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TEACHERS PROFESSIONAL ATTITUDE, GAME-BASED LEARNING APPROACH AND ACADEMIC ACHIEVEMENT OF SENIOR HIGH SCHOOL STUDENTS IN SOCIAL STUDIES

Joyce Ann P. Arcena
Holy Cross of Davao College

ABSTRACT

This study aimed to determine whether teachers' professional attitude and game based learning approach significantly influence the student's academic achievement in social studies. A descriptive-correlational research design was used. The respondents of this study were 100 Grade 12 students in public secondary high schools in the Division of Davao del Norte and were chosen through controlled quota sampling. This study used two adapted questionnaires and one researchers made questionnaires. Mean, Standard Deviation, Pearson r, and Regression Analysis were used as statistical tools. The findings showed that teachers' professional attitude was fairly manifested while game based learning was fairly observed. The academic achievement of grade 12 students in social studies did not meet expectations. The findings also revealed that both teachers' professional attitude and game based learning have a significant relationship on students' academic achievement in social studies. The findings revealed that a game-based learning approach significantly enhances academic achievement in Social Studies but does not have a notable impact on teachers' professional attitudes. This suggests that educational institutions and policymakers should focus on both improving teachers' professional attitudes and incorporating game-based learning strategies to elevate students' academic outcomes in Social Studies. To support this, professional development programs should be tailored to enhance teachers' communication, classroom management, and pedagogical skills. While teachers generally exhibit positive attitudes in these areas, the variation in responses, particularly regarding pedagogy, suggests that some could benefit from more targeted support. Implementing workshops, mentorship programs, and ongoing professional development initiatives can help standardize and improve teaching practices. Additionally, introducing peer observation and feedback mechanisms could facilitate the sharing of best practices and ensure more consistent application of effective teaching methods across different educators.

KEYWORDS: *teachers' professional attitude, game based learning approach, social studies achievement, descriptive and correlational design, regression analysis, Davao del Norte, Philippines*

INTRODUCTION

Academic achievement in Social Studies is a critical component of a well-rounded education, as this subject plays a pivotal role in developing informed, engaged, and responsible citizens. Social Studies encompass the study of history, geography, economics, government, and culture, providing students with the knowledge and skills necessary to understand and navigate the complex world around them. However, many students face challenges in achieving academic success in this subject, often falling short of the expected standards. This underachievement can have far-reaching consequences, not only limiting students' academic progress but also impeding their ability to critically analyze societal issues, participate in civic life, and make informed decisions as future citizens. The factors contributing to this problem are multifaceted and include the quality of instruction, the relevance and engagement of the curriculum, student motivation, and external socio-economic influences. Addressing the root causes of low academic achievement in Social Studies is essential for educators and policymakers aiming to improve educational outcomes and prepare students for their roles in a democratic society.

Low academic achievement continues to be a widespread issue even today. In Nigeria, students continue to struggle with achieving high standards in social studies; their performance in this subject frequently falls short of expectations, highlighting a persistent issue in educational outcomes (Adewale, O. 2018). In United States, Interrupted learning time during the initial phase of school shutdowns has become a "compounding debt," creating gaps that have made it harder for students to move forward. (Schwartz, 2023).Similar problems in Canada, recent evidence shows that the performances of Canadian students have been generally declining. At the same time, the variability between the lowest and highest performing students has been increasing (Clifton 2021).

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The Philippines is in the midst of an educational crisis (Masigan, 2022). Education remains a top priority in the country. Despite various government and sector development plans and projects, the quality of education in the Philippines still has much room for improvement (Nicolas, 2022).

Low academic achievement will lead to significant learning losses and widening educational inequalities (Schuurman, et al.,2022). These data are a warning sign to the education system which must address the student achievement problem. (Perry 2022). Thus, it is urgent to study this problem.

