



USING PLAY-BASED STRATEGIES TO INCREASE ENTHUSIASM FOR LEARNING IN MABUHAY DISTRICT: ITS EFFECT ON CLASSROOM PARTICIPATION AND CONFIDENCE

RONNIE H. ETOLLE

Teacher III

Taguisian Elementary School

ronnie.etolle@deped.gov.ph

ABSTRACT

This study examined the use of play-based strategies to increase enthusiasm for learning in Mabuhay District and described their perceived effect on classroom participation and confidence. The investigation focused on five dimensions of play-based practice: determining the purpose of game-based learning; making sure it is aligned with learning goals; ensuring that it meets expectations from parents; dedicating time to consistent in-class play; and assessing progress throughout play. A descriptive survey method was employed using a questionnaire-checklist as the principal data-gathering instrument. The respondents were 19 school administrators and 162 teachers from Mabuhay District during the first semester of School Year 2025–2026. The instrument contained 25 predetermined statements, five for each dimension, rated through a four-point continuum from Never Practiced to Always Practiced. Weighted mean and ranking were used to describe the responses, while a t-test was used to determine whether the responses of school administrators and teachers differed significantly.

The findings indicated that all five dimensions were rated Always Practiced. Determining the purpose of game-based learning obtained the highest overall mean of 3.61,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



followed by assessing progress throughout play (3.56), ensuring that play-based activities met parents' expectations (3.55), making sure activities were aligned with learning goals (3.54), and dedicating time to consistent in-class play (3.53). The overall pattern showed that play-based strategies were consistently practiced by teachers and were associated in the study with increased classroom participation, confidence, and engagement. However, the comparison between the two respondent groups yielded a statistically significant difference: the computed t-value of 3.846 exceeded the tabular value of 2.306 at the 5% level of significance with 8 degrees of freedom. Thus, the null hypothesis was rejected. The findings support the continued and deliberate use of play-based strategies, particularly when games are clearly connected to learning objectives, monitored for learner progress, communicated to parents, and allotted adequate instructional time.

The study concludes that play-based strategies constitute a consistently practiced approach in Mabuhay District and provide a practical framework for promoting learner engagement, classroom participation, and confidence. The results also indicate the importance of continued coordination between school administrators and teachers so that implementation is understood and applied consistently across schools.

Keywords: *play-based strategies; game-based learning; learner engagement; classroom participation; learner confidence; Mabuhay District; educational management*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



INTRODUCTION

Learning becomes more meaningful when learners are actively involved in the process rather than merely receiving information. The study on play-based strategies in Mabuhay District was anchored on the view that educational games and playful learning experiences can stimulate curiosity, motivation, creativity, exploration, problem solving, collaboration, and a positive attitude toward schooling. The thesis describes play-based learning as a teaching approach that allows learners to explore different parts of games as a form of learning and notes that games may be designed by teachers or developed collaboratively with learners and other education specialists. In this perspective, play is not treated simply as recreation; it is deliberately connected with academic content and instructional purposes.

The thesis further emphasizes that games can enliven teaching topics, particularly when lessons involve problem solving and key concepts. It draws on the position attributed to Fuscarg (2001) that games can contribute to learner self-confidence. Games can complement conventional teaching approaches by providing variety, stimulating innovative thinking, encouraging creativity, and serving as triggers for discussion. The original study also points out that modern educational environments increasingly use technological and game-based resources to address the challenge of sustaining learner attention in groups characterized by different personalities, capabilities, and learning preferences.

Game-based learning is presented in the thesis as a process in which subject matter and learning objectives are embedded within games. A well-designed learning game is expected to connect the objectives of instruction with engaging experiences while giving

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



learners opportunities to choose actions, experience consequences, receive feedback, and reflect on their performance. The study also recognizes that game-based learning requires careful alignment with curriculum objectives. Games may be engaging, but their instructional value depends on whether they support the intended learning outcomes and can be implemented meaningfully within the classroom.

The local context of Mabuhay District provides an important reason for examining this approach. The thesis notes that sustaining learners' enthusiasm for learning can be challenging, particularly in a setting where learners come from diverse socioeconomic backgrounds. It also identifies reliance on conventional lecture-based methods as a concern when these methods do not sufficiently respond to learners' developmental and engagement needs. Play-based strategies were therefore considered as a possible way of making learning more accessible, inclusive, active, and meaningful.

The original thesis situates the study within concerns about academic performance in Mabuhay District. It reports National Achievement Test mean percentage scores of 36.75% in School Year 2016–2017 and 35.46% in School Year 2017–2018 and contrasts these results with the Department of Education aspiration of at least 75% mastery. These figures were used in the thesis as part of the rationale for exploring alternative and more engaging teaching approaches. The present publication retains that context because it is part of the documented basis for the study; it does not, however, claim that play-based strategies alone caused changes in achievement.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The conceptual framework of the study was derived from a five-step approach to game-based learning attributed in the thesis to Guido. The five dimensions were: (1) determine the purpose of game-based learning; (2) make sure it is aligned with learning goals; (3) ensure that it meets expectations from parents; (4) dedicate time to consistent in-class play; and (5) assess progress throughout play and inform instruction. These dimensions became the basis of the questionnaire and the organization of the results.

