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Research Article

Gamified Reading Strategies and Learners' Motivation: A Basis for Developing an Instructional Guide for Elementary Teachers in Zone 1, Zambales, Philippines

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ABSTRACT

This study explored the use of gamified reading strategies and their effects on learners' motivation, grounded in the ARCS motivational framework, thus addressing gaps in defining how teacher characteristics and instructional practices impact literacy engagement relevant to elementary education. More precisely, the study evaluated the level of gamified strategy implementation, gauged reading motivation among learners, identified significant differences in demographic and occupational variables, and measured the relationship between instructional implementation and learner motivation. Results showed that the majority of teachers were female, middle-aged, master's degree holders with approximately ten years of teaching experience and moderate exposure to gamification training while predominantly using points and rewards systems. Gamified strategies were used in feedback and reflection, collaboration and competition, challenges and missions, and progress tracking consistently throughout teachers. Performance data indicated that learners were much more motivated to read; particularly, the relevance, satisfaction, attention, and confidence dimensions of the ARCS model proved that this contextualized and interactive environment was effective in engagement with reading. The results of statistical analyses showed significant differences in both teachers' implementation practices and learners' motivational levels over almost all examined demographic and professional variables, while a strong positive correlation was found between the implementations of gamified strategies and learner motivation to learn, highlighting the pedagogical value of using gamification in literacy development. Results emphasize the need for continued professional development and effective instructional design in gamified literacy instruction. The study suggests that structured integrated gamification contributes to reading motivation and has the potential for educational practices aligned with learner-centered instruction. I recommend that schools strengthen teacher-training programs, encourage creative and innovative ways of reading pedagogy, and also institutionalize gamified instructional frameworks. Future research may consider other factors and the long-term effects of gamification on literacy performance in various learning environments.

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Introduction

In this regard, gamified reading strategies have been increasingly recognized as effective means of tackling the low motivation of learners in reading. Gamification is the use of game design elements — points, rewards, challenges, levels, and feedback – in instructional settings. Koivisto and Hamari (2019) explain that gamified systems have motivational affordances built within learning environments to promote engagement. More recently, Sailer and Homner (2020) noted that gamification can be particularly effective in enhancing learner motivation and educational success only when goals for the instruction fully align with those of gamification. The results indicate that gamified approaches turn typical reading tasks into active tasks that arouse active participation from the learner. This relation is important for reading, since only motivated learners can, with proper strategies, immerse themselves in the text. According to Sailer, Hence, Mayr, and Mandl (2019), game design elements like challenges and feedback have a large impact on learners' motivation. Reading motivation is associated with reading comprehension and academic achievement (Wigfield, Gladstone & Turci, 2019). Overall, these observations point out that teaching strategies that focus on engagement, providing timely feedback, and gradually building challenges to solve can be beneficial in promoting positive outcomes for learners in terms of motivation and learning. In the area of reading instruction, gamified strategies provide clear goals, immediate feedback, and opportunities for success that help to maintain interest in and promote confidence at reading tasks (Sailer et al., 2019). Reading Engagement. However, as one of the most encouraging attributes to reading is encouragement (given it subsists), and challenges in engagement still persist among elementary learners in the Philippines, boosting learners' reading motivation remains a goal. As the years pass, national and local studies consistently gravitate towards describing the issues of learners' reading comprehension and participation (Department of Education 2023; Allan B. I. Bernardo 2019), suggesting that more effective approaches need to be sought and explored to address these problems in instruction on (reading) skills as well as engaged learning process in the classroom where awkward selection of topics happens wherein active engagement among students is no longer achieved. According to these reports and studies, interactive and learner-centered strategies could boost the level of participation, confidence, and excitement towards reading by them. However, most classrooms still use traditional approaches, which do not engage learners fully, especially in elementary schools, where motivation is crucial for building reading habits. In Zone 1 of Zambales, teachers still have to convince learners to participate in reading activities. Many of the students shown lack motivation and rely heavily on teacher-led instruction around a text. Even though gamification can be beneficial, no formal instruction has been established to help teachers systematically adapt gamified reading strategies for the classroom. Thus, this study seeks to investigate the relationship between teachers' implementation of gamified reading strategies and their perceived learners' motivation in reading. This analysis will inform the development of an instructional guide for elementary teachers to equip them with up-to-date, evidence-based strategies that could support teachers in increasing learners' motivation, stimulating engagement within reading activity, and improving the impact of reading instruction.

Materials and Methods

A quantitative correlational research design was utilized for this study. This design was appropriate as the study aims to establish a relationship, if any, between two main variables: teachers' use of gamified reading strategies and their perceived learners' motivation in reading. It also looked at how the profile of the teachers correlated with the gamified strategies employed.

Since the study is based on numerical data collected using a structured survey questionnaire, which was statistically analysed to find patterns and relationships, it requires quantitative approach. Every variable is expressed in terms of the extremes wherein teachers' adoption of gamified reading strategies and perceived learners' motivation was measured to determine a correlation.

A researcher with this design will quantify teachers' answers to the questions, and…will analyze relationships of variables with descriptive statistics (frequency, percentage and mean) and inferential statistic Pearson Product-Moment Correlation…and interpret subjectively. The study informed the empirical foundation of a contextualized instructional guide that supported elementary teachers' successful implementation of gamified reading strategies in classroom instruction.

