GAMIFIED ACTIVITIES IN STUDENT'S LEARNING ENGAGEMENT IN AN ONLINE ENGLISH CLASS

Romina G. Taracatac, L.P.T.

romina.taracatac@deped.gov.ph
Teacher II, Laguna Senior High School, Santa Cruz 4009 Laguna, Philippines

Abstract

This study was conducted to find out the efficacy of gamified activities as students' learning engagement in an online English class. It employed a descriptive design, and it was participated by seventy (70) Grade 11 students under online distance learning of Laguna Senior High School. A survey questionnaire was used as the main instrument in obtaining the pertinent information. It determined the status of gamified activity elements such as enjoyable, educational, interactive, and participative on students' motivation, interest, competence, and behavior. It also identified the level of student learning engagement during online classes and whether this variable significantly affects the student's engagement during online classes.

The results of the study revealed that the status of gamified activity elements was very high. The findings also exposed that the level of students learning engagement during online classes with regards to students' interest was very high while students' motivation, competence, and behavior were high. It also showed that there is a significant effect of using gamified activities on students' learning engagement in online English classes when it comes to gamified elements, educational, interactive, and participative. However, in terms of the variable, enjoyable, it was observed that it brings positive effects to students but lest no significance.

Based on the result of the study, the variable, educational, interactive, and participative were observed to be significant while the variable enjoyable was observed to be not significant thus the null hypothesis was partially rejected. Still, this calls for the acceptance of the incites that there is a significant effect of gamified activities on students' learning engagement during an online class.

This recommends for the teachers utilize the findings from this study to design activities that will suit the student's needs during this time of the pandemic. School management may also consider the findings from this study to craft projects/activities to address problems related to decreasing the attention span of students during an online class.

Keywords: Gamified Activities; Students' Learning Engagement; Online Distance Learning

1. Main Text

Introduction

Since the COVID-19 pandemic has led to nationwide school closures, the transition to remote teaching has caused profound disruption to classroom instruction. Adapting to these changes, teachers learned to acclimatize to look for an alternative way to keep learners stirred and driven while learning and, at the same time, address the observable decreasing attention span of learners during virtual class. In Garcia-Bulle's (2021) article, she mentioned that shorter attention spans and lower concentration levels hit harder in online classes. She also argued that students that take online courses are more vulnerable to distractions since they are freer to multitask. She suggested imperatively finding a way to keep students' attention span and concentration at the highest level possible. Indeed, the researcher saw the potential of gamified activities in promoting students' engagement in digital space.

Gamification or the application of typical elements of game playing (e.g., point scoring, competition with others, rules of play) to other areas of activity, typically as an online marketing technique to encourage engagement with a product or service, is a new concept and approach to education. It has been shown that gamification can increase motivation. Understanding what gamification elements can yield favorable results when properly adopted into the class is important.

Unquestionably, most students today were fastened by a variety of exhilarating games up from elementary down to senior high school. Some learners testified that games helped them outrun the boredom they suffered during the quarantine period. Indeed, although these games differed in many aspects, like in features and characteristics, it is still an organized activity that is

usually composed of many properties such as assigning a particular task or the main objective to be accomplished, a set of rules, competition between the players, and communication among the troupes either spoken or in writing one.
However, although games are often associated with students, challenging them, stimulating their interest, and motivating them, despite their mentioned pedagogical value, the researcher's concern is to find out the efficiency of gamified activity as student's learning engagement in an online English Class among Senior High School.