Determining the purpose of game-based learning is important because a game should have a clearly identifiable instructional function. The teacher needs to know what the game is expected to accomplish, what learning objectives it addresses, and how it connects with the lesson. In the study, this dimension also included explaining how selected games support classroom participation and confidence and emphasizing the importance of linking the play-based approach to learners and colleagues.

Alignment with learning goals is equally important. The study framework stresses that the chosen game should directly support intended learning outcomes and remain relevant to instructional goals. This dimension included checking consistency with curriculum objectives, matching game design with subject competencies, and aligning the purpose of each game with short- and long-term educational aims. Such alignment helps prevent games from becoming activities that are enjoyable but disconnected from learning.

The involvement of parents represents another dimension of implementation. The thesis recognizes that parents may have expectations concerning the balance between enjoyment and academic rigor. Gathering feedback, consulting parents, addressing concerns,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



and explaining how game-based learning supports classroom participation and confidence can strengthen understanding and acceptance of the approach. Parent involvement may also help connect classroom activities with the broader learning environment.

Consistency of classroom implementation was treated as a fourth dimension. The thesis argues that sporadic play-based activities may not be sufficient for learners to benefit fully from the approach. Teachers therefore need to allocate regular time for structured play, maintain a consistent schedule, and devote sufficient instructional time for games to become a meaningful part of classroom instruction.

The fifth dimension, assessment of progress throughout play, places monitoring and feedback at the center of implementation. The study framework describes the collection of information from games as a means of identifying learner difficulties and strengths and of shaping subsequent instruction. In the questionnaire, this dimension included tracking participation, monitoring outcomes of play-based tasks, evaluating changes in learner confidence, analyzing classroom behaviors, and assessing learners' ability to apply concepts introduced through play.

The literature reviewed in the thesis also presents play as a context for social and emotional development. Ragsdale's play-based strategies, as cited in the original study, include using icebreakers to build relationships, using games to establish group norms, building emotional intelligence, letting learners teach one another, and using creativity and music to reinforce content. These strategies support the idea that play can create opportunities for communication, collaboration, expression, and peer learning.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The thesis also discusses six components of play-based learning attributed to Kampen: process-focused, imaginative, entertaining, structured or unstructured, exploratory, and self-directed. These components suggest that the value of play lies not only in the final product but also in the learning process. Learners can explore, make decisions, test ideas, and build understanding through interaction with materials, peers, and teachers.

Parten's stages of play are also reviewed in the thesis, progressing from unoccupied and solitary play through onlooker, parallel, associative, and cooperative play. Of particular relevance to classroom learning is cooperative play, in which learners work together toward shared outcomes, exchange ideas, accept roles, and develop communication and conflict-resolution skills. Although the present study does not measure stages of play directly, the review provides theoretical support for the social and collaborative dimensions of game-based learning.

The theory of game-based learning presented in the thesis is associated with constructivist learning, practice and experience, motivation, reflection, feedback and self-control, process monitoring, creativity, soft skills, and digitalization. Constructivist learning emphasizes learner participation and the construction of procedures for solving problems. Games can provide safe settings in which learners experiment, receive feedback, reflect on decisions, and improve through repeated practice.

The distinction between game-based learning and gamification is also relevant. The thesis explains that game-based learning integrates game elements with instructional content so that the game itself serves as the training or learning experience. Gamification, in contrast,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



applies game mechanics such as points, badges, levels, or leaderboards to an existing learning context. The present study is concerned with play-based and game-based approaches in which activities are deliberately connected with learning objectives.

Vocabulary and language development are discussed in the original review because playful activities may provide opportunities for word use, interaction, contextual learning, and communication. The thesis notes that vocabulary knowledge supports reading development and comprehension and that intentional instruction can include word play activities to motivate learners. While language proficiency was mentioned in the conceptual discussion, the empirical variables actually measured in this investigation were the five play-based strategy dimensions.

The research problem therefore centers on how consistently these five dimensions were practiced by teachers and how school administrators and teachers viewed their implementation. The study sought to determine the extent to which the strategies were practiced, compare the two respondent groups, and test whether their responses differed significantly.

Specifically, the study asked: What play-based strategies to increase engagement for learning were practiced by teachers in terms of determining the purpose of game-based learning, alignment with learning goals, meeting parents' expectations, dedicating time to consistent in-class play, and assessing progress throughout play? How often were these strategies practiced? What was the extent of comparability between the responses of school administrators and teachers? Was there a significant difference between their responses?

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The null hypothesis stated that there was no significant difference between the responses of school administrators and teachers along the five variables on play-based strategies to increase engagement for learning. The publication retains this hypothesis because it was the inferential basis of the original investigation.