STATEMENT OF THE PROBLEM

This study aims to look into the teacher's professional attitude and game-based learning approach towards academic achievement of Senior High School Students in Social Studies. It specifically answers the following questions:

1. What is the level of teachers' professional attitude as perceived by senior high school social studies students in terms of:
1.1 Teachers' Professional Communication Attitude
1.2 Teachers' Professional classroom management Attitude
1.3 Teachers' Professional pedagogical Attitude
1.4 Teachers' Professional Mastery of subject matter attitude?
2. What is the level of game-based learning approach as perceived by senior high school social studies students in terms of:
2.1 Knowledge
2.2 Perceptions and
2.3 Attitudes?
3. What is the level of academic achievement of senior high school students in social studies?
4. Is there a significant relationship between the teachers' professional attitude and academic achievement as perceived by senior high school social studies students?
5. Is there a significant relationship between the teachers' game-based learning approach and academic achievement as perceived by senior high school social studies students?
6. Which among the indicators of teachers' professional attitude and game based learning approach significantly influence academic achievement of senior high school students in social studies?

HYPOTHESES

The study was tested at .05 level of significance.

HO1. There is no significant relationship between the teachers professional Attitude and academic achievement of senior high school students in Social studies

HO2. There is no significant relationship between the game-based learning approach and academic achievement of senior high school students in Social studies

HO3 There is no model that best describes the relationship between the teachers professional attitude, game-based learning approach and Academic achievement of senior high school students in Social studies.

REVIEW OF RELATED LITERATURE

In this section, numerous literature pieces and studies have been published on the study of Teachers' Professional Attitude and the Game-Based Learning Approach concerning senior high school students' achievement in social studies. The provided information is relevant to this research endeavor.

Teacher's Professional Attitude Towards Academic Achievement

In a study by Ajai (2015) that examined remedial students' views on their teachers' attitudes toward learning social science, it was found that students perceived their teachers' attitudes as negative. Similarly, research by Olubukola (2018) investigated the connection between teachers' professional attitudes and students' academic performance in secondary schools, revealing a significant correlation between the two. Ekperi (2019), in their exploration of how teachers' attitudes affect students' academic performance in Geography, also found a positive correlation between teachers' attitudes and students' academic success. Shittu (2015) additionally highlighted a prevalent negative attitude among teachers towards teaching social studies in secondary schools. When students perceive their teachers as lacking enthusiasm, energy, and interest in teaching, it can lead to feelings of disappointment and a lack of motivation, ultimately resulting in a negative learning experience (Tang & Hu, 2022). The attitude that a teacher brings to the classroom can greatly influence students' emotions (Frenzel et al., 2021).

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In summary, a teacher's attitude, whether positive or negative, directly impacts students' emotions and their motivation levels. Teachers' attitudes can elicit positive emotions, thereby fostering a desire for further learning.

Professional Communication

In (Obilor's 2020) study on teachers' communication skills and students' academic performance, it was emphasized that students' academic success is strongly influenced by teachers' communication abilities, including aspects such as speaking, listening, attitude, gestures, and facial expressions. As a result, it is crucial for the school curriculum to provide ample opportunities for student teachers to develop effective communication skills. Furthermore, practicing teachers should receive sufficient training and retraining to enhance their communication proficiency. According to Amadi (2017), personal communication by teachers involves sharing ideas, opinions, and information with a clear purpose, and its effectiveness is enhanced when the recipient understands and applies fundamental skills. Effective teaching often stems from effective communication. A teacher who demonstrates positive professional attitudes places significant emphasis on their students, illustrating an unwavering focus on students as the central concern of their profession. This approach reflects unconditional positive regard and addresses students' needs with patience.

Classroom Management

Efficient classroom management is essential for effective teaching and learning. It has the power to either motivate students to succeed or hinder their academic progress by creating additional challenges. Teachers with positive professional attitudes not only organize the physical layout of the classroom but also foster a psychological environment that supports learning. In contrast, teachers who adopt strict authoritarian methods or show indifference to their students' academic well-being may impede their progress (Gidado, 2023). In senior secondary schools with overcrowded classrooms, as Sadiq (2019) highlighted, the teacher-student relationship is significantly affected. In these situations, teachers often spend more time managing classroom dynamics and student behaviour rather than focusing on teaching. Overcrowded classrooms frequently lead to disruptive behaviours, making it difficult for optimal learning to occur. Effective learning happens when teachers create an environment where students feel comfortable exploring new ideas without hesitation.