Background of the Study

Gamification, like games, can create their own cultures and identities that players must become a part of, allowing students to step out of their comfort zones smoothly. Gamification gives students a safe place to learn from their mistakes and failures and can be used as a platform to teach how to fix the problems they encounter. Since gamification can change behaviors by implementing steps including small manageable tasks, building complexity over time, having a group that all have the same goal or goals, and repetition or practice during the building knowledge, it has the potential to empower students to form and create their intrinsic motivation. Moreover, the game-based method as a strategy in language education is considered free learning-activity that allows students to be trained and use languages with practical purpose and to use their creative skills in a joyful atmosphere. For that reason, most students of all ages like games. On the base of school observation and discussion with teachers, it seems that a great number of teachers underestimate games as an unserious activity that is just only for relaxation. Some methodologists, for example, Richard and Rodgers, do not examine a game as a method in language education. Others think that game is just an additional device for building up the skills in language education at primary school. In the present article, Game as the Main Strategy in Language Education, the author supports the idea that games must be considered a basic strategy and method in language education not only in primary schools but also for students of all ages.

In addition, enjoyment of games is not restricted by age. Some individuals may be less fond of games than others. However, so much depends on the games' appropriateness and the player's role. It is generally accepted that young learners want to play games. Teenage learners might be reluctant to do it. Games that can be played in pairs or groups may be particularly useful. Many adult people are anxious to learn languages to pass the examinations needed in their work, and often they consider games unnecessary. The teacher must respect their point of view and be able to justify the use of each game in terms of the significance of practice it provides. Grozdanova noted that "second language learning is a continuous process related to problem-solving and decision–making. L2 system must help a teacher to create contexts in which the language is useful and meaningful. The learners want to take part and to do so, it must understand what others are saying or have written, and they must speak or write to express their own point of view or give information. Games can encourage many learners to sustain their interests and work. Games 4 reinforce interests, and motivation and form a creative and positive emotional atmosphere in the learning process. Apparently, games give practice in all the skills (reading, writing, listening, speaking) in all the stages of teaching/learning (presentation, recombination, and free use of language) and for many types of communication tasks (encouraging, criticizing, agreeing, explaining etc.).

In all the aspect that has been discussed, gamification can be a good strategy to use in the teaching process in a digital space indeed, the researcher conducts the study to prove the efficiency of gamification strategy in the teaching process in an online English class in Senior High School.

Theoretical Framework

Yang (2020) said that Digital game-based language learning promotes motivation and immerses learners in learning. However, some gaming elements (e.g., competition and challenge) or learning content (e.g., difficulty levels) may influence different learners, especially those with low self-efficacy or academic achievement, as competitive games may lead to frustration. It is therefore important to consider students' cognitive capacities when designing a competitive learning environment and provide them with appropriate cognitive complexity learning content.

Zaric (2021) stated that the Gamified Learning Theory implies that gamification does not affect learning directly but stimulates a learning-related behavior in a mediating or moderating process. A learner-related behavior can, to some extent, be predicted based on the way learners tend to perceive, understand and utilize information. These different ways of learning are known as learning tendencies.

Gough et al. (2017) represent an appropriate methodological choice when there are already many systematic reviews addressing the same or a similar research question, a concomitant increase in discordant findings. As explained, this is the case for existing reviews on theoretical foundations in gamification, serious games, and game-based learning. Specifically, a meta-review aims to assemble the results of qualitative studies on a topic to locate core concepts or theories that provide new or stronger explanations for a particular phenomenon and to compile the available evidence on a specific research focus into a summary.

Scott, Heinze, and Procter (2007) talked about Conversation Theory in which human beings are learning systems, and motivation should focus not on learning but on what is learned. Laurillard also suggests that there is no one right medium for the conversation. Each medium has its drawbacks. These reasons make the Conversational Framework an attractive option for Blended Learning.

Bandura (2001), in socio-cognitive theory, realized that media could also act as a valid source of social support. Bandura realized that people often model themselves after others they know. However, they also model people they do not know if they are celebrities. Even fictional characters can act as behavior models. Social support can occur in a massive multiplayer online game (MMO). MMOs often contain several hundred players working together as teams to complete game quests. Teams, called guilds in the MMO world, must compete to win the game, often involving being the first team to build or find an important relic. A serious game MMO could include offline meets as a part of the game, encouraging real-life activism. It could also take place by having a game that already includes a social aspect. For instance, Zombies Run is a game that promotes fitness by sending alerts to the player's phone that zombies are chasing them. Groups can easily choose to meet at a certain place and be chased together. Reeve et al. (2004), Self-determination theory meticulously explains the sources of motivation in some specific situations; in this context, it is to play educational games. This theory comprises three different types of motivation, namely intrinsic motivation, extrinsic motivation, and intrinsic motivation to internal feelings, such as enjoyment, pleasure, or interest, which drive the individuals to participate in a particular activity. For example, a game player may play a recreational game because he enjoys it.

