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A PHENOMENOLOGICAL INQUIRY ON THE UTILIZATION OF EDUCATIONAL TECHNOLOGY IN PHYSICAL EDUCATION: GAMIFICATION IN FOCUS

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ABSTRACT

This research study employed a qualitative research design, specifically a phenomenological approach, to uncover and understand the lived experiences of PE 2 students who are in the gamified subject. The study involved 14 students who were selected through a purposive sampling technique in accordance with the inclusion criteria, and the data were analyzed using coding and thematic analysis. The findings of the study revealed the experiences of the participants, having difficulty in navigating the app, encountering poor internet connection, experiencing engaging tasks, enhancing motivation to learn, On-time and competitive learning, setting personal goals in learning, adaptation of game-like learning, and fostering sportsmanship and collaboration. Conversely, the participants employed the following coping mechanisms to get through the challenges they faced: Seeking Help or Assistance, utilization of data connection, making use of various learning resources, peer tutoring and teamwork, and continuous learning of the platform. Additionally, the following insights were drawn from their experiences: personal growth and tracking progress, significance of gamification in physical education, importance of technology Integration, useful and beneficial for Future educators, and cultivate confidence and self-improvement. The findings of the study suggest that by integrating gamified learning into physical education, educators have the opportunity to harness the power of technology and experiential learning to foster a deeper understanding of concepts and skills. Ultimately, the study's insights emphasize the transformative potential of gamified learning in enhancing both the enjoyment and effectiveness of physical education, paving the way for more immersive and impactful educational experiences.

KEYWORDS: *Physical education, Gamification, Phenomenological approach, Gamified subject, Lived experiences, Technology integration, Mati City, Davao Oriental.*

INTRODUCTION

One significant issue about student motivation in educational institutions is the over-reliance on conventional teaching methods and the limited application of novel approaches. The most common teaching strategies in classrooms are lecture formats and rigid frameworks, which must be revised to engage students or pique their interest in learning. Minimal technology integration and low student engagement in the learning environment block active participation and motivation. While some educators are diligent in integrating technology into their courses through innovative techniques such as gamification, issues such as inadequate internet access and misplaced equipment might hinder student's motivation to learn.

A case study in Taiwan found that cultural and traditional teaching methods are the main barriers to implementing gamification (Lampropoulos et al., 2022). These barriers resulted in resistance towards gamification because some teachers and students are used to traditional teaching-learning methods. In another investigation by Li et al. (2019), they observed that limited access to technology, cultural attitudes towards gaming, lack of training and support for teachers to design and implement effective gamification strategies and firm reliance on extrinsic rewards are the major drawbacks and challenges in implementing gamification in Asia. In addition, another study in Singapore reveals that existing case studies on gamification in education have limitations as they need to explore the long-term effects of its usage in the classroom. Consequently, students have had negative consequences, including a gradual decline in interest, undesirable behaviors, and decreased motivation (Su Xiang, 2020). Further, a study in Indonesia found training and support for teachers to design and implement effective gamification strategies; it was noted that despite the widespread enthusiasm for incorporating creative gaming concepts in educational settings to promote active learning, engage students, and address motivational challenges, an increasing body of research suggests that gamification is not practical in improving student engagement or enhancing learning outcomes (Chou, 2019).

In the Philippines, particularly in Laguna, one of the schools in the area, as highlighted by Antonio and Tamban (2022), states that the efficacy of gamification in education has produced inconclusive or no significant impact on certain behavioral aspects, the growing body of research showcasing positive, or outcomes demonstrates that gamification can indeed be an effective technique for enhancing motivation. However, teachers and students need more engagement and participation.

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Specific educational contexts where gamification is particularly beneficial have yet to be fully established. Most of the research on gamification has primarily centered on using specific gamified applications or video games. Additionally, in Quirino, various factors influence students' level of interest and motivation in gamification. One of the primary responsibilities of teachers is to promote active engagement among students in both synchronous and asynchronous modes of learning (Caballero et al., 2023).

Further, in Mati City, based on my firsthand experience as a Senior Lecturer in one of the colleges, I experienced problems with motivation it is challenging to deliver lessons, especially to students who are not interested in the class, so I started applying gamification strategies physical education, and I found them to be effective in increasing my students' motivation and academic performance However, there are drawbacks that I have encountered, such as the negative preconception of non-gamer students, devices and connectivity issues, and the inability to independently navigate and explore the online gamification platform.