Pedagogical

The effectiveness of teaching and learning largely depends on teachers' pedagogical skills, which involve carefully selecting appropriate methods tailored to the individual needs of students to create meaningful learning experiences. Skilled educators can recognize the diverse learning contexts of their students and apply suitable methods accordingly, with the success of these approaches largely depending on their effective implementation. (Van Geel et al., 2023). A solid understanding of pedagogical competence is essential for fostering students' critical thinking and creativity, which in turn enhances their academic achievements. Proficient teachers adapt their instructional methods and incorporate modern teaching tools to address the varied needs of learners, aiming to deepen student understanding. They are expected to be resourceful, utilizing a range of teaching materials and maintaining positive pedagogical attitudes to encourage good study habits and attentive listening skills among students, as highlighted by Ogunjobi (2018).

Mastery of the subject matter

Subject mastery plays a crucial role in the teaching and learning process. Competent educators are essential for enhancing student performance and closing achievement gaps. Without opportunities for teachers to refine their practices, student outcomes may decline (Naz, 2016). In secondary education, where teachers specialize in specific subjects, a deep understanding of the material is vital (Heggart, 2016). Insufficient knowledge can hinder a teacher's ability to explain concepts clearly, leading to disengagement. Conversely, knowledgeable teachers with positive attitudes and strong interpersonal skills consistently command respect and capture students' attention (Zhang, 2022).

Game-Based Learning Approach and Academic Achievement

Game-Based Learning involves integrating games into educational processes to enhance learning activities (Trajkovik et al., 2018). In the digital age, students' interest in computers presents an opportunity to leverage these tools for educational purposes (The Scottish Government, 2019). Research indicates that educational games are effective, promoting learning through play (Chen et al., 2015) and proving to be both engaging and motivating (Hwang et al., 2015). Although still an emerging field, incorporating games into teaching fosters greater student participation and engagement. While educational games have gained popularity as learning tools (Gaydos, 2015), there is still a need for a thorough evaluation of their educational efficiency and full impact on student involvement, despite their positive effects on engagement.

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Knowledge

Game-based instruction incorporates various multimedia elements, such as audio-visuals, animations, videos, and interactive games, to create engaging learning experiences (Chen et al., 2019). These instructional games, available in multiple formats, complement traditional teaching methods and enhance the overall learning process (Zirawaga et al., 2017). The concept of self-reliance involves individuals taking an active role in recognizing, utilizing, and managing opportunities and resources in their surroundings to improve their quality of life, living standards, and overall well-being This suggests that fostering self-reliance could lessen reliance on government aid and employment as primary drivers of development. Consequently, education that encourages self-reliance could be instrumental in promoting national progress. (Mba, 2024).

Perception

As technology advances rapidly, educators are increasingly incorporating it into formative assessment practices. Research shows that while 92.6% of Indonesian students have internet access, only a small fraction, 9.6%, use it for educational purposes, with social media and chat applications being more common. According to a study by Chan et al. (2021) on gamification perceptions among teachers and students, most university and college students (87%) view gamification as effective for learning, with only a small minority (1.4%) disagreeing. Chan and Lo (2021) found that many students strongly support learning through games, with 11.6% fully agreeing and 55.1% strongly agreeing with this method. Additionally, 31.9% consider it somewhat effective. In total, 73.9% of students find gamification beneficial, with 15.9% viewing it as highly effective. Furthermore, 58% of students regard gamification as highly effective in higher education, while a small percentage (5.8%) disagree, but most acknowledge its benefits in enhancing student engagement.