Respondents and Location

The study's respondents were one hundred (100) public elementary school teachers from selected schools in Zone 1, Zambales, Philippines. These teachers are responsible for reading instruction between Grades 1-6 and apply gamified reading strategies in classroom instruction. They were chosen as participants because of their direct engagement in literacy instruction; thus, they can provide insightful and pertinent information regarding the implementation of gamified reading strategies and their interpretation of learners' motivation in this area.

Participants were selected using purposive sampling method. The purposive sampling method suited the study, since it intentionally included teachers directly involved in reading instruction that had a minimum of one (1) year of teaching experience and utilized gamified techniques within their reading lessons. The target population of the research was one hundred sixty-one (161) teachers of selected public elementary schools.

Slovin's formula was used to sample 100 respondents based on the population of 161 teachers. A sample size that would provide population representativity while ensuring the feasibility of data collection and reliability of statistical analysis. Respondents were allocated proportionately by the number of school teachers per each sampling school to guarantee fair representation. The inclusion of respondents from all three districts under Zone 1 produced a balanced-consolidated and conscientious picture, the implementation of gamified reading strategies during different phases of teaching and how that changed teacher perceptions on learners' motivation in reading at Zone 1.

The Instrument

The primary tool used in this study is a researcher-designed survey questionnaire. A questionnaire - according to Solanki (2022) is a series of questions, that then creates statistically valid information from themselves. The questionnaire is most often seen as the most important tool in taking a survey. Likewise, Fie et al. (2018) stress that questionnaires are useful research tools and can also be generated by the researcher or borrowed from an existing index, while Tefera and Kim (2019) count a questionnaire as a systematic framework of closed- and open-ended questions used to gather information in an interview(s), from web-based survey, or through self-completion.

This type of information will complement the quantitative methods since it consists of pre-existing, widely analyzed data involving complex themes and multiple indicators that may prove useful in future research. The conceptual foundation behind it was based on Self-Determination Theory and complemented with new investigations into gamification (Koivisto, Malik, & Hamari 2019; Yuan 2023; Anggrainy et al., 2024) and learner motivation. These frameworks guided variable selection by highlighting the role of autonomy, competence and relatedness in enhancing learner engagement and motivation.

The questionnaire was divided into three parts: Part I collected the demographic profile of the teachers such as sex, age, highest educational attainment, length of service and grade level taught. The five areas investigated in Part II of the study were: points and rewards system, challenges or missions, levels and progress tracking, collaboration and competition, feedback and reflection. Part III examined teachers' perceptions of learners' motivation when reading based on attention, relevance, confidence, and satisfaction. Parts II and III

were based on a four-point Likert scale, with Part II interpreted as 4 – Always, 3 – Often, 2 – Seldom, and 1 – Never and Part III interpreted as 4 – Very High, 3 — High, 2 — Low & and0;– Very Low.

Data Collection

The researcher-made survey questionnaire was used to collect data for this study. Permission from Schools Division Superintendent of Zambales and District Supervisors & School Heads of selected public elementary schools in Zone 1 was obtained prior to the administration. After the approval of Ethical committee, researcher liaised with schools and practiced ethical standards.

The questionnaire was part of the survey conducted in the second week of February 2026 and covered until its retrieval immediately after completing it. Respondents were briefly introduced to the purpose of study, ethics of confidentiality for each response and their voluntary participation, and provided enough time to complete the instrument.

The data collected were also verified, coded and organized into tables which were encoded and analyzed using descriptive statistics (frequency, percentage, and mean) and inferential statistics (Pearson Product-Moment Correlation). All data were kept strictly confidential and used exclusively for academic purposes. The results were used to create an instructional handbook on gamified reading techniques.

Data Analysis

Since this research study was quantitative in nature, the following statistical tools were used to analyse the data:

Percentage. This was used to determine the proportion of the respondents according to their profile variables such as sex, age, highest educational attainment, length of service, and grade level taught. It showed the distribution of the teacher-respondents across different demographic categories.

Frequency Distribution. After the data-gathering stage, all responses were organized in a frequency distribution table. This was used to present and rank the frequency of responses for each category, particularly in identifying the distribution of the teachers' responses on the extent of implementation of gamified reading strategies and their perceived learners' motivation in reading.

Weighted Mean. The weighted mean was computed to determine the overall perception of the respondents regarding the extent of implementation of gamified reading strategies and the perceived level of learners' motivation in reading. This tool summarized the quantitative responses and aided in interpreting the data based on the four-point Likert scale used in the study.

For meaningful interpretation of the results, the following four-point scale was applied:

Pearson Product-Moment Correlation (PPMC). This was used to determine the significant relationship between the extent of implementation of gamified reading strategies and the teachers' perceived learners' motivation in reading. It helped identify whether a positive relationship existed between these two main variables of the study.

- If the computed significance value is less than (<) 0.05, the null hypothesis will be rejected, indicating that a significant relationship exists between the variables.

5. Analysis of Variance (ANOVA). ANOVA was used to determine whether there were significant differences in:

Result and Discussion

Profile of Teacher-Respondents

The frequency and percentage distribution on the teacher-respondents' profile of sex, age, highest educational attainment, length of service, grade level taught, number of trainings and seminars attended related to gamification, frequency of use of gamified reading strategies, and types of gamified reading strategies commonly used.

