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The Effects of Gamification on Teachers' Pedagogical at Young Achiever's School of Caloocan Incorporated

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Abstract

This study examined the relationship between gamification and teachers' pedagogical practices at Young Achievers School of Caloocan Incorporated. It focused on understanding how teachers perceive and use gamification in their teaching and how it is associated with their pedagogical practices. The study considered different aspects of teaching, including instructional approaches, classroom engagement, creativity, feedback, classroom management, and instructional effectiveness. A quantitative descriptive-correlational research design was used to gather and analyze the data. The respondents were teachers from Young Achievers School of Caloocan Incorporated who answered a structured questionnaire about their experiences and perceptions of gamification in classroom instruction. The collected responses were analyzed using descriptive statistics to summarize the teachers' responses, while Pearson's correlation was used to determine the relationship between gamification and teachers' pedagogical practices.

The findings showed that teachers generally had positive perceptions of gamification and reported that game-based elements could be used in different classroom activities. The results also indicated a positive association between gamification and teachers' reported pedagogical practices. This means that teachers who reported greater use or presence of gamification also tended to report more positive pedagogical practices. However, the findings should not be interpreted as proof that gamification directly causes improvements in teaching practices because the study used a correlational survey design. Instead, the results provide an understanding of how gamification and teachers' pedagogical practices are related within the study setting. The study highlights the potential of gamification as a teaching approach and recommends providing teachers with appropriate training, resources, and support to help them integrate gamification into classroom activities in a meaningful and purposeful way.

Keywords: Pedagogical, Classroom Engagement, Gamification, Adequate Training, Descriptive Statistics

1. Background of the Study

This chapter contains the specific explanation about pedagogical and how the teachers can determine that using this strategy can improve the student knowledge.

Introduction

Education has always been a part of the society as it helps students to learn and develop skills that can be used in the future. But so does the way students learn over time. Teachers should find different ways that will help them to deliver lessons more effectively and keep students active in discussions. Continuous use of technology has introduced different ways of teaching to make learning more interactive. One of those strategies is gamification, which is to add common elements to games such as rewards, challenges and points, to educational activities. Teachers are looking at one strategy, gamification, as a way to provide a different ways to classroom activities. Using gamification in the classroom gives teachers another way to encourage students to join and participate in activities. Instead of using the usual teaching methods all the time, teachers can add games activities that can make lessons more interesting for students. Cavus *et al.* (2023) ^[5] explained that gamification can help increase students motivation in learning while also allowing teachers to explore other ways of teaching.

Gamification help teachers find new ways to present lessons, provide feedback and manage learning activities. But the success

of this approach also may know on how teachers perceive and implement gamification in their own classroom. It analyzes the impact of gamification in teachers lessons pedagogical, strategies, and students engagement in the learning process. The results of the study could help to understand how far gamification can help teachers to improve their teaching practices and to create more engaging classroom environment. The research will investigate the impact of gamification on teachers lesson planning, teaching approaches and engagement with students in the learning process. The outcome of this study may provide some insight into how gamification can help teachers to improve their teaching skills.

Background of the study

Education plays a major role in the development of students. Teachers are one of the important factors that influence the learning process. The students' learning process changes over time, so the teachers are searching for new ways to make their lessons more effective. Some students are not always as engaged with traditional teaching methods. Teachers seek other strategies to get students interested and involved in the classroom. One strategy that can be applied is gamification, which applies game elements like rewards, challenges, and activities in learning.

This study investigates the benefits and challenges of gamification in enhancing student learning outcomes through a quantitative literature review method. This research aims to provide a comprehensive understanding of how gamification impacts student engagement and academic performance. The literature review reveals that gamification, defined as the application of game design elements in non-game contexts.

Many studies have shown that gamification helps improve students' motivation, participation, and academic performance. However, most of these studies focus on students instead of teachers. Although gamification is already being used in different schools, there is still limited research on how it affects the teaching skills of teachers, especially in private schools. Because of this gap, the researchers decided to conduct this study to determine the effects of gamification on the teaching skills of teachers at Young Achievers' School of Caloocan Incorporated Hadi Mogavi *et al.*, (2021).

Review of Related Literature

The purpose of this study was to examine the effect of gamification on motivation levels of pre-service teachers in social studies teaching. As a quantitative research method, semi-experimental design with pretest-posttest and control group was used in the study. The research was carried out with 2nd year undergraduate students in the Department of Social Studies Education in the spring semester of the 2018-2019 academic year in Turkey. Participants consisted of 56 teacher candidates, 36 in experimental group and 20 in control group. Motivation scale and structured interview form were implemented as data collection tools. According to the findings obtained after the four-week application period, the motivation of the experimental group teacher candidates for the course increased significantly compared to those of the control group. As a natural consequence of the increase in motivation - the most basic component of creativity, it was assumed that the creative skills of the participants increased too. On the other hand, the qualitative

results indicated that they held positive opinions about the lessons i.e., the lessons became more fun. Moreover, the participants stated that gamification added a fun competition to the lesson, and they intended to use it in their own lessons in the future.

Yildiz, I., Topcu, E., & Kaymakci, S. (2021). The effect of gamification on motivation in the education of pre-service social studies teachers.

Has become a prominent vein of research globally as well as in HICSS itself after the publication of a popular review by Juho Hamari, Jonna Koivisto and Harri Sarsa in 2014 that reviewed the then extant seeding empirical corpus of gamification (extended and updated version: Koivisto & Hamari, 2019 ^[13]). Gamification minitrack, since its inception in HICSS 2016, has thus cemented itself as one of the largest mini-tracks and topics of the conference.

The Gamification mini-track attracts research papers from a vast array of perspectives, and therefore, unites many of the different veins of research appearing throughout the HICSS conference such as computing, media, information systems, education, management, business, education, and governance. In 2023, the mini-track received 12 submissions out of which 6 papers were accepted. While the accepted papers this year deal with a variety of areas where gamification is applied, such as crowdsourcing, design, education, cybersecurity, computer science and mental health, they can be seen to fall under two thematic sessions. The first is related to 1) Ethical, mindful, and personalized design – be it about understanding the effects of personalization in crowdsourcing, unethical considerations in gamification design or the gamification of mindfulness, and 2) Gamification in education – be it in relation to learning in virtual lab environments, learner differences, or computer science education.

