

E-Games And Students' Engagement In Literature In Congressional District I, SDO Batangas Province

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Abstract

This study examined the use of electronic games (E-games) in teaching literature and their relationship to the engagement of Grade 7 students in Congressional District I, Schools Division Office of Batangas Province. Specifically, it sought to determine the extent to which E-games were utilized in terms of lesson content delivery, students' feedback and interaction, and enhancement of learning outcomes; assess the level of students' engagement in literature classes in terms of types of E-games and time spent on digital activities; identify the significant relationship between the utilization of E-games and students' engagement; determine the challenges encountered by teachers in using E-games; and propose supplementary digital materials based on the findings. The study was anchored on the view that digital game-based learning can transform traditional literature lessons into more interactive, motivating, and student-centered learning experiences.

A descriptive research design utilizing quantitative data was employed. The respondents consisted of 117 English teachers in Congressional District I, SDO Batangas Province, whose assessments were used to describe the utilization of E-games and the engagement of Grade 7 students in literature classes. Results revealed that E-games were moderately utilized in lesson content delivery but highly utilized in students' feedback and interaction and in enhancing learning outcomes. Students were found to be moderately engaged overall when E-games were used, with gamified quiz applications emerging as the most engaging type of E-game. A significant positive relationship was reported between the utilization of E-games and students' engagement in literature. However, challenges such as unequal access to technology, insufficient curriculum-aligned resources, limited teacher training, and time management concerns were often encountered. To address these issues, the researcher proposed "**LitTrek: A Literature-Based Gamified Learning Package**," a curriculum-aligned supplementary digital material designed to support inclusive, equitable, and interactive literature instruction.

Keywords: Digital Game-Based Learning, E-Games Integration, Gamified Learning, Literature Instruction, Student Engagement



1. Introduction

In the contemporary educational landscape, digital tools have become deeply embedded in students' daily lives. Learners are increasingly accustomed to using smartphones, tablets, laptops, and online platforms for communication, entertainment, and access to information. This technological familiarity has encouraged educators to rethink instructional practices and adopt methods that connect classroom learning with students lived digital experiences. In literature instruction, this shift is particularly relevant because students often perceive literary texts as distant, abstract, or difficult to appreciate through conventional lecture-based strategies alone. The use of E-games offers an alternative approach by transforming reading and interpretation into interactive, enjoyable, and participatory learning experiences.

The study is situated within the Philippine educational context, where policies such as Republic Act No. 10533, DepEd Order No. 76, s. 2010, DepEd Order No. 21, s. 2019, and the Learning Continuity Plan encourage the integration of technology, innovation, and learner-centered approaches in classroom instruction. These frameworks support the use of digital resources and gamified strategies as part of efforts to enhance quality education and respond to the demands of 21st-century learning. In Batangas Province, teachers in literature classes have already experimented with tools such as quiz-based games, storytelling games, and interactive platforms to capture student interest and make literary concepts more accessible. The present study was therefore undertaken to investigate how E-games affect Grade 7 students' engagement in literature, determine the extent of their utilization, identify implementation challenges, and generate practical recommendations for teaching improvement.

More specifically, the study aimed to answer the following concerns: the extent of E-games utilization in literature teaching in terms of lesson content delivery, students' feedback and interaction, and enhancing learning outcomes; the level of engagement of Grade 7 students in terms of types of E-games and time spent on digital activities; the significant relationship between E-games utilization and student engagement; the challenges encountered by teachers; and the supplementary digital materials that may be proposed based on the results. By addressing these questions, the study intended to contribute to more engaging, effective, and technologically responsive literature instruction.

2. Materials and Methods

Research Design

The study employed a descriptive research design. This design was used to describe the existing utilization of E-games in teaching literature and the corresponding level of student engagement without manipulating variables. It enabled the researcher to gather and present data on how Grade 7 students engage in literature classes when E-games are utilized, and to document observable patterns of participation, feedback, and learning support based on teacher assessments.

Participants



The respondents of the study were 117 Grade 7 English teachers from public schools in Congressional District I, Schools Division of Batangas Province. These teacher-respondents served as the primary source of data in assessing both the extent of E-games utilization and the level of engagement of Grade 7 students in literature classes. Their perspectives were used because they were directly involved in classroom instruction and in observing the students' responses to E-game-based learning activities.

Research Instrument

The main instrument used in the study was a survey questionnaire prepared by the researcher based on concepts derived from related literature and prior studies. The questionnaire measured the extent of E-games utilization in literature instruction and the level of student engagement in terms of types of E-games and time spent on digital activities. It also contained items on the challenges teachers encountered in integrating E-games into literature classes. For additional enrichment and to validate the survey data, unstructured interviews were also conducted with selected Grade 7 English teachers who were not part of the survey respondents.

The questionnaire underwent content validation by the school head and teachers with master's degrees to ensure suitability and clarity. After revisions, it was administered through online platforms to facilitate access and response collection. Responses were retrieved, checked for completeness, and treated with confidentiality. The instrument used a Likert-type scale, with verbal interpretations such as Highly Utilized, Moderately Utilized, Highly Engaged, and Moderately Engaged.

