"PROJECT GLAM (GAMIFIED LEARNING ACTIVITY IN MARKETING): A STRATEGY FOR ENHANCING ABM STUDENTS' ENGAGEMENT AND LEARNING OUTCOMES IN BINAN INTEGRATED NATIONAL HIGH SCHOOL"

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ABSTRACT

Project GLAM (Gamified Learning Activity in Marketing) is an educational initiative designed to enhance the educational experience of Accountancy, Business and Management students. This project aims to use the power of gamification, the integration of games and mechanics into non-gaming contexts and transform the teaching and learning of marketing concepts into an engaging and interactive experience. This project was applied to students of Biñan Integrated National High School under the Accountancy, Business and Management strand. 169 students enrolled in the Marketing Class were observed for the purpose of this study. The participants were selected using purposive sampling since this unit possess the needed criteria for the study. The researcher utilized t-Test: Paired Two Sample for Means to interpret the data gathered from the study. Results showed that there is a very significant difference between the students' performance before and after the implementation of Project GLAM thus providing the conclusion that there is strong evidence that the used intervention applied is effective. Results are discussed in terms of the implication of Project GLAM and its effectiveness to improve students' performance in their Marketing class through the integration of games and mechanics.

Keywords: Project GLAM, Gamified, Intervention, Integration.

INTRODUCTION

Bińan Integrated National High School is one of the schools in the Division of Bińan City that offers Academic and Technical Vocational Tracks for Senior High School. Under the Technical Vocational Track, BINHS offers Information, Communication, and Technology (ICT) while Science Technology Engineering, Mathematics (STEM), and Accountancy, Business, and Management (ABM) are for Academic Track.

The schools' population has doubled since the pandemic happened and continued to increase until the learning modalities from Modular and Online Distance Learning shifted to Face-to-Face classes. It is undeniable that students are adjusting to the sudden shift of modalities which led them to face different challenges in their academic roles and responsibilities.

In contrast with the challenges faced by the students, the researcher proposed a project entitled PROJECT GLAM, Gamified Learning Activity in Marketing: *A Strategy for Enhancing ABM Students' Engagement and Learning Outcomes in Bińan Integrated National High School.* The respondents of the said project are the Grade 11 students from the Accountancy, Business, and Management (ABM) strand who are currently taking Principles of Marketing subject.

Apparently, the marketing class is using the traditional teaching-based approach to deliver the competencies given in the curriculum guide. For these reasons, the researcher investigated the possible effects of gamified learning activities on student engagement and academic achievement in marketing classes. The said project sought on how this gamification mechanism will affect students' engagement and improve learning outcomes. The said project adopted the research methodology which includes the repeated processes of planning, development, implementation, monitoring, and evaluation. Through this process, the assessment of learning will be based on the gaming principle to make learning more engaging and interactive.

Secondly, the said research focused on data collection and analysis. The collected data through different mechanisms like pretest and posttest administration and classroom observation will be used to measure the students' engagement motivation, and academic performance before and after the implementation of the gamified learning activity and assessment.

Lastly, reflection and evaluation of the findings obtained will be used to inform future teaching practices and to improve the gamified learning activities and assessments to make them more effective in enhancing students' engagement and academic performance.

METHODOLOGY

The study used a quasi-experimental design to identify the causal impact of the intervention on the target population.

The researcher used this method to identify the effectiveness of gamified learning activity on the learning outcomes of students enrolled in the Marketing subject. The respondents of the study were six (6) heterogenous sections of Grade 11 Accountancy, Business, and Management students with a population of 169. The study was conducted during the second semester of the school year 2022-2023.

The participants took a validated pre-test and post-test during their Marketing class. A standardized score analysis template was used to identify the mean percentage score of the students during the pre-test and post-test.

To determine the impact of Project GLAM on students' learning outcomes, the pre-test and post-test results were compared respectively. Using the t-test: paired sample for means, the performance of the students before and after the implementation of Project GLAM was compared for analysis. To make sure that the computed data were valid and correct, the researcher had it checked by a statistician.

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RESULTS

The study identified the significant difference before and after the use of Project GLAM in teaching Principles of Marketing to Grade 11 ABM students. Mean and t-test: paired samples for means were utilized by the researchers to analyze the data. Project GLAM was used during the third quarter of the second semester of the school year 2022-2023. The proponent applied Project GLAM in the selected MELCs of the subject Principles of Marketing. Using pre-tests and post-tests, the researcher used the results of the said tests to identify the effectiveness of the gamified learning activity. MPS of the given pre-test and post-test were used for the interpretation of outcomes.

Based on the pre-test before the utilization of Project GLAM, an average mean percentage score of 48.83% was computed. On the other hand, Project GLAM was applied and a post-test was conducted after. An average mean percentage score of 80% was computed. Comparing the pre-test and post-test average mean percentage scores, the MPS improved from the pre-test score of 48.83% to 80% in the post-test. This implies a significant difference between the pre-test and post-test results, therefore justifying the effectiveness of gamified learning activity in the subject Principles of Marketing.

DISCUSSION

The posttest results of Project GLAM (Gamified Learning Activity in Marketing) revealing a Mean Percentage Score (MPS) of 80% are highly promising and indicative of the project's significant impact on student learning outcomes. This notable increase in the MPS from the pretest average score below 55% to an impressive 80% post-implementation underscores the effectiveness of Project GLAM in enhancing student engagement and comprehension of marketing concepts. The project's use of gamified learning activities has proven successful in promoting active participation and deeper understanding among students. These results have far-reaching implications, not only in the academic context but also for students' future career prospects. Project GLAM equips students with practical skills and knowledge, providing a strong foundation for their future endeavors in the field of business and management.

In conclusion, Project GLAM has demonstrated its ability to deliver a transformational educational experience, improving learning outcomes and preparing students for success in their academic pursuits and future careers. These findings highlight the potential of gamified learning strategies in transforming educational practices and ensuring student excellence.

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