Hamari, J., Xi, N., Legaki, Z., & Morschheuser, B. (2023). Gamification. In Hawaii International Conference on System Sciences (p. 1105). Hawaii International Conference on System Sciences.

Enhancing student academic performance remains a critical challenge for educators and administrators. Among various interventions, gamification has gained increasing attention as a promising approach to improving learning outcomes. However, existing research on the role of gamification in education remains fragmented due to its multidisciplinary nature. This study aims to synthesize current knowledge through a systematic review in order to develop and validate a conceptual framework linking gamification to student academic performance.

Following the PRISMA framework, 62 relevant studies were reviewed, highlighting several recurring themes, including game design and development, student performance outcomes, and critical aspects of gamification such as cognitive development, motivation, and empowerment. Key mechanisms identified include active learning, personalized and adaptive learning, and collaborative interaction. Reported outcomes of gamification interventions include higher test scores, reduced anxiety and stress, and increased engagement and positive attitudes toward learning. Building on these findings, the resulting conceptual framework was validated through empirical research. Data were collected from 289 students from Saudi Arabia using a structured survey instrument, and Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed for analysis. The

results provide empirical support for the proposed framework, confirming gamification as a significant driver of improved student academic performance. The findings provide practical implications for educators and policymakers seeking to leverage gamification as a strategic tool for enhancing student learning outcomes.

Almufarreh, A. (2026). Gamification in education and its impact on student academic performance: A conceptual model based on systematic literature review and PLS-SEM analysis.

Despite increasing scientific interest in explaining how gamification supports positive affect and motivation, behavior change and learning, there is still a lack of an overview of the current theoretical understanding of the psychological mechanisms of gamification. Previous research has adopted several different angles and remains fragmented. Taking both an observational and explanatory perspective, we examined the theoretical foundations used in research on gamification, serious games and game-based learning through a systematic literature review and then discussed the commonalities of their core assumptions.

The overview shows that scientists have used a variety of 118 different theories. Most of them share explicitly formulated or conceptual connections. From their interrelations, we derived basic principles that help explain how gamification works: Gamification can illustrate goals and their relevance, nudge users through guided paths, give users immediate feedback, reinforce good performance and simplify content to manageable tasks. Gamification mechanics can allow users to pursue individual goals and choose between different progress paths, while the system can adapt complexity to the user's abilities. Social gamification elements may enable social comparison and connect users to support each other and work towards a common goal. Krath, J., Schürmann, L., & Von Korflesch, H. F. (2021). Revealing the theoretical basis of gamification: A systematic review and analysis of theory in research on gamification, serious games and game-based learning.

The pedagogical practice aimed at strengthening sustainable societies, calls for the active participation of student in projects on the environment and sustainable forms of interaction of subjects with spaces, means of production, and consumption. These pedagogical proposals encourage the creation of favorable environments of reflection and the participation of students in seeking creative solutions, activated by curiosity and the desire to know and solve socio-environmental problems. The literature points to the relevance of developing research in schools where the teacher values and performs the awakening of students to curiosity and the creation of socio-environmental solutions, by providing activities that stimulate the development of research projects through the learning of Scientific Methodology. It is in this context that gamification appears as an innovative and promising solution in the educational segment. This article is part of the project that aims to propose gamification resources to be applied in schools, directed to the development of informational and research skills for students from 6th to 9th grade, with applicability in school libraries.

The gamification process foresees as products the elaboration of a board game, which initially will be the basis for the development of a virtual game, and a model of good practices for the incorporation of gamification of scientific research methodology for schools and public and private

libraries. Pereira, G., Berti, I. C. L. *et al.* (2024).

Gamification, or game full design, refers to the strategic application of game design principles, mechanics, and elements into non-game environments. It is often facilitated using digital platforms, aiming to solve problems, increase engagement, and motivate individuals towards their goals. The technique fosters a gameful and interactive experience, enhancing perceived autonomy, competence, and relatedness among users. With roots in fields like education, business, marketing, and services, gamification is a versatile tool that serves to enrich user experience and create value in a multitude of settings. The widespread impact of gamification across various sectors has transformed traditional methods of engagement, notably in education. Christopoulos, A., & Mystakidis, S. (2023).

Gamification, the application of game elements to non-game situations, has gained traction in education as a mechanism for improving motivation and/or learning outcomes. Although it is widely accepted that gamification enhances these aspects of engagement in business and education settings, there is equivocal supporting evidence. Research has emphasized behavioral responses to gamification, although there is some evidence that gamification can support deeper cognitive and affective aspects. It continues to remain unclear how gamification influences student engagement and leads to learning, we fill the gap between practice and theory through the synthesis of student engagement and gamification literature into a new Gamification for Student Engagement Framework. Rivera, E. S., & Garden, C. L. P. (2021).

This study aims to examine the existing evidence on gamification in educational settings, highlighting its impact on motivation and academic performance. Methodologically, a Systematic Literature Review (SLR) was developed under the PRISMA statement criteria using three multidisciplinary databases: Web of Science, Scopus, and Scielo. According to the inclusion, exclusion, and quality criteria, it was determined to include 9 SLR articles on gamification that address at least one of the two key variables: student motivation or academic performance. The articles were published between 2016 and 2022, available in open access, written in English or Spanish, and with content that is directly related to the research questions. The results reveal that gamification significantly influences motivation by facilitating the assimilation of knowledge, the improvement of skills and academic competencies of students, and specifically refers to a wide range of capabilities that are essential for success in the educational environment and that can be enhanced through playful and interactive learning experiences. These skills can be cognitive, self-learning, social, or collaborative, among others. It is concluded that creativity and adaptability are key to successfully implementing gamification in the classroom. Jaramillo-Mediavilla, L., Basantes-Andrade, A., Cabezas-González, M., & Casillas-Martín, S. (2024).