Conversely, extrinsic motivation consists of external rewards or outside pressure that encourage or push individuals to behave in a certain way. For example, a player may play a game because he wants to win a medal. The behavior is merely directed by the external reward rather than intrinsic feelings. It is worth noting that over-reliance on extrinsic rewards can weaken the existing intrinsic motivation because individuals are likely to focus on the extrinsic reward as a source of motivation.

Radical constructivism was propounded by the American psychologist Ernst von Glasersfeld (1995). Some scholars also called this version of constructivism an "individualistic version of psychological constructivism" (Phillips, 2000). Ernst von Glasersfeld (1995) defines radical constructivism (von Glasersfeld himself gave the radical name constructivism) as follows: It is an unconventional approach to the problems of knowledge and knowing. It starts from the assumption that knowledge, no matter how it is defined, is in the heads of persons and that the thinking subject has no alternative but to construct what he or she knows based on his or her own experience.

The theories mentioned above are highly relevant to the research because it coincides with the supposition, or a system of ideas intended in the study. It tackled the well-substantiated explanation of an aspect of using games element in the teaching and learning process and other factors that may be noticeable throughout the discussion of the study. Likely, the game theory imposes a good effect of games on education. The conversation theory explains that human beings are learning systems, and their motivation should focus not only on learning but also on what is learned. Moreover, the socio-cognitive theory is essential for it discusses the social support needed by the respondents. Also, self-determination theory supports the study because it meticulously explains some sources of motivation in specific situations. These mentioned theories lead to a better understanding of the current study.

Statement of the Problem

The study aims to find the efficacy of using Gamified Activities in Student Engagement in an Online English Class.
It sought to answer the following questions.

1. What is the status of gamified activities elements;
   1.1 enjoyable
   1.2 educational
   1.3 Interactive
   1.4 participative
2. What is the level of students' learning engagement during online English classes;
   2.1 Motivation
   2.2 Interest
   2.3 Competence
   2.4 Behavior
3. Is there a significant effect of using gamified activities as a student's learning engagement in an online English class in senior high school?

Research Methodology

This research employs quantitative and non-experimental designs utilizing the correlate technique. The researcher used descriptive research that aimed to know the effects of using gamified activities on students' learning engagement in blended English classes. Descriptive research is used to find adequate and accurate interpretations and findings by gathering data through quantitative surveys and analyzing objectively through standard statistical frameworks. This was also affirmed by Cruz (2000), who supported that the descriptive method is used to assess "What is". This design was used since the study aims to determine the status and level of gamified activities to the students' learning engagement and their significance to their engagement in a virtual class.

The researcher used purposive sampling to obtain the respondents for this study. The researcher used thirty (35) students from the ABM strand and another thirty-five (35) students of HUMSS under the online distance learning modality in Laguna Senior High School based on the students' exposure to the gamified lessons. Respondents were chosen using the purposive sampling technique to determine the sample size selection of the respondents for the study. Purposive sampling is a non-probability sampling method that focuses on the characteristics of a population of interest, which enables to answer of the given research questions. In purposive sampling, the researcher relies on personal judgment to concentrate on people with distinct characteristics who can participate and fulfill the research objectives. In this way, the researcher builds up a sample that is satisfactory to the study's specific needs.