The study was limited to Mabuhay District and involved 19 school administrators and 162 teachers. The original thesis identified 19 elementary schools in the district and stated that the study was conducted during the first semester of School Year 2025–2026. The results therefore describe the perceptions reported by the selected respondents within that specific context and period.

The significance of the study lies in its potential use by school administrators, teachers, parents, community stakeholders, and learners. For administrators, the findings can provide evidence for supporting instructional practices that promote active participation. For teachers, the results can provide a framework for planning games around learning objectives, monitoring learner progress, and observing learner characteristics in less stressful settings. For parents and stakeholders, the findings highlight the importance of understanding how play can be connected to academic learning. For learners, the approach may provide opportunities to participate, communicate, collaborate, and develop confidence.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



MATERIALS AND METHODS

Research Design

The investigation used a descriptive survey research design. The original thesis explains that descriptive survey research is appropriate when the purpose is to describe an existing phenomenon and examine the distribution of characteristics, attitudes, or behaviors. In this study, the design was used to determine the extent to which play-based strategies were practiced in Mabuhay District and to compare the responses of two respondent groups: school administrators and teachers.

The design was descriptive rather than experimental. No treatment and control groups were established, and no intervention was administered by the researcher. Consequently, the findings should be interpreted as descriptions of reported practice and group differences rather than as experimental evidence that play-based strategies caused increases in classroom participation, confidence, or academic achievement.

Research Locale and Participants

The study was conducted in Mabuhay District, Zamboanga Sibugay, during the first semester of School Year 2025–2026. The thesis identified the participating schools as Mabuhay Central Elementary School, Malinao Elementary School, Ligaya Elementary School, Catipan Elementary School, Barlac Elementary School, San Roque Elementary School, Sawa Elementary School, Hula-Hula Elementary School, Sto. Nino Elementary School, Bangkaw-Bangkaw Elementary School, Kauswagan Elementary School, Caliran Elementary School,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Punawan Elementary School, Taguisian Elementary School, Sioton Elementary School, Tandun-
Comot Elementary School, Pamansaan Elementary School, Tumalog Elementary School, and
Abunda Elementary School.

The participants consisted of 19 school administrators and 162 teachers. The thesis indicates that the teacher respondents were drawn from a population of 180 teachers and that purposive or judgment sampling was used. The respondents were selected because they were considered appropriate sources of information about the implementation of play-based strategies. The study sought responses from both groups so that the extent of comparability between administrative and teacher perceptions could be examined.

Research Instrument

A self-report questionnaire-checklist served as the principal instrument. The original instrument contained 25 predetermined statements distributed equally among the five study dimensions, with five statements for each variable. The dimensions were: determining the purpose of game-based learning; making sure it is aligned with learning goals; ensuring that it meets expectations from parents; dedicating time to consistent in-class play; and assessing progress throughout play.

The response scale was a four-point continuum. A weighted mean from 3.26 to 4.00 was interpreted as Always Practiced; 2.51 to 3.25 as Often Practiced; 1.76 to 2.50 as Sometimes Practiced; and 1.00 to 1.75 as Never Practiced. The forced four-point structure

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



provided no neutral category and required respondents to indicate the direction of their perception.

Numerical Scale	Range	Verbal Equivalent
4	3.26–4.00	Always Practiced (AP)
3	2.51–3.25	Often Practiced (OP)
2	1.76–2.50	Sometimes Practiced (SP)
1	1.00–1.75	Never Practiced (NP)

The questionnaire statements were developed from the study's conceptual framework and were expressed for use in the Philippine educational setting. The thesis reports that the preliminary instrument underwent a trial run among school administrators and teachers of Talusan District who were full-fledged master's degree holders. Suggestions from the evaluators were incorporated, after which the final instrument was submitted for approval.

Data-Gathering Procedure

The researcher first requested permission from the Schools Division Superintendent of Zamboanga Sibugay to conduct the study. After approval, the researcher administered the questionnaire-checklist to the respondents. Teacher distribution was conducted after a faculty meeting, and respondents were provided adequate time to answer the instrument. They were instructed to answer honestly and were assured that the information they provided would be treated confidentially.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The data-gathering process also included a dry run of the questionnaire in Talusan District. The purpose was to determine the appropriateness and suitability of the statements and to gather suggestions for improvement. The approved instrument was subsequently used with the target respondents in Mabuhay District.

Statistical Treatment

Weighted mean was used to summarize the responses for each statement and each study dimension. The original thesis defines weighted mean as the sum of the products of frequency and assigned weight divided by the number of respondents. Ranking was used to determine the relative position of the statements within each variable.

A t-test was used to determine whether the responses of school administrators and teachers differed significantly across the five variables. The level of significance was set at 5%. The thesis used a tabular value of 2.306 and reported 8 degrees of freedom for the comparison. The null hypothesis was rejected when the computed t-value exceeded the tabular value.

