

## Effectiveness of Quizizz on Students' Learning Motivation and Engagement in a Filipino Class

Lailani Margallo<sup>1</sup>, Cherrylyn Cacharro<sup>2\*</sup>, Jhonmar D. Bergula<sup>3</sup>, Sweet Rose A. Villaflor<sup>4</sup>, Mary Love Agner<sup>5</sup>, Chirramae Bughao<sup>6</sup>, Jelyka Calumpag<sup>7</sup>, Caryl Calvara<sup>8</sup>, Krisha Kate Jamen<sup>9</sup>, Ajie Viniece Loresca<sup>10</sup>, Danica Maanad<sup>11</sup>, Justine Mae Refuerzo<sup>12</sup>, Lorena M. Ripalda<sup>13</sup>, Cristobal A. Rabuya<sup>14</sup>  
Leyte Normal University

**Corresponding Author:** Cherrylyn Cacharro [1903503@lnu.edu.ph](mailto:1903503@lnu.edu.ph)

---

### ARTICLE INFO

*Keywords:* Gamification, Quizizz, Motivation, Engagement, Filipino Class

*Received :* 18, July

*Revised :* 21, August

*Accepted:* 26, September

©2023 Margallo, Cacharro, Bergula, Villaflor, Agner, Bughao, Calumpag, Calvara, Jamen, Loresca, Maanad, Refuerzo, Ripalda, Rabuya: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



### ABSTRACT

The educational community has started to look into how well gamification works as a way to learn. This study aimed to determine how using Quizizz in a Filipino class would change how motivated and interested the students were. The study used a modified questionnaire and quasi-experimental research design. Descriptive analysis, mean, percentage and standard deviation were used to assess students' motivation and interest in Quizizz and traditional instruction. A paired samples t-test was used to see if there was a difference between how motivated and engaged students were in learning in a Filipino class that used standard methods and one that used Quizizz. Based on the study, there was a big difference between the traditional way and Quizizz in how motivated and interested the students were in learning. The study found that using Quizizz in a Filipino class makes students more curious and want to learn more.

---

## **INTRODUCTION**

Methods of teaching have been a debatable topic in the sense of improving the educational system. Different techniques were introduced to increase the learner's academic performance. In their study, Tularam and Machisella (2018), stated that traditional teaching methods are typically teacher-directed, where pupils are instructed in a way that encourages them to sit and listen. In addition, this kind of teaching method is usually argued that it may not provide essential skills to the learners, especially in this 21st century. Learners may need a learning method that enables them to come out of their comfort zones and engage in a real-life learning environment. Non-traditional teaching methods are necessary to develop 21st-century skills such as communication, critical thinking, collaboration, and problem-solving. Non-traditional teaching helps students to discover their universe (Tularam & Machisella, 2018).

In today's education, where the pandemic is still evident, teachers are making innovative ways to make the teaching and learning process fun and creative. One of these is the integration of gamification in a subject. Gamification in education or teaching entails applying game design elements to an educational setting to make learning fun and engaging (Blackman, 2023). When implemented in a classroom, a gamified lesson can maintain its learning objective or goal and make the learning process more joyful. Gamification is becoming increasingly used in an educational setting for several reasons, including how it helps motivate students and make them more engaged with the subject matter (Stark, 2019). In the study of Akthar et al. (2019), the use of technology in educational contexts has numerous effects, including facilitating information access, enhancing instructor productivity, and enhancing student motivation. Quizizz is one of the game-based learning evaluation tools with multiple advantages, as it not only makes it simple to measure students' comprehension but also increases their engagement.

Tiria and Caballes (2019), stated that using gamification across all learning areas to test its efficacy in improving students' academic performance, as well as the use of rewards to recognize students' hard work and effort and emphasizes the importance of disseminating these details throughout the learning community to foster peer motivation. Gamification's impact on student motivation and performance is an important topic, as there has been increased interest in gamification (Hanus & Fox, 2019). Most studies show that gamification of education is a crucial variable in student motivation and engagement. Gamification was also found effective in increasing the motivation of the students in a physics course who uses gamified multiple-choice quizzes compared with students taking the traditional quizzes (Rose, 2015). Studies also show that the students using Kahoot expressed a sense of challenge and enjoyment and increased learning perception (Iaremenko, 2017; Hung, 2017). Aside from motivation, some studies also concluded that the attitude and performance of students using gamified quizzes are significantly correlated with increased engagement (Molumby, 2016).