Data Gathering Procedure

The researcher prepared and validated the survey questionnaire, secured approval from district supervisors, and administered the instrument to the teacher-respondents through available online channels. The collected responses were then organized, tallied, and examined. In addition, unstructured interviews were held with 10–12 Grade 7 English teachers who were not part of the questionnaire sample. These interviews provided qualitative insights into teachers' perspectives, experiences, strategies, and challenges in using E-games in literature teaching.

Statistical Treatment of Data

The gathered data were analyzed using frequency, percentage, rank, weighted mean, and Pearson r . Frequency and percentage were used to describe the occurrence and proportion of responses, rank to determine the order of indicators, weighted mean to obtain average ratings, and Pearson r to establish the relationship between the utilization of E-games and student engagement in literature classes.

3. Results

Section 1: Extent of Utilization of E-games in Teaching Literature

Lesson Content Delivery. In terms of lesson content delivery, E-games were found to be moderately utilized, with a composite mean of 3.31. The highest-rated indicator was reinforcing students' appreciation of different literary genres and writing styles, which obtained a weighted mean of 3.67 and was interpreted as highly utilized. Other highly rated indicators included



ensuring alignment with curriculum learning competencies and facilitating deeper understanding of characters, settings, and plots, both with weighted means of 3.61. On the other hand, lower-rated indicators involved the use of role-playing or simulation E-games and quiz-based E-games for literary analysis, which remained within the moderately utilized range. These findings suggest that while E-games are useful for making literary content more engaging and understandable, their use for higher-order literary interpretation and critical analysis is less developed.

Students' Feedback and Interaction. For students' feedback and interaction, E-games were assessed as highly utilized, with a composite mean of 3.56. The highest-rated item was that E-games make learning more enjoyable and engaging for students, with a weighted mean of 3.67. Also highly rated were indicators showing that E-games help students understand themes, characters, and plot development, encourage collaboration, motivate students to read literary texts, and enhance their ability to analyze literary pieces. The lowest-rated item, though still positively assessed, was students' active participation in discussions and activities after playing E-games, with a weighted mean of 3.45, interpreted as moderately utilized. This suggests that E-games are effective in initiating engagement and enjoyment, but teachers may still need deliberate post-game strategies such as reflection, discussion, or debriefing to extend that engagement into deeper academic dialogue.

Enhancing Learning Outcomes. In terms of enhancing learning outcomes, E-games were likewise assessed as highly utilized, with a composite mean of 3.62. The highest-rated indicator was the provision of immediate feedback that helps students correct misconceptions and deepen their understanding of literary concepts, with a weighted mean of 3.74. This was followed by fostering creativity and storytelling abilities (3.71) and supporting critical thinking and problem-solving (3.64). The lowest-rated item was strengthening students' vocabulary acquisition and language proficiency, with a weighted mean of 3.48, interpreted as moderately utilized. The results indicate that E-games are especially valuable in motivating students, reinforcing literary comprehension, and supporting creativity, although vocabulary and language-focused features may still need stronger integration.

Section 2: Level of Engagement of Grade 7 Students in Literature Classes

Types of E-games. The level of engagement of Grade 7 students in terms of the types of E-games used in literature classes was found to be moderately engaged, with a composite mean of 3.17. Among the various game formats, gamified quiz applications with literature-related challenges ranked highest, with a weighted mean of 3.35, followed by simulation games (3.29) and puzzle-based digital games (3.26). Story-based RPGs, adventure games, interactive visual novels, and multiplayer online games all registered moderate engagement, while augmented reality or virtual reality literature-based games ranked lowest with a weighted mean of 2.94. These findings imply that students respond more positively to game formats that offer competition, recall reinforcement, and contextualized problem-solving, while more technologically demanding forms like AR/VR may face accessibility or familiarity barriers.

Time Spent on Digital Activities. With respect to time spent on digital activities, students were also assessed as moderately engaged, with a composite mean of 3.09. The highest-rated indicator was that students show increased engagement and sustained attention throughout



the literature lesson when E-games are incorporated, with a weighted mean of 3.29. Other indicators suggested that E-games encourage students to explore literary concepts more than traditional methods and support focus and participation during lessons. The lowest-rated indicator was that students engage in literature-related E-games for an appropriate amount of time without exceeding the lesson period, with a weighted mean of 2.90. This suggests that while E-games are effective in sustaining attention, there are practical concerns regarding time allocation and classroom pacing.

Section 3: Relationship Between Utilization of E-games and Student Engagement

The study reported a significant positive relationship between the utilization of E-games and the level of engagement of Grade 7 students in literature classes. In terms of types of E-games and extent of utilization, the study presented significant relationships across lesson content, feedback and interaction, and learning outcomes. Likewise, the relationship between time spent on E-games and engagement in lesson content, feedback and interaction, and enhancing learning outcomes was also reported as significant. Based on the manuscript's presentation, the null hypothesis was rejected, and the findings were interpreted to mean that greater utilization of E-games is associated with greater student engagement in literature instruction.