Paulo Freire's work continues to represent a theoretically refreshing and politically viable alternative to the current impasse in educational theory and practice in North America. Freire has appropriated the unclaimed heritage of emancipatory ideas in those versions of secular and religious philosophy located within the corpus of bourgeois thought. He has also critically integrated into his work a heritage of radical thought without assimilating many of the problems that have plagued it historically. In effect, Freire combines

what I have called the "language of critique" with the "language of possibility." Utilizing the language of critique, Freire has fashioned a theory of education that takes seriously the relationship between radical critical theory and the imperatives of radical commitment and struggle. Drawing upon his experiences in Latin America, Africa, and North America, he has generated a discourse that deepens our understanding of the dynamics and complexity of domination. In this instance, Freire rightly argues that domination cannot be reduced exclusively to a form of class domination. With the notion of difference as a guiding theoretical thread, Freire rejects the idea that there is a universalized form of oppression. Instead, he acknowledges and locates.

Giroux, H. A. (2024). Teachers as intellectuals: Toward a critical pedagogy of learning.

The purpose of this study was to examine the effect of gamification on motivation levels of pre-service teachers in social studies teaching. As a quantitative research method, semi-experimental design with pretest-posttest and control group was used in the study. The research was carried out with 2nd year undergraduate students in the Department of Social Studies Education in the spring semester of the 2018-2019 academic year in Turkey. Participants consisted of 56 teacher candidates, 36 in experimental group and 20 in control group. Motivation scale and structured interview form were implemented as data collection tools.

According to the findings obtained after the four-week application period, the motivation of the experimental group teacher candidates for the course increased significantly compared to those of the control group. As a natural consequence of the increase in motivation - the most basic component of creativity, it was assumed that the creative skills of the participants increased too. On the other hand, the qualitative results indicated that they held positive opinions about the lessons i.e., the lessons became more fun. Moreover, the participants stated that gamification added a fun competition to the lesson, and they intended to use it in their own lessons in the future. Yildiz, I., Topcu, E., & Kaymakci, S. (2021).

The pedagogical practice aimed at strengthening sustainable societies, calls for the active participation of student in projects on the environment and sustainable forms of interaction of subjects with spaces, means of production, and consumption. These pedagogical proposals encourage the creation of favorable environments of reflection and the participation of students in seeking creative solutions, activated by curiosity and the desire to know and solve socio-environmental problems. The literature points to the relevance of developing research in schools where the teacher values and performs the awakening of students to curiosity and the creation of socio-environmental solutions, by providing activities that stimulate the development of research projects through the learning of Scientific Methodology. It is in this context that gamification appears as an innovative and promising solution in the educational segment.

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practices for the incorporation of gamification of scientific research methodology for schools and public and private libraries. Contemporaneity brings us challenges that interpose between educational policies and teaching practices, provoking, in an unconventional way, the integration of sustainability with education in a student-centered way, where he becomes the protagonist of his learning, using methods and methodologies such as: case study, problem-based learning and games.

Pereira, G., Berti, I. C. L. W., Andrade, M., Barros, V., Caetano, A. M. P., Silva, R., & Paletta, F. C. (2024). Teaching to research: The use of gamification in pedagogical experiences. In *Smart Learning Solutions for Sustainable Societies* (pp. 179-191). Singapore: Springer Nature Singapore.

In recent years, gamification has emerged as a promising strategy to enhance engagement and learning outcomes in educational settings. However, its specific application in teacher training through video-based mediums remains relatively unexplored, particularly within the context of Kazakhstan's educational landscape. This study aims to fill this gap by conducting an examination of the impact of gamification elements in educational videos for school teachers in Kazakhstan. A mixed method was used to collect data for this project, which included 4 semi-structured interviews and a survey conducted among 50 public school teachers throughout Kazakhstan.

A mixed method was used to collect data for this project, which included 4 semi-structured interviews and a survey conducted among 50 public school teachers throughout Kazakhstan. This research aims to provide valuable insights into the potential benefits and challenges associated with the integration of gamified content in teacher professional development. The results of surveys and interviews show that the majority of respondents have a positive attitude towards the use of gamified elements in educational videos for teachers. But the results of the interviews showed that in the public school system of Kazakhstan there are difficulties with the technical support for the implementation of this approach, financing and motivation among teachers to learn. This study showed that the main role in motivating a teacher to learn through online video format is played by the quality of educational content and understanding how a teacher will be able to integrate the received material into lessons.

Egorkina, A. (2024). The Impact of Gamification Elements in Educational Videos on the Engagement of School Teachers in Kazakhstan.

The current form of teacher education training has gradually shifted to distance training, but the most prominent performance of the participants in network training is the lack of motivation and enthusiasm for participation, and the participants participate in the training with the mentality of coping with the assessment, and the training effect is naturally not very good. At this point, the concept of gamification learning has become popular.

Gamification applies game thinking and mechanics to non-game areas to guide user interaction and use. Based on Professor Kevin Werbach's gamification design framework, this study developed a case study of gamification for online teacher training, implemented in a professional development program for primary and secondary school teachers in Zhejiang Province, China. A self-administered questionnaire was then surveyed in three teaching classes, and the results found that: Firstly The participants' satisfaction in response

to the gamification case was at a moderate to high level ($M > 4.0$, $Tot = 5.0$); Secondly, demographic factors did not significantly influence this ($p > 0.05$); Thirdly, among the gamification design influencing factors, presentation and feedback were the most influential ($b = 0.536$, $p = 0.000$), goals and rules ($b = 0.167$, $p = 0.012$), communication and interaction ($b = 0.155$, $p = 0.029$), and personalization ($b = 0.154$, $p = 0.020$) in decreasing order; Fourthly, The effect of case implementation significantly impacted participants' intention to sustain participation ($b = 0.874$, $p = 0.000$). Finally, we distilled the study's shortcomings and the prospects for future research. Liu, T., Oubibi, M., Zhou, Y., & Fute, A. (2023).

Ismail Yildiz, Ersin Topçu, Esra İzmir ie: inquiry in education 15 (2), 4, 2023 This study delves into the transformative potential of gamification within the realm of education by integrating game elements into a lesson process primarily designed for non-gaming purposes and contexts. In this study, gamification was created by incorporating game elements such as points, badges and leaderboards into a lesson process designed for a non-game purpose and context. The study investigated the effect of gamification on pre-service social studies teachers' technology acceptance." Technology Acceptance Scale for Teachers" (T-TAM) and structured interview were used to collect data.