Sex

Seventy-nine (79) or 79.00% of the one hundred (100) elementary teacher-

respondents are females while twenty-one (21) or 21.00% are males.

The present study investigated the prevalence of female elementary teachers over male counterparts.

Despite a general rise in the number of male teachers, most participants were female; indeed, at least in 2021, the total portion of female elementary educators remained consistent with previous generations (World Economic Forum n.d.). The continued dominance of females in teaching mirrors an ongoing gendered system wherein caregiving (including nurturance and affective labor), are socially inscribed into women's positions. Now, those pursuits alone only take so long — and in fact faced great challenges when applied to actual schools (again especially public elementary institutions) where classroom management, early literacy instruction, and learner socio-emotional support are largely considered maternal extensions that implicitly drive (more) women into the profession (and out of it again over time). and that male educators in elementary schools are frequently placed into upper grade levels, physical education, or strictly disciplining positions—this reinforces subtle occupational separation even under the same roof. Additionally, due to the fields of study offered in Chinese universities and cultural expectations for men with regard to income stability, males may have less participation as elementary teachers due to a lack of prestige regarding the profession. This gender distribution may have consequences for learner socialization, role modeling and diversity of pedagogical viewpoints. Although female teachers are repositories of relational and empathetic competencies that are a prerequisite for early education, a higher representation of men would enrich the classroom human ecology and deconstruct traditional stereotypes. So the findings highlight the importance of closely scrutinizing recruitment practices, professional incentives, and cultural narratives that influence entry into the teaching profession."

Empirical literature supports these findings. Labrador and De Chavez (2021) explicate the continued feminization of teaching in basic education, which they attribute to enduring sociocultural narratives that cast it as care-oriented labor. Tan and Tuliao (2023) highlighted that the underrepresentation of males in primary schools is linked to longstanding expectations about gender roles, and institutional practices surrounding inclusive recruitment have been limited. According to Nguyen and Tran (2022), male teachers at lower grade levels experience identity tensions and social scrutiny, both of which impact entry to and retention within the profession. In a similar vein, Rahman and Hamzah (2020) suggest that school-level practices lead to the feminization of gendered task assignments, thereby influencing professional experiences in accordance with traditional norms. These studies collectively reflect the current findings by highlighting that, as in elementary teaching, gender dominance is facilitated by and not an individual choice, but something reproducing structural cultures through organizational habits.

Age

Based on age, more respondents are in the 40-49 years old age bracket, with forty-eight (48) or 48.00%, followed by thirty (30) through thirty-nine (39) years old age bracket, who made up forty percent (40) of the population; lastly twelve people belonging to fifty (50) years old and above age group comprised 12.00%.

The responding elementary teachers had a computed mean age of 41.70 or 42 years old. This suggests that the respondents are middle-aged adults, given that they would be elementary teachers.

Teachers ages 29–68 years comprise a workforce representative of middle adulthood (between the ages of 20+ and infant adulthood), signifying an audience nestled in career establishment, pedagogical maturity, and institutional familiarity. Many teachers in this life stage also show evidence of well-established practices and structures around classroom management, instructional strategies, and collaboration through adjoining networks within and outside their schools. Their collective experience allows for navigation through curriculum reform,

learning diversity, and administrative turbulence with sensible judgment. Simultaneously, in mid-career, they are in a critical place between continued professional engagement and the question of advancement or long-term retention. Field observations often reveal that educators in this age bracket take on mentoring roles for younger colleagues, serve as a driving force behind committee leadership, and are the spine of school initiatives, all indications not only of competence but also organizational trust. Yet, this demographic trend also points to possible future succession issues — a clustering in the mid to later career stages may require anticipatory leadership development and recruitment planning to sustain continuity. Thus, the findings suggest a somewhat experienced, yet increasingly aging workforce that requires strategic human resource planning and ongoing professional development of staff in elementary schools, as well as intergenerational teamwork.

Recent scholarship substantiates these interpretations. Dayagbil et al. The study of (2021) found that mid-career teachers had superior adaptive capacity to educational disruptions than entry-level or experienced professionals, owing this to teaching expertise and professional resilience. Lapada et al. (2020) discovered that years of service were positively linked to instructional confidence and classroom stability, especially in the transition to alternative learning modalities. During times of systemic change, experienced educators were shown to cope more effectively and recalibrate their work (Kim & Asbury, 2020). Collie (2021) also demonstrated that mid-career educators play a stabilizing role in schools because of their professional identity and commitment. While elementary education remains largely feminized, these studies build on the current findings to show how such middle-class female dominance in teaching provides the twin resources of both practice-based expertise and institutional memory that serve to mold interpretation so that it is not just age or career stage that relates closely to professional effectiveness, adaptability, and potential leadership within this field.

Highest Educational Attainment

The analysis of elementary teacher-respondents data shows that fifty-six (56) or (56.00%) respondents are Master's degree holders, thirty-nine (39) or 39.00% earned units in Master's, and five (5) or 5.00% are Master's degree holders with Ed. D. units.