Attitude

Research indicates that gamification has a positive impact on students' attitudes towards lessons and their engagement levels (Yildirim, 2017). Students generally respond well to gamification, which triggers positive feelings towards game elements (Yildirim, 2017). They express a preference for more gamified lessons, enjoying them and noting increases in engagement, cognitive load, and achievement (Smiderle et al., 2020). Game-based instruction, a crucial skill for the twenty-first century, promotes student collaboration, enhances engagement, and fosters teamwork (Zainuddin et al., 2019). Furthermore, gamification tends to encourage more collaboration among students compared to traditional teaching methods (Chen et al., 2019).

Academic Achievement

Academic achievement refers to a student's ability to fulfill academic requirements, often assessed through final grades and grade point averages (Steinmayr et al., 2014). Education is widely recognized as crucial for individuals, as it provides access to job opportunities, personal growth, and better living standards (Alsheikh, 2019; Mishra, 2019). As educational institutions proliferate, there is a growing emphasis on delivering specialized knowledge and technical skills to boost student productivity and contribute to national economic development (Stanca et al., 2021). The main goal of educational institutions is to help students grasp course content and achieve grades that support their academic and professional advancement (Apriana et al., 2019). Moreover, research by Fereidooni-Moghadam et al. (2017) found a significant link between students' motivation for achievement and their academic performance. Similarly, Bolkan et al. (2015) explored how instructor clarity affects learning, motivation, and academic performance, finding a positive relationship between teachers' attitudes and students' academic outcomes.

Synthesis

After examining a range of literature, the researcher has found numerous studies and scholarly articles that explore teachers' professional attitudes in the classroom and the game-based learning approach. These sources suggest that incorporating game elements into education can positively impact students' performance. Authors generally agree on the definitions of teachers' professional attitudes, game-based learning methods, and academic achievement, highlighting the positive effects of using game-based strategies to enhance student engagement and motivation.

Theoretical and Conceptual Framework

This research is based on Jean Piaget's constructivism theory (1964), which highlights the importance of active student participation in the learning process. According to this theory, teachers serve as facilitators who guide, prompt, and support students in developing and evaluating their understanding. Learning, from this perspective, is a collaborative effort within a social context where students and teachers work together to build knowledge (Constructivism, 2024). In constructivist philosophy, teachers adapt their methods to meet each learner's individual needs, allowing students the freedom to build their own understanding. Teachers must consider each learner's unique characteristics, such as cultural background, personal disposition, and prior knowledge, when helping students acquire and integrate new knowledge into their own experiences (Ginny 2015).

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In this study, Piaget's theory highlights the value of hands-on, experiential learning. Teachers designing social studies curricula incorporate activities and games to foster active student engagement and challenge existing understandings. Game-based learning, supported by Piaget's theory, is seen as an effective method that offers students opportunities for collaborative problem-solving and exploring concepts. Teachers' attitudes are crucial; those who adopt a constructivist approach emphasize student-centered learning, encouraging inquiry, exploration, and critical thinking. Positive attitudes towards innovative teaching methods, such as game-based learning, can inspire students to engage more deeply with the material and achieve better academic results. Piaget's theory also underscores the need for assessments that align with constructivist principles, recommending authentic assessments that evaluate students' real-world application of knowledge and provide feedback to support their reflective processes.