Section 4: Challenges Encountered by Teachers

Teachers reported that the challenges encountered in using E-games in teaching Grade 7 literature were experienced often, with a composite mean of 2.95. The top-ranked challenge was the difficulty of ensuring equal student access to E-games due to varying levels of technological proficiency, with a weighted mean of 3.22. Other common challenges included insufficient resources such as game content and instructional materials (3.13), difficulty accessing necessary technology such as devices and internet connectivity (3.00), balancing E-games with traditional teaching methods (2.97), and maintaining student engagement (2.90). Lack of training, difficulty finding curriculum-aligned E-games, and time management concerns were also noted. These results show that while E-games are promising instructional tools, practical barriers continue to affect their full classroom integration.

Section 5: Proposed Supplementary Digital Material

To address the challenges identified, the researcher proposed "LitTrek: A Literature-Based Gamified Learning Package." This supplementary digital material is described as a curated, curriculum-aligned set of interactive educational games intended to enhance student engagement and learning outcomes in literature. It includes story-based quests, character analysis puzzles, theme-matching games, interactive quizzes, vocabulary builders, and feedback systems. It is designed for both online and offline use to respond to varying technological conditions and learner proficiency levels. The package also includes a teacher's guide with lesson alignment charts, game setup guides, answer keys, accessibility guidance, and troubleshooting tips.



4. Discussion

The findings of the study demonstrate that E-games hold strong pedagogical potential in literature instruction. The moderate utilization of E-games in lesson content delivery suggests that teachers have already begun integrating them into literary instruction, particularly for helping students appreciate genres, follow plot structures, and engage with literary themes. However, the lower ratings in areas related to higher-order thinking and critical interpretation indicate that E-games are more commonly used for engagement and reinforcement than for deep literary analysis. This implies a need for better-designed literature-focused games and more deliberate instructional strategies that extend gameplay into interpretive and analytical tasks.

The highly utilized ratings for students' feedback, interaction, and enhancement of learning outcomes reveal that E-games are especially effective in making literature lessons enjoyable, collaborative, and motivating. These tools appear to create a classroom atmosphere that encourages participation and allows students to engage with literary content in more active ways. Immediate feedback, in particular, emerged as one of the strongest instructional benefits, helping students identify misconceptions and improve understanding in real time. Likewise, the findings suggest that E-games support creativity, storytelling, and student-centered learning, which are all valuable in literature education.

At the same time, the results on student engagement show that game type matters. Students were only moderately engaged overall, but gamified quiz applications, simulation games, and puzzle-based games appeared more effective than AR/VR-based or multiplayer online formats. This suggests that accessible, familiar, and structured game formats may be more practical and impactful in actual classroom settings, especially where technological infrastructure is uneven. The time-spent findings also reinforce that E-games can sustain attention and increase focus, but they require careful management so that engagement does not come at the expense of lesson pacing or coverage.

The reported significant relationship between E-games utilization and student engagement supports the argument that game-based learning can positively influence literature instruction. However, this potential is constrained by recurring implementation barriers. Unequal access to devices and internet, limited teacher training, insufficient curriculum-aligned resources, and difficulties in balancing E-games with traditional instruction all point to the need for systemic support. The proposed LitTrek package responds directly to these issues by providing a structured, curriculum-based, and flexible resource that can help teachers use E-games more consistently and meaningfully.

A notable limitation of the study is that it relied mainly on teacher assessments of student engagement rather than direct student data or longitudinal measures of actual academic performance. The study was also limited to Congressional District I, SDO Batangas Province, which may restrict generalizability to other settings. Still, it provides relevant local evidence and practical implications for improving literature instruction through digital innovation.

5. Conclusion

The study concludes that E-games are valuable instructional tools in Grade 7 literature classes, particularly in fostering interaction, enjoyment, motivation, and active participation.



While they were only moderately utilized in lesson content delivery, they were highly utilized in promoting students' feedback and interaction and in enhancing learning outcomes. Grade 7 students were moderately engaged overall, with gamified quiz applications emerging as the most effective type of E-game in supporting literature engagement. The findings further indicate a significant positive relationship between the utilization of E-games and students' engagement in literature classes.

Despite these positive outcomes, the effective integration of E-games is hindered by persistent challenges such as unequal access to technology, insufficient resources, lack of curriculum-aligned game materials, limited teacher training, and time management concerns. These barriers suggest that successful implementation depends not only on the availability of games but also on institutional support, teacher preparedness, and instructional design.

In response, the proposed LitTrek: A Literature-Based Gamified Learning Package offers a practical and context-sensitive solution. By providing structured, accessible, and curriculum-aligned digital materials for both online and offline use, it supports more equitable, interactive, and effective literature instruction. Overall, the study affirms that E-games, when thoughtfully integrated, can make literature learning more meaningful, enjoyable, and responsive to the needs of digital-native learners.

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