The study utilized a quasi-experimental design with a pretest-posttest control group designed to test the cause-and-effect relationship between variables. According to the findings obtained after the six-week implementation period, gamification had significant effects on pre-service teachers' perceived usefulness, perceived ease of use, attitude towards use, facilitating conditions, technological complexity, perceived enjoyment and behavioral intentions. The results underscore the potential of gamification as an effective pedagogical tool for enhancing the integration of technology in educational contexts, particularly for pre-service teachers. Consequently, this research contributes valuable insights into the role of gamification in fostering more technologically adept educators, with implications for the broader field of educational technology and instructional design.

We present the results of a training program with future Primary Education teachers on the impact on motivation and perception of learning achieved through strategies and techniques associated with gamma and flipped-classroom. The program was run in four classroom groups ($n = 210$) at the University of Murcia (Spain) and the aim was to analyze the effect that the gamification-based and flipped-classroom program has on motivation and learning. Information was collected through a perceptions questionnaire. Descriptive statistics are shown; mean tests (t of Student and ANOVA of a factor) and Pearson correlations between subscales. The data show a very positive impact on motivation, the learning achieved, and the strategies applied in the program. Some differences between group-class and gender are discussed, and some future improvements of the program are put forward. Gómez-Carrasco, C. J., Monteagudo-Fernández, J., Moreno-Vera, J. R., & Sainz-Gómez, M. (2019).

Gamification introduces game mechanics into organizational contexts to improve impacts, outcomes, or staff engagement in an identified area of focus. This action research explores the potential of gamification as a system for the sharing of pedagogic practice in an international secondary school. E

study investigates whether a gamified approach can address the identified drawbacks of more traditional out of workplace, leader driven continuing professional development (CPD) workshops by offering an alternative that spreads pedagogic practice through a school. A study uses a 6-week activity encouraging teachers to create, develop, and share their pedagogical practice through live demonstration with an observing peer for critical feedback. Each part of this process scored points to create the gamified elements. The study gained data through fourteen participants, all teachers at the school with a mixture of experience. Participant perceptions on the impact of the gamified process in its success in fostering the sharing of pedagogic practice, fostering collaboration, and acting as an alternative to traditional CPD were gained through the completion of pre-gamification and post-gamification surveys. The findings show positive support for the use of gamification in a school context for increasing pedagogical sharing, enhancing individual teacher's confidence in their depth and use of different strategies, and that gamification can provide a positive professional development vehicle for schools. It identifies new avenues for further research in the use of gamification for school CPD, and whether gamification should be used to support or replace more traditional CPD practices in schools.

Greaves, R., & Vlachopoulos, D. (2023). The use of gamification as a vehicle for pedagogic sharing and teachers' professional development. *RIED-Revista Iberoamericana de Educación a Distancia*, 26(1), 245-264.

Gamification has become an increasingly used pedagogical approach in the classroom, motivating students and enhancing their educational experience. This has led to the need for specific training for teachers, as well as a need to understand how this training can be effective and how contact with gamification during teacher training can influence the attitude of pre-service teachers. Therefore, this case report has focused on examining pre-service teachers' perceptions of gamification as a tool used in their teacher education. Qualitative semi-structured interviews were conducted to collect data on the participants' individual experience with gamification and their perception of future uses of this technique. The data were collected between December 2010 and February 2020 in Granada, Spain, and were analyzed using qualitative content analysis to identify general trends and findings. Pre-service teachers present a positive perception of gamification as a tool to enhance and motivate learning, highlighting the importance of prior training for its application in the right context, as well as the need to investigate other teaching approaches to improve the effectiveness of gamification. In conclusion, it should be noted that gamification is a pedagogical approach increasingly used in the classroom, so specific training is needed for the teachers responsible for carrying out this technique. This training should include research on the effectiveness of gamification, as well as the best approaches for its application, for student motivation, and for the creation of equal relationships between students. Guerrero Puerta, L. (2024).

Eva Mårell-Olsson IxD&A: Interaction Design and Architecture (s), 70-100, 2022 This paper reports on a study investigating teachers' experiences of using gamification as a teaching strategy, in combination with the use of contemporary and emergent technologies in K-12 education. More specifically, the aim was to explore and

understand the opportunities and challenges teachers describe by using gamification in teaching. The study was conducted between 2014 and 2018 and included four sub-studies in which university students were given the task of designing gamified teaching activities for school students within K–12 education. This was combined with the use of contemporary technologies such as laptops, media tablets, and emergent technologies such as smart glasses. The university students' gamification designs were tested in school settings within K–12 education. The empirical material is based on observations of the schools' tests and interviews with participating teachers. The findings illustrate three emerging themes concerning (a) fostering motivation and collaboration, (b) needing pedagogical balance to achieve deeper learning and (c) organizational changes regarding time and collaboration in teacher teams. The participating teachers described gamification as an opportunity and a catalyst to motivate school students and have them engage in schoolwork while acquiring knowledge at the same time. However, the challenges and obstacles the teachers perceived in using and designing their own teaching activities using gamification primarily concerned a lack of time and a lack of knowledge of the design process, which they perceived as very complex because it differs from that of their ordinary teaching designs.

Mårell-Olsson, E. (2022). Teachers' perception of gamification as a teaching design. *IXD&A: Interaction Design and Architecture (s)*, (53), 70-100.

The use of game elements as a means to stimulate students' motivation has increased in a number of disciplines across the world after 2010, but apart from a few exceptional cases, it has not been possible to show a significant effect on academic achievement. In this study, the effects of game elements on academic achievement have been investigated among 458 students in a teacher education program, distributed across 10 course instances over 11 years (2010–2020). Statistical analyses indicated that a game element consisting of a number of hand-in assignments contributed significantly to the total points of the final written exam. Although a comparison with the students' results in the two previous modules showed that two thirds of the positive effect could be explained by selection, the remaining one third of the positive effect could still be explained in terms of the game elements significantly improving the achievements on the final written exam.

Svanberg, M., & Bergh, D. (2023). Effects of gamification in a teacher education program.

The purpose of this study was to examine the effect of gamification on motivation levels of pre-service teachers in social studies teaching. As a quantitative research method, semi-experimental design with pretest-posttest and control group was used in the study. The research was carried out with 2nd year undergraduate students in the Department of Social Studies Education in the spring semester of the 2018-2019 academic year in Turkey. Participants consisted of 56 teacher candidates, 36 in experimental group and 20 in control group. Motivation scale and structured interview form were implemented as data collection tools.