A letter of intent signed by the researcher was submitted to the Division of Laguna to express the researcher's intention to conduct the study at Laguna Senior High School. Before distributing the questionnaires, the researcher asked permission from the principal of Laguna Senior High School by presenting a letter of intent. Simultaneously, adopted questionnaires were given to the students exposed to gamified lessons used during English class hours. Data were tallied, analyzed, and interpreted after collection

An adopted questionnaire from the internet was the main tool used to gather data. The researcher used a set of questionnaires consisting of parts such as motivation, interest, competence, and behavior.

To provide a reliable answer to the specific problems of this study and to test the hypothesis; the data collected from the survey were subjected to statistical treatment. The data were treated using statistical treatments: Mean, Standard Deviation, and Multiple Regression Analysis.

Results and Discussion

1. Status of Gamified Activities Elements as to Enjoyable

Statement	***MEAN***	***SD***	***Verbal Interpretation***
1. integrate the use of ICT in every lesson.	4.29	0.69	Very High
2. provide corrective feedback in every output/activity made.	4.41	0.68	Very High
3. help students realize the significance of learning for my future endeavors.	4.51	0.62	Very High
4. show compassion, transparency, and leniency towards their students.	4.54	0.65	Very High
5. use varied digital learning tools and applications to make English class interactive and meaningful, which motivates me.	4.38	0.72	Very High
6. motivate learners, make the learning environment free from grammatical errors and tell that everything can be corrected.	4.51	0.61	Very High
7. motivate learners and push them beyond their capabilities.	4.52	0.63	Very High

Overall Mean = 4.45
Standard Deviation = 0.66
Verbal Interpretation = Very High

Range	***Verbal Interpretation***
4.20 – 5.00	*Very High*
3.40 – 4.19	*High*
2.60 – 3.39	*Moderately High*
1.80 – 2.59	*Less High*
1.00 – 1.79	*Not high at all*

Table 1 illustrates the status of gamified activity elements as enjoyable. Gamified activities made the class discussion enjoyable and interesting (M=3.53, SD=0.53) and the student *strongly agree* with it. This is followed by the statement Students always wanted to attend the class because they don't get bored (M=3.49, SD=0.56) and was also evidence that the students *strongly agree* with it. On the other hand, the statements gamified activities made students feel excited to learn new things received (M=3.37, SD=0.96) and it shows that *strongly agree* with it.

Overall, the status of gamified activities elements as enjoyable attained a mean score of 3.44 and a standard deviation of 0.55 and was *very high* among the respondents.

Table 2. Status of Gamified Activities Elements as to Educational

Statement	*Mean*	*D*	*Remarks*
Gamified activities helped to analyse educational concepts, theories, and issues in a systematic way.	3.29	.57	Strongly Agree
Gamified activities promoted awareness of the different roles of participants in the learning process.	3.21	.48	Agree
Gamified activities usually consist of facts that are relatable to the topic to be discussed.	3.39	.52	Strongly Agree
Gamified activities are educational helped students to better understand the topic.	3.46	.50	Strongly Agree
Gamified activities help the student to focus on the lesson.	3.23	.57	Agree

Overall Mean = 3.31
Standard Deviation = 0.53
Verbal Interpretation = Very High

Table 2 illustrates the status of gamified activities elements as to educational. The statement, tha gamified activities are educational helped students to better understand the topic, (M=3.46, SD=0.50) and the student *strongly agree* with it. This is followed by a statement, gamified activities usually consist of facts that are relatable to the topic to be discussed (M=3.39, SD=0.52) and were remarked by the student *strongly agree*. On the other hand, the statement gamified activities promoted awareness of the different roles of participants in the learning process (M=3.21, SD=0.48) and the *students agree* with it.

Overall, the status of gamified activities elements as to educational attained a mean score of 3.31 and a standard deviation of 0.53 and was very high among the respondents.

