

Effects of Game-Based Learning Approach on Students' Academic Performance in Edukasyon Sa Pagpapakatao in the Schools Division of City of Malolos

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Abstract

The primary aim of this study was to determine the effects of integration of game-based learning on students' academic performance in Edukasyon sa Pagpapakatao. To achieve this aim, the researcher used a sample of 399 students in the Schools Division of City of Malolos during the school year 2022-2023. To assess the integration of game-based learning approach, the researcher used the game-based learning approach questionnaire by Pires et al (2015) while a documentary analysis was conducted to gather data on students' academic performance in Edukasyon sa Pagpapakatao. Results of the regression analysis revealed that the three (3) variables of integration of game-based learning approach affect the students' academic performance in Edukasyon sa Pagpapakatao in varying extent as shown by the obtained B Coefficients 0.561 (ludic characteristics), 1.198 (training learning component), and 0.629 (profile of the players). This means that for every unit improvement in the integration of game-based learning approach mentioned could generate a 0.561, 1.198, and 0.629 increase on students' academic performance in Edukasyon sa Pagpapakatao. A closer look at the obtained Beta Coefficients, one could infer that of the three (3) variables of integration of game-based learning approach, it was the 'training learning component' that exert a greatest influence (Beta=1.198) on the students' academic performance in Edukasyon sa Pagpapakatao. Conclusions were drawn and recommendations were offered.

Keywords: Game-Based Learning, students, school, Malolos