During my literature review, I found that several studies have been conducted on gamification. In a survey by Perera and Hervás-Gómez (2021), the authors explored how gamification impacts students' perceptions of their learning experience. The result of their study suggested that it can significantly improve engagement, motivation, and learning outcomes. Moreover, a quasi-experimental study that investigated the impact on the motivation and physical activity of gamified intervention in PE found that it had increased the motivation and competitiveness of students under the intervention program (Fernandez-Rio et al., 2022). However, I have not encountered any studies that thoroughly explore the utilization of educational technology, focusing on gamification in the context of physical education. Additionally, the scarcity of literature in both national and local settings can be attributed to the recency of the issue. Thus, the absence of existing research has motivated me to investigate further.

The urgency and social relevance of conducting this study lie in the evolving landscape of education, particularly in physical education. With the rapid advancement of technology and the increasing prevalence of digital tools in educational settings, there is a critical need to understand the utilization of educational technology, specifically gamification, within physical education contexts. This research provides valuable insights into the effectiveness, challenges, and potential benefits of integrating gamification strategies in physical education curricula.

The study's findings will be disseminated via LAC sessions and research conferences. Targeting educators and stakeholders in physical education and the need for technology integration aims to facilitate dialogue and promote innovative practices such as gamification and educational technology for enhanced teaching and learning experiences.

RESEARCH QUESTION

The study aims to answer the following research questions:

1. What are participants' lived experiences regarding gamification in physical education?
2. How do participants cope with the challenges?
3. What are the insights that participants draw from their experiences?

METHODS

This study utilized a qualitative research design. As Maxwell (2012) emphasized, this is the procedure of uncovering an in-depth understanding of social phenomena that occur in a natural setting. It is a type of research that gathers and seeks answers to a specific problem without using numerical data. Creswell (2013) also highlighted that this design in research provides a clear point of view among a few people who would be represented as the voice of the whole. In this study, a qualitative design is applicable. This study aims to learn more about the phenomenon that students encounter in the gamified environment. The data will also be gathered through in-depth interviews and focus group discussions, not numerical data.

The participants of this study were fourteen (14) purposively selected students from one of the colleges in Mati City, Davao Oriental, who were in the gamified PE subject. According to Creswell (2014), the number of participants in a qualitative study depends on the research question, design, and data analysis approach.

Moreover, the study employed the following selection criteria for getting the participants: (a) those bonafide students in one of the colleges of Mati City, Davao Oriental, and (b) those under the gamification group in the PE 2 subject. Additionally, Exclusion Criteria: Participants will be excluded from the study if they: (c) are not currently enrolled as bona fide students in one of the colleges of Mati City, Davao Oriental.; and (d) are not part of the gamification group in the PE 2 subject.

Further, thematic analysis refers to the systematic process of reading and re-reading transcripts to identify patterns that will be grouped into themes (Braum & Clarke, 2022). In addition, Braum & Clarke (2022) suggest that this can be done generally through the following steps: familiarization of the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. The researcher used this general guide to conduct a thematic analysis.

REVIEW OF RELATED LITERATURE

Gamification

Gamification, an essential practice in human-computer interaction, applies the components of game design and traits that seek to improve students' learning due to their natural inclination to enjoy games (Sanchez et al., 2020). Specific research suggests that gamification positively impacts student motivation, performance, and goal-setting(Bai et.al, 2020)

According to research (Nousiainen et al., 2021), gamification encourages students' creativity, imagination, and enjoyment.

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Conceptually, gamification is about applying gaming strategies to improve learning and make it more engaging for individuals. Gamification for learning can be beneficial because games instill lifelong skills such as problem-solving, critical thinking, social awareness, cooperation, and collaboration. (Buljan, 2021).

Additionally, the integration of gamification in education can boost students' engagement levels, akin to the captivating effects games offer, thereby enhancing their specific skills and optimizing the learning process (Smiderle et al., 2020). Inocencio (2018) added that gamification systems have the potential to foster students' engagement and enhance their learning performance.

According to Alhammad and Moreno (2018), integrating game technologies allows higher education institutions to restructure and innovate their e-learning frameworks, fostering student learning opportunities. According to Garone and Nesteriuk (2019), the introduction and rising popularity of gamification in educational settings encourage careful thought about developing initiatives to enhance students' learning journeys.

