional design. *Journal of Instructional Development*, 10(3), 2–10. <https://doi.org/10.1007/BF02905780>
- Li, M., Hew, K. F., & Du, J. (2024). Effects of gamification on students' learning motivation and engagement: A meta-analysis. *Educational Research Review*, 42, 100602. <https://doi.org/10.1016/j.edurev.2024.100602>
- Organisation for Economic Co-operation and Development. (2023). *PISA 2022 Results (Volume I): The State of Learning and Equity in Education*. OECD Publishing. <https://doi.org/10.1787/53f23881-en>
- Panga, A., et al. (2025). *Gamification as an instructional strategy for enhancing student engagement and motivation in Araling Panlipunan*
- Republic of the Philippines. (2012). *Republic Act No. 10173: Data Privacy Act of 2012*.
- United Nations Educational, Scientific and Cultural Organization. (2023). *Global Education Monitoring Report 2023: Technology in Education—A Tool on Whose Terms?* UNESCO.

- Vrcelj, Z., Hoić-Božić, N., & Holenko Dlab, M. (2023). Gamification in education: A systematic review of recent empirical research. *Education and Information Technologies*, 28(11), 14649–14679. <https://doi.org/10.1007/s10639-023-11732-2>
- Zeng, X., et al. (2024). *Effects of gamification on learning motivation and academic performance: A systematic review and meta-analysis*.

APA Citation:

Tecson, E. B. (2026). GAMIFIED LEARNING APPROACH AND MOTIVATION OF GRADE 7 LEARNERS IN ARLING PANLIPUNAN. *Ignatian International Journal for Multidisciplinary Research*, 4(7), 1218–1240. <https://doi.org/10.5281/zenodo.21441740>

delossantos.tricia40@gmail.com