Ethical Considerations

The instrument explicitly informed respondents that there were no right or wrong answers and requested honest responses. The respondents were also assured that the information they provided would be treated with confidentiality. Permission to conduct the research and to administer the instrument was secured through the appropriate educational authorities, as documented in the original thesis.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



RESULTS AND DISCUSSION

The results are presented according to the five dimensions of play-based strategies identified in the conceptual framework. The discussion focuses on the weighted means reported in the original thesis and on the comparison between school administrators and teachers. Because the research design was descriptive, statements concerning effects on classroom participation and confidence are interpreted as the relationship or perceived contribution described in the study rather than as experimentally established causal effects.

1. Determining the Purpose of Game-Based Learning

Determining the purpose of game-based learning emerged as the highest-ranked dimension, with an overall average mean of 3.61, interpreted as Always Practiced. The school administrators reported an average weighted mean of 3.67, while teachers reported 3.55. The result indicates that both respondent groups generally perceived teachers as consistently identifying the instructional purpose of games.

Indicator	Administrators	Teachers	Average WM	Interpretation
Identified specific learning objectives for each game	3.79	3.62	3.70	Always Practiced
Clarified the purpose and relevance of the game	3.53	3.48	3.50	Always Practiced
Outlined educational goals behind	3.53	3.59	3.56	Always Practiced

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



game-based strategies				
Explained how games supported participation and confidence	3.63	3.57	3.60	Always Practiced
Linked the play-based approach to learners and colleagues	3.89	3.50	3.70	Always Practiced
Overall	3.67	3.55	3.61	Always Practiced

The highest-ranked indicators were identifying the specific learning objectives that each game was designed to achieve and emphasizing the importance of linking the play-based learning approach to learners and colleagues. Both obtained an average weighted mean of 3.70. The first item received 3.79 from administrators and 3.62 from teachers, while the fifth received 3.89 and 3.50, respectively.

These findings indicate that teachers generally understood that a game should have a recognizable instructional purpose. The result is consistent with the conceptual framework of the thesis, which begins with determining the purpose of game-based learning before selecting or designing an activity. When the purpose is explicit, the game can be positioned as part of the lesson rather than as an activity disconnected from the curriculum.

The item concerning how games supported classroom participation and confidence obtained an average weighted mean of 3.60. This is particularly relevant to the stated purpose of the study because it shows that teachers did not view play only in terms of enjoyment; they also connected games with participation and confidence. The result supports the study's

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



discussion that active participation can create opportunities for learners to express ideas, collaborate, and overcome fear of making mistakes.

Clarifying the purpose of the game to ensure learners understood its relevance to the lesson received the lowest average weighted mean within the dimension at 3.50, although it remained in the Always Practiced category. This suggests that while purpose-setting was strongly practiced overall, communicating the specific relevance of the game to learners may deserve continued attention. A clearly explained purpose can help learners understand why they are playing and what they are expected to learn from the experience.

2. Alignment with Learning Goals

The second dimension, making sure that play-based learning is aligned with learning goals, obtained an overall average mean of 3.54, interpreted as Always Practiced. School administrators reported 3.55, while teachers reported 3.53. The closeness of these descriptive means indicates that both groups viewed curriculum and instructional alignment as a regular part of implementation.

Indicator	Administrators	Teachers	Average WM	Interpretation
Supported intended learning outcomes	3.58	3.66	3.62	Always Practiced
Consistent with curriculum objectives	3.63	3.40	3.52	Always Practiced
Stayed relevant to instructional goals	3.63	3.59	3.61	Always Practiced

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Matched games with subject learning competencies	3.53	3.49	3.51	Always Practiced
Aligned game purpose with short- and long-term aims	3.37	3.51	3.44	Always Practiced
Overall	3.55	3.53	3.54	Always Practiced

The highest-ranked indicator was checking that play-based activities directly supported intended learning outcomes, with an average weighted mean of 3.62. Monitoring whether classroom games stayed relevant to instructional goals followed at 3.61. These results suggest that teachers generally connected games to the learning targets of the lesson.

Ensuring that games were consistent with curriculum objectives obtained 3.52, while matching the design of games with subject learning competencies obtained 3.51. The lowest indicator, although still Always Practiced, was aligning the purpose of each game with both short- and long-term educational aims at 3.44. This pattern implies that immediate lesson objectives may be more visible in classroom planning than longer-term educational aims.

The finding is important because play-based learning can lose instructional value when the activity becomes an end in itself. The thesis literature emphasizes that games need to meet curriculum objectives and be aligned with educational models. The present results suggest that this alignment was generally recognized by respondents and was incorporated into regular classroom practice.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The result also provides a management implication. School administrators can strengthen implementation by encouraging teachers to state the learning competency, intended outcome, and evidence of learning before a game is used. Doing so can make the relationship between play and curriculum more transparent and can support consistent implementation across classrooms.