Table 3. Status of Gamified Activities Elements as to Interactive

Statement	*Mean*	*SD*	*Remarks*
Gamified Activities used by the teacher actively involve the students in the learning process.	3.27	0.54	Strongly Agree
Gamified activities constantly encouraged the participants to be active.	3.27	0.56	Strongly Agree
Educational games used by teachers serve as a way for students to understand the lesson religiously.	3.21	0.63	Agree
Activities that have a game-like rule boosted students' social and communication skills.	3.34	0.51	Strongly Agree
Gamified activities promoted creative thinking and creativity among colleagues.	3.39	0.49	Strongly Agree

Overall Mean = 3.30
Standard Deviation = 0.55
Verbal Interpretation = Very High

Table 3 illustrates the status of gamified activity elements as interactive. gamified activities promoted creative thinking and creativity among colleagues yielded the highest mean. This is followed by activities that have a game-like rule boosted students' social and communication skills (M=3.34, SD=0.51) and was also remarked as *strongly agree* by students. On the other hand, the statement educational games used by teachers serve as a way for students to understand the lesson religiously (M=3.21, SD=0.63) and students *agree* with it.

Overall, the status of gamified activities elements as interactive attained a mean score of 3.30 and a standard deviation of 0.55 and was *very high* among the respondents.

Table 4. Status of Gamified Activities Elements as to Participative

Statement	*Mean*	*SD*	*Remarks*
The use of games by teachers before/during class promotes participation among the students.	3.36	0.48	Strongly Agree
The use of gamified activities in online classes made students feel that they belong to the community among students.	3.30	0.46	Strongly Agree
Specific information provided by the activities triggered students to contribute related content and form a thematic collection.	3.23	0.52	Agree
Gamified activities allowed students to contribute a review of another person's answer.	3.23	0.54	Agree
Gamified activities encouraged students to answer and participate during class.	3.29	0.49	Strongly Agree

Overall Mean = 3.28
Standard Deviation = 0.50
Verbal Interpretation = Very High

Table 4 illustrates the status of gamified activity elements as participative. The statement the use of games by teachers before/during class promotes participation among the students (M=3.36, SD=0.48) and students *strongly agree* with it. This is followed by the statement, The use of gamified activities in online classes made students feel that they belong to the community among students (M=3.30, SD=0.46) and students also remarked it as *strongly agree*. On the other hand, the statements specific information provided by the activities triggered students to contribute related content and form a thematic collection and gamified activities allowed students to contribute a review of another person's h (M=3.23, SD=0.52) and (M=3.23, SD=0.54) and student *agree* with it.

Overall, the status of gamified activities elements as to participative high attained a mean score of 3.28 and a standard deviation of 0.50 and was *very high* among the respondents..

Table 5. Level of Students' Engagement During Online English Class as to Motivation

Statement	*Mean*	*SD*	*Remarks*
I am driven to attend class because my teacher used games in the discussion that promotes fun competitions.	3.13	0.70	Agree
I am stimulated to answer my teacher's question in recitation because he/she give rewards (additional points, badge, etc.)	3.24	0.62	Agree
I am more determined to participate in a game-like discussion because I am challenged.	3.29	0.59	Strongly Agree
I attend online classes on time because I'm intrigued by my teacher's next activity.	3.21	0.63	Agree
I am motivated to learn when my teacher incorporates games into the discussion.	3.21	0.70	Agree

Overall Mean = 3.22
Standard Deviation = 0.65
Verbal Interpretation = High

Table 5 illustrates the level of students' engagement during an online English class as to Motivation. The statement, Students were more determined to participate in a game-like discussion because I am (M=3.29, SD=0.59) and students *strongly agree* with it. This is followed by the statement Students were stimulated to answer teacher's question (M=3.24, SD=0.62) and was remarked by students as agree. On the other hand, the statement the students were driven to attend class because the teacher used games in the discussion that promotes fun competitions (M=3.13, SD=0.70) was also remarked by students as agree.

Overall, the level of students' engagement during online English class to Motivation attained a mean score of 3.22 and a standard deviation of 0.65 and was *high* among the respondents to be encouraged to attend class because they are stimulated. These activities connect to what students like to do, resulting in deeper engagement wherein they willingly spend time thinking, dialoguing and creating ideas in meaningful ways.