Challenges of PE 2 students in Gamified Learning

According to the experiences of PE 2 students in the gamified subject, their responses highlight how factors like financial constraints and living in remote areas contribute to these challenges. For many participants, limited access to affordable internet options means they often rely on data plans with restricted gigabytes. Consequently, using online platforms like Classcraft becomes a struggle. These connectivity issues directly impact their ability to engage in learning activities and access educational resources effectively.

Indeed, this study result aligns with the findings of the study by Zalat et al. (2020). A significant obstacle to online learning is the absence of reliable internet access. Many students need more infrastructure to access virtual learning platforms that require a stable internet connection.

Insights of the Importance of Technology

According to participants' responses, the importance of technology integration in education cannot be overstated. Their insights highlight how technology, including gamified learning platforms, revolutionizes the learning experience. By enhancing engagement and promoting critical skills, such integration prepares students for success in a digitally driven world. This exploration delves into the significant impact of technology integration on students' academic and personal development.

The findings of this study align with Bhat (2023). Several studies underscore the significant advantages of incorporating technology into educational environments. Foremost among these benefits is the heightened engagement it provides to students. Interactive multimedia, simulations, and gamified learning platforms are proven to seize learners' focus and promote their active involvement, representing a notable advancement in educational practices.

RESULTS AND DISCUSSIONS

Table 1
Major Themes and Core Ideas on the Lived Experiences of PE 2 Students on Gamification in Physical Education

Major Themes	Core Ideas
Having Difficulty Navigating the App	● finding it challenging due to a lack of knowledge about the app ● experiencing difficulty on the first encounter ● difficulty in getting notifications ● experiencing technical issues in navigating the app ● taking a longer time to use the app because it glitches and malfunctions
Encountering Poor Internet Connection	● living in a far-flung area where the connection is weak ● having trouble connecting the internet ● having internet connectivity problems at home ● finding it hard to participate due to power outage ● watching unnecessary videos has depleted the data balance
Experiencing Engaging Tasks	● changing perception towards physical education ● experiencing enjoyable learning in physical education ● adding spice to education, it enables students' engagement ● exciting and Challenging gamified approach
Setting Personal Goals in Learning	● getting high points in learning ● tracking progress and setting goals to engage gamification ● improving learning through management and goal-setting ● setting goals in the mastery of gamification

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Having Difficulty in Navigating the App

It was my first time, and I was shocked because even my classmates did not know how to navigate the app. IDI-03

At first, I did not know what to click next because it was my first time using that app. IDI-03

I could say it was difficult to understand and had difficulty receiving notifications. IDI-04

As anchored from the study's findings, the experiences of PE 2 students in the gamified subject come in various narratives. Participants expressed limited familiarity with the app, leading to difficulty navigating it. They shared similar initial experiences of finding the app hard to understand and use. Additionally, participants mentioned challenges in understanding instructions on how to use the app.

This is consistent with one of the study's findings conducted by Suyman et al. (2020). Students encountered numerous challenges in a home learning setting, including struggles with technology proficiency, expensive internet fees, and limited interaction or socialization opportunities among peers.

This is consistent with one of the study's findings conducted by Campillo-Ferrer et al. (2020). Participants encounter challenges when navigating the steps, including accessing the platform. Additionally, some students feel that certain game features hinder social interaction, increase anxiety, promote ineffective learning habits, and hinder course completion.

ENCOUNTERING POOR INTERNET CONNECTION

Most of the time we used class craft having trouble connecting to the internet because we lived in a far area, which is very hard for us. IDI-02

We do not have an internet connection because sometimes it has power Interruptions and forgetting to pay for the wifi; were the obstacles I faced. *IDI-03*

For me, the slow internet connection is the challenge I faced while participating the gamified physical education activities.FGD-06

According to the experiences of PE 2 students in the gamified subject, their responses highlight how factors like financial constraints and living in remote areas contribute to these challenges. For many participants, limited access to affordable internet options means they often rely on data plans with restricted gigabytes. Consequently, using online platforms like Classcraft becomes a struggle. These connectivity issues directly impact their ability to engage in learning activities and access educational resources effectively.

Indeed, this study result aligns with the findings of the study by Zalat et al. (2020). A significant obstacle to online learning is the absence of reliable internet access. Many students need more infrastructure to access virtual learning platforms that require a stable internet connection.