The primary purpose of most games is not to prohibit failure but to foster a healthy relationship with it. Failure is viewed not as an endpoint but as a necessary step toward mastery. By providing rapid feedback cycles and keeping the stakes for individual learning episodes modest, gamified learning interventions aim to maintain a positive relationship with failure (Lee & Hammer, 2011). Educators attempt to teach students new content for the first time in the classroom. Since gamification tactics entail extrinsic motivation, they must also arouse the desire for intrinsic motivation to be most effective (Kim, 2015). The findings of Sun-Lin and Chiou (2019), also supported their results that students' performance is significantly more favorable than those who did not use gamification.

Some literature focuses solely on student motivation, while others focus exclusively on performance and engagement. There was other research on the influence of gamification on students' motivation, concentration, and performance, but not just on their motivation and engagement. The objective of this classroom-based action research is to apply gamification or game-based teaching method as an intervention in a Filipino subject class discussion and activities to address gaps in the motivation and engagement of students in actual actions.

## **THEORETICAL REVIEW**

The theoretical framework of this study proposed theories that apply to the impact of gamification in Grade 6 students' motivation and engagement in Filipino class, broadening the knowledge fields. The following theories served as the foundation for the current research:

### **Self Determination Theory**

This theory, established by the psychologists Richard Ryan, PhD, and Edward Deci, PhD, claims that people's motivation to learn and change is driven by their basic psychological needs. According to the theory, there are three fundamental psychological needs for all people: 1) The need for proficiency 2) The need for community, and 3) the desire for autonomy (Cherry, 2017).

Thus, if gamification is incorporated into the teaching and learning process, students' competitiveness or drive to accomplish something will be fostered, which will keep them engaged in class. Consequently, student learning and retention will increase.

### **Gamification Learning Theory**

Another theory is the Gamification Learning Theory espoused by Whitton & Moseley (2014). This theory contends that while gamification does not directly affect learning, it may, to some extent, be predicted based on how knowledge is often perceived, understood, and used by students. Moreover, this theory infers that gamification does not directly influence learning, but rather activates a learning-related behavior through a mediating or regulating mechanism. Learner behavior can be anticipated to some extent depending on how learners prefer to receive, comprehend, and utilize information. (Zaric et al., 2021).

The goal of the study is to gain a deeper understanding of the implications that the theories have for the pupils in grade six when it comes to incorporating gamification into a Filipino class in order to increase their learning motivation and engagement.

## METHODOLOGY

A quasi-experimental research design was used by the researchers in this study. To provide a valid and reliable interpretation of the result to know the effectiveness of gamification on students' learning motivation and engagement, the researchers used descriptive analysis, mean, percentage, and standard deviation to identify the students' motivation and engagement in traditional teaching and using Quizizz. A paired samples t-test was utilized by the researchers, to get the significant difference between the learning engagement and motivation of the students using traditional method and using Quizizz. Meanwhile, the interpretation of each result was based on the interval mean score of Pimentel (2010).

Table 1. Description of the Level of Effectiveness

Mean Score	Scaling	Interpretation
4.20 - 5.00	Strongly Agree	Highly Effective
3.40 - 4.19	Agree	Effective
2.60 - 3.39	Undecided	Moderately Effective
1.80 - 2.59	Disagree	Not Effective
1.00 - 1.79	Strongly Disagree	Highly Not Effective

The research instrument was adapted and modified for the study by Ling et al. (2022). The survey questionnaire used a rating scale format. Rating scales refer to a closed-ended response format in which individuals provide reactions to a set of statements or questions that are guided by predetermined anchors. The modified questionnaire was divided into two sections: respondent profile and student perception in traditional and Quizizz. A five-point rating scale was used to create the student surveys. The response options were: 1= strongly disagree, 2= disagree, 3= undecided, 4= agree, and 5= strongly agree.

The instrument has already been validated and demonstrated high consistency alpha of Cronbach's 0.84. Meanwhile, the traditional method of teaching survey questionnaire was modified and pilot tested with a random sample 30 students that also have a Filipino class. The analysis of this instrument showed high consistency which is the alpha of Cronbach's 0.86. According to Taber (2018), the value of 0.84-0.90 in Cronbach's Alpha is reliable.

## RESULTS

This study identifies the demographic profile of the respondents in terms of sex, internet connectivity, gadgets used, and games usually played.

