



## **INTENSIFYING STUDENTS PARTICIPATION USING ADAPTED REWARD SYSTEM OF MOBILE GAMES: GAMIFICATION**

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### **Abstract**

#### **Purpose**

This study aims to help the teacher to have a maximum participation among the learners thru adapted rewards system of mobile games. Thus, this will sustain and provide quality education in the teaching learning process wherein students and teachers benefit.

#### **Design**

This study solved the research problems quantitatively through the action research method, and utilized the survey questionnaire as an instrument.

#### **Findings**

This study revealed that integration of adapted rewards system of mobile games in teaching affected and contributed by the different variables which comprises; learners interest, learner's participation and meaningful learning. It turned out that students claimed that among these factors, teacher's motivational strategy made a great impact in the improvement of the student's maximum participation in the classroom.

#### **Delimitation**

This study was delimited to the Grade 8 students as the participants/ respondents and the actual implementation of this teacher's/ researcher's initiative research was during school year 2019-2020.

## **I. Context and Rationale**

Educational system focuses on learner-centered activities that promotes active participation wherein teachers act as a facilitator in the classroom. Whereas, teachers used different motivational approach to achieve maximum participation among the learners. One of this is Gamification.

Gamification approach which emerges as the new face of education in the information age is defined as the process of including users into game.

According to Bunchball, gamification refers to make the components and mechanics of game more enjoyable through non-play activities in order to generate behavior change among individuals. While gamification approach is an appropriate method for obtaining positive outcomes in education and it leads students to adapt new behaviors through motivating them, making them to study more or learn new things; it also aims to keep people's motivation high and facilitate attachment and certain behaviors.

Nowadays, the 21<sup>st</sup> century learners are now exposed to different distractions specifically in mobile games. The study reveals that mobile games got more attention of the learners that sometimes result to lack of interest in classroom.

The researcher conduct a study that will encourage maximum participation of the learners using adapted reward system of mobile games.

## **II. Action Research Questions**

1. What is the effect of Adapted Reward System of Mobile Games in the performance of the learners?

2. What are the importance of conducting this study in:

2.1 Learners interest

2.2 Learners Participation and

2.3 Meaningful Learning

### III. Proposed Innovation, Intervention, Strategy

Reward system adapted from Mobile games incorporated in teaching to get the maximum participation of the learners.

### IV. Action Research Methods

#### a. Participants and/or other Sources of Data and Information (sampling)

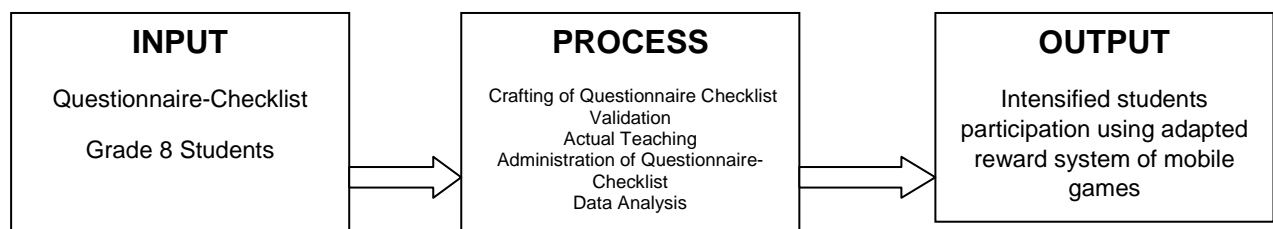
The respondents of the study are the 5 sections of Grade 8 learners of San Juan National High School. The researchers used fish bowl technique to identify the respondents. 10 learners in every section.

The study used descriptive method. According to Salaria (2012), information collection intended for explaining and analyzing existing conditions or situations is descriptive research. Descriptive research design will be used to determine the students participation with the use of adapted reward system from mobile games.

#### b. Data Gathering Methods (specify the steps or procedure)

The researcher makes a questionnaire checklist to be used as an instrument in the study. It will be then validated by English teacher/expert. It will be followed by the actual teaching incorporating the adapted reward system from mobile games and administration of questionnaire-checklist to grade 8 students. Then analysing and presentation of data followed.