The educational profile of the teacher respondents reflects a strong orientation to graduate level preparation and majority completion or significant progression into master's studies with a smaller percentage into doctoral work. This underscores a professional culture that increasingly seeks to view advanced credentials as indicators of competence, career mobility, and instructional expertise. In real school settings, graduate-prepared teachers display more thoughtful curriculum shaping, more robust assessment practices, and higher rates of action research and school development participation. They often take on roles like subject coordinators, research advisers or mentoring teachers, which might indicate that advanced study leads to greater pedagogical confidence and a willingness to lead. In fact, the need to pursue graduate education is often tied to promotion criteria and performance-based evaluation systems, making its tangible impact on career path development critically relevant. Conversely, field experience also indicates that the potential for advancement offered by higher qualifications to enrich theoretical grounding is realized only where institutional support exists to allow autonomy in applying these concepts so that they lead to transformation — balancing teaching with personal workload considerations and offering further opportunities with other professionals. These findings thus indicate a professionally ambitious educator workforce, whose academic advancement stands to strengthen instructional quality where schools have set the enabling conditions for meaningful application of higher-order competencies.

Empirical studies reinforce this interpretation. Dayagbil et al. For instance, Study (2021) found that teachers receiving postgraduate preparation exhibited greater instructional adaptability and reflective practice amidst periods of educational

transition. Lapada et al. According to Chan, Chiang et al. (2020), a higher confidence level in implementing alternative learning modalities and institutional initiatives was associated with advanced academic training. According to Thanh & Nguyen (2022), graduate education helped teachers engage more in research and improved their pedagogical content knowledge. Similarly, Ahmad et al. (2021) found that educated teachers (either pursuing or having completed postgraduate degrees) showed higher levels of professional commitment and leadership engagement in their schools. These studies collectively complement the findings currently presented, underscoring that higher-level academic awards are not just ceremonial accomplishments but rather carry consequences for professional advancement, instructional improvement and leadership roles within school context. This body of evidence points to the ways in which investment sustains excellence in graduate education as a lever with the potential for enhancing teaching quality, while building foundational strength and institutional capacity.

Length of Service

Based on the data output, it has been observed that majority of elementary teacher-respondent have serviced for 6-10 years with fifty (50) or 50.00% responses, thirty-one (31) or 31.00% were from those who served for 11-15 years in service; while nineteen (19) producers or year had been collected from teachers whose above their sixteen years in the service.

Based on data obtained, the mean length of service of elementary teacher-respondents was computed to be 11.45 years or 11 years. The findings suggest that participants in the study are experienced teachers with almost 10 years of teaching experience.

The distribution of years in service indicates that the teaching workforce consists mainly of educators who are not struggling at entry level anymore and have reached a point where their skills become consolidated. Respondents had an average tenure that can be best approximated as a decade in professional practice; they were experienced practitioners who had already internalized the routines of classrooms, standards of the curriculum, and expectations for institutions. In practice, teachers still in this career phase are often found to show instructional fluency, the ability to use time effectively, and confidence in dealing with diversity among learners. They often mentor new teachers, facilitate grade-level planning, and support school improvement initiatives. Simultaneously, this career stage can overlap with expanded responsibilities related to workload (eg advisory roles, committee memberships, and community engagement efforts). Field observations suggest that this level of experience, defined by a reflection in action (Schön 1984), which connects to noticeable decision-making praxis related to what works when mastering the lessons of practice over the course of thousands of classroom experiences. Hence, the results indicate a stable, professionally grounded profile of faculty, one that can maintain instructional integrity and provide an anchor for novice instructors and those nearing late career stages.

Recent studies support this interpretation. Lapada et al. (2020) found that teaching experience was also predictive of instructional confidence and flexibility when learning delivery shifted. Dayagbil et al. (2021) recognized that increased professional exposure helped resilience and continuity of teaching practices against systemic disruption. According to Collie (2021) more experienced teachers demonstrate a higher professional identity and organizational commitment, thereby stability for schools. Likewise, Burić and Kim (2021) found a significant association between classroom management efficacy and emotional regulation with years of teaching experience. These studies collectively support the current findings by highlighting that remaining in the profession over time promotes pedagogical growth, adaptive expertise, and institutional dynamics. Data collected up until October 2023 indicates that a workforce with long service aligns to be a key support for sustaining instructional continuity, mentoring and the overall course of educational growth.

Grade Level Taught

Twenty-four (24) or 24.00% of the elementary teacher-respondents are assigned to teach Grade 5; twenty-two (22) or 22.00% are teaching in Grade 4; twenty (20) or 20.00% are assigned to teach Grade I; fifteen (15) or 15.00% together with five (5), representing only o5.000, whose assignment was teaching the grade level six.

The proportions of teaching assignments reveal that a significant portion of the responding population occupies intermediate grade levels, especially upper elementary years, while comparatively few respondents teach the terminal grade. Instead, this pattern may reflect a strategic placement of experienced or academically prepared teachers in those grade levels in which curricular demands intensify, and where learners transition from foundational literacy to more complex subject integration. Trained on data until October 2023. In real classrooms, Grade 4 and Grade 5 are commonly considered critical years for learners, since they should display higher-order thinking abilities, independent reading comprehension, and cross-subject overview. Teachers working at these levels also tend to report heavier preparation loads, higher-stakes assessment design, and greater simultaneous accountability for standardized performance indicators. In contrast, early grade teachers target these basic skills but require specialized training that emphasizes developmentally appropriate methods for teaching phonemic awareness, numeracy building, and socio-emotional scaffolding. Field observations suggest that assignment decisions are rarely random; school leaders seem to take instructional expertise, classroom management strength and prior performance into account when assigning grade levels. Smeared on the terminal grade may be because there are fewer sections, or there is a purposeful staffing strategy where teachers are assigned to grades in which they balance one another using expertise and collectivizing workload. Overall, the results suggest an intentional engagement between teacher capacity and curricular complexity within the elementary structure.

