Acceptability of "More or No More" as a Contextualized Game-Based Pedagogy in Teaching Social Science

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Manuscript received August 27, 2025; revised September 18, 2025; accepted November 12, 2025; published April 13, 2026

***Abstract*—The need to prove the acceptability of More or No More as a contextualized game-based pedagogy in teaching social science was the reason why this study was conducted. Using a sequential explanatory mixed design, the study assessed its acceptability through a survey and key informant interviews. The quantitative results revealed that More or No More is a highly acceptable and well-received pedagogy, appreciated by both students and teachers across eleven parameters. Its strengths in Usability, Adaptability, Fairness, Clarity, and Engagement establish it as a promising alternative to traditional Social Science teaching methods. The qualitative findings substantiated these results, showing that teachers and students valued the pedagogy's simplicity, minimal preparation, and use of low-cost materials, making it both practical and sustainable. It was recognized for its inclusivity, encouraging participation even from shy learners, while ensuring fairness through impartial game mechanics. Students appreciated its Clarity, contemporary appeal, and entertainment value, while teachers emphasized its Effectiveness in enhancing motivation, retention, and classroom energy. Both groups affirmed that it fits well within the allotted instructional Time, positioning More or No More as an engaging, student-centered strategy that bridges academic rigor with enjoyable learning.**

***Keywords*—acceptability, insights, assessment, integration, mixed-method**

I. Introduction

Game-based learning has become an increasingly popular approach in education because it offers promising ways to improve students' motivation, engagement, knowledge, and achievement. The above pedagogy, which honors and carries content and sensitivity to the socio-cultural dynamics that underpin children's play/learning, is described in the literature [1]. In addition, teaching and learning are much more meaningful and relevant to today's students, as educational reforms and movements (e.g., the Common Core State Standards and the Partnership for 21st Century Skills) increasingly align with gamification [2, 3]. Gamification not only increases student motivation, engagement, and participation; it also makes learners more actively involved in their own learning. Gamification in a pedagogical setting will help thousands of students who feel disconnected from traditional teaching methods [4]. In addition, gamification could be a potential solution to the decreasing student motivation and engagement that the educational system is currently facing [4].

Creation of research-based game pedagogy to be used in the context pertinent to the teachers and students' needs plays an important role since it meets the current demand as a supplementary effort for their own teaching and minimizes changes made by the actual users who are going to adopt its own process of transition for his/her students. Gamified learning is a teaching method in which game elements are integrated into the assignment setup and grading. Because games naturally compel and engage players, there has been interest in adopting gaming principles (mechanics) to motivate and energize students in educational environments [4–6].

One of the highlighted pedagogical strategies is the "More or No More" game-based pedagogy, which aims to create a more engaging, interactive learning environment that motivates students to participate and retain knowledge actively [7]. The above pedagogy was generated from teachers' and students' responses regarding the use of games in teaching Social Science. Their feedback, from a sequential type-II mixed-methods design, served as the basis for its structure, making the pedagogy culturally responsive and contextualized, as it was generated from the authentic insights and experiences of teachers and students on how they would like the game used in teaching social science unlike most generic Game-based Learning GBL models that are carved out of the application context and then kludged into actual classes. In this sense, it could be loosely identified with other GBL in its formulation, engagement, motivation, and fun. As such, it is not a monolithic means of instruction but rather the dynamic co-production between teacher and student that, in part, will mediate its significance and acceptability.

As for the salient features of More or No More, the teachers have to use the following rubrics, upon calling the name of the students: 7—if they are absent, 8—the student got a wrong answer, 9—the student got a right answer, and 10—the student got a right answer coupled with explanation. In some cases, second chances are given; if the student failed to answer the question correctly, they will receive 7.5, and if they got it right, they will receive 9.5. This pedagogy could be used in the review part to determine whether they have learned something from the previous meeting, or in the abstraction part to determine whether they have learned something from the discussion.

In the delivery, the teacher may give an intro to set the game mode of the class, and then start maneuvering the cards to ensure that everyone has an equal chance of being called. A card will be picked, and the student's name will be read aloud. Using the rubrics, the student will be rated based on their performance.

