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UTILIZATION OF LITERATURE CREATIVE GAMES AS INTERVENTION MATERIAL TOWARDS STUDENTS' ENGAGEMENT AND PERFORMANCE

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ABSTRACT

The main purpose of this study is to determine the effectiveness of Literature Creative Games as intervention material towards students' engagement and performance. It specifically sought to determine the level of characteristics with regards to usability, appropriateness, usefulness, and accessibility; to identify the level of students' engagement with regards to attention, curiosity, interest and feedback and recognition; to measure the level of students' performance in 21st Century Literature from the Philippines and the World in terms of formative, summative and practical test; to assess the significant difference in the performance of the students in terms of formative and summative test; and to evaluate the significant effect to the engagement and performance in utilizing literature creative games.

This study utilized a quasi-experimental quantitative research approach to investigate the effectiveness of Literature Creative Games as intervention material for 134 Grade 11 students at Balian Integrated National High School SY 2023-2024.

It is indicated that the level of characteristics of literature creative games with regards to usability, appropriateness, usefulness and accessibility were very high. The level of student engagement in using literature creative games in terms of attention, curiosity, interest and feedback and recognition were very high too. The level of students' performance in terms of formative, summative and practical tests of the respondents resulted as very satisfactory. There is a significant difference between the students' performance in formative and summative test scores in using the Literature Creative Games. The test of significance on utilizing literature creative games as intervention material was not observed to have any significant effect based on the characteristics of the games and the indicators under the students' engagement and performance.

It is concluded that the utilization of literature creative games as intervention material has no significant effect to the students' engagement and performance, therefore, the hypotheses were both accepted. It signifies that simply adding games to a course is not enough - the games must be used strategically to support the learning process. It might be there are some factors that contribute to their literacy that can be explored in important deeper study on integrating games.

Based on the results and conclusion in the study, it is recommended that the school administrators may vary educational tools, focus on effective pedagogy, provide professional development for teachers, monitor and evaluate the impact of tools, seek student feedback, promote collaboration among educators, and support research and innovation to enhance student engagement and performance despite the lack of significant effects from mobile educational games.

KEYWORDS: *Literature Creative Games; intervention material; students' engagement*

1. INTRODUCTION

The study of literature is an essential component of the curriculum at many schools around the world because it allows students to create significant contexts full of descriptive language interpretation and interesting characters (Van, 2009). Literature is a required subject in the Philippines' senior high school general education curriculum, as well as in universities and colleges. Other skills that literature teaches students include reading, writing, and speaking. Literature reading entails a wide range of vocabulary development, dialogues, and prose. It improves students' imagination, cultural awareness, and critical thinking skills when it comes to plots, themes, and characters. Teaching literature involves not only teaching students how to perform literary interpretation and analysis, but also assisting students in developing sensitivity, self-awareness, and a greater understanding of the world and other people. Among the problems in literature teaching - low motivation, lack of confidence, inadequate teaching methods, exam stress, underqualified teachers, insufficient in-service training - students‟ proficiency levels have been always standing out as the most critical (Işikli & TarakciOglu, 2017). In recent years, teachers all around the globe have been able to think of different approaches to teach Literature, and some include the use of technology to it. Teachers saw technology as their motivational trigger and attention grabber so that the students would focus on the lesson at the same time, enjoy their time while learning took place because students nowadays were inclined on using technology rather than the traditional paper and pencil test and activities.

The use of technology in learning was used in different ways, like games. It is a good substitute for a traditional quiz to make the class more interesting and exciting. It makes the learners competitive with one another as they try to score more than their classmates and makes the classroom lively and makes the learners have fun while learning at the same time.

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1.1 Statement of the Problem

Specifically, it sought to answer the following questions:

1. What is the level of creative games characteristics with regards to:
   1.1 usability;
   1.2 appropriateness;
   1.3 usefulness; and
   1.4 accessibility?
2. What is the level of students' engagement while utilizing creative games with regards to:
   2.1 attention;
   2.2 curiosity;
   2.3 interest; and
   2.4 feedback and recognition?
3. What is the level of students' performance in 21st Century Literature from the Philippines and the World in terms of:
   3.1 formative test;
   3.2 summative test; and
   3.3 practical test?
4. Is there a significant difference on the performance of students in terms of formative and summative test?
5. Is there a significant effect on the utilization of the creative game to the students' engagement?
6. Is there a significant effect on the utilization of the creative game to the students' performance?