3. Meeting Parents' Expectations

Ensuring that play-based learning meets expectations from parents obtained an overall average mean of 3.55, interpreted as Always Practiced. School administrators reported 3.61, while teachers reported 3.48. This dimension placed third among the five variables.

Indicator	Administrators	Teachers	Average WM	Interpretation
Considered parents' expectations in designing activities	3.42	3.40	3.41	Always Practiced
Consulted parents about their views	3.63	3.38	3.51	Always Practiced
Gathered feedback from parents	3.74	3.65	3.69	Always Practiced
Addressed concerns about fun and academic rigor	3.63	3.50	3.56	Always Practiced
Explained how GBL supported participation and confidence	3.63	3.49	3.56	Always Practiced

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Overall	3.61	3.48	3.55	Always Practiced
---------	------	------	------	------------------

Gathering feedback from parents to check whether games met their expectations ranked first with an average weighted mean of 3.69. Administrators rated the indicator at 3.74 and teachers at 3.65. This result suggests that communication with parents was an important part of play-based implementation as perceived by both groups.

Addressing parents' concerns about the balance of fun and academic rigor and explaining to parents how game-based learning supported classroom participation and confidence each obtained an average weighted mean of 3.56. Consulting parents about their views obtained 3.51, while considering parents' expectations when designing play-based activities obtained 3.41.

The pattern suggests that teachers were more consistent in gathering feedback and explaining the educational value of games than in using parents' expectations as an initial design consideration. This may indicate an opportunity to strengthen parent involvement at the planning stage rather than primarily at the feedback stage.

Parent involvement is relevant because game-based learning may sometimes be misunderstood as play without academic purpose. Explaining learning objectives, expected outcomes, and the relationship between play and classroom participation can help stakeholders recognize the instructional value of the approach. The finding therefore supports the thesis recommendation that teachers should continue gathering parent feedback and addressing concerns about the balance between enjoyment and academic rigor.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



4. Dedicating Time to Consistent In-Class Play

Dedicating time to consistent in-class play obtained an overall average mean of 3.53, interpreted as Always Practiced. School administrators reported 3.59, while teachers reported 3.46. This dimension ranked fifth among the five variables, although it still fell within the highest category of the four-point continuum.

Indicator	Administrators	Teachers	Average WM	Interpretation
Scheduled regular time during lessons	3.47	3.41	3.44	Always Practiced
Allocated consistent periods to support learning goals	3.63	3.40	3.52	Always Practiced
Prioritized structured play that encouraged participation	3.63	3.49	3.56	Always Practiced
Maintained a consistent schedule	3.53	3.46	3.49	Always Practiced
Devoted sufficient time for games to be meaningful	3.68	3.57	3.63	Always Practiced
Overall	3.59	3.46	3.53	Always Practiced

Devoting sufficient time to ensure that games became a meaningful part of instruction ranked first at 3.63. Prioritizing classroom time for structured play that encouraged participation followed at 3.56. Allocating consistent periods for in-class games to support

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



learning goals obtained 3.52, maintaining a consistent schedule obtained 3.49, and scheduling regular time during lessons obtained 3.44.

Although all indicators were rated Always Practiced, this variable had the lowest overall mean among the five dimensions. The finding may be understood in light of the practical challenge identified in the thesis: teachers may encounter time and logistical constraints when incorporating games into lessons. Thus, consistent scheduling is an area where administrative support, collaborative planning, and careful lesson design can help.

The results also suggest that the quality of implementation may depend on whether games are treated as an integral component of instruction rather than occasional enrichment. The highest score within the dimension was associated with making games a meaningful part of instruction, indicating that respondents recognized the need to give play sufficient instructional time.

5. Assessing Progress Throughout Play

Assessing progress throughout play obtained an overall average mean of 3.56, interpreted as Always Practiced. School administrators reported 3.63 and teachers 3.49. The dimension ranked second among the five variables.

Indicator	Administrators	Teachers	Average WM	Interpretation
Tracked learners' participation levels	3.63	3.43	3.53	Always Practiced
Measured progress	3.74	3.62	3.68	Always Practiced

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



through play-based task outcomes				
Evaluated improvement in learner confidence	3.63	3.50	3.57	Always Practiced
Analyzed classroom behaviors for growth	3.63	3.46	3.54	Always Practiced
Assessed ability to apply concepts introduced through play	3.53	3.46	3.49	Always Practiced
Overall	3.63	3.49	3.56	Always Practiced

Measuring pupils' progress by monitoring outcomes of play-based tasks ranked first at 3.68. Administrators reported 3.74 and teachers 3.62. Evaluating how learners' confidence improved through consistent play sessions obtained 3.57, while analyzing classroom behaviors to determine growth obtained 3.54. Tracking participation levels obtained 3.53, and assessing learners' ability to apply concepts introduced through play obtained 3.49.