Conceptual Framework

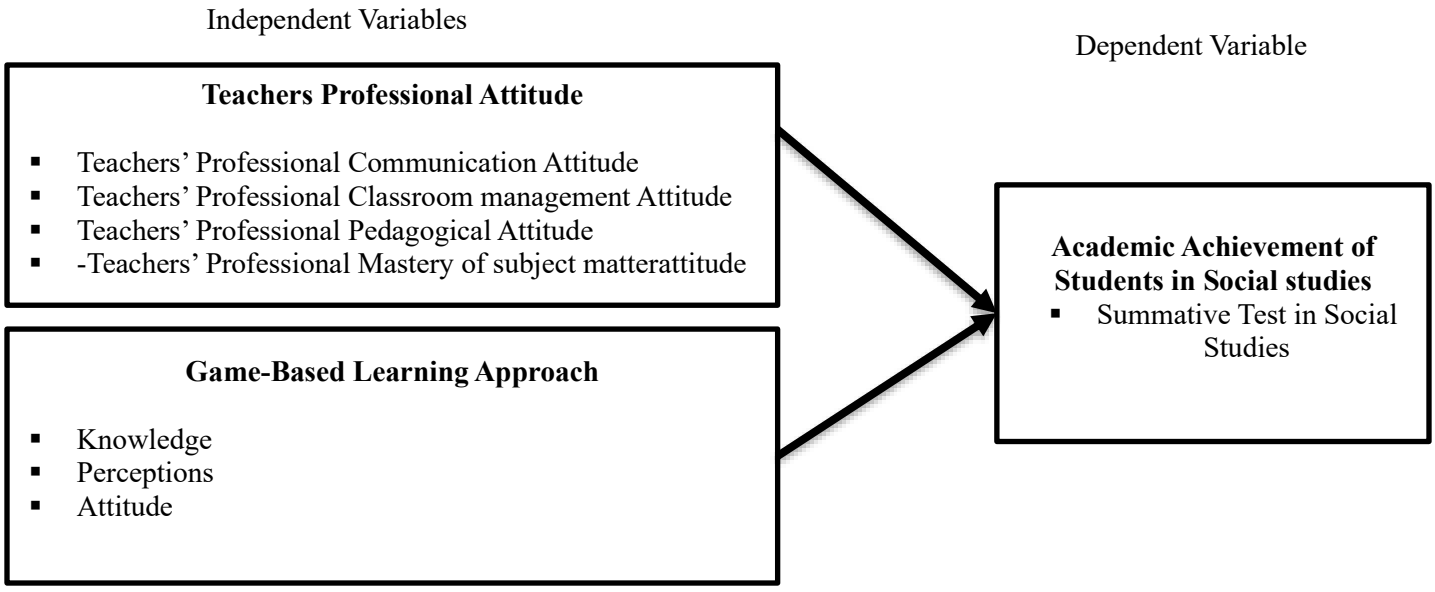


Figure 1. Conceptual Framework of the Study

The conceptual model depicts the relationships among variables. There are two independent variables: the teacher's professional attitude and the game-based learning approach. The dependent variable is students' academic achievement

METHOD

This chapter will describe the methods to be used in this study. It will cover the research design, participants and sampling, the researcher's role, data collection, data analysis, and ethical considerations.

Research Design

Quantitative research involves gathering and evaluating numerical data to characterize, anticipate, or regulate variables of interest. It aids in examining causal connections between variables, making forecasts, and extrapolating findings to broader populations (Sreekumar, 2024). The researcher will employ the descriptive-correlational method in this study. This method is chosen because the researcher is primarily interested in describing the relationship between variables rather than establishing a causal connection. A descriptive correlational study focuses on describing relationships among variables without seeking to establish causality (Mustieles, 2020). By utilizing this research design in the study, it will demonstrate how teachers' professional attitudes and the game-based learning approach relate to the academic achievements of senior high school students in social studies.

Research Respondents

The respondents for this study are one hundred (100) actively enrolled Senior High School students from one of the public school in Davao del Norte division,15-17 years old both male and female having an average grade of 80% or above. The researcher will use controlled quota sampling, which specifically involves imposing specific limits on the researcher sample selection.