2. METHODOLOGY

The quasi-experimental quantitative research approach was used in this study to determine the utilizing Literature creative games as intervention material towards student engagement and performance of Grade 11 students of Balian Integrated National High School SY 2023-2024.

According to Leedy & Ormrod (2010), in quasi-experimental design, the researcher has limited leverage and control over the selection of study participants. Specifically, in quasi-experiments, the researcher does not have the ability to randomly assign the participants and/or ensure that the sample selected is as homogeneous as desirable.

3. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered that showed significant difference on the performance of students in terms of formative and summative test, also significant effect on the utilization of the creative game to the students' engagement and performance.

Level of Creative Games' Characteristics

Level of creative games' characteristics include usability, appropriateness usefulness and accessibility and was determine by mean and standard deviation.

Table 1

Level of Creative Games Characteristics with regards to Usability

Indicators	Mean	SD	Remarks
The games can be played independently.	4.74	0.52	Very Evident
The games offer questions that can be easily accomplished.	4.26	0.69	Very Evident
The games serve as a tool for instruction.	4.40	0.52	Very Evident
The games can be used online/offline.	4.79	0.52	Very Evident
The games can be a substitute for printed materials as learning material.	4.43	0.66	Very Evident

Overall Mean = 4.52
Standard Deviation = 0.62
Verbal Interpretation = Very High

Table 1 shows the level of the characteristics of creative games with regards to usability. Respondents indicate that the games are very evident since it can be used both online and offline (M=4.79). Additionally, respondents noted games provision to offer questions that can be easily accomplished (M= 4.26)

The overall mean of 4.52 and standard deviation of 0.62 indicate a very high level of usability for the creative games. This means that games facilitate independent play, offering easily achievable tasks and serving as instructional tools, providing a versatile alternative to traditional printed materials. As a result, it enhances engagement and facilitate learning across various contexts, making the educational experience more dynamic and interactive.

Table 2

Level of Creative Games characteristics with regards to Appropriateness

Indicators	Mean	SD	Remarks
The games are suited to the objectives of the lesson.	4.67	0.55	Very Evident
The games objectively assess the level of knowledge of the target learners.	4.63	0.58	Very Evident
The games contain suitable, interesting and relevant topics.	4.72	0.54	Very Evident
The games are suitable for all schools.	4.43	0.75	Very Evident
The games contain topics essential for learners of a higher level of Literature.	4.60	0.60	Very Evident

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Overall Mean = 4.61
Standard Deviation = 0.62
Verbal Interpretation = Very High

Table 2 shows the level of the characteristics of creative games with regards to appropriateness. Respondents indicate that the game is very evident since it contains suitable, interesting and relevant topics (M=4.72). In contrast, respondents concerning whether the games are suitable for all schools (M= 4.43)

The overall mean of 4.61 and standard deviation of 0.62 indicate a very high level of appropriateness for the creative games. This means that games are suited to the objectives of the lesson, objectively assess the level of knowledge of the target learners, contain topics essential for learners of a higher level of Literature. With this, the game were designed to match with learning goals, allow for unbiased evaluation of students' understanding, and include key subjects that are important for learners of Literature. This emphasizes how effective games can be as instructional tools in promoting student engagement, improving learning objectives, and enhancing the process of learning.

Table 3
Level of Creative Games characteristics with regards to Usefulness

Indicators	Mean	SD	Remarks
The games motivated me to learn more about basic literary concepts (a general idea or understanding that is expressed in a written work).	4.57	0.54	Very Evident
The games helped me to determine what I'm lacking that I need to work on.	4.37	0.56	Very Evident
The games boosted my interest to learn basic literary concepts.	4.41	0.69	Very Evident
The games helped me to be more attentive.	4.40	0.70	Very Evident
The games made it easier for me to understand basic literacy skills.	4.54	0.62	Very Evident

Overall Mean = 4.46
Standard Deviation = 0.63
Verbal Interpretation = Very High

Table 3 shows the level of the characteristics of creative games with regards to usefulness. Respondents indicate that usefulness is very evident since it motivates them to learn more about basic literary concepts (M=4.57). In contrast, the respondents concerned that the games helped them determine what they're lacking that they need to work on. (M= 4.37)

The overall mean of 4.46 and standard deviation of 0.63 indicate a very high level of usefulness for creative games. This means that games boosted their interest to learn basic literary concepts, helped them to be more attentive and the games helped them to easily understand basic literacy skills. With this, the games represent a valuable approach to engaging students, fostering motivation, and promoting self-directed learning in the study of literature. Also, continued integration of interactive and gamified learning experiences can further enhance student engagement and achievement in literary education.