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skills of the participants increased too. On the other hand, the qualitative results indicated that they held positive opinions about the lessons i.e., the lessons became more fun. Moreover, the participants stated that gamification added a fun competition to the lesson, and they intended to use it in their own lessons in the future. Yildiz, I., Topcu, E., & Kaymakci, S. (2021). The effect of gamification on motivation in the education of pre-service social studies teachers.

Synthesis of the literature

Gamification means using game elements like points, badges, leaderboards, or fun quiz apps such as Quizizz inside the classroom. Most studies focus on how it helps students become more active and motivated. But recent research also shows that it affects teachers. When teachers start using these game-based tools, they tend to change their teaching style. Instead of just lecturing, they create lessons that are more interactive, engaging, and technology-based. Many teachers have already tried using gamification in both public and private schools. Studies show that teachers who use apps like Quizizz feel more creative when preparing lessons and find it easier to manage their classes. Students also participate more because the activities feel like a game. For private schools like Young Achievers', using gamification fits well with the goal of making learning more modern and enjoyable.

Gamification also improves different parts of a teacher's pedagogy. Because game apps give instant results, teachers can quickly check if students understand the lesson and adjust their teaching right away. It also encourages teamwork, critical thinking, and problem-solving among students.

Most of the existing studies talk more about students than teachers. There are not many studies that focus only on how gamification changes the way teachers teach in one specific school. This study will look at 25 teachers from different subjects and grade levels at Young Achievers' School of Caloocan Incorporated. The goal is to find out how using any kind of gamification, like Quizizz or other fun games, affects their overall teaching methods.

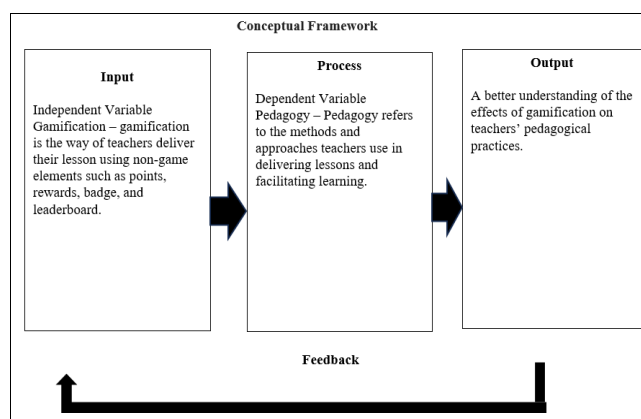


Fig 1

This represents the continuous evaluation of the study's results. The insights gained about how gamification affects teaching will be used to adjust and improve how teachers usually use gamification in the classroom and how future data is analyze. This study ensures that the study leads to continuous improvement in pedagogical practices.

Statement of the Problem

1. Generally, this study sought to determine what are the effects of gamification on teachers' pedagogical practices at Young Achievers' School of Caloocan Incorporated;
2. Specifically, this study sought how does gamification affect teachers' pedagogical practices in terms of teaching approaches and classroom engagement?

Hypothesis of the study

This study aimed to determine the effects of gamification on the teaching skills of teachers at Young Achievers School of Caloocan Incorporated. Specifically, it seeks to examine whether the integration of gamified strategies in instructional practices has a significant influence on teachers' pedagogical competencies.

Hypothesis (H₀):

There is no significant effect of gamification on the teaching skills of teachers at Young Achievers School of Caloocan Incorporated.

Significance of the Study

The Department of Education: Can fully benefit from gamification through increased student engagement and reduced fear of making mistakes by students. The use of game elements such as points, badges, and leaderboards provides immediate feedback that eliminates boredom in the classroom.

School at young achiever school of Caloocan incorporated: Will benefit because the study will help improve the teaching technique of their teachers. It can also be a basis for more use of gamification in the classroom, which will result in more active and engaged students and higher academic performance.

Parents: Will benefit because they will be able to see their children learning in a more fun and interactive way. When students are more motivated in class, their performance in school also improves, which gives parents peace of mind.

Students: Benefit because gamification helps make the learning process more interactive, interesting, and meaningful. Instead of just a traditional lecture, there are game-based activities such as points, badges, challenges, and rewards that increase their interest and participation in class. As a result, they become more motivated to listen, respond, and participate in the discussion. In addition, it makes it easier to understand the lessons.

Scope and Limitation of the study

This study aims to determine gamification effects on teachers' pedagogical at Young Achievers' School of Caloocan Incorporated. More specifically, it tries to determine how gamification influenced the teachers' way of teaching lessons, engaging students inside the classroom, delivering lessons, classroom management, and assessments method. This study will gather data from teachers who are presently employed at Young Achiever's School of Caloocan Incorporated and teachers who already have experience using gamification. It is conducted at Young Achiever's School of Caloocan Incorporated. Focusing only on the perspectives of YASCI Teachers within this data gathering. It analyses the impact of gamification on teachers' lesson planning, pedagogical strategies and students' engagement in learning process. This study is limited to

self-reported survey data using survey questionnaires, furthermore this study only focuses on Young Achievers' School of Caloocan Incorporated and does not include any other schools. This study is focused only on gamification and does not include any other topics or instructional strategies that are not related to it.

Definition of Terms

Assessment: Refers to the process of measuring students' knowledge, skills, and learning progress using various evaluation.

Benefits: Refers to the positive results students gain from using gamification, such as increased motivation, active participation, better understanding of lessons, and rewards for their achievements. Competition – refers to friendly challenges or activities that encourage students to participate, stay interested, and do their best while learning.

Discussion: Refers to the sharing of ideas, opinions, and information between teachers and students to help them better understand the lesson.

Education: Refers to the process of gaining knowledge, skills, values, and attitudes through teaching, learning, training, and everyday experiences that contribute to a person's overall growth and development.

Educational Framework: A set of policies and guidelines that direct teaching and learning practices.

Engagement: Engagement refers to the level of students' participation, attention, interest, and involvement in classroom activities.

Evidence: Information or data used to support the findings of a study.

Feedback: Refers to the information provided to students regarding their performance to help improve learning.