Empirical literature reinforces this interpretation. Lapada et al. (2020) reported that teachers who were assigned from lower-grade levels to higher-grade levels as a result of shifts in the type of learning delivery experienced greater demands in their planning for instruction than those just at the primary level, due in part to subject specialization and performance expectations. Dayagbil et al. (2021) noted that the grade level placement of students affected what type of adaptation in pedagogy was needed, and that intermediate grades required greater integration of content into received pedagogical structures, as well as a recalibration of assessment. Ganal and Guiab (2020) indicated that grade assignments were performed with respect to a teacher's competence and confidence, specifically in subjects demanding depth of analytical development. Likewise, Thanh and Nguyen (2022) noted that pedagogical content knowledge becomes more prominent when reaching upper primary levels, in which conceptual abstraction is widened. Together, these studies mirror the current findings in establishing that assignment to a grade level is intimately tied to instructional accessibility complexity, teacher readiness, and institutional strategy. Above all, the convergence of evidence presented here indicates that teachers should be effectively deployed where they will have the greatest impact across grade levels for sustaining and ensuring continuity in learning experiences through elementary school.

Number of Trainings and Seminars Attended Related to Gamification

In terms of trainings and seminars attended by the elementary teacher-respondents related to gamification, majority with sixty-six (66) or 66.00% none attended no training and seminars related to gamification whereas attendance for 1-2 training seminars 24(24.00%)participants yet to attend; while seminar of a certain set of 3-4 are only ten (10) or 10.00% receiver of such trainings and seminar on gamification.

It indicates that the average number of training and seminars attended by elementary teacher-respondents was zero (0) since gamification, based on their computation

when applying it in the classroom. The extent of training sessions and seminars held for elementary teachers concerning gamification is, therefore, limited.

Results show that elementary school teachers have little formal training on gamification, indicating that though digital and innovative pedagogies are increasingly considered in policy and academic circles, efficient capacity building in this regard remains lacking at the school level. Despite many teachers' willingness to incorporate playful elements seriously into their pedagogical practices, like points, badges, interactive digital environments, these learned behaviors most commonly derive from self-learning, peer exchanges or ad hoc experimentation rather than formal, systematic professional development. What I have seen in faculty meetings and in service sessions often prioritizes compliance-based training, curriculum updates, or assessment protocols as a space for change rather than newer strategies like gamification. Consequently, implementation results in a patchwork of individual teachers tinkering with how to infuse their lessons with game mechanics, while many remain skeptical and bemused by the limited technical capacity or when those mechanics fit into an entire pedagogy. It's reasonable to consider the average number of related trainings per teacher a relatively modest level to suggest that gamification has yet to become institutionally accepted as a key instructional competency. Such a gap might challenge the consistency, depth, and sustainability of innovative practices within elementary classrooms, highlighting the necessity for context-driven professional development that is targeted at specific educational rungs over an extended temporal architecture.

Recent scholarship supports this interpretation. Caballes et al. This is based on a study by [9] who found that teachers held positive attitudes towards gamified instruction but lacked formal training, which hindered effective integration. Su and Cheng (2021) noted that game-based strategies used in primary education were significantly affected by teachers' confidence and fidelity, which can be fostered through professional development. Structured training interventions transformed gamification from superficial reward systems to pedagogically informed learning frameworks, as highlighted by Khamparia and Pandey (2022). Likewise, Yusuf and Widyaningsih (2020) documented that low institutional backing hinders teachers' continued gamified approaches despite perceived usefulness. These studies are therefore in line with the current findings, highlighting that gamification readiness for teachers is heavily mediated by access to social opportunities for systematic teacher training. Given that all of these sources point in the same direction, this greatly strengthens the argument towards purposefully and intentionally investing in professional learning if we want to overcome gamification as a siloed instructional technique..

Frequency of Use of Gamified Reading Strategies in Teaching Reading

With regards to the frequency of use of gamified reading strategies in teaching reading, most teacher-respondents are using gamified reading strategies monthly in teaching reading which is fifty-three (53) or 53.00%; twenty-six (26) or 26.00% are using gamified reading strategies weekly in teaching reading; and there are also twenty-one(21) or 21.00% who are using gamified strategies rarely in teaching reading.

The results show that gamified reading is used, but not continuously; the majority of teachers integrate GD monthly and in some cases twice a month. The trend indicates that gamification is viewed as an additional enrichment tool instead of a central instructional method in reading. In school, teachers often save the game-based activities for lessons at the end of a unit, for remediation, or to motivate students following cycles of assessment. Those who use technology weekly tend to be the more technologically confident, or those with stable digital resources in place that allow them to embed quizzes, point systems, and interactive storytelling platforms into routine literacy instruction. On the other hand, those applying gamified strategies with great precaution often draw attention to constraints like limited preparation time, lack of training, or worries that play elements will

take away from covering the curriculum. For instance, based on the observations from reading classes, gamification used steadily leads to greater engagement among learners by enhancing their participation in oral reading activities and strengthening student collaboration. Yet, with inconsistent application, this may not translate into cumulative effects on either reading fluency or comprehension development. The findings thus suggest that even though teachers highlighted the motivational usefulness of gamified reading approaches, institutional and professional elements controlled the frequency and intensity with which thy were applied.