Table 4
Level of Creative Games characteristics with regards to Accessibility

Indicators	Mean	SD	Remarks
The games can be accessed anytime, anywhere, providing learners with flexibility and convenience.	4.62	0.56	Very Evident
The games can provide instant feedback on the user's answers, allowing them to understand their mistakes and learn from them promptly.	4.38	0.63	Very Evident
The games provide options for adjusting settings and preferences based on the user's needs.	4.29	0.72	Very Evident
The games have built-in features or options that offer assistance or hints when I encounter difficulties in playing.	4.51	0.60	Very Evident
The games' icons and buttons are easy to understand and interact with.	4.73	0.52	Very Evident

Overall Mean = 4.51
Standard Deviation = 0.63
Verbal Interpretation = Very High

Table 4 shows the level of the characteristics of creative games with regards to accessibility. The highest mean rating among all aspects indicates that the games' icons and buttons are easy to understand and interact with. (M=4.73). The mean rating suggests that the games provide options for adjusting settings and preferences based on user needs. (M= 4.29)

The overall mean of 4.51 and standard deviation of 0.63 indicate a very high level of accessibility for the creative games. This means that the games can be accessed anytime, anywhere, providing learners with flexibility and convenience, it can

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provide instant feedback on the user's answers, allowing them to understand their mistakes and learn from them promptly and the games have built-in features or options that offer assistance or hints when the players encounter difficulties in playing. As a result, ensuring accessibility enhances the overall user experience, promotes inclusivity, and maximizes the potential for learning outcomes. The continued emphasis on accessibility in game design is essential for creating equitable learning environments for all learners.

Level of Students' Engagement

Level of students' engagement include attention, curiosity, interest and feedback and recognition and was determine by mean and standard deviation.

Table 5

Level of Students' Engagement while utilizing Creative Games with regards to Attention

Indicators	Mean	SD	Remarks
The games encourage independence while scaling with logical concern.	4.46	0.62	Very Evident
The games are properly designed and well laid out.	4.26	0.67	Very Evident
The games contain visuals that fit the level of interest, knowledge, and skills of the learners.	4.39	0.76	Very Evident
The games are easy to follow and answer.	4.45	0.70	Very Evident
The games provide audio that are used to encourage the students.	4.56	0.64	Very Evident

Overall Mean = 4.42
Standard Deviation = 0.48
Verbal Interpretation = Very High

Table 5 presents the level of students' engagement while utilizing creative games with regards to attention. Respondents indicate that game provide audio that are used to encourage the students (M= 4.56). Moreover, the games are properly designed and well, laid out (M=4.26)

The overall mean of 4.42 and the standard deviation of 0.48 indicate a very high level of students' engagement while utilizing creative games. This means that creative games provide an interactive and engaging learning environment that captures students' interest. When students are actively involved in gameplay, they are more likely to focus their attention on the task at hand.

Table 6

Level of Students' Engagement while utilizing Creative Games with regards to Curiosity

Indicators	Mean	SD	Remarks
The game's questions were not new to me which helped me to not be afraid of answering those questions.	4.39	0.68	Very Evident
The games are intrinsically motivating.	4.46	0.64	Very Evident
The games have some of the same questions that I have difficulty answering when I encounter them.	4.26	0.80	Very Evident
The games helped me to have a sense of accomplishment after answering those.	4.43	0.63	Very Evident
The games caught my curiosity to explore and learn more.	4.47	0.62	Very Evident

Overall Mean = 4.40
Standard Deviation = 0.68
Verbal Interpretation = Very High

Table 6 presents the level of students' engagement while utilizing creative games with regards to curiosity. Respondents indicate that games caught their curiosity to explore and learn more. (M= 4.47). Moreover, the games have some questions that they have difficulty answering. (M=4.26)

The overall mean of 4.40 and the standard deviation of 0.68 indicate a very high level of students' engagement while utilizing creative games. This means that creative games provide questions that were not new to them which helped them to not be afraid of answering those questions, the games are intrinsically motivating, and the games helped them to have a sense of accomplishment after answering the questions. By providing familiar yet challenging questions, fostering intrinsic motivation, and promoting a sense of accomplishment and curiosity, these games enhance the learning experience and contribute to students' learning.

Curiosity is an important condition for language learning and plays a significant role in student engagement. People learn better information about which they are curious, because curiosity prepares the brain for learning, and subsequent learning is more enjoyable and rewarding (Stenger, 2014).