Gamification: Refers to the use of game-like elements and activities in learning to make lessons more engaging, enjoyable, and motivating for students.

Institutional Backing: Support provided by the school or administration to teachers.

Instructional: Refers to the teaching methods, strategies, and learning materials used to support students' learning.

Involvement: Refers to the active participation of students in classroom activities and learning experiences.

Learning: Refers to the process of acquiring knowledge, skills, values, and attitudes through instruction and experience.

Motivation: Refers to the internal factors that encourage students to participate in learning and achieve academic goals.

Pedagogy: Refers to the knowledge, abilities, and teaching practices that enable teachers to effectively deliver lessons and promote student learning.

Predictors: Factors or conditions that influence or determine the level of teacher support in inclusive education.

Skills: Refers to the abilities and competencies that enable teachers to perform their instructional responsibilities effectively.

Strategy: Refers to the different approaches and techniques teachers use to make lessons more effective, engaging, and easier for students to learn.

Student outcomes: The results of students learning such as their academic performance and progress.

Training: Professional development programs that enhance teachers knowledge and skills in inclusive pedagogy.

2. Methods

This chapter contains the related literature and studies for this research. You will read about what gamification is, how it is used in classrooms, and how it affects teachers' teaching methods or pedagogy. This chapter includes both Philippine and foreign studies that show the benefits and challenges of using gamification in schools like Young Achievers' School of Caloocan Incorporated.

Research Design

This study aims to use a quantitative research design to determine the Effects of Gamification on Teachers' Pedagogical Practices at Young Achievers' School of Caloocan Incorporated. This research design is appropriate because it allows the researchers to gather numerical data through an online survey and describe the teachers' experiences and perceptions regarding the use of gamification in their teaching. The collected data will be analyzed to determine how gamification influences teaching strategies, classroom engagement, and instructional effectiveness. The findings of this study are expected to provide a better understanding of the role of gamification in enhancing teachers' pedagogical practices. According to TL Ma (2026) Quantitative research is a structured, empirically grounded approach that goes beyond simply gathering numerical data; it employs theoretically informed methodologies to test hypotheses and investigate relationships, patterns, and trends. Quantitative research offers various approaches one can choose to answer the research questions and understand the data, yet each approach comes with distinct advantages and limitations. This overview provides a general introduction to quantitative research and various approaches to a quantitative study, as well as discusses common pitfalls and strategies to address them.

Locale of the study

This study was conducted at Young Achiever School of Caloocan Inc, a private institution located in North Caloocan Brgy. 171 The school was chosen because it serves a diverse demographic of students, which is ideal for evaluating the study's focus on parental support and academic performance.

Respondents of the study

The respondents of this study are the teachers of Young Achievers' School of Caloocan Incorporated. They are suitable for this study because the study is on the effects of Gamification on teachers' pedagogical practices. Teachers are the primary users of different instructional strategies including Gamification and they are the one involved in delivering the lessons. The 100 participants' responses will help the researchers to improve their understanding about the effects of gamification on teachers' teaching approaches and pedagogical practices.

Data gathering Procedure

Before collecting data, the researcher-made online survey questionnaire was first validated by three researchers to ensure its content validity and reliability. After the instrument was finalized, a permission letter was sent to the administration of Young Achievers' School of Caloocan Incorporated to seek approval for the study. Upon approval,

the 100 teacher-respondents from various subjects and grade levels were informed about the purpose of the research. The Google Forms link was then distributed through Facebook Messenger and email, and the respondents were given enough time to complete the survey at their convenience. All responses were automatically collected through Google Forms, treated with confidentiality, and then tallied and analyzed to answer the questions of the study, The Effects of Gamification on Teachers' Pedagogical at Young Achievers School of Caloocan Incorporated.

Data gathering Instruments

The data gathering instrument used in this study was an online survey questionnaire created through Google Forms. The questionnaire was divided into two parts. Part 1 collected the demographic profile of the teachers, while Part 2 measured the effects of gamification on their pedagogical practices using a 5-point Likert Scale. The link to the online survey was distributed to the teachers of Young Achievers' School of Caloocan Incorporated through messenger and email. The questions were rated using a 5-point Likert Scale, where 1= Strongly Disagree, 2= Disagree, 3= Neutral 4= Agree 5=, Strongly Agree.

Statistical Tools

The significant relationship between level of gamification and teachers' pedagogical practices was determined using the Pearson's r, At Young Achievers' School of Caloocan, Incorporated. Since this statistic tells us about the nature and strength of the linear association between two continuous variables, it is fitting to use in this study. In this research, the gamification and pedagogical practice scores were based on survey responses, and numerical values were obtained for both. Pearson's r can also be used to determine if higher levels of gamification have been related to increases in teachers' pedagogical practices. The results explain if the relationship is positive or negative or if there is no relationship, which makes the Pearson's r an appropriate statistical tool to the research questions of the study.

The data collected from the survey were analyzed using both descriptive and inferential statistics to provide a clear summary of teacher responses and to examine the effect of gamification on teachers' pedagogical skills.

For the descriptive part, the demographic profile of the respondents, including their years of teaching experience, highest educational attainment, and subject area taught, was summarized using frequency counts and percentages.

The formula for Percentage is:

$$\% = \left(\frac{f}{N} \right) \times 100$$

The weighted mean was computed to describe the teachers' perceptions of gamification and their level of pedagogical skills, capturing the general trend of the responses.

The formula for Weighted Mean is:

$$\bar{X}_w = \frac{\sum f \cdot x}{N}$$

Where:

f = Frequency of responses for each scale point

x = Numerical weight or scale value

N = Total number of responses

For the inferential part, the Pearson Product-Moment Correlation Coefficient (r) was utilized to determine the strength and direction of the relationship between the independent variable Gamification and the dependent variable Teachers' Pedagogical Skills.

The formula for Pearson r is:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}$$

Where:

r = Pearson Correlation Coefficient

N = Total number of respondents

x = Scores for Gamification

y = Scores for Teachers' Pedagogical Skills

$\sum xy$ = Sum of the product of x and y

$\sum x$ = Sum of x scores

$\sum y$ = Sum of y scores

$\sum x^2$ = Sum of squared x scores

$\sum y^2$ = Sum of squared y scores

This statistical tool allows the researchers to determine if a significant effect exists between the use of gamification and teachers' pedagogical skills in classroom instruction. By applying descriptive and inferential methods such as Mean, Standard Deviation, Pearson r Correlation, and Regression Analysis, the study ensures that the findings are grounded in objective data analysis. This provides reliable evidence to support the research objectives of determining the effects of gamification on teachers' pedagogical skills at Young Achievers' School of Caloocan Incorporated.