#### c. Data Analysis Plan



### V. Discussion of Results and Reflection

This study aimed to determine the effect of Adapted Reward System of mobile games in participation of the learners inside the classroom.

1. What is the effect of Adapted Reward System of Mobile Games in the performance of the learners?

The researcher gave a performance activity with rubrics and short quiz to the learners to measure the effect of adapted reward system of mobile games.

In line with the effect of Adapted reward system of mobile games in the performance of the learners, based on the results of index of mastery of 34 student-respondent, 85.29 percent of them got a perfect score of 5 points and 14.71 percent of them got 4 points. This study claimed that the activity used by the teacher/researcher helps the students to understand the lesson easily and enjoyable. In addition, the teachers got a maximum participation among the learners using adapted reward system of mobile games.

Behavioral change due to external rewards, or extrinsic motivation, can positively impact student performance. Using points, badges, and leaderboards as extrinsic motivators promotes positive behavioral changes in students. Most students enjoy competition and playing games. Meeting goals and beating challenges improves grades. Students feel more compelled to do the work.

Furthermore, students claimed that through the integration of adapted reward system of mobile games, they are able to discover more knowledge, boost self-esteem, and opens more meaningful ideas.

2. What are the importance of conducting this study in:

2.1 Learners interest

2.2 Learners Participation and

2.3 Meaningful Learning

Table 1

**Computed Mean on Intensifying Student’s Participation using Adapted Reward System of Mobile games: Gamification in terms of Learners Interest**

Learners Interest	Students	
	WM	VI
1. I enjoy the discussion because there is an	3.83	Strongly Agree

application of mobile games in the activity.		
2. I feel that there is a realistic character in mobile game portrayed in our classroom that I really like.	3.53	Strongly Agree
3. It hooks my attention in doing classroom activity using mobile game application.	3.93	Strongly Agree
4. I can easily understand the lesson integrating mobile games theme.	3.7	Strongly Agree
5. I learn in class discussion through mobile games integration.	3.9	Strongly Agree
Overall Weighted Mean	3.78	Strongly Agree

The data show how improvement of Learners interest impacted the respondents using adapted reward system of mobile games as perceived by the learners. The general overall weighted means of 3.78 with an interpretation of “Strongly Agree” connotes the perception of the students in line with the said factor.

For the students, Item no. 3, “It hooks my attention in doing classroom activity using mobile game application.”, got the highest weighted mean of 3.93, verbally interpreted as “Strongly Agree”. Item no. 2 got the lowest weighted mean of 3.53 with a verbal interpretation of “Strongly Agree”.

It means that the adapted reward system of mobile games intensifies learner’s interest. It was observed in the data that the learners learned easily and delightfully because of the activity. Also, they definitely understand the lesson taught by the teacher. This can be beneficial in both learners and teachers.

Meanwhile, there are learners that is less interested in mobile games, merely because of the availability of cellphones and technologies in their areas. But the data shows that most of them are motivated because of their interest in mobile games.

Table 2 presents the Computed Mean on Intensifying Student’s Participation using Adapted Reward System of Mobile games: Gamification in terms Learner’s Participation.

**Table 2**

**Computed Mean on Intensifying Student’s Participation  
 using Adapted Reward System of Mobile games: Gamification  
 in terms of Learners Participation**

Learners Participation	Students	
	WM	VI
1. I actively participate because the activities are really engaging.	3.96	Strongly Agree
2. I enjoy class recitation to get rewards that I gain through mobile games	3.56	Strongly Agree
3. I am excited to participate in all activities because of the reward given to me.	3.83	Strongly Agree
4. I am truly satisfied in every activity that I accomplished whether individual or group activity.	3.8	Strongly Agree
5. I become more active to participate in class discussion and collaborative activities that the teacher assigned us to do.	3.96	Strongly Agree
Overall Weighted Mean	3.82	Strongly Agree

Regarding the students perception, Item no. 1 and 5 got the highest weighted mean “I actively participate because the activities are really engaging.” and “I become more active to participate in class discussion and collaborative activities that the teacher assigned us to do.” with the mean of 3.96. and an interpretation of “Strongly Agree”.