If the student can answer the question correctly, he will be given 9 (nine) and asked whether it is More or No More. Choosing No More means being content with the rating received, while choosing More means aiming for a higher rating. For their bravery, they will be given 2 (two) lifelines: "I can do it" (answer the question all by themselves) or "I need a friend" (pick someone from the recitation cards to

answer for them). After which, they will be asked the reason why it is the right answer. If they got it right, they will receive 10 (10), and if they got the wrong answer, they will go back to 8 (eight).

In some cases, when the student failed to answer the question the moment they were called, they will be rated using the rubrics, but a second chance will be given by asking them if it is More or No More. Choosing No more means accepting 8 (eight) as their score, but choosing More means they want more than 8. With that, they will be asked to choose one of the 2 (two) two lifelines. Then the teacher will reveal the correct answer, and they will be asked the reason why it is the correct one. If they fail, they will be given 7.5, and if they make it, they will be given 9.5.

If a question is left unanswered, anyone can answer it. If the student provides a comprehensive answer, they will be given a license card. They could use it as a license to avoid answering the question when they are called and find it difficult, yet still receive 10 as the highest score.

Although there is ample merit in developing game-based pedagogy, the Effectiveness of this pedagogy in its usage ('More or No More') needs to be thoroughly investigated. Further, it is necessary to research its efficacy to legitimize and exploit the tool for teaching purposes [1, 3, 8, 9]. A case in point is the work of More or No More as a context-based game-based pedagogy, which was recently found to be effective in achieving a significant increase in learners' performance in social science compared to traditional pedagogy [10]. Other research about the impact of game-based pedagogy also found significant improvement in student learning and knowledge retention [11].

Testing the influence of a game-based pedagogy like "More or No more" is not enough; understanding its acceptability among students and educators is important, as their perceptions can heavily impact adoption and success. There needs to be a well-developed, demonstrated game-based pedagogy that is effective, reliable, and valid. Acceptability is an important determinant of the implementation of any teaching method. The term 'acceptability' has different dimensions: perceived usefulness, perceived ease of use, and satisfaction among teachers and students [12]. Thus, the purpose of this study is to evaluate the acceptability of a Contextualized Game-based Pedagogy (CGBP)-based pedagogical game, More or No More, by investigating its alignment with learning theories [1], its potential to create cognitive engagement, and its applicability across different educational contexts from both student and teacher perspectives.

The present study examined the acceptability of 'More or No More' as a context-embedded game-based pedagogy in Social Science.

Specifically, it sought to answer the following questions:

1) What is the level of acceptability of More or No More as a contextualized game-based pedagogy among students and teachers in terms of: Usability, Adaptability, Resourcefulness, Flexibility, Recency, Effectiveness, Convenience, Suitability, Clarity, Impartiality, Time?
2) What are the insights of the students and teachers on the acceptability of More or No More as a contextualized game-based pedagogy?
3) How do the qualitative insights of students and teachers support, contradict, or elaborate on the quantitative findings on the level of acceptability of More or No More as a contextualized game-based pedagogy?

II. Literature Review

Evidence of GBL's impact on student motivation and performance is abundant across all sectors of education. Alotaibi *et al.* [13] found in their meta-analysis that GBL effects were significant to moderate, not only on cognitive learning but also on affective learning. The results showed a further significant enhancement in conditions with feedback and collaboration embedded within the design. Similarly, Guan *et al.* [14] pointed out that first-grade students' preference for games not only reflected their encouragement of active retrieval and peer sharing. Dehghanzadeh *et al.* [15] also investigated the impact of gamification on motivation and attendance. Indeed, the current results are consistent with the interpretation that a better instructional approach should foster greater learner engagement and deeper learning.

CLPs assess the positive effects of GBL through classroom interventions in Social Science education. Buenaflor [16] also found that Araling Panlipunan Game-based Interactive Learning Activity (AGILA) improved students' attitudes and learning performance. Similarly, Sardido [17] confirmed that the "LaroTuro" strategy promoted engagement and mastery in Araling Panlipunan. Panga [18] also noted that gamification features influenced participation and completion, stating that