Table 6. Level of Students' Engagement During Blended English Class as to Interest

Statement	*Mean*	*SD*	*Remarks*
My interest in the subject increased when teachers used gamified activities.	3.29	0.57	Strongly Agree

I find it easier to pay attention to our topic after the gamified activity ended.	3.21	0.59	Agree
I believe that gamified activities provide an interesting way of assessing students based on the target learning objectives and outcomes in each lesson.	3.29	0.59	Strongly Agree
I agree that educational games create a meaningful experience boosting one's interest in the subject area.	3.40	0.60	Strongly Agree
I am always wanting to join the class every week because I'm intrigued by new activities that my teacher will let us do.	3.21	0.59	Agree

Overall Mean = 3.28
Standard Deviation = 0.59
Verbal Interpretation = Very High

Table 6 illustrates the level of students' engagement during an online English class as to Interest. The statement students *agree* that educational games create a meaningful experience boosting one's interest in the subject area (M=3.40, SD=0.60) and remarked as *strongly agree*. This is followed by the statement student's interest in the subject increased when teachers interesting way of assessing students based on the target learning objectives and outcomes in each lesson" (M=3.29, SD=0.57) and (M=3.29, SD=0,.59) and students *strongly agree* with it. On the other hand, the statements students find it easier to pay attention to our topic after the gamified activity ended" and student's always want to join the class every week because they are intrigued by new activities that hi/her teacher will let them do with (M=3.21, SD=0.59) yet were remarked *agree* by students.

Overall, the level of students' engagement during online English class as interest attained a mean score of 3.28 and a standard deviation of 0.59 and was *very high* among the respondents

Table 7. Level of Students' Engagement During Blended English Class as to competence

Statement	*Mean*	*SD*	*Remarks*
I enhanced my social skills in doing authentic performance tasks through gamified activities in our subject.	3.17	0.48	Agree
I can easily understand the concepts and subject matters taught by my teacher due to help of educational games during or after the discussion.	3.19	0.60	Agree
I developed a deeper understanding of my skill in analyzing things.	3.13	0.51	Agree
I agreed that illustrations and icons in educational games contributed to the structuring and organizing of new knowledge in a simple way.	3.29	0.49	Strongly Agree
In a gamified classroom, I'm capable of performing a task or job effectively knowing that there's a reward that awaits**.**	3.13	0.56	Agree

Overall Mean = 3.18
Standard Deviation = 0.53
Verbal Interpretation = High

Table 7 illustrates the level of students' engagement during online English class as competence. The statement, the students' agreed that illustrations and icons in educational games contributed to the structuring and organizing of new knowledge in a simple (M=3.29, SD=0.49) and was remarked by students as *strongly agree*. This is followed by the statement students can easily understand the concepts and subject matters taught by the teacher due to the help of educational games during or after the discussion (M=3.19, SD=0.,60), and *students agree* with it. On the other hand, the statements Students developed a deeper understanding of their skill in analyzing things effectively knowing that there's a reward that awaits (M=3.13, SD=0.51) and (M=3.13, SD=0.56) and students *agree* with it.

Overall, the level of students' engagement during online English class as to competence attained a mean score of 3.18 and a standard deviation of 0.53 and was *high* among the respondents.

Table 8. Level of Students' Engagement During Blended English Class as to Behavior

Statement	*Mean*	*SD*	*Remarks*
I am focused to our lesson when my teacher deliberately asked questions like in quiz bee.	3.16	0.40	Agree
I can socialize with my classmates during the educational game that required groupings and collaboration among my colleagues.	3.24	0.52	Agree

I always want to join and participate in educational games that my teacher prepared before/during our lesson.	3.23	0.66	Agree
I am excited to participate in our group work and other activity because I find them enjoyable and fun.	3.14	0.55	Agree
I always socialize among my colleagues.	3.29	0.49	Strongly Agree

Overall Mean = 3.21
Standard Deviation = 0.53
Verbal Interpretation = High

Table 8 illustrates the level of students' engagement during online English class as Behavior the statement students always socialize among my colleagues (M=3.29, SD=0.49) and students *strongly agree* with it. This is followed by the statement students can socialize with my classmates during the educational game that required groupings and collaboration among my colleagues (M=3.24, SD=0.52) and was remarked as *agree* by students. On the other hand, the statement Students were excited to participate in our group work and other activity because they find them enjoyable and fun (M=3.14, SD=0.55) was remarked *agree* by the students.