This is consistent with the findings of Matildi and Dagondon (2022), who revealed that despite the teaching methods utilized by the faculty, most students, especially those residing in rural areas, reported needing help to join the scheduled online classes due to technological constraints. Financial challenges notably affect their academic pursuits, including a lack of internet access, absence of a mobile phone, and insufficient data allowance

Experiencing Engaging Task

Based on my experience with gamification that my instructor utilizes, which is the class craft mainly, is when learning becomes exciting and, at the same time, challenging because it keeps us students engaged and motivated to do our assigned activities and changes our perception of learning Physical Education. IDI-07

Gamification turns into an exciting opportunity for growth and enjoyment, especially in physical education. IDI-02

gamification adds spice to physical activity or education; it enables me to enjoy and have fun while doing physical activities.FGD-06

According to a study by Caponetto et al. (2014), the idea behind gamifying learning is that by incorporating game elements into educational tasks, students become intensely engaged, much like they do when playing games. The study (Codish & Ravid, 2015) suggests that incorporating game mechanics into the learning structure can captivate learners in a meaningful educational journey, ultimately positively influencing their behavior. Research suggests that gaming improves the learning experience, resulting in heightened engagement, motivation, social influence, and academic performance among learners (Zainuddin et al., 2020).

Furthermore, in the study by Gami (2023), gamification adds excitement to learning and other activities, particularly those that might otherwise be less thrilling. It's an intelligent approach incorporating game elements to make things more enjoyable and captivating.

Setting Personal Goals in Learning

Improving learning through physical activities, setting goals, and time management. FGD-07

To achieve my goal of getting high points. FGD-04

Engage with gamification techniques and set personal goals to master gamification. IDI-02

According to Drew's study (2023), goal setting aids students and teachers in crafting a vision for self-improvement. Without defined goals, there's a lack of consensus and direction in the learning process. SMART goals assist students in contemplating their educational aspirations and devising strategies to accomplish them. They offer a structured framework for students to delve deeper into their objectives, ensuring they are not merely vague aspirations but actionable intentions.

Additionally, Ho (2023) stressed that while taking on numerous learning objectives simultaneously is tempting, prioritizing and perfecting one area before moving on is often more beneficial.

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Setting personal goals with specific timeframes attached can guide your learning journey.

Table 2
Major Themes and Core Ideas on the Coping Mechanisms of PE 2 Students on Gamification in Physical Education

Major Themes	Core Ideas
Seeking Help or Assistance	● utilizing gamification elements ● finding resources for using gamification ● seeking help from family ● asking for assistance in navigating the app ● Adapting and adjusting to the use of gamification
Utilizing Data Connection	● opting to go to Vendo Wi-Fi ● going to my cousin's place to connect to the internet ● having ready to have data connectivity ● finding a way to handle the consumption of load Efficiently
Making use of various Learning Resources	● coping with difficulties is finding other resources and being responsible ● watching videos on YouTube is one of the student's techniques used to imitate it ● improving physical activities by watching video tutorials
Having Peer Tutoring and teamwork	● helping each other to finish the task ● asking questions on how to navigate the app ● sharing thoughts and ideas ● practicing teamwork and collaborating with teammates to overcome obstacles ● appreciation of the competitive spirit and value of teamwork

Seeking Help or Assistance

I seek assistance from friends or peers on how to utilize gamification. FGD-02

through seeking help from my peers or classmates and also finding resources that I can use or help me use gamification. IDI-03

I seek help from my family and find a place suitable for me to join the gamified. FGD-07

This situation is reinforced by the findings of a study by Ardos et al. (2021) that students may face difficulties completing their assignments and may need assistance in their education. Academic help-seeking (AHS) involves seeking support from individuals and other sources to help students achieve good results in an academic context. Utilizing effective help-seeking strategies is pivotal in learning as it directly impacts academic achievement, often yielding noticeable results in a short timeframe. By promptly seeking assistance when encountering difficulties, students can address learning gaps, clarify misconceptions, and refine their understanding of course material. This proactive approach enables swift resolution of challenges and facilitates accelerated progress in mastering academic content.

Utilizing Data Connection

I will walk far to access the Wi-Fi vendo to enter the said platform. IDI-04

I always go to my cousin's house to connect to their internet so that I can submit even if it is late.IDI-05

To be a resilient person the way that I can handle my consumption of load. FGD-01

Similarly, one of the findings of a study conducted by Shabibi (2017) emphasized that the Internet is fundamental to advancing information technology. It has evolved into a crucial tool indispensable in today's knowledge-based society for information management, search, communication, research, and learning. Its widespread use is essential for navigating the contemporary landscape, facilitating access to vast knowledge repositories, enabling seamless communication, and supporting research endeavors. As a cornerstone of modern information exchange, the internet underpins various facets of daily life, driving innovation and shaping how information is accessed and disseminated.