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Table 7

Level Students' Engagement while utilizing Creative Games with regards to Interest

Indicators	Mean	SD	Remarks
The games can be utilized as a supplementary learning tool.	4.54	0.56	Very Evident
The games have questions that I like to work on.	4.49	0.65	Very Evident
The games are easy to play.	4.64	0.64	Very Evident
I see the games as a repetitive practice to enhance my basic literacy skills.	4.65	0.52	Very Evident
The games provide an opportunity to measure my basic literacy skills.	4.72	0.47	Very Evident

Overall Mean = 4.61
Standard Deviation = 0.58
Verbal Interpretation = Very High

Table 7 presents the level of students' engagement while utilizing creative games with regards to interest. Students perceived the games as providing opportunities to measure their basic literacy skills (M= 4.72). Students expressed a liking for the questions presented in the games, suggesting that the content of the games resonated with their interests and preferences. M=4.49)

The overall mean of 4.61 and the standard deviation of 0.58 indicate a very high level of students' engagement while utilizing creative games when it comes to interest. Students recognize games to be useful as additional learning resources, find the questions appealing, find them to be simple to play, see them as chances for repeated practice, and enjoy the ability to assess their skill.

Table 8

Level of Students' Engagement while utilizing Creative Games with regards to Feedback and Recognition

Indicators	Mean	SD	Remarks
I immediately receive feedback on my tasks.	4.49	0.61	Very Evident
The games provide clear and understandable feedback after completing a quiz.	4.54	0.58	Very Evident
I find the recognition most motivating after completing a task.	4.40	0.66	Very Evident
I received constructive feedback that helps me understand my mistakes and areas for improvement.	4.43	0.61	Very Evident
Receiving feedback and recognition after completing tasks is important to my motivation and engagement in the learning process.	4.62	0.53	Very Evident

Overall Mean = 4.50
Standard Deviation = 0.60
Verbal Interpretation = Very High

Table 8 presents the level of students' engagement while utilizing creative games with regards to feedback and recognition. The highest mean rating among all aspects suggests that students consider feedback and recognition essential for their motivation and engagement in the learning process (M= 4.62). Moreover, students' perceptions of the motivational value of recognition after completing a task was marginally reduced, but they still showed potential as a means of maintaining engagement. (M=4.40)

The overall mean of 4.50 and the standard deviation of 0.60 indicate a very high level of students' engagement while utilizing creative games. The data underscores the importance of feedback and recognition in enhancing student engagement with creative games.

Level of Students' Performance in 21st Century Literature from the Philippines and the World in Terms of Formative, Summative and Practical Test

Level of the Student's Performance in 21st Century Literature from The Philippines and The World in terms of Formative, Summative and Practical Test and was determine by means of mean and standard deviation.

Table 9

Level Of Students' Performance in 21st Century Literature from The Philippines and The World in Terms of Formative Test

Formative Test	Frequency	Percentage	Remarks
21-25	12	8.96%	Outstanding
16-20	70	52.24%	Very Satisfactory
11-15	46	34.33%	Satisfactory
06-10	6	4.48%	Fairly Satisfactory

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0-5	0	0.00%	Needs Improvement
Mean	*16.22*		
SD	*3.38*		
Verbal Interpretation	*High*		

Table 9 shows the level of students' performance in 21st Century Literature from the Philippines and The World based on a formative test. Twelve students, or 8.96%, scored 21-25 in this range, indicating outstanding performances. Likewise, seventy or 52.24% show very satisfactory performance. Forty-six or 34.33% performed satisfactorily and 6 students or 4.48% performed fairly satisfactorily.

The overall mean of 16.22 and standard deviation of 3.38 indicate that majority of students performed well in the formative test, with most falling into the Very Satisfactory and Satisfactory categories. This means that students have a solid understanding of the material covered in the formative test, indicating effective teaching and learning practices in the context of 21st Century Literature from the Philippines and the world. However, it is also important for educators to continue supporting students who performed fairly satisfactorily to ensure they can improve their understanding and performance in the subject.

Table 10

Level Of Students' Performance in 21st Century Literature from The Philippines and The World in Terms of Summative Test

Summative Test	Frequency	Percentage	Remarks
21-25	50	37.31%	Outstanding
16-20	57	42.54%	Very Satisfactory
11-15	25	18.66%	Satisfactory
06-10	2	1.49%	Fairly Satisfactory
0-5	0	0.00%	Needs Improvement
Mean	*23.03*		
SD	*1.34*		
Verbal Interpretation	*Very High*		

Table 10 shows the level of students' performance in 21st Century Literature from the Philippines and The World based on a summative test. Fifty students, or 37.31%, scored 21-25 in this range, indicating outstanding performances. Likewise, fifty-seven or 42.54% show very satisfactory performance. Twenty-five or 18.66% performed satisfactorily and 2 students or 1.49% performed fairly satisfactorily.

