



EVALUATING THE PERCEIVED EFFECTS OF GAMIFIED LEARNING IN MATHEMATICS AMONG COLLEGE STUDENTS: A GUIDED ACTIVITIES

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ABSTRACT

College students still struggle with mathematics, which is a serious educational issue that frequently results in poor performance and low motivation. This study evaluates the perceived effects of gamified learning in Mathematics among college students at Dr. Francisco L. Calingasan Memorial Colleges Foundation Inc., Nasugbu campus. Thirty (30) college students participated in the descriptive research study, which looked at how they perceived the effects of gamified learning on engagement, understanding, and academic performance. The findings showed that gamified learning was viewed as very engaging, fun, and helpful for motivation and information retention by the majority of students, irrespective of age or gender. There is no significant difference in the responses of the respondents on the perceived effects of gamified learning when they are grouped according to their profile variables. Interactive guided activities are designed by the researcher based on the results of the study.

Keywords: *Gamified Learning, Mathematics, Student Perception, Academic Performance, Game-Based Strategies, Guided Activities*

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