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Research Instruments

The researcher adapted the questionnaire from the study of (Gidado, 2023), known as the Teachers' Professional Attitudes Questionnaire (TPAQ). The Likert model will be utilize as the instrument for data collection. The structured questionnaire contains 40 items focusing on teachers' professional attitudes regarding communication, classroom management, pedagogical skills, and mastery of subject matter to gather data on teachers' attitudes. In assessing the game-based learning approach on knowledge, perceptions, and attitudes, the researcher adapted a survey questionnaire called the Survey Instrument on Game-Based Learning Approach (SIGBLA). The alpha values for the subscales of the survey instrument are greater than 0.70, indicating an acceptable range of internal consistency for all three subscales. To measure the level of academic achievement of Senior High School (SHS) students in social studies, the researcher created a 40-item summative test based on the MELCs to assess students' academic achievement in Social Studies. The items were developed according to the Social Studies module for grade 12 and included 30% easy questions, 40% average questions, and 30% difficult questions. The survey questionnaires will be administered face-to-face in the respondents' classrooms during vacant hours.

Data Analysis

The data gathered will be tabulated into different separate master data sheets accordingly. The results will be analyzed and interpreted using the following statistical treatments.

Mean. This will be used to answer the first three questions of the study. More specifically it will be used to describe the level of teacher's professional attitude, game-based learning approach and academic achievement of senior high school students in social studies.
Pearson Product moment of Correlation. This will be used to determine the relationship among variables. This statistical tool will be used to determine the significance of the relationship between the teachers' professional attitude, game-based learning approach and academic achievement of senior high school students in social studies.
Regression Analysis. This will be used to determine which indicators of teachers' professional attitude, game-based learning approach significantly influence academic achievement of senior high school students in social studies.

RESULTS AND DISCUSSION

This chapter discusses the findings and results from the data gathered. The researcher also tested the null hypotheses formulated in the study.

Table 1. Level of Teachers' Professional Attitude

Indicators	Mean	SD	Description Equivalent
Teachers' Professional Communication Attitude	3.30	0.56	High
Teachers' Professional classroom management Attitude	3.36	0.50	High
Teachers' Professional pedagogical Attitude	3.38	0.62	High
Teachers' Professional Mastery of subject matter attitude	3.28	0.56	High
Overall Category Mean	**3.33**	**0.56**	High

The table 1 shows the level of Teachers' Professional Attitude, it provides a summary of the mean scores and standard deviations (SD) across four indicators related to teachers' professional attitudes.

The first indicator is teachers' Professional Communication Attitude measures how teachers communicate professionally. With a mean of 3.30, it suggests that teachers generally possess a positive attitude towards professional communication. The SD of 0.56 indicates moderate variability in the responses.

The second indicator is Teachers' Professional Classroom Management Attitude focuses on teachers' attitudes towards managing the classroom effectively. The highest mean score of 3.36 among the indicators suggests that teachers feel relatively more confident in their classroom management skills. The lower SD of 0.50 indicates less variability in this area, suggesting more consistency in attitudes across the group.

The third indicator is teachers' Professional Pedagogical Attitude measures the attitude of teachers towards their teaching methods and pedagogy. The mean of 3.38 is the highest overall, indicating that teachers are most positive about their pedagogical approach. However, the SD of 0.62 is the highest, showing more variability in this attitude among teachers.

The overall mean of 3.33 suggests that, on average, teachers possess a generally positive professional attitude across all the indicators. The overall SD of 0.56 reflects moderate variability in these attitudes across the teachers surveyed.

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In summary, the table indicates that teachers generally hold positive professional attitudes across various domains, with the highest confidence in their pedagogical approaches and classroom management. However, there is slightly less confidence in their subject matter expertise. The variability in responses suggests some differences in attitudes among the teachers, particularly in their pedagogical attitudes. Overall, the professional attitudes are fairly consistent across the group.

Table 2. Level of Game-Based Learning Approach

Indicators	Mean	SD	Description Equivalent
Knowledge	3.40	0.50	High
Perception	3.20	0.60	High
Attitude	3.60	0.55	High
Overall category Mean	**3.40**	**0.55**	High

The table 2 shows the level of game-based learning approach, it presents the mean scores and standard deviations across three indicators related to the game-based learning approach.

The first indicator is Knowledge which assesses the level of knowledge regarding the game-based learning approach. The mean score of 3.40 indicates that participants generally have a good level of knowledge about this approach. The standard deviation of 0.50 suggests moderate consistency in the knowledge levels among the students.