Overall, the level of students' engagement during blended English class to behavior attained a mean score of 3.21 and a standard deviation of 0.53 and was *high* among the respondents.

Table 9. Significant Effect of Using Gamified Activities as a Student's Learning Engagement in an English Class in Senior High School to the Motivation of the Students

Status of Activities	*Beta*	*t value*	*p-value*	*Analysis*
Enjoyable	0.166	1.165	0.248	Not Significant
Educational	0.034	0.221	0.826	Not Significant
Interactive	0.436	2.840	0.006	Significant
Participative	*0.246*	*1.533*	*0.130*	*Not Significant*

R square: 57.26%
F value: 21.773
Sig.: 0.000

Table 9 presents the significant effect of using gamified activities as a student's learning engagement in an online English class in senior high school. The status of activities as to enjoyable is not observed to have tests significant effect to the students' engagement. The computed p-values for the. suggest no significance due to them being greater than the significance alpha 0.05. Nevertheless, there were observable positive effects lest no significance. On the other hand, the status of activities as to educational is observed to have a significant positive effect to the interest (0.263) of the students. This is evidenced by the computed p-value of 0.001 which is less than the significance alpha. Although observed to have no significance, it was also observed to have a positive effect to the other descriptors of students' engagement.

Table 10. Significant Effect of Using Gamified Activities as a Student's Learning Engagement in an Online English Class in Senior High School to the Interest of the Students

Status of Activities	*Beta*	*t value*	*p-value*	*Analysis*
Enjoyable	0.120	0.886	0.379	Not Significant
Educational	0.263	1.772	0.081	Not Significant
Interactive	0.165	1.126	0.264	Not Significant
Participative	*0.384*	*2.508*	*0.015*	*Significant*

R square: 60.46%
F value: 21.773
Sig.: 0.000

Table 10 presents the significant effect of using gamified activities as a students' learning engagement in a blended English class in senior high school to the interest of the students. From the beta coefficients, it is observed that whenever there is a unit increase in the status of activities, there is an increase in the interest of the students as evidenced by the positive values. However, only the test for the Participative Status proved to be significant as it incurred a p-value of 0.015 which is less than the significance alpha 0.05.

Table 11. Significant Effect of Using Gamified Activities as a Student's Learning Engagement in an Online English Class in Senior High School to the Competence of the Students

Status of Activities	*Beta*	*t value*	*p-value*	*Analysis*
Enjoyable	0.017	0.163	0.871	Not Significant
Educational	0.423	3.660	0.001	Significant
Interactive	0.280	2.457	0.017	Significant
Participative	*0.180*	*1.505*	*0.137*	*Not Significant*

R square: 71.28%
F value: 40.344
Sig.: 0.000

Table 11 presents the significant effect of using gamified activities as a student's learning engagement in an online English class in senior high school to the Competence of the students. From the beta coefficients, it is observed that whenever there is a unit increase in the status of activities, there is an increase in the competence of the students as evidenced by the positive values. However, only the test for the Educational and Interactive Status proved to be significant as it incurred p-values of 0.001 and 0.017 which are less than the significance alpha of 0.05.