Making Use of Various Resources

One thing I do to cope with those difficulties I've encountered during the gamification is to find resources and be responsible. FGD-01

The technique I used was watching a YouTube video so that I could imitate it. IDI-03

We also watched videos on YouTube and took videos to submit in the Classcraft app.IDI-05 Specifically, this supports the findings of Pratama (2020) that YouTube holds significant potential for enhancing students' learning skills. Educational videos on the platform are real-world recordings accessible via the World Wide Web, imparting specific learning objectives. With features like uploading, downloading, watching, and sharing, YouTube offers a versatile learning experience. Videos on the platform are accessible anytime, anywhere, boasting

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high-quality content that can be paused, replayed, or resumed at the learner's convenience. These multimedia resources integrate visual and verbal elements, fostering the development of diverse educational skills. Additionally, the interactive nature of YouTube videos promotes collaborative learning through shared viewing experiences, enriching the learning environment with engagement and enjoyment.

Having Peer Tutoring and Teamwork

We are helping each other so that we can understand the instructions. IDI-07

By inquiring about my classmates through messenger and interacting with them. FGD-04

We are helping each other understand the instructions, and then I will help my classmates understand. It is like sharing ideas. FGD-01

The blog post (LinkedIn, 2023) shared that peer tutoring and collaborative learning represent powerful educational approaches that empower students to participate in their learning actively. These methods improve academic outcomes and cultivate essential interpersonal, leadership, and communication abilities. Embracing the values of knowledge exchange and collaborative problem-solving, educational institutions foster dynamic and inclusive learning environments. Such environments equip students with the skills to succeed in a world of paramount collaboration and interconnectedness.

Comparatively, this result is aligned with the study conducted by Busljeta (2013), who stressed that the pervasive impact of various media forms, notably television, the internet, and digital communication, alongside rapid advancements in science and technology, profoundly influence society, including education. Consequently, students today harbor distinct interests, priorities, and educational perspectives compared to previous decades

Moreover, Tiria and Caballes (2019) suggested the utilization of gamification across diverse learning domains to evaluate its effectiveness in enhancing students' academic performance. They also recommended utilizing rewards to acknowledge students' diligence and dedication. Furthermore, the authors emphasized the significance of sharing this information within the learning community to cultivate peer motivation. In summary, they proposed using gamification, rewards, and community-wide communication to improve students' academic achievements and foster a supportive learning environment.

Table 3
Major Themes and Core Ideas The Insights of PE 2 Students on Gamification in Physical Education

Themes	Core Ideas
Provision of Personal Growth	● provision of exciting opportunities for growth and enjoyment ● setting a goal is the key to achieving what you have wanted ● provide a structured framework for goal setting and tracking progress ● participate actively in Physical Education Activities ● Celebrating achievement, staying motivated, and tracking progress
Importance of Technology Integration	● gamification needs technology integration ● integration of technology makes learning more engaging and interactive ● embracing new methods and technology integration ● do not focus on one approach and integrate technology ● using technology has a big impact on students ● adapting technology integration makes life easy
Useful and Beneficial for Future Educators	● beneficial for future educators and endeavors ● gamification apps will be helpful in the future, especially in technology integration ● gamification is useful in the field ● gamification is essential in the future
Cultivate Confidence and Self-Improvement	● each student has individual bits of intelligence ● students who are very good at dancing will put in high-level ● through gamified experiences in physical education, students learned its strengths and weaknesses ● accepting strengths and weaknesses wherein students can improve and grow

Provision of Personal Growth

The gamified approach in physical education promotes exciting activities and enjoyment because it is a fun platform. FGD-07

I always track my progress. That is my way of setting goals and knowing what to do to earn more points and rank up in the said gamification or application. FGD-06

Physical education provides a structured framework for goal setting and tracking progress, which has helped me stay motivated as a student. *FGD-05*

The results of this study agreed with those of Valero et al. (2020), which showed that adding games to physical education (PE) has been linked to better task completion and higher academic performance by changing different

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aspects of student motivation as seen through the lens of self-determination theory (SDT). By creating a suitable gamified environment, gamification positively influences students' learning motivations and dispositional flows. As a result, it supports their fundamental psychological needs, ultimately leading to improvements in academic performance in the PE context. In summary, the adoption of gamification in PE fosters favorable changes in student motivation, promotes a conducive learning atmosphere, and positively impacts their overall academic achievements.