The findings indicate that assessment was not absent from play-based instruction. Instead, respondents reported that teachers regularly monitored learner outcomes, participation, confidence, and classroom behavior. This is consistent with the conceptual framework, which emphasizes collecting information from games to identify learner strengths and difficulties and to inform subsequent instruction.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The relatively high score for monitoring outcomes of play-based tasks is particularly important because it connects the enjoyable aspects of games with evidence of learning. A play-based activity becomes more instructionally useful when teachers can determine what learners understood, what they can apply, and what areas require further support.

6. Overall Extent of Practice Across the Five Variables

Rank	Variable	Administrators	Teachers	Average Mean	Interpretation
1	Determine the purpose of game-based learning	3.67	3.55	3.61	Always Practiced
2	Assess progress throughout play	3.63	3.49	3.56	Always Practiced
3	Ensure it meets expectations from parents	3.61	3.48	3.55	Always Practiced
4	Make sure it is aligned with learning goals	3.55	3.53	3.54	Always Practiced
5	Dedicate time to consistent in-class play	3.59	3.46	3.53	Always Practiced
Overall	Five variables	—	—	3.56	Always Practiced

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The overall average mean of 3.56 shows that the five dimensions of play-based strategies were generally Always Practiced. Determining the purpose of game-based learning ranked first at 3.61, followed by assessing progress throughout play at 3.56, ensuring that games met parents' expectations at 3.55, aligning games with learning goals at 3.54, and dedicating time to consistent in-class play at 3.53.

The narrow range among the five means, from 3.53 to 3.61, indicates that the dimensions were practiced at broadly similar levels. The findings therefore support a holistic view of play-based implementation. The practice was not concentrated on a single element; rather, teachers reportedly attended to purpose, alignment, parent communication, time, and assessment.

The ranking also reveals a useful implementation sequence. Establishing a clear purpose can guide the design of a game. Alignment with learning goals can ensure that the game addresses curriculum expectations. Communication with parents can strengthen stakeholder understanding. Adequate time can allow the activity to become meaningful rather than incidental. Finally, monitoring progress can provide information for instructional adjustment. Together, these dimensions form a coherent implementation cycle.

7. Effect on Classroom Participation and Confidence

The thesis includes a discussion of the relationship between play-based strategies, classroom participation, and learner confidence. It explains that opportunities for learners to share ideas, answer questions, and collaborate can develop a sense of belonging and self-

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



assurance. Such interaction may help learners express thoughts more freely, overcome fear of making mistakes, and strengthen communication skills.

Across all five dimensions, the original findings describe a positive effect on classroom participation and confidence. When teachers determine the purpose of games, they are able to explain how the selected activities support participation and confidence. When games are aligned with learning goals, learners can participate in activities that are clearly connected with the lesson. When parents are informed and their concerns are addressed, the instructional purpose of games becomes more transparent. When time is allocated consistently, learners receive repeated opportunities to participate. When progress is assessed, teachers can observe participation, confidence, and classroom behaviors.

These findings should be interpreted within the limits of the research design. The study did not use pretest-posttest measures of confidence or classroom participation, nor did it employ an experimental comparison group. Therefore, the phrase 'effect' in the thesis is best understood as the reported or perceived contribution of the strategies to classroom participation and confidence. The empirical evidence directly supports the conclusion that respondents reported consistent practice and perceived positive contributions; it does not establish a causal effect.

8. Comparison of School Administrators' and Teachers' Responses

The study also examined the extent of comparability between the two respondent groups. The five dimensions were all rated Always Practiced by both school administrators and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



teachers. The overall means were therefore located in the same verbal category, even though the numerical responses were not identical.

For determining the purpose of game-based learning, administrators reported 3.67 and teachers 3.55, with a combined mean of 3.61. For assessing progress throughout play, the corresponding means were 3.63 and 3.49, with a combined mean of 3.56. For meeting parents' expectations, administrators reported 3.61 and teachers 3.48, producing a combined mean of 3.53. For alignment with learning goals, the means were 3.55 and 3.53, producing 3.54. For consistent in-class play, administrators reported 3.59 and teachers 3.46, producing 3.53.

The descriptive results show that both groups perceived a high level of implementation. However, being in the same verbal category does not necessarily mean that the groups are statistically identical. This distinction is important in interpreting the inferential test. The study therefore proceeded to test whether the numerical difference between the two groups was statistically significant.

9. Test of Significant Difference

Statistic	School Administrators	Teachers	Computed t	Critical/Tabular t	df	Decision
Standard deviation	0.045	0.038	3.846	2.306	8	Reject H0

The computed t-value was 3.846, which exceeded the tabular value of 2.306 at the 5% level of significance with 8 degrees of freedom. The null hypothesis stating that there was no

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



significant difference between the responses of school administrators and teachers was therefore rejected.

The inferential result means that the two respondent groups did not provide statistically equivalent responses across the five variables. This finding is notable because the descriptive results placed both groups in the same verbal category, Always Practiced. Thus, the groups agreed in the general direction of their responses but differed sufficiently in their numerical ratings to produce a significant t-test result.