### Demographic Profile of the Respondents

Table 2. Sex of the Respondents

Sex	Frequency	Percentage (%)
Male	26	55.3%
Female	21	44.7%

Table 2 presents the report on the sex of the respondents. It was observed that most of the respondents are male which had 26 (55.3%) of the 47 respondents while having 21 (44.7%) female respondents.

Table 3. Internet Connectivity used by the Respondents

<b>Internet Connectivity</b>	<b>Frequency</b>
Wi-Fi	44
Mobile data	7

Table 3 presents the internet connectivity used by the respondents. It was found out that most of the students are using Wi-Fi as their mode of internet connectivity and only few of them make used of mobile data.

Table 4. Gadgets Used by the Respondents

<b>Gadgets Used</b>	<b>Frequency</b>
Computer	19
Laptop	27
Cellphone	34
Tablet	10

Table 4 shows the gadgets used by the respondents. It was revealed that most of the respondents make used of Cellphone with the highest count of 34 based on the respondents' choice. Followed by the laptop (27), then computer (19), and the least count for tablet (10).

Table 5. Games usually played by the Respondents

<b>Games</b>	<b>Frequency</b>
Mobile Legends	19
Call of Duty	20
Roblox	34
Minecraft	13
Genshin Impact	8
Others	39

Table 5 shows the games usually played by the respondents. It was found out that most of the respondents played roblox which had the highest count of 34. Followed by 20 respondents who played COD, Mobile Legends (19), Minecraft (13), Genshin Impact (8), and others (39).

### The Learning Motivation and Engagement of Students in a Filipino Class Using the Traditional Method

Table 6. Learning Motivation of Students in a Filipino Class Using the Traditional Method

Statements	Mean	Interpretation
1. I felt confident to do Filipino questions using Traditional Method.	2.77	Moderately Effective
2. Even though the assessment in Traditional Method cannot guarantee a good grade, it does improve my Filipino scores.	2.74	Moderately Effective
3. I prefer using Traditional Method while answering Filipino activities.	2.57	Not Effective
4. I can get better results in Filipino activities using Traditional Method.	2.51	Not Effective
5. The design of the Filipino assessment in Traditional Method make me felt satisfied.	2.45	Not Effective
6. I feel interested when doing Filipino assessment using Traditional Method.	2.45	Not Effective
7. I feel motivated when using Traditional Method to answer the activities in Filipino.	2.51	Not Effective
8. I felt confident using Traditional Method while doing the Filipino activities.	2.36	Not Effective
<b>Total Mean Score</b>	<b>2.55</b>	<b>Not Effective</b>
<b>SD</b>	<b>0.41</b>	

Table 6 presents the mean score of the respondents on the learning motivation using the traditional method. It was found out that the statements "I felt confident to do Filipino questions using Traditional Method." And "I felt confident using Traditional Method while doing the Filipino activities." were observed by the pupils to be moderately effective based on their learning motivation using the traditional method which had mean a score of 2.77 and 2.74.

Meanwhile, the other statements were observed by the students to be not effective. More specifically, the pupils observed that the traditional method is not that effective in preferring it to answer and in getting better results in Filipino activities. It also shows that traditional method was observed to be not effective by the pupils to make them confident to do Filipino questions and improve their Filipino scores. The design of the Filipino assessment in traditional method was found to be not effective to make the pupils felt satisfied, interested, motivated and confident. Overall, the mean score of the respondents were found to be 2.55 with a standard deviation of 0.41 and interpreted to be not effective. This means that the pupils observed the traditional method to be that not effective on their Filipino class based on their learning motivation.

Table 7. Learning Engagement of Students in a Filipino Class Using the Traditional Method

<b>Statements</b>	<b>Mean</b>	<b>Interpretation</b>
1. I enjoyed doing Filipino activities using Traditional Method.	2.49	Not Effective
2. The activities in Traditional Method do help me to achieve something, which give me a sense of accomplishment.	2.26	Not Effective
3. The activities in Traditional Method challenging me to learn.	2.13	Not Effective
4. The activities I do in Traditional Method reflect my understanding in Filipino.	2.26	Not Effective
5. I tried my best to answer all Filipino questions in Traditional Method.	2.47	Not Effective
6. I look forward to learning Filipino with my classmates using Traditional Method.	2.45	Not Effective
7. I like the game element in Traditional Method.	2.36	Not Effective
8. Questions in Traditional Method makes me more enthusiastic about participating in Filipino activities.	2.38	Not Effective
<b>Total Mean Score</b>	<b>2.35</b>	<b>Not Effective</b>
<b>SD</b>	<b>0.40</b>	