3. Results and Discussion

This chapter aimed to presents, analyzes, and interprets the data gathered from the study, "The Effects of Gamification on Teachers' Pedagogical at Young Achievers' School of Caloocan Incorporated." It includes the results of the survey and observations conducted among the teachers of Young Achievers' School. The findings are discussed and compared with related literature and studies to determine the effects of gamification on teachers' pedagogical practices, strategies, and classroom engagement.

1. Gamification helps teachers make their lessons more interesting and engaging

Strongly agree	76%
Agree	24%
Neutral	0%
Disagree	0%
Strongly Disagree	0%

Out of 100 respondents, 76 or 76% Strongly Agreed and 24 or 24% Agreed with the statement. No respondents chose Neutral, Disagree, or Strongly Disagree. The statement obtained a weighted mean of 4.76, which is interpreted as Strongly Agree. It indicates that the majority of YASCI

teachers believe that gamification makes their lessons more interesting and engaging. This connects to Rivera, E. S., & Garden, C. L. P. (2021) who found that Gamification could be integrated into ordinary teaching practices to enhance students' learning experiences.

2. Teachers use Gamification activities to encourage student participation

Strongly Agree	64%
Agree	36%
Neutral	0%
Disagree	0%
Strongly Disagree	0%

Out of 100 respondents, 64 or 64% Strongly Agreed and 36 or 36% Agreed with the statement. No respondents chose Neutral, Disagree, or Strongly Disagree. The statement obtained a weighted mean of 4.64, which is interpreted as Strongly Agree. This connects to Yildiz, I., Topcu, E., & Kaymakci, S. (2021) who stated that games may enhance student involvement in class activities.

3. Gamification makes teaching activities more enjoyable for both teachers and students

Strongly Agree	72%
Agree	24%
Neutral	4%
Disagree	0%
Strongly Disagree	0%

Out of 100 respondents, 72 or 72% Strongly Agreed, 24 or 24% Agreed, and 4 or 4% were Neutral with the statement. No respondents chose Disagree or Strongly Disagree. The statement obtained a weighted mean of 4.55, which is interpreted as Strongly Agree. This is related to González, M., & Casillas-Martín, S. (2024) who found that the teachers had a positive attitude towards gamification.

4. Gamification helps teachers improve their strategies in delivering lessons

Strongly Agree	56%
Agree	40%
Neutral	4%
Disagree	0%
Strongly Disagree	0%

Out of 100 respondents, 55 or 55% Strongly Agreed, 37 or 37% Agreed, and 8 or 8% were Neutral with the statement. No respondents chose Disagree or Strongly Disagree. The statement obtained a weighted mean of 4.47, which is interpreted as Strongly Agree. This findings is related to Schürmann, L., & Von Korflesch, H. F. (2021) teachers who are involved in gamification can think and apply various game based elements teaching strategies better.

5. Using Gamification allows teachers to develop more creative teaching methods

Strongly Agree	56%
Agree	44%
Neutral	0%
Disagree	0%
Strongly Disagree	0%

Out of 100 respondents, 56 or 56% Strongly Agreed, 44 or 44% Agreed, and 0 or 0% were Neutral with the statement. No respondents chose Disagree or Strongly Disagree. The statement obtained a weighted mean of 4.44, which is interpreted as Strongly Agree. This supports the study of Pereira, G., Berti, I. C. L. *et al.* (2024) who stated many teachers are now using Gamification and game based learning to help them make their teaching more creative and engaging.

6. Gamification helps teachers provide better motivation and feedback to students during lessons

Strongly Agree	52%
Agree	44%
Neutral	4%
Disagree	0%
Strongly Disagree	0%

Out of 100 respondents, 52 or 52% Strongly Agreed, 44 or 44% Agreed, and 4 or 4% were Neutral with the statement. No respondents chose Disagree or Strongly Disagree. The statement obtained a weighted mean of 4.46, which is interpreted as Strongly Agree. This is related to Christopoulos, A., & Mystakidis, S. (2023) Gamification can motivate teachers and students in classroom.

7. Gamification Enhances Teachers' ability to design effective learning activities aligned with their objectives

Strongly Agree	55%
Agree	37%
Neutral	8%
Disagree	0%
Strongly Disagree	0%

Out of 100 respondents, 55 or 55% Strongly Agreed, 37 or 37% Agreed, and 8 or 8% were Neutral with the statement. No respondents chose Disagree or Strongly Disagree. The statement obtained a weighted mean of 4.47, which is interpreted as Strongly Agree. This findings is related to Greaves, R., & Vlachopoulos, D. (2023) Who stated that teachers need to carefully plan gamification activities.

8. Gamification improves teachers' skill in managing classroom interactions and student engagement

Strongly Agree	60%
Agree	32%
Neutral	8%
Disagree	0%
Strongly Disagree	0%

Out of 100 respondents, 60 or 60% Strongly Agreed, 32 or 32% Agreed, and 8 or 8% were Neutral with the

statement. No respondents chose Disagree or Strongly Disagree. The statement obtained a weighted mean of 4.53, which is interpreted as Strongly Agree. It connects to Mårell-Olsson, E. (2022) who explained that gamification encourages students to participate actively in class.

9. The use of Gamification helps teachers adapt their teaching approaches base on students learning need

Strongly Agree	56%
Agree	40%
Neutral	4%
Disagree	0%
Strongly Disagree	0%

Out of 100 respondents, 56 or 56% Strongly Agreed, 40 or 40% Agreed, and 4 or 4% were Neutral with the statement. No respondents chose Disagree or Strongly Disagree. The statement obtained a weighted mean of 4.56, which is interpreted as Strongly Agree. This is related to Guerrero Puerta, L. (2024) who highlighted that Gamification approach in the classroom is useful activities to be more effective.