The overall mean of 23.03 and standard deviation of 1.34 indicate that majority of students performed well in the summative test, with most falling into the Outstanding and Very Satisfactory categories. This means that students have a solid understanding of the material covered in the summative test, indicating effective teaching and learning practices in the context of 21st Century Literature from the Philippines and the world. However, it's also important for educators to continue supporting students who performed satisfactorily to ensure they can improve their understanding and performance in the subject.

Table 11

Level Of Students' Performance in 21st Century Literature from The Philippines and The World in Terms of Practical Test

Practical Test	Frequency	Percentage	Remarks
21-25	124	92.54%	Outstanding
16-20	7	5.22%	Very Satisfactory
11-15	0	0%	Satisfactory
06-10	0	0%	Fairly Satisfactory
0-5	0	0%	Needs Improvement
Mean	*18.82*		
SD	*3.76*		
Verbal Interpretation	*High*		

Table 11 shows the level of students' performance in 21st Century Literature from the Philippines and The World based on practical test. One hundred twenty-four students, or 92.54%, scored 21-25 in this range, indicating outstanding performances. Likewise, 7 or 5.22% show very satisfactory performance.

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The overall mean of 18.82 and standard deviation of 3.76 indicate that majority of students performed well in the practical test, with most falling into the Outstanding categories. This emphasizes the impressive level of students' performance in the practical test, reflecting their proficiency in 21st Century Literature.

Significant Difference on the Performance of Students in terms of Formative and Summative test

Test of difference of the Students' Performance in Formative and Summative Test using Creative Games. The data were statistically treated using Paired t-test. The following shows estimation for mean, mean difference, standard deviation, p-value, and its analysis.

Table 12

Significant Difference on The Performance of Students in Terms of Formative and Summative Test

	Formative		Summative			95% CI				
Indicator	***M***	***SD***	***M***	***SD***	**Mean Difference**	***L***	***U***	***t***	***df***	***p***
Student's Performance	16.22	3.38	18.82	3.76	2.60	-3.37	-1.84	-6.70	133.00	0.000

*Note: * p < .05.significant*

Table 12 shows the significant difference in the performance of students between formative and summative tests. Students' performance in formative (M= 16.32), (M= 18.82) summative, the calculated mean difference between the two types of tests is 2.60, indicating that students performed, on average, 2.60 points higher in the summative tests compared to the formative tests. The results indicate a t-value of -1.84 with a corresponding p-value of 0.000, which is less than the conventional significance level of 0.05 ($p < .05$). This signifies a significant improvement in students' performance from formative to summative tests.

Significant Effect on the Utilization of the Creative Games to the Students' Engagement and Performance

Effect of utilization of Creative Students' engagement and performance. The data were statistically treated using Regression Analysis. The following shows estimation for mean, mean difference, standard deviation, beta coefficient, f-value, p-value and its analysis.

Table 13

Significant Effect on The Utilization of The Creative Game to The Student Engagement

				95 % CI			
Creative Game	**Student Engagement**	**Beta**	***SE***	***LL***	***UL***	**β**	***p***
Usability	Attention	0.168	0.114	-0.058	0.394	0.131	0.143
Appropriateness		0.209	0.108	-0.005	0.423	0.173	0.056
Usefulness		0.284	0.091	0.104	0.463	0.269	0.002*
Accessibility		0.208	0.117	-0.022	0.439	0.166	0.076
Usability	Curiosity	-0.038	0.104	-0.245	0.168	-0.031	0.715
Appropriateness		0.021	0.099	-0.174	0.217	0.019	0.829
Usefulness		0.381	0.083	0.216	0.545	0.378	0.000*
Accessibility		0.408	0.107	0.197	0.619	0.341	0.000*
Usability	Interest	0.154	0.073	0.010	0.298	0.149	0.037*
Appropriateness		0.136	0.069	0.000	0.273	0.140	0.051
Usefulness		0.420	0.058	0.305	0.535	0.494	0.000*
Accessibility		0.171	0.075	0.023	0.318	0.169	0.024*
Usability	Feedback and recognition	0.055	0.079	-0.102	0.212	0.051	0.490
Appropriateness		0.044	0.075	-0.105	0.194	0.044	0.557
Usefulness		0.333	0.063	0.207	0.458	0.375	0.000*
Accessibility		0.436	0.081	0.276	0.597	0.413	0.000*