Table 7 indicates the mean score of the respondents on the learning engagement using the traditional method. It was found out that all statements were observed by the pupils that traditional method is not that effective based on their learning engagement in Filipino class. More specifically, the pupils observed that traditional method is not that effective to make them enjoy doing Filipino activities and the activity in traditional method is not that effective to help them achieve something and challenge them to learn. Moreover, the pupils observed that traditional method is not that effective to learn Filipino with their classmates and the question in traditional method is not that effective to make them more enthusiastic about participating in Filipino activities. In addition, the traditional method was observed to be not effective in reflecting their understanding and answering in Filipino.

The overall mean score of the respondents were found to be 2.35 with a standard deviation of 0.40 and interpreted to be not effective. This means that the pupils observed the traditional method to be that not effective on their Filipino class based on their learning engagement.

### The Learning Motivation and Engagement of Students in a Filipino Class Using the Quizizz

Table 8. Learning Motivation of Students in a Filipino Class Using the Quizizz

Statements	Mean	Interpretation
1. I felt confident to do Filipino questions using Quizizz.	3.74	Effective
2. Even though the assessment in Quizizz cannot guarantee a good grade, it does improve my Filipino scores.	3.57	Effective
3. I prefer using Quizizz while answering Filipino activities.	3.87	Effective
4. I can get better results in Filipino activities using Quizizz.	3.91	Effective
5. The design of the Filipino assessment in Quizizz make me felt satisfied.	3.91	Effective
6. I feel interested when doing Filipino assessment using Quizizz.	3.77	Effective
7. I feel motivated when using Quizizz to answer the activities in Filipino.	3.77	Effective
8. I felt confident using Quizizz while doing the Filipino activities.	3.85	Effective
<b>Total Mean Score</b>	<b>3.80</b>	<b>Effective</b>
<b>SD</b>	<b>0.80</b>	

Table 8 shows the mean score of the respondents on the learning motivation using the Quizizz. It was found that all the statements were



observed by the pupils that Quizizz is effective in a Filipino class based on their learning motivation. The statement “I can get better results in Filipino activities using Quizizz.” Got the highest mean score of 3.91 and the statement “Even though the assessment in Quizizz cannot guarantee a good grade, it does improve my Filipino scores.” Got the lowest mean score of 3.57 which then interpreted as effective. More specifically, the pupils observed that using Quizizz is effective to make them feel confident and does improve their Filipino scores. Most of the students observed that they prefer Quizizz while answering and they can get better results in Filipino activities. Quizizz were found to be effective by most of the pupils that they observed that it makes them feel satisfied and interested in answering Filipino activities. Moreover, the pupils feel motivated and confident using Quizizz in answering Filipino activities. The overall mean score of the respondents were found to be 3.80 with a standard deviation of 0.80 and interpreted to be effective. This means that the pupils observed the Quizizz to be effective on their Filipino class based on their learning motivation.

Table 9. Learning Engagement of Students in a Filipino Class Using the Quizizz

<b>Statements</b>	<b>Mean</b>	<b>Interpretation</b>
1. I enjoyed doing Filipino activities using Quizizz.	4.00	Effective
2. The activities in Quizizz do help me to achieve something, which give me a sense of accomplishment.	4.02	Effective
3. The activities in Quizizz challenging me to learn.	4.02	Effective
4. The activities I do in Quizizz reflect my understanding in Filipino.	3.79	Effective
5. I tried my best to answer all Filipino questions in Quizizz.	4.32	Highly Effective
6. I look forward to learning Filipino with my classmates using Quizizz.	3.85	Effective
7. I like the game element in Quizizz.	4.00	Effective
8. Questions in Quizizz makes me more enthusiastic about participating in Filipino activities.	3.55	Effective
<b>Total Mean Score</b>	<b>3.94</b>	<b>Effective</b>
<b>SD</b>	<b>0.89</b>	

Table 9 indicates the mean score of the respondents on the learning engagement using the Quizizz. It was found out that all statements were observed by the pupils that Quizizz is effective based on their learning engagement in Filipino class. The statement “I tried my best to answer all Filipino questions in Quizizz.” Got the highest mean of 4.32 which means that Quizizz is highly effective to make the pupils try their best to answer all the

