

ACADEMIC ENGAGEMENT OF BOARD GAMES ON THE ACADEMIC PERFORMANCE OF SELECTED GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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Board games function not only as recreational activities but also as effective tools for enhancing critical thinking, problem-solving, and strategic planning. This study investigates their impact on academic engagement and performance, focusing on six core areas: skills, strategies, interest, time management, motivation, and communication. Anchored in Csikszentmihalyi's Flow Theory and structured using the Input-Process-Output (IPO) model, the research was conducted among Grade 12 Humanities and Social Sciences (HUMSS) students at Bestlink College of the Philippines. The study aims to provide valuable insights for students, educators, parents, and future researchers on the integration of board games into academic settings. This study utilized a quantitative exploratory-descriptive research design, involving 200 Humanities and Social Sciences (HUMSS) students selected through cluster sampling to ensure unbiased representation. Data were collected through a validated survey questionnaire, with the research process including instrument development, validation, administration, and subsequent statistical analysis. The findings demonstrate that board games have a positive influence on academic engagement. Notably, high mean scores were recorded in the domains of skills (3.28), strategies (3.26), and interest (3.24). Their impact on academic performance was most evident in motivation (3.35), communication (3.34), and time management (3.28). Despite these benefits, the study also highlighted several challenges, particularly limited access to board games and instances of student frustration, which may hinder consistent engagement. When appropriately implemented, board games can significantly enhance students' academic engagement and performance. This study encourages educators to integrate board games into their instructional methods to promote active participation, strengthen motivation, and cultivate vital academic and life skills. To maximize effectiveness, schools should also work to improve accessibility and ensure that the selected games align with students' learning needs and educational goals.

RECOMMENDED CITATION

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