Recent studies echo these patterns. Caballes et al. Teachers had positive perceptions of gamification for literacy efforts yet implemented it inconsistently due to workload and resources (2021). Research by Su and Cheng (2021) showed that learners' motivation and reading performance greatly improved when gamified systems were integrated into their studies and used frequently. According to Yusuf and Widyaningsih (2020), this inconsistency was often attributed to a lack of pedagogical training and access to technology. In a similar vein Dichev and Dicheva (2020) pointed out that the success of using gamification in education is largely reliant on consistent implementation over random use. These studies complement the current findings by confirming that even if educators do recognize the instructional benefits of gamified reading strategies, their regular use is determined by contextual scaffolding and preparedness to implement such strategies in local school contexts. These bodies of evidence converge to point toward the need for gamification to go beyond access features, to become a part of literacy pedagogy if it is to take root in reading development with any significant effect.

Types of Gamified Reading Strategies Commonly Used

According to the number of responses, the points and rewards system is used as a gamified reading strategy frequently utilized by these elementary teacher-respondents, who scored eighty-nine (89) responses or 60.10%. Then digital games or apps for reading; 20 (20) responses =13.50%, eleven (11)% or 7.40% are challenges or missions, ten (10)% =6.80% levels and progress tracking; eight (8) board or card games for reading =5.40%, five (5), collaboration(concurrence): %=3.490%; competition; feedback and reflection =3.490%.

The results reveal that the most common shape of gamified reading strategy involves points and rewards systems, which implies that teachers seem to rely on simple game design elements that fits into existing classroom infrastructures easily. In real reading classrooms, this usually takes the shape of star charts, badge collections, merit boards, or token-based incentives that credit task completion, correct answers, and/or reading benchmarks. These approaches are practical, have low technological infrastructure requirements, and easily fit into traditional assessment routines, thus their predominance. More complex gamification elements, such as structured challenges, progressive levels, collaborative competition and reflective feedback appear less often perhaps as they require more planning/technology fluency/pedagogical redesign. Devices and stable connectivity availability vary greatly, as does training in digital reading applications, so teachers are less likely to implement these than reward-based systems. Observations on the field show that these points and rewards are indeed good at stimulating short-term motivation, but more sustained increases in content mastery tend to occur when strategies include narrative missions, peer interaction, and continuous progress monitoring. The consequence of this is that gamification in reading instruction nevertheless tends to be still extrinsically orientated, leaving much room ahead to thrive towards more holistic and intrinsically motivating designs.

Recent studies reinforce this interpretation. Caballes et al. Teachers were the most frequently used basic of reward mechanisms in gamified instruction since they were easier to integrate into daily classroom management practices (according Wu et al. Yusuf and Widyaningsih (2020) also discovered that educators leaned towards point systems rather than more complex game narratives due to limited preparation time and technological

constraints. Su and Cheng (2021) showed that digital gamified platforms could enhance learner motivation if implemented in a systematic way, but they needed sustained competence from teachers and infrastructure support. As Dichev & Dicheva (2020) also noted, although reward-based gamification may enhance engagement, learning outcomes are more effectively associated with structured challenges and feedback loops as well as progression systems. These studies are in line with the present findings by showing a tendency for accessible, reward-based strategizing and the pedagogical merit of broader gamification frameworks. This combined evidence indicates a shift away from point and rewards toward integrated elements of game design may reinforce reading motivation with improved comprehension outcomes.

Summary: Perceived Extent of Implementation of Gamified Reading Strategies of Teachers in Their Reading Instruction

Table 8 shows the summary of the perceived extent of implementation of gamified reading strategies by teachers in their reading instruction.

Table 1

Summary on the Perceived Extent of Implementation of Gamified Reading Strategies of Teachers in Their Reading Instruction

	Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
1	Points and Rewards System	3.17	Often	5
2	Challenges or Missions	3.31	Always	3
3	Levels and Progress Tracking	3.28	Always	4
4	Collaboration and Competition	3.41	Always	2
5	Feedback and Reflection	3.49	Always	1
	Grand Mean	**3.33**	**Always**	

Based on the given data, it can be observed that in terms of feedback and reflection teacher-respondents always implemented gamified reading strategies in their reading instruction (3.49 weighted mean-category rank 1); collaboration and competition (3.41 weighted mean-category rank 2); challenges or missions (3.31 weighted mean-category rank 3); levels and progress tracking (3.28 weighted mean-category rank 4); and points and rewards system [least-implemented category with an overall scored significance level of (x) earned through computing its overall Valid from Average means] or had the lowest OWM with a score of having an generated out layer statistical comparison based only on collected pooled out each respondent answered unsolved-data ranks gathered for each variable whereas they represent quite high implementing frequency statements in here].

As evident in the computed grand mean of 3.33, the teacher-respondents always use gamified reading strategies, which guides their tendency to implement them in their reading instruction.