Filipino questions in Quizizz. While the statement “Questions in Quizizz makes me more enthusiastic about participating in Filipino activities” got the lowest mean of 3.55, which means that Quizizz is effective to make the pupils more enthusiastic in participating Filipino activities. Moreover, the pupils observed that Quizizz makes them enjoy doing Filipino activities and do help them achieve something. The activities in Quizizz were found to be challenging by pupils and they like the game elements of it. Furthermore, the activities in Quizizz reflect the understanding in Filipino of the pupils and they look forward to learning Filipino with their classmates using Quizizz.

The overall mean score of the respondents were found to be 3.94 with a standard deviation of 0.89 and interpreted to be effective. This means that the pupils observed the Quizizz to be effective on their Filipino class based on their learning engagement.

### Significant Difference in the Learning Motivation and Engagement of the Students in the Traditional Method and Using Quizizz

Table 10. Paired Sample t-test for Learning Motivation and Engagement of the Students in the Traditional Method and Using Quizizz

		Mean	SD	t-values	p-values
<b>Pair 1</b>	Learning Motivation in Traditional Method	2.55	0.41	-8.571	0.000
	Learning Motivation in Quizizz	3.80	0.80		
<b>Pair 2</b>	Learning Engagement in Traditional Method	2.35	0.40	-10.666	0.000
	Learning Engagement in Quizizz	3.95	0.89		

Table 10 presents the significant difference in the learning motivation and engagement of the students in the traditional method and using Quizizz. A paired sample t-test showed that the pupils learning motivation in a Filipino class increased from traditional method (Mean = 2.55, SD = 0.41) to using Quizizz (Mean = 3.80, SD = 0.80:  $t = -8.571$ ,  $p < .001$ ). This means that using Quizizz in teaching style of the teachers is effective than traditional method based on the learning motivation of the pupils. It was also found out that that the pupils learning engagement in a Filipino class increased from traditional method (Mean = 2.35, SD = 0.40) to using Quizizz (Mean = 3.95, SD = 0.89:  $t = -10.666$ ,  $p < .001$ ). This also means that using Quizizz in teaching style of the teachers is effective than traditional method based on the learning engagement of the pupils.

## DISCUSSION

The results show that on the sex of the respondents. It was observed that most of the respondents are male which had 26 (55.3%) of the 47 respondents while having 21 (44.7%) female respondents. When it comes to internet connectivity used by the respondents. It was found out that most of the students are using Wi-Fi as their mode of internet connectivity and only few of them make use of mobile data. These findings that Wi-Fi is the most used type of way in connecting to the internet was in contrast with the report of OpenSignal (2018), that cellular network speeds way faster than average Wi-Fi speeds. There are reports that smartphone users in Australia benefited the most from average download speeds that were 13 Mbps faster on mobile networks than on Wi-Fi while in the United States, Wi-Fi is still on average of 25Mbps faster than mobile networks; Singapore, South Korea, China, and Hong Kong are all comparable. The average fixed broadband internet speed in the Philippines has increased in 2020, according to OOKLA's Speedtest Global Index. The speed grew by a total of 40.75% in one year, from 18.6 Megabits per second (Mbps) in January 2019 to 26.18 Mbps in the year 2020. In the same time frame, the mobile internet speed increased by 9.92%, from 14.61 Mbps to 16.06 Mbps. With this defying numbers, it can explain why Wi-Fi is the most used way of internet connectivity. It was also observed that most of the respondents use cellphones. These findings are in line with the findings of Kemp (2023) that mobile phones or smartphones are the most widely used electronics in the world. In 2022, about 96.1% of the consumers own a mobile phone. Followed by laptops and desktop computers which had 56.9% of the global consumers. It was found out that most of the respondents played Roblox than other online games. These findings are in line with the findings of Backlinko (2023) that estimate Roblox had 190 million active users on a monthly average, reaching a peak of 202 million. These statistics also show that Roblox's popularity has been rising consistently since 2016. To put things in perspective, the site reached a peak of 25 million monthly users in 2016. According to new data provided by ActivePlayer.IO, Roblox surpassed 225 million average monthly players in December 2021. The Roblox Corporation has not officially validated these figures, though. Yet, it is safe to state that the platform continues to expand quickly. The researchers see these numbers as reason why Roblox is the top choice of the pupils as their games that is usually played.