The second indicator is perception which measures students. ' perceptions of the game-based learning approach. With a mean score of 3.20, perception is slightly lower compared to the other indicators, indicating a relatively less favorable view. The standard deviation of 0.60, which is the highest among the indicators, shows greater variability in perception, suggesting differing opinions or experiences among the students.

The third indicator is attitude which reflects students. ' attitudes towards the game-based learning approach. The highest mean score of 3.60 suggests that students generally have a positive attitude toward this method. The standard deviation of 0.55 shows moderate variability in attitudes, indicating that while the overall attitude is positive, there is some variation in how strongly students feel about it.

The overall mean score of 3.40 indicates that students have a generally positive view of the game-based learning approach across knowledge, perception, and attitude. The overall standard deviation of 0.55 reflects a moderate level of variability, meaning that while there is general agreement, there are some differences in how students perceived, know, and feel about the approach.

In summary, the table shows that the students have a solid understanding and generally positive attitude towards the game-based learning approach, with the strongest area being their attitude and the weakest area being their perception. The variability in responses, particularly in perception, suggests that while the overall view is positive, individual experiences and views differ more significantly in how game-based learning is perceived.

Table 3. Level of Academic Achievement of Students in Social Studies

Indicators	Mean	SD	Description Equivalent
Academic Achievement in Social Studies	33.37	10.29	Did not meet expectation

The table shows the level of academic achievement of students in social studies presents the mean score and standard deviation for students' academic achievement in social studies.

The mean score of 33.37 indicates the average level of academic achievement in social studies among the students. This score is relatively low, as indicated by the description "did not meet expectation." This suggests that on average, students are not achieving the expected level of performance in social studies.

The standard deviation of 10.29 shows the degree of variability in the students' academic achievement scores. A standard deviation of this magnitude suggests that there is considerable variation in the performance levels of students. Some students may have scored significantly higher or lower than the mean, indicating a wide range of achievement levels within the group.

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The table highlights a concerning status of academic achievement in social studies among students. With a mean score of 33.37, it is clear that, on average, students are not meeting the expected academic standards. The high standard deviation of 10.29 indicates considerable variability in achievement, pointing to disparities in student performance. These results suggest a need for interventions to help improve academic outcomes in Social Studies and bring more students up to the expected performance level.

Table 4. Significance of the Relationship between teachers' Professional Attitude and Game-Based Learning Approach to Academic Achievement of Students in Social Studies

Variables Correlated	r	p-value	decision on Ho	decision on Relationship
Between Teachers Professional Attitude and Academic Achievement of Students in Social Studies	0.235	0.000	Reject Ho	Significant
Between Game-Based Learning Approach and Academic Achievement of Students in Social Studies	0.272	0.000	Reject Ho	Significant

The table presents the results of a correlation analysis, examining the significance of relationships between teachers' professional attitudes and students' academic achievement in Social Studies.

The first predictive variable, Teachers' Professional Attitude has an r-value of 0.235, the value is positive, showing a weak to moderate positive correlation, indicating that while there is a positive relationship between teachers' professional attitudes and students' academic achievement in Social Studies, the strength of this relationship is not very strong, it means that improvements in teachers' professional attitudes are associated with better academic performance by students. A p-value of 0.000, means rejecting the null hypothesis. Therefore there is a there is a statistically significant relationship between Teachers' Professional Attitude and academic achievement of students in Social Studies.

The second predictive variable, game-based learning approach has an r-value of 0.272, this value is positive, showing a weak to moderate positive correlation, this suggests that as the game-based learning approach increases, there is a slight to moderate tendency for the academic achievement of students in Social Studies to increase as well, though the relationship is not very strong. A p-value of 0.000, means rejecting the null hypothesis. Therefore there is a there is a statistically significant relationship between game-based learning approach and academic achievement of students in Social Studies.
In summary, the rejection of the null hypotheses and the significance of the relationships emphasize the importance of fostering positive professional attitudes among teachers and integrating innovative teaching strategies like game-based learning to enhance student learning outcomes in Social Studies.