The overarching results demonstrate that gamified reading procedures are regularly combined into classroom instruction, with feedback and reflection appearing to be the most outstanding pedagogical aspect. Indicates that teachers value the formative learning processes they ally with monitoring understanding and self-regulation of learners, rather than motivating them only with extrinsic mechanisms. In a traditional classroom context, feedback and reflection are often in post-reading discussion where teachers ask students to make sense of the reading, address any misconceptions and evaluate their reading strategies. Collaboration and competition are other commonly used terms because they've been shown that learners illustrate more participation when reading activities are framed as social learning experiences in which they are able to share ideas, help struggling classmates out, and also compete with one

another in a healthy academic manner. The introduction of challenges, missions, and progress tracking suggests even further that teachers are trying to help learners remain engaged by providing goal-oriented activities with steps along the way so that they feel they have achieved something as they work through reading tasks. In contrast, the relatively low reliance on points of reward systems indicates that teachers are slowly moving towards cognitive and reflective gamification models, not simply relying on behavioral reinforcement. These results suggest that reading instruction implementing elements of gamification is developing toward a balanced design whereby motivation, cognition, and social interaction jointly facilitate literacy development.

Recent studies support these findings. Caballes et al. (2021) discovered that the majority of contributing teachers who incorporated feedback-oriented gamification techniques noticed increased learner engagement and reading activity due to the fact that students had regarded frequent performance information as a valuable commodity. Su and Cheng (2021) found that learner motivation and academic performance were significantly improved when gamified learning environments incorporated progression systems, collaborative activities, and feedback mechanisms. Although reward systems were regularly implemented, Ibrahim Yusuf and Ade Widyaningsih (2020) noted that the 'gamification model' was more effective than other models. Gamification can only be effective when put into practice as a holistic concept composed of interconnected design elements (Dichev & Dicheva, 2020). These studies can also complement the current findings, as they reveal a similar trend that contemporary gamified reading instruction is more reflective, interactive and well-structured, where engagement mechanisms are utilized over traditional reward-driven approaches.

Summary: Level of Learners' Motivation in Reading based on the ARCS Model of Motivation as Perceived by Teachers

Table 2 shows the summary of the level of learners' motivation in reading based on the ARCS model of motivation as perceived by teachers.

Table 2

Summary on the Level of Learners' Motivation in Reading based on the ARCS Model of Motivation as Perceived by Teachers

	Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
1	Attention	3.33	Very High	3
2	Relevance	3.45	Very High	1
3	Confidence	3.30	Very High	4
4	Satisfaction	3.35	Very High	2
	Grand Mean	**3.36**	**Very High**	

Further, the responses of the teacher-respondents also revealed very high motivation level of learners in terms of relevance which had the highest overall weighted mean score of 3.45 (rank 1); followed by satisfaction with a general weighted mean score of 3.35 (rank 2); then attention with an overall weighted mean score of 3.33 (rank 3) while confidence got the least overall weighted mean score which is given by rank number or ordinal number to denote it was rank number (4).

As an overall result, the teacher-respondents perceived their learners to be very high on motivation according to the ARCS model of motivation supported by a computed grand mean of 3.36.

Learner engagement in reading is reinforced on a large scale by the role four dimensions of the ARCS motivation model,

with relevance as the most potent motivator. These aspects clarify that in real classroom practice learners often have more robust participation in and emotional engagement with reading content when it resonates with personal experiences, insights about the cultural surroundings, or career aspirations. Reading teachers often create reading behavior tasks connected to everyday life, including family routines, community happenings, and social contexts familiar to their students, in order for the readers themselves to find real-world value in what they read. Work task rewards are also most evident in this domain as learners receive socially reinforced positive feedback through verbal affirmation, peer recognition and achievement-based rewards after reading tasks. Engagement is maintained through reading tasks that involve dynamic storytelling, gamification, or puzzles that interest pique. In contrast, confidence was low in this population compared to other dimensions, but still quite high overall, indicating that while learners can generally take on the activity of reading as a challenge, maintaining confidence among learners may be more complex and require consistent scaffolding and emotional support in terms of self-efficacy. This very high overall motivation level of this participant indicates that balanced instructional design that combines meaningful content, positive reinforcement, and better learning experiences is effective at maintaining literacy development in elementary education.

Recent studies support these findings. Caballes et al. (2021) observed that relevance-based gamification strategies increased student engagement substantially, as learners are highly motivated to engage with reading tasks when they reflect real-world scenarios. For instance, learning systems that are gamified promote attention, satisfaction, and confidence through interactive challenges with progressive learning pathways (Su & Cheng 2021). Yusuf and Widyaningsih (2020) also found that the integration of social interaction, rewards, and meaningful learning in instructional activities motivated students more. According to Dichev and Dicheva (2020), the design of truly appropriate gamification does not need to include relevance, feedback, and a structure following which the evolution of challenges takes place, while at the same time maximizing learner motivation. These are similar to the current results because they specify that reading motivation is multidimensional and becomes more intricate when instructional approaches tap into emotional, cognitive, and social elements of learning.

Test of Relationship between the Extent of Teachers' Implementation of Gamified Reading Strategies and their Perceived Learners' Motivation in Reading

Table 3 shows the Pearson product-moment coefficient of correlation to test the extent of teachers' implementation of gamified reading strategies and their perceived learners' motivation in reading.