Based on the results of the students' learning motivation using the Traditional method of teaching, the mean score of the respondents was found to be 2.55 with a standard deviation of 0.41 and interpreted to be not effective. This means that the pupils observed the traditional method to be that not effective on their Filipino class based on their learning motivation. These results are related to the report of Kawachi (2006) that the role and intervention of teachers along with peer interaction plays a significant role in developing motivation among students to learn. In the current study, it has been revealed that pupils observed the traditional method is not effective to motivate them in learning in a Filipino Class. By this idea, a lack of interventions or teaching style from the teachers can be substantially concluded as well as other factors

affecting the students' motivation such as parenting style and peer interactions. Meanwhile the students' learning engagement using the Traditional method of teaching shows an overall mean score of 2.35 with a standard deviation of 0.40 and interpreted to be not effective. This means that the pupils observed the traditional method to be that not effective on their Filipino class based on their learning engagement. In line with the reports of Mandernach et al. (2011), that students' engagement goes beyond the traditional ways of instructional effectiveness such as teaching style in a traditional method. The consideration of the impact of instructional activities on student engagement provides a more complete picture of the process in teaching-learning especially in the case of this current study which revealed that traditional method of teaching is not effective in students' engagement to participate and learn in a Filipino class. According to these results, a lack of engaging activities or teaching style in a traditional method from the teachers is considered but still there are several factors related to student.

Meanwhile, on the students' learning motivation with the utilization of gamification using the Quizizz, the overall mean score of the respondents was found to be 3.80 with a standard deviation of 0.80 and interpreted to be effective. This means that the pupils observed the Quizizz to be effective. As Mei et al. (2018) showed that computer game-based exercises can effectively encourage students' thinking and interest. In the case of this current study, which was the used of Quizizz. In a related study by Munuyand et al. (2021), showed that games are an important factor of teaching and learning and may be the best way to channel young students' energy towards learning because they truly want to be active. Which is comparable to the results of this current study that Quizizz is effective by the students' motivation to participate and learn in a Filipino class. While on the students' learning engagement, the overall mean score was found to be 3.94 with a standard deviation of 0.89 and interpreted to be effective. This means that the pupils observed the Quizizz to be effective on their Filipino class based on their learning engagement. These findings are in line with the finding of Zhao et al. (2019), that Quizizz is observed as having positive impact on students' engagement and learning outcomes in an accounting classroom. Quizizz can aid the students to have an experience like playing a game by using an interface, avatars, and music. This can be the reason why using Quizizz in a class can make the teaching-learning process more fun and interactive for the pupils which is comparable to results of this study that found out that pupils observed the Quizizz to be effective for them to engage in learning all throughout of a Filipino class (MacNamara & Murphy, 2017).

The results also show the significant difference in the learning motivation and engagement of the students in the traditional method and using Quizizz. A paired sample t-test showed that the pupils learning motivation in a Filipino class increased from traditional method (Mean = 2.55, SD = 0.41) to using Quizizz (Mean = 3.80, SD = 0.80:  $t = -8.571$ ,  $p < .001$ ). This means that using Quizizz in teaching style of the teachers is effective than traditional method based on the learning motivation of the pupils. It was also found out that that the pupils learning engagement in a Filipino class increased from traditional

method (Mean = 2.35, SD = 0.40) to using Quizizz (Mean = 3.95, SD = 0.89;  $t = -10.666$ ,  $p < .001$ ). This also means that using Quizizz in teaching style of the teachers is more effective than traditional method based on the learning engagement of the pupils. These results are related to the findings of many researchers that investigated the influence of gamification in an educational context, getting favorable results, such as the increase of engagement, user retention, knowledge, and cooperation (Hakulinen & Auvinen, 2014; Tvarozek & Brza, 2014). Which are comparable with results of this current study which shows effectiveness of the Quizizz in the learning motivation and engagement of the pupils in a Filipino class.

## CONCLUSIONS AND RECOMMENDATIONS

Most students deemed the traditional method was ineffective based on their learning motivation and engagement in a Filipino class. On the other hand, based on their learning motivations and engagement in a Filipino classroom, most students found Quizizz to be effective. The findings suggest that schools should implement strategies for intervention that provide students with more interactive classes and activities to increase their motivation and engagement in Filipino classes.