*Note: * p < .05 significant*

Table 13 presents the significant effect of utilizing the creative game on student engagement across various factors such as attention, curiosity, interest, feedback and recognition. As indicated in the table usefulness significantly enhances attention (p = 0.002), curiosity (p= 0.000), interest (p = 0.000), and feedback/recognition (p = 0.000). Additionally,

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accessibility (p = 0.000), interest (p = 0.024), and feedback/recognition (p = 0.000) but no significant on other indicators. Generally, the usability, appropriateness, usefulness, and accessibility of the creative game has significant effects on various aspects of student engagement, including attention, curiosity, interest, and feedback/recognition. This implies that optimizing these factors can enhance student engagement and highlights the potential of well-designed creative games to promote student's active learning.

Table 14

Significant Effect on The Utilization of The Creative Game to The Students' Performance

Creative Game	Student Performance	Beta	*SE*	95 % CI *LL*	95 % CI *UL*	β	*p*
Usability	Formative test	-0.647	0.966	-2.559	1.265	-0.072	0.504
Appropriateness		0.129	0.916	-1.684	1.941	0.015	0.889
Usefulness		-0.149	0.769	-1.671	1.373	-0.020	0.847
Accessibility		-0.975	0.988	-2.930	0.980	-0.110	0.326
Usability	Summative test	-1.139	1.083	3.281	1.004	-0.114	0.295
Appropriateness		0.234	1.027	1.797	2.265	0.025	0.820
Usefulness		0.465	0.862	1.241	2.170	0.356	0.041*
Accessibility		-0.158	1.107	2.348	2.032	0.416	0.007*
Usability	Practical Test	0.453	0.379	1.203	0.297	0.427	0.034*
Appropriateness		0.397	0.359	0.314	1.108	0.318	0.021*
Usefulness		0.483	0.302	0.114	1.080	0.564	0.012*
Accessibility		0.021	0.388	0.745	0.788	0.006	0.056

*Note: * p < .05 significant*

Table 14 presents the significant effect of utilizing the creative game on student performance across various factors such as formative, summative and practical test. As indicated in the table, usefulness significantly affects summative test (p = 0.041), and practical test (p= 0.12). Accessibility (p =0.007) significantly affects summative test. Usability (p = 0.034) and appropriateness (p= 0.021) significantly affects practical test. No significance on other indicators. Generally, the usability, appropriateness, usefulness of the creative game has significant effects on students' performance, including formative, summative and practical test. This implies that optimizing these factors can enhance student performance and highlights the potential of well-designed creative games to promote student's active learning.

4. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn:

The hypothesis stating that "There is no significant effect on the utilization of the creative game to the students' performance in terms of formative, summative and practical test" was rejected. While the hypothesis states that "There is no significant effect on utilizing literature creative games as intervention material towards student engagement and performance." were accepted.

The results indicate that indeed though there was an increased in the scores of the learners after they used literature creative games as an intervention material, the characteristics of the games does not have effect on the literacy of the students. It might be there are some factors that contribute to their literacy that can be explored in important deeper study on integrating games in tutoring and literacy process.

Based on the results and conclusion posted in the study, the following recommendation were formulated to the following.

1. It is suggested for teachers that they may focus on pedagogy first and use a variety of teaching methods to keep students engaged and motivated. When using mobile educational games, it is important to monitor student engagement and performance and provide training and support to teachers. Teachers may also consider the appropriateness of each game and encourage critical thinking and problem-solving skills. Combine digital and traditional learning methods to maximize resource availability. For instance, use printed materials for literary analysis and discussion, supplemented by occasional online strategies when internet access permits. This hybrid approach can help maintain continuity in education while mitigating the impact of internet outages.
2. While there may not be a significant effect on student engagement and performance when it comes to mobile educational games, they can still be a valuable tool in education. By using them as a supplement to traditional learning methods, choosing games that align with the students' learning goals, progress tracking, collaborating with others, taking breaks, and using a variety of learning methods, students can make the most out of their mobile educational gaming experience.
3. School administrators may vary educational tools, focus on effective pedagogy, provide professional development for teachers, monitor and evaluate the impact of tools, seek student feedback, promote collaboration among educators, and support research and innovation to enhance student engagement and performance despite the lack of significant effects from mobile educational games.

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