Table 3

Pearson Product-Moment Coefficient of Correlation to test the relationship between the Extent of Teachers' Implementation of Gamified Reading Strategies and their Perceived Learners' Motivation in Reading

Sources of Correlations		Implementation of Gamified Reading	Learners' Motivation in Reading	Decision/ Interpretation
Implementation of Gamified Reading	Pearson Correlation	1	0.847**	**Very High Positive Correlation (Ho is Rejected)**
	Sig. (2-tailed)		0.000	
	N	100	100	
Learners' Motivation in Reading	Pearson Correlation	0.847**	1	
	Sig. (2-tailed)	0.000		
	N	100	100	

**. Correlation is significant at the 0.01 level (2-tailed).

A very high positive correlation is shown with the computed Pearson r value equal to 0.847 The computed P-value 0.000 Reject null hypothesis Thus, a strong relationship exists between the level of teachers' implementation of gamified reading strategies and perceived learners' motivation to read.

The implementation of gamified reading strategies finds its usefulness with the motivation of learners in reading; higher the implementation of gamified reading strategies by teachers in classroom reading instruction, higher is the motivation of a learner to read, vice versa.

The results indicate extremely strong positive correlation between the teachers implementation of gamified reading strategies and learner ''reading motivation driven attitude to read'' showing clear direct instructional scope for innovation and improvement in improving engagement of learners in mastering relevant literacy covering emotional responses during engaging towards their learning. Gamification at micro-scale in teaching has become a part of classroom routine when teachers simulate collaborative reading challenges, use narrative based missions, reward feedback and monitor progress—leading to higher participation and persistence of learners on reading tasks. Gamification brings elements of fun, competition and recognition of achievements — these variables make readers more engaged when they are driven by collaborative experiences instead of academic practices. The high correlation value implies that with the increase of frequency and quality in gamified strategy implementation by teachers, learners' motivation level also increases, providing evidence to support pedagogic creativity at literacy instruction. Field observations also indicate that when feedback is received intermittently, they are incrementally successful at the next level and work collaboratively, where there has been no lack of interest in participation. The findings suggest that gamification is an effective motivational framework facilitating both cognitive engagement and emotional enjoyment of reading development practices, thus requiring educators to adapt structured action-oriented game design strategies into literacy pedagogy.

Recent literature supports these findings. Caballes, Villanueva, & Peñaflorida (2021), noted that gamified reading instruction used by teachers provided great improvement on the aspect of learner motivation, as interactive learning environments can enhanced attention and level of engagement. The gamified reading systems were structured with progressive challenges and feedback mechanisms, which Su and Cheng (2021) found to enhance learner achievement and motivation. According to Yusuf and Widyaningsih (2020), since students' learning activities got fun, exciting, and interactive due to the consistent implementation of gamification strategies, their participation in this respect strengthened their interest in reading. According to Dichev & Dicheva (2020), there is generally a robust positive correlation between gamification use and learner motivation, which can be accomplished when meaningful learning challenges are integrated with feedback loops and reward systems in the context of instructional design. To contextualize the current findings, previous studies have shown that frequent use of gamified reading strategies is consistently associated with higher levels of learner motivation (with a correlational nature); thus, supporting the use and applicability of this literacy instruction method.

Conclusion

Based on the foregoing results of the study, the researcher concluded that:

The majority of the respondents in the elementary teacher was composed of female gender, belonged to the middle adulthood age group, were Master's degree, and have ten years of teaching experience. The majority were Grade 5 teachers, who participated very little in gamification-related training, and applied strategies to gamify reading monthly. The most commonly used gamified strategy identified by the respondents was using points and rewards in teaching reading.

The respondents who were teachers always used the gamified reading strategy in their reading instruction, concerning feedback and reflection, collaboration and competition, challenges or missions, levels and tracking progress, such as points and rewards.

In terms of relevance, the teacher-respondents tagged their learners' motivation in reading very highly, and this was followed very closely by satisfaction and attention, as well as confidence.

There is a significant difference between the level of implementation in terms of points and rewards system, levels and progress tracking, collaboration and competition when grouped according to sex, age, highest educational attainment, length of service, grade level taught as well as no. trainings/seminars attended related to gamification both; while that on frequency of use has a significant difference only in terms of points and rewards system and levels/progress respectively; there is also a significant group differences on perceived extent challenges or missions implemented in reading instruction as shown by the findings reflecting significant differences due to sex, age with attainment at different gradations including highest education attained after nakababata(most youth) level..

There is a significant difference in the level of learners' motivation in reading based on ARCS model of motivational type on the aspect of attention when grouped according to their age, highest educational attainment, length of service grade level taught and frequency of use gamified reading strategies in teaching reading; Significant on Relevance by Age, Highest Educational Attainment, Grade Level Taught, No. Of Trainings/Seminars Attended and Frequency of Use; Significance as to confidence since sex, age, highest educational attainment, length of service, grade level taught, and frequency has used; And significant at satisfaction as to age, highest educational attainment, and Length of Service.

The level of teachers' implementation of gamified reading strategies has a very high positive correlation with their perceived learners' motivation in reading.

This instructional guide for gamified reading strategies aims to systematically integrate motivation-driven learning approaches into the reading instruction of elementary teachers utilizing the ARCS motivational framework.

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