Quizizz increased students' motivation and interest in learning, as indicated by the findings. The school should implement 21st-century teaching strategies that integrate gamified learning, such as Quizizz or other gamification tools when instructing students in Filipino and other subjects they may need more interest.

This study revealed that gamification is one of the most effective methods for motivating and engaging students in learning. In addition, gamified assessment encourages students to demonstrate their knowledge and skills through rankings competitions.

## FURTHER STUDY

The research has been limited to 47 sixth-grade students. The researchers recommend a larger sample size to generalize the findings of future investigations and in other educational environments.

The study focuses only on two variables that are hypothesized to be affected by gamification: student motivation and classroom engagement. Further studies may be conducted to investigate the other impact of gamification not covered in the recent study.

## ACKNOWLEDGMENT

The researchers would like to thank the chosen research locale for allowing us to conduct the study in their institution. We sincerely thank all concerned persons for their invaluable support from the beginning to the end of our research journey. We would like to mention few individuals who made this study possible, to **Agnes S. Catarman, Catherine L. Calzita, Ivar Dominique L. Roa, Jannine Mabini, Maria Leonora P. Terante, Stephanie A. Chavez** for their

efforts in contributing in this study. To, **Ms. Lailani P. Margallo**, supportive Supervising Teacher Educator (STE), who served as our research adviser, her time, expertise, and dedication were a big help in completing the paper. To **Mrs. Majalla Cocollo-Abriol**, second shift Supervising Teacher Educator, for her unselfish assistance when the researchers requested additional help. To **Dr. Rowena N. Ariaso**, BEE Teaching Internship supervisor, Chairman of the Panel of Examiners, for assisting us to gain valuable knowledge and great learning experiences that molded us to be better researchers and for making this research paper possible. To **Prof. Lorena M. Ripalda** and **Mr. Cristobal Rabuya Jr.**, members of the Panel for their sound suggestions and recommendations which made this work very comprehensive and refined.

## REFERENCES

- Akhtar, H., Hasanati, N., & Istiqomah, I. (2019). Game-based learning: Teachers' Attitude and intention to use Quizizz in the learning process, from <https://www.scribd.com/document/467308497/gambe-based-learning-using-Quizizz>
- Backlinko. (2023). *Backlinko*. <https://backlinko.com/roblox-users>
- Blankman, R. (2023). Gamification in education: The fun of learning. *Houghton Mifflin Harcourt*. <https://www.hmhco.com/blog/what-is-gamification-in-education>
- Hakulinen, L., & Auvinen, T. (2014). *The Effect of Gamification on Students with Different Achievement Goal Orientations*. <https://doi.org/10.1109/latice.2014.10>
- Hanus, M., & Fox, J. (2015). Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance. *Computers & Education*, 80, 152-161. <https://doi.org/10.1016/j.compedu.2014.08.019>
- Hung, H. (2017). Clickers in the flipped classroom: bring your own device (BYOD) to promote student learning. *Interactive Learning Environments*, 25(8), 983-995. <https://doi.org/10.1080/10494820.2016.1240090>
- Iarenenko, N. V. (2017). ENHANCING ENGLISH LANGUAGE LEARNERS' MOTIVATION THROUGH ONLINE GAMES. *Information Technologies and Learning Tools*, 59(3), 126. <https://doi.org/10.33407/itlt.v59i3.1606>
- Kawachi, P. A. U. L. (2006). The will to learn: Tutor's role. *Globalisation, education and open distance learning*, 197-221.
- Kim, B. (2015). *Chapter 5. Designing Gamification in the Right Way*. Kim | Library Technology Reports. <https://journals.ala.org/index.php/ltr/article/view/5632>
- Lee, J., & Hammer, J. (2011). Gamification in Education: What, How, Why Bother? *ResearchGate*.