Table 5. Regression Analysis on the significant influence of Teachers Professional Attitude and Game Based Learning Approach on Academic Achievement of Students in Social Studies

Independent Variable	Unstandardized Coefficient		Standardized Coefficient	t-stat	p-value	Decision@ a=0.05
	B	Standard Error	B			
(Constant)	12.523	4.019				
Teachers Professional Attitude	2.344	1.227	0.125	1.910	0.057	Accept Ho
Game Based Learning Approach	3.839	1.223	0.206	3.139	0.002	Reject Ho
Dependent Variable: Social Studies Achievement				*Adjusted R Square: 0.079*		
F- ratio 13.911				*p-value. 0.000*		

The table shows the regression analysis of the significant influence of teachers professional attitude and game-based Learning Approach on Academic Achievement of Students in Social Studies

Teachers' Professional Attitude has a positive influence on students' Social Studies achievement; however, the p-value (0.057) is slightly above the significance level of 0.05. This suggests that while there may be a positive relationship, the evidence is not strong enough to confidently assert that Teachers' Professional Attitude influence on students' Social Studies achievement. On the other hand, game-based

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learning approach is significantly influence on students' Social Studies achievement supported by the p value of 0.002, which is below the significance level. The results indicate that although Teachers' Professional Attitude may positively influence students' academic performance, it is not statistically significant in this context, possibly due to factors like sample size limitations, differences in teaching styles, or unexamined external variables. Conversely, the Game-Based Learning Approach demonstrates a significant positive impact on students' Social Studies achievement, underscoring the effectiveness of integrating game-based strategies into teaching to better engage students and improve their understanding and retention of the subject matter.

The overall model is statistically significant, as shown by an F ratio of 13.911 and a p-value of 0.000, which is well below the 0.05 threshold. This indicates that Teachers' Professional Attitude (b1) and the Game-Based Learning Approach (b2) together account for a statistically significant portion of the variance in Social Studies achievement scores, with an adjusted R squared of 0.079.

RECOMMENDATION

Based on the findings, it is suggested that educational institutions and policymakers focus on enhancing both teachers' professional attitudes and the implementation of game-based learning approaches to improve students' academic achievement in Social Studies. Specifically, professional development programs should be tailored to improve teachers' professional communication, classroom management, and pedagogical approaches. Although teachers generally exhibit positive attitudes in these areas, the variability in responses, especially in pedagogical attitudes, suggests that some teachers might benefit from more targeted support. Workshops, mentorship programs, and continuous professional development initiatives could be implemented to standardize and elevate teaching practices across the board. Given the variability in teachers' professional attitudes, particularly in pedagogy, it may be beneficial to implement peer observation and feedback systems. This could help identify best practices and encourage more consistent application of effective teaching methods across different teachers. Additionally, given the significant positive impact of the Game-Based Learning Approach on students' achievement, schools should consider integrating game-based learning more extensively into the Social Studies curriculum. This could involve incorporating educational games, simulations, and interactive activities that align with the learning objectives of Social Studies. To ensure effective implementation, teachers should be provided with training on how to effectively use game-based learning tools in their classrooms. Moreover, resources such as educational software, technology support, and access to quality game-based learning materials should be made readily available to teachers.

CONCLUSION

The study highlights the importance of teachers' professional attitudes and game-based learning approaches in influencing students' academic achievement in Social Studies. While Teachers' Professional Attitude showed a positive impact, it was not statistically significant in this context, suggesting the need for further exploration into this variable. In contrast, the Game-Based Learning Approach demonstrated a significant positive effect, emphasizing its potential as a powerful tool for enhancing student learning outcomes. Overall, the model was statistically significant, indicating that these factors collectively explain a meaningful portion of the variance in Social Studies achievement scores. This underscores the need for targeted interventions to improve both teaching practices and the adoption of innovative instructional strategies in Social Studies education

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