10. Gamification contributes to the overall improvement of teachers teaching skills and instructional effectiveness

Strongly Agree	56%
Agree	44%
Neutral	0%
Disagree	0%
Strongly Disagree	0%

Out of 100 respondents, 56 or 56% Strongly Agreed, 44 or 44% Agreed, and 0 or 0% were Neutral with the statement. No respondents chose Disagree or Strongly Disagree. The statement obtained a weighted mean of 4.50, which is interpreted as Strongly Agree. This findings is related to Svanberg, M., & Bergh, D. (2023) who stated that the study concluded that gamification can support teachers in improving their classroom practices when it is used appropriately. Their review suggested that using game elements in teaching can make lessons more engaging and help teachers deliver instruction more effectively.

4. Summary, Conclusions, and Recommendations

This chapter presents the summary of findings, conclusions, and recommendations of the study entitled, The Effects of Gamification on Teachers' Pedagogical at Young Achievers' School of Caloocan Incorporated. The summary provides an overview of the important data gathered from the 100 teacher respondents through the online survey. The conclusions are drawn based on the results of the study, while the recommendations are offered to teachers, school administrators, and future researchers who may be interested in the same topic.

Summary

This chapter summarizes the research titled "The Effects of Gamification on Teachers' Pedagogical Practices at Young Achievers' School of Caloocan Incorporated." The study aimed to explore how integrating game-like elements into instruction affects teaching methods, classroom management, student involvement, and overall teaching

effectiveness. As education adapts to technological progress and shifting learner expectations, gamification has gained attention as a strategy that enhances learning by incorporating features such as points, badges, and challenges into classroom activities. The main goal was to assess how gamification influences teachers' instructional approaches. More specifically, the study examined how widely gamification is used in classrooms, its impact on student motivation and participation, the difficulties teachers face when applying it, and ways to strengthen its implementation. The researchers argued that insights into these areas could help refine teaching techniques and elevate educational standards within the school. A quantitative, descriptive-survey approach was used to gather data. Teachers from the institution completed a structured questionnaire detailing their experiences, perceptions, and application of gamification in their teaching. Responses were systematically analyzed using statistical methods to evaluate the influence of gamification on different aspects of pedagogy and student learning. Results indicated that gamification generally has a favorable impact on teaching practices. Teachers noted that elements like rewards, quizzes, leaderboards, and interactive challenges increased student engagement and motivation. Learners showed more interest in lessons, participated more actively in discussions, and collaborated more effectively, contributing to a dynamic and student-focused classroom atmosphere.

The study highlighted several obstacles in applying gamification effectively. These include inadequate access to digital tools, unreliable internet connections, limited training opportunities for educators, time demands in creating gamified content, and disparities in students' access to technology. Without proper support, these barriers can limit the consistent use of gamification in daily instruction.

Conclusion

This study concludes that gamification is an effective teaching strategy that can improve teachers' pedagogical practices at Young Achievers' School of Caloocan Incorporated. By using game elements such as points, badges, rewards, challenges, and leaderboards, teachers can make their lessons more interesting, interactive, and enjoyable for students. Instead of relying only on traditional teaching methods, teachers can use different activities that encourage students to participate, work together, and stay motivated during class discussions. The study also shows that gamification helps teachers become more creative and flexible in the way they teach. It encourages them to try new teaching strategies that match the different learning needs of their students. When students are more interested and involved in classroom activities, teachers can explain lessons more effectively and create a positive learning environment. This not only improves classroom engagement but also helps students understand lessons better and develop a more positive attitude toward learning. The researchers also believe that the success of gamification depends on how it is planned and used in the classroom. Teachers should receive enough training and support from the school so they can use gamification properly. Schools should also provide the necessary learning materials and resources to help teachers apply game-based activities that are connected to the lesson objectives. When gamification is used correctly, it can become a useful tool that supports both teaching and learning.

It also concludes that gamification has a positive effect on teachers' pedagogical practices. It helps improve teaching strategies, increases classroom participation, and creates a more engaging learning experience for students. The findings of this study may also serve as a guide for teachers who want to improve their teaching methods, for school administrators who plan to encourage innovative teaching strategies, and for future researchers who wish to conduct similar studies about gamification and its role in improving the quality of education.

The study was conducted to determine the effects of gamification to the pedagogical practices of the teachers of Young Achievers' School of Caloocan Incorporated. With education evolving, teachers are encouraged to try new methods that can make learning more interesting and meaningful for students. Another is gamification. Gamification is the use of game elements in classroom instruction to motivate participation, increase learner engagement, and create a more interactive learning environment. The purpose of this study was to explore teachers' perceptions of the role of gamification in different aspects of their teaching. The study pointed out the importance of gamification as a teaching method which can assist teachers in various aspects of classroom teaching based on the answers obtained from the survey questionnaire. The questionnaire explored teachers' views on how gamification affected their teaching strategies, lesson delivery, classroom engagement, creativity in their teaching, instructional planning, motivation and feedback, and their capacity to modify teaching methods to suit students' learning needs. These are important elements of good teaching practices and provide a more complete picture of how gamification can be incorporated in teaching and learning. The findings of this study add to the ongoing application of gamification in education. The study, through the analysis of teachers' responses, provides useful insights into how gamification is viewed with respect to everyday classroom practices.

Recommendations

For DepED

The Department of Education should continue to strengthen its support for the use of gamification in teaching by creating programs that help teachers improve their pedagogical practices. DepEd may provide more seminars, workshops, and training sessions that focus on the effective use of gamification strategies in different learning environments.

For School Administration

The school administration should provide support and resources for teachers to use gamification. This includes access to gadgets, stable internet connection, and regular training programs on gamification strategies. The school may also develop policies that encourage the use of innovative teaching methods.

For Teachers

Teachers are encouraged to continue integrating gamification in their lessons to make learning more interactive and engaging. They should also explore different gamification tools such as Kahoot, Quizizz, and Word wall, and attend trainings or workshops to improve their skills in using these platforms effectively.

For Students

Should be more open and participative in gamified activities. Their feedback is also important to help teachers improve and choose the best gamification strategies for the class.

For Future Researchers Future researchers

Are encouraged to conduct a similar study with a larger scope, such as including other schools or focusing on the effects of gamification on students' academic performance. They may also explore other types of gamification and their long-term effects on teaching and learning.

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