Last in rank is Item no. 2, “I enjoy class recitation to get rewards that I gain through mobile games” with a verbal interpretation of “Strongly Agree”. The rest of the items fall under Strongly Agree.

It can be deduced that the students considered adapted reward system in mobile games as a significant indicator in participating in learning process.

Table 3 presents the Computed Mean on Intensifying Student’s Participation using Adapted Reward System of Mobile games: G

amification in terms of Meaningful Learning.

**Table 3**

**Computed Mean on Intensifying Student’s Participation  
using Adapted Reward System of Mobile games: Gamification  
in terms of Meaningful Learning**

Meaningful Learning	Students	
	WM	VI
1. I find learning more enjoyable and meaningful because the activities are incorporated in mobile games.	3.93	Strongly Agree
2. I can get high score/ passed the quizzes because I understand the lesson tackled through mobile games.	3.8	Strongly Agree
3. I can focus on the class discussion and answer in recitation with a rewards given by the teacher.	4	Strongly Agree
4. I achieve meaningful learning and at the same time I enjoy all the activities related to our lesson/topic.	3.9	Strongly Agree
5. I apply what I learned in various real life situations task.	4	Strongly Agree
Overall Weighted Mean	3.93	Strongly Agree

For the Meaningful Learning, the perception of the students gave an overall weighted mean of 3.93 verbally interpreted as “Strongly Agree”.

In terms of students perception, Item no. 3, “I can focus on the class discussion and answer in recitation with a rewards given by the teacher.” and Item no. 5, “I apply what I learned in various real life situations task.” got the highest weighted mean of 4 with a verbal interpretation of “Strongly Agree”. Last in rank is item no. 2 “I can get high score/ passed the quizzes because I understand the lesson tackled through mobile games.” with a mean of 3.8 and verbally interpreted as “Strongly Agree”.

It can be inferred that students considered the adapted reward system of mobile games as a helpful activity conscious in various authentic real life situation scenario.

**Table 4**  
**Summary Table of the Intensifying Student's Participation using Adapted Reward System of Mobile games: Gamification**

Factors	Students	
	WM	VI
Learners Interest	3.78	Strongly Agree
Learners Participation	3.82	Strongly Agree
Meaningful Learning	3.93	Strongly Agree
Overall Weighted Mean	3.84	Strongly Agree

It can be noted from the table that Meaningful Learning got the highest weighted mean of 3.93 as perceived by the student-respondents. Learners Interest got the lowest weighted mean of 3.78 with a verbal interpretation of Strongly Agree.

It can be inferred from the overall weighted mean of the students' perception that the significance of Adapted reward system of mobile games is highly considered for the betterment of student's maximum participation.

This gamification approach is an appropriate method for obtaining positive outcomes in education and it leads students to adapt new behaviors through motivating them, making them to study more or learn new things; it also aims to keep people's motivation high and facilitate attachment and certain behaviors.

Gamification captures and keeps a student's attention. That's a big part of the learning battle, aside from helping students retain information. But, gamification helps with that as well. A student who is engaged in learning has a better chance of recalling and retaining information

## **VI. Recommendation**

In the light of the findings of this review, the following suggestions are offered.

1. The adapted reward system of mobile games can be used to other grade level to intensify learner's participation.
2. Teachers may help their students to perform well inside the classroom by providing them reinforcement activities and motivation.



**VII. Action Research Work Plan and Timelines (dates and tentative plan)**

ACTIVITIES	NOV	DEC	JAN	FEB
CRAFTING OF QUESTIONNAIRE CHECKLIST	→			
VALIDATION		→		
ACTUAL TEACHING			→	
ADMINISTRATION OF QUESTIONNAIRE CHECKLIST			→	
DATA ANALYSIS/ INTERPRETATION OF DATA				→

**VIII. Cost Estimates**

BOND PAPER (1 REAM)	- 192
COLORED PAPER (1REAM)	- 180
INK (BLACK)	- 264
TOTAL	- 636

**IX. Plans for Dissemination and Utilization**

If found it effective, it will be suggested to incorporate the adapted reward system from mobile games in teaching.

**X. References**

**Journal**

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