One possible interpretation, based on the data rather than on an assumed cause, is that school administrators tended to give somewhat higher ratings than teachers across most of the five dimensions. The differences are visible in the overall means for the five variables. Administrators reported higher values for the purpose of games, progress assessment, parent expectations, and consistent in-class play, while the difference for alignment with learning goals was very small. The result suggests that administrators and teachers may share the same broad understanding of play-based implementation while differing in how strongly they perceive its consistency in practice.

From an educational management perspective, this difference supports the value of communication and calibration between school administrators and teachers. If administrators perceive implementation to be more consistent than teachers do, collaborative review of classroom practices, lesson plans, monitoring tools, and feedback mechanisms may help establish a more common understanding of expectations and actual practice.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



10. Synthesis of Findings

Taken together, the findings portray play-based learning as a regularly practiced approach in Mabuhay District. The five dimensions were all rated Always Practiced, and the overall average mean was 3.56. The highest dimension, determining the purpose of game-based learning, suggests that teachers generally begin with instructional intent. The second-highest, assessing progress throughout play, indicates attention to monitoring. Parent expectations, curriculum alignment, and consistency of instructional time also received high ratings.

The results are compatible with the conceptual framework presented in the thesis. The framework begins with determining why a game will be used, proceeds to alignment with learning goals and stakeholder expectations, allocates time for implementation, and uses progress information to inform instruction. The empirical findings show that respondents reported regular practice across each part of this framework.

The results also reinforce the central argument of the study: play-based strategies can provide a structured and engaging context for learning when they are deliberately connected to instructional objectives. The findings do not support treating play as a replacement for sound pedagogy. Instead, they support integrating games into a planned instructional process in which teachers define purposes, align activities, communicate with stakeholders, allocate time, and assess learning.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



CONCLUSION

Based on the findings of the study, play-based strategies were consistently practiced in Mabuhay District across all five dimensions examined. Determining the purpose of game-based learning was the most highly rated dimension, indicating that teachers generally identified instructional objectives and connected games with classroom participation and confidence. Alignment with learning goals was also consistently practiced, showing that play-based activities were generally connected with intended outcomes, curriculum objectives, and subject competencies.

Ensuring that play-based learning met parents' expectations was likewise consistently practiced. Teachers reportedly gathered feedback, consulted parents, addressed concerns about academic rigor, and explained the relationship between game-based learning, participation, and confidence. Dedicating time to consistent in-class play was also practiced, although it obtained the lowest overall mean among the five dimensions. This suggests that time and scheduling remain areas requiring continued attention even when the overall level of practice is high.

Assessing progress throughout play was another strongly practiced dimension. Teachers reportedly monitored play-based task outcomes, learner confidence, classroom behaviors, participation, and application of concepts. This indicates that assessment and feedback were considered integral components of play-based implementation rather than separate from the learning process.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Overall, the five variables produced an average mean of 3.56 and were interpreted as Always Practiced. The study therefore concludes that play-based strategies were consistently implemented in Mabuhay District and were perceived as contributing positively to classroom participation, confidence, and engagement. Nevertheless, because the study used a descriptive survey design and did not directly measure change in participation or confidence through an experimental procedure, the conclusion should be understood as a conclusion about reported practice and perceived contribution rather than a causal determination.

The comparison between school administrators and teachers produced a statistically significant difference. With a computed t-value of 3.846 exceeding the tabular value of 2.306 at the 5% level of significance and 8 degrees of freedom, the null hypothesis was rejected. The two groups therefore differed significantly in their numerical responses even though both generally rated the five dimensions as Always Practiced.

The overall implication is that effective play-based learning requires more than the presence of games in the classroom. It requires purposeful design, curriculum alignment, stakeholder communication, adequate instructional time, and continuous assessment. These elements can provide a practical management and instructional framework for sustaining learner engagement while keeping play connected to educational goals.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

The references below were consolidated from the bibliography and cited sources contained in the original thesis. Where the thesis did not provide complete publication details, the information has been retained without inventing missing bibliographic data.

Beck, I. L. (2008). Creating robust vocabulary. Guilford Teachers College Press.

Bodrova, E., & Leong, D. J. (2007). Works on play, learning, and development as cited in the original thesis.

Calmorin, L. M., & Calmorin, M. A. (1997). Statistics in education and the sciences. Rex Book Store.

Emory, W. C., et al. (1993). Business research methods. Navotas Press, Metro Manila.

Freund, J. E. (1984). Modern elementary statistics (6th ed.). Prentice Hall, Inc.

Fuscard, B. (2001). Innovative teaching strategies. Aspen Publisher.

Graves, M. F. (2006). The vocabulary book: Learning and instruction. Teachers College Press.

Hart, B., & Risley, T. R. (1995). Vocabulary-development work cited in the original thesis.

Kamil, M. L., & Hiebert, E. H. (2005). Vocabulary-learning work cited in the original thesis.