Importance of Technology Integration

We are now in the 21st century, using more technology than the traditional approach. IDI-07

The new method is nice, like integrating technology in physical education because it is engaging and interactive. IDI-06

Integrating technology in physical education helps us not to focus on one approach. *FGD-07*

The findings of this study align with Bhat (2023). Several studies underscore the significant advantages of incorporating technology into educational environments. Foremost among these benefits is the heightened engagement it provides to students. Interactive multimedia, simulations, and gamified learning platforms are proven to seize learners' focus and promote their active involvement, representing a notable advancement in educational practices.

Additionally, the study by Alhammad and Moreno (2018), which found that integrating game technologies enables higher education institutions to restructure and innovate their e-learning frameworks, fostering student learning opportunities.

Useful and Beneficial for Future Educators

As a future educator, I might consider applying this approach in my future class. IDI-05

I think this will be beneficial since I am a future educator, so the insights I gained from this gamified experience will be useful in future endeavors. FGD-06

If I ever become a teacher, giving activities would be easy for me in the field. *IDI-03*

This Valverde et al. (2019) research stressed that the current trend in education and technological advancements led to the evolution of the subject (Valverde et al., 2019). These advancements served as a guide for teachers to adapt and become effective educators. Hence, the subject needed to explore and adopt innovations and strategies aligned with the current demands, such as digital literacy and critical thinking, to become effective. One of these innovations was gamification.

Cultivate Confidence and Self-Improvement

We have different bits of intelligence. IDI-04

Well, I better understood how to set realistic fitness goals and how I can practice improving my physical performance or being fit enough to put myself at a high level. IDI-07

I have gained insight into my strengths and weaknesses, which have helped me to understand areas where I can improve and grow. IDI-03

This finding aligns with Bradley (2023), who emphasized that building and maintaining self-confidence is vital for a rewarding and prosperous existence. Education is instrumental in bolstering self-assurance, offering a pathway to acquire knowledge, skills, and experiences that enrich one's perspective and expertise. Lifelong learning, emphasizing ongoing progress and adaptability, instills a growth-oriented mentality, enabling individuals to confront obstacles, seize fresh prospects, and navigate evolving environments. Education catalyzes personal growth, self-exploration, and the enhancement of cognitive faculties.

The growing trend of incorporating playful methodologies in education has positioned these strategies to be seen as practical solutions for addressing the shortcomings in the education system, as well as enhancing student motivation and learning. Game-based learning (GBL) and gamification are becoming increasingly prominent in education due to their rising popularity (Martin et al., 2020).

IMPLICATION FOR TEACHING PRACTICE

The findings of this phenomenological study on the utilization of educational technology in physical education, specifically focusing on gamification, provide valuable insights for educators aiming to enhance the learning experiences of PE 2 students in gamified subjects. Incorporating these insights into teaching practice can lead to more engaging, effective, and enjoyable educational experiences for all students.

First and foremost, educators should recognize the unique experiences and challenges faced by PE 2 students in the gamified subject. Understanding the lived experiences of these students is crucial for designing instructional strategies that effectively cater to their needs and preferences. By acknowledging the difficulties in navigating the app, addressing issues with internet connectivity, and leveraging engaging tasks to enhance motivation, educators can create a supportive learning environment that fosters student success.

Moreover, integrating gamified learning principles into physical education can benefit PE 2 students. The study highlights the importance of setting personal goals, fostering sportsmanship and collaboration, and promoting competitive yet supportive learning environments. Educators can leverage these insights to design gamified activities that enhance students' physical skills and develop critical socio-emotional competencies such as goal setting, teamwork, and resilience.

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CONCLUSION

Embarking on this research journey has been a transformative experience, academically and professionally enriching me. Every step has been incredibly motivating, from the initial conceptualization of the thesis title to the meticulous data analysis. Despite encountering challenges along the way, such as the difficulty in recruiting participants due to their busy schedules, I am grateful for the willingness of my participants to engage in interviews and discussions on the topic. Throughout the process, striking a balance between their availability and the demands of the study remained a significant consideration.

The insights shared by my participants have been invaluable, contributing to the formulation of results that hold promise for future researchers and practitioners in physical education. This journey has broadened my perspective as a PE educator, emphasizing the importance of fostering inclusivity and engagement within the classroom, particularly in gamified PE instruction

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