Table 12. Significant Effect of Using Gamified Activities as a Student's Learning Engagement in an Online English Class in Senior High School to the Behavior of the Students

Status of Activities	*Beta*	*t value*	*p-value*	*Analysis*
Enjoyable	0.180	1.752	0.084	Not Significant
Educational	0.011	0.099	0.921	Not Significant
Interactive	0.271	2.446	0.017	Significant
Participative	*0.358*	*3.097*	*0.003*	*Significant*

R square: 68.16%
F value: 34.780
Sig.: 0.000

Table 12 presents the significant effect of using gamified activities as a students' learning engagement in a blended English class in senior high school to the Behavior of the students. From the beta coefficients, it is observed that whenever there is a unit increase in the status of activities, there is an increase in the behavior of the students as evidenced by the positive values. However, only the test for the Interactive and Participative Status proved to be significant as it incurred p-values of 0.017 and 0.003 which are less than the significance alpha 0.05.

Summary of Findings

The salient points of the study presented found that the status of gamified activities elements as to enjoyable attained a mean score of 3.44 and a standard deviation of 0.55 and was "**Very High"** among the respondents.

The status of gamified activities elements as to educational got a mean score of 3.31 and a standard deviation of 0.53 and was "**Very High"** among the respondents Moreover, the status of gamified activities elements as to interactive attained a mean score of 3.30 and a standard deviation of 0.55 and was "**Very High"** among the respondents. The status of gamified activities elements as to participative attained a mean score of 3.28 and a standard deviation of 0.50 and was "**Very High"** among the respondents.

Next, the level of students' engagement during blended English class as to Motivation attained a mean score of 3.22 and a standard deviation of 0.65 and was "**High"** among the respondents. The level of students' engagement during blended English class as to Interest attained a mean score of 3.28 and a standard deviation of 0.59 and was "**Very High"** among the respondents.

The level of students' engagement during blended English class as to and competence attained a mean score of 3.18 and a standard deviation of 0.53 was **"High"** among the respondents. The level of students' engagement during blended English class to behavior attained a mean score of 3.21 and a standard deviation of 0.53 and was "**High"** among the respondents. Although the interpretation is **"High"** and does not exceed the highest possible interpretation, it is still discernable that gamified activities brought an impact on the behavior of the respondents.

Moreover, it revealed that gamified activity elements such as interactive have a significant effect on the student's learning engagement to the motivation of students, participative as to student's interest, educational and interactive as to students' competence, and interactive and participative as to students' behavior. However, it exposed that gamified activity elements such as enjoyable have no significant effect on all the learning engagement variables

The findings show that there is a significant influence of gamified activities regarding educational, interactive, and participative to student learning engagement. On the other hand, enjoyable has no direct significant influence on the student's learning engagement of selected Grade 11 students of Laguna Senior High School.

Conclusion

Anchored with the foregoing findings, the following conclusions were drawn.

Based on the result of the study, the variable, educational, interactive, and participative were observed to be significant while the variable enjoyable was observed to be not significant thus the null hypothesis was partially rejected. Still, this calls for the acceptance of the incites that there is a significant effect of gamified activities on students' learning engagement during an online class.

Applying gamification elements to education, such as enjoyable, educational, interactive, and participative, make learning more engaging and appealing to the public audience beyond traditional learning methods. It boosted the respondent's motivation, interest, competence, and behavior during online classes. It also increased the appeal of learning processes, innovation, fun, productivity, and the respondents' ability to retain knowledge and acquire new skills. Indeed, the researcher settled that those gamified activities could enhance levels of students' engagement, like what games can do to improve their skills and optimize their learning. Hence, it may address the problems of shorter attention spans and lower levels of concentration that are noticeably among students in blended modality. It could be a way to keep students' attention span and concentration at the highest level possible.

Recommendations

Based on the conclusions drawn from the study, the following was recommended:

1. School management may consider the findings from this study to craft projects/activities to address problems related to decreasing the attention span of students during online classes.
2. The role of teachers in facilitating learning is crucial. Hence, Teachers may utilize the findings from this study to design activities that will suit the student's needs during online classes.
3. Other researchers may use this study as a reference to further understand the needs of learners who were enrolled in online courses and programs.

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