National Reading Panel. (2000). Report on teaching children to read and vocabulary development, as cited in the original thesis.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Padua, R. N., & de Guzman-Santos, R. (1998). Fundamentals of educational research and data analysis. KATHA Publishing Co., Inc.

Ruiz, M. B. (1988). Evaluation and measurement in Philippine school. RP Publishing Corporation.

Ragsdale, S. (2014). Play-based strategies to engage learning. Edutopia. Source cited in the original thesis.

Wood, E. (2014). Work on play-based learning and classroom engagement cited in the original thesis.

American Council on the Teaching of Foreign Languages. (n.d.). Performance descriptors for language learners, as discussed in the original thesis.

Beck, I. L., et al. (2013). Student-friendly definitions and vocabulary instruction, as cited in the original thesis.

Baumann, J. F., et al. (2002, 2003). Vocabulary and word-part instruction, as cited in the original thesis.

Chall, J. S., Jacobs, V. A., & Baldwin, L. E. (1990). Vocabulary and reading-development work cited in the original thesis.

Cunningham, A. E., & Stanovich, K. E. (1998). Extensive reading and vocabulary development, as cited in the original thesis.

Graves, M. F., & Watts-Taffe, S. (2002). Word consciousness, as cited in the original thesis.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



McKeown, M. G., & Beck, I. L. (2004). Vocabulary instruction and comprehension, as cited in

the original thesis.

Nagy, W. E., & Scott, J. A. (2000). Contextual analysis and vocabulary learning, as cited in

the original thesis.

Parten, M. B. Theory and stages of social play, as discussed in the original thesis.

Guido. (n.d.). Implementing game-based learning in the classroom. Prodigy, as cited in the

original thesis.

Kampen. (n.d.). Play-based learning: What every teacher needs to know. Prodigy, as cited in

the original thesis.

Findlay. (n.d.). Game-based learning vs. gamification. Training Industry, as cited in the

original thesis.

Dadheech. (n.d.). Importance of game-based learning in modern education. The Knowledge

Review, as cited in the original thesis.

Losen, D. J. (2014). Discipline policies, successful schools, and racial justice. National

Education Policy Center.

Lee, D. (2003). Human nature at work. Gallup Management Journal.

Cadungog, N. D. (2008). Qualities of teachers in Dimataling District: Its significance to quality

instruction. Unpublished master's thesis, Southern Mindanao Colleges, Pagadian City.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Canencia. (2006). Multi-disciplinary approaches applied by the teachers in Tukuran West

District: Its contributions to pupils' academic development. Unpublished master's thesis,
Southern Mindanao Colleges, Pagadian City.

Lague, A. C. (2005). Factors on job responsibilities practiced by school administrators in
Dumingag District: Its contribution to effective school management. Unpublished master's
thesis.

Reyes, A. C. (2006). Work competencies for student's academic performance in Zamboanga
State College of Marine Science and Technology: Its suitability to job satisfaction.
Unpublished master's thesis, Southern Mindanao Colleges, Pagadian City.

Sajulga, G. B. (2005). Premise of job performance applied by secondary school administrators
in the municipality of Diplahan: Its relevance to organizational climate. Unpublished
master's thesis.

myBrightwheel. (n.d.). What is play-based learning. Source cited in the original thesis.

Edutopia. (n.d.). Game-based language learning and play-based strategies. Source cited in
the original thesis.

The Knowledge Review. (n.d.). Importance of game-based learning in modern education.
Source cited in the original thesis.

Training Industry. (n.d.). Game-based learning vs. gamification. Source cited in the original
thesis.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VIII, Issue I

August 2026

Available online at <https://www.instabrightgazette.com>



PUBLICATION NOTE

This publication version condenses the original thesis into the requested core sections: Title, Author, Abstract, Keywords, Introduction, Materials and Methods, Results and Discussion, Conclusion, and References. The appendices, curriculum vitae, letters, questionnaire, and other administrative materials from the full thesis are intentionally excluded so that the manuscript remains suitable for journal or institutional publication.

All numerical findings reported in this manuscript were taken from the completed thesis. The five overall means, respondent counts, and t-test results are retained as reported in the source document. The manuscript does not introduce new statistical calculations or inferential claims beyond the documented results.

The publication also distinguishes descriptive evidence from causal claims. The original thesis describes an effect on classroom participation and confidence, but its stated research method is descriptive survey. Accordingly, this publication uses language such as 'perceived contribution,' 'reported effect,' and 'associated with' when discussing participation and confidence, while retaining the study's substantive conclusion that play-based strategies were consistently practiced.

Recommended citation: Etolle, R. H. (2026). Using play-based strategies to increase enthusiasm for learning in Mabuhay District: Its effect on classroom participation and confidence. Unpublished thesis publication manuscript based on the completed Master of Arts in Education study, Southern Mindanao Colleges, Pagadian City, Philippines.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