[https://www.researchgate.net/publication/258697764\\_Gamification\\_in\\_Education\\_What\\_How\\_Why\\_Bother](https://www.researchgate.net/publication/258697764_Gamification_in_Education_What_How_Why_Bother)

- Ling, O. J., Jumaat, N. F., Ashari, Z. M., & Abu Samah, N. (2022). Student's engagement, motivation and achievement using gamified assessment (GA) in learning mathematics. *Universiti Teknologi Malaysia Sains Humanika*, 14, 3-2. <https://sainshumanika.utm.my/index.php/sainshumanika/article/view/2029>
- MacNamara, D., & Murphy, L. A. (2017). Online Versus Offline Perspectives on Gamified Learning. *GamiFIN*, 47-52.
- Mandernach, B. J., Donnelli-Sallee, E., & Dailey-Hebert, A. (2011). Assessing course student engagement. *Promoting student engagement*, 1, 277-281.
- Mei, S. Y., Ju, S. Y., & Adam, Z. (2018). Implementing quizizz as game-based learning in the arabic classroom. *European Journal of Social Sciences Education and Research*, 12(1), 208. <https://doi.org/10.26417/ejser.v12i1.p208-212>
- Molumby, M. J. (2016). *Effects of gamification on motivation and engagement in secondary curriculum*. UNI ScholarWorks. <https://scholarworks.uni.edu/grp/627>
- Munuyand, T. A., Husain, S., Jabar, M. a. A., & Jusoh, Z. (2021). Effectiveness Of Quizizz in Interactive Teaching and Learning Malay Grammar. *Asian Journal of University Education*, 17(3), 109. <https://doi.org/10.24191/ajue.v17i3.14516>
- Pimentel, J. L. (2010). A note on the usage of Likert Scaling for research data analysis. *ResearchGate*. [https://www.researchgate.net/publication/331231816\\_A\\_note\\_on\\_the\\_usage\\_of\\_Likert\\_Scaling\\_for\\_research\\_data\\_analysis](https://www.researchgate.net/publication/331231816_A_note_on_the_usage_of_Likert_Scaling_for_research_data_analysis)
- Rose, J. (2015). The gamification of physics education: A controlled study of the effect on motivation of first year life science students. *Library and Archives Canada*. [https://dam-oclc.bac-lac.gc.ca/download?is\\_thesis=1&oclc\\_number=1033014381&id=d4b6c0d2-5f86-4309-8fca-5dc866219ce4&fileName=Rose\\_Jordan\\_201509\\_Msc.pdf](https://dam-oclc.bac-lac.gc.ca/download?is_thesis=1&oclc_number=1033014381&id=d4b6c0d2-5f86-4309-8fca-5dc866219ce4&fileName=Rose_Jordan_201509_Msc.pdf)
- Simon Kemp – Reports – DataReportal – Global Digital Insights. (2023, January 28). DataReportal – Global Digital Insights. <https://datareportal.com/reports/tag/Simon+Kemp>
- Stark, E. (2019). Examining the role of motivation and learning strategies in student success in online versus face-to-face courses. *Online Learning*, 23(3), 234-251. <https://doi:10.24059/olj.v23i3.1556>
- Sun-Lin, H., & Chiou, G. (2019). Effects of Gamified Comparison on Sixth Graders' Algebra Word Problem Solving and Learning Attitude. *ResearchGate*. [https://www.researchgate.net/publication/332540312\\_Effects\\_of\\_gamifi](https://www.researchgate.net/publication/332540312_Effects_of_gamifi)

[ed comparison on sixth graders' algebra word problem solving and learning attitude](#)

- Taber, K. S. (2018). The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education. *Research in Science Education*, 48(6), 1273–1296. <https://doi.org/10.1007/s11165-016-9602-2>
- The State of Wifi vs Mobile Network Experience as 5G Arrives (PDF) Report | Opensignal.* (n.d.). <https://www.opensignal.com/reports/2018/11/global-state-of-the-mobile-network>
- Tiria, R.A., & Caballes, D.G. (2019). The Role of Gamification on Students Academic Performance in Senior High School Physical Science Course. *Automation and Autonomous Systems*.
- Tularam, G., & Machisella, P. (2018). Traditional vs non-traditional teaching and learning strategies - the case of e-learning! *International Journal for Mathematics Teaching and Learning*, 19(1), 129–158. <https://www.cimt.org.uk/ijmtl/index.php/IJMTL/article/download/21/55>
- Tvarozek, J., & Brza, T. (2014, September). Engaging students in online courses through interactive badges. In *2014 International Conference on e-Learning, September 2014, Spain* (pp. 89-95).
- Zhao, Z., Zheng, P., Xu, S., & Wu, X. (2019). Object Detection with Deep Learning: A Review. *IEEE Transactions on Neural Networks and Learning Systems*, 30(11), 3212–3232. <https://doi.org/10.1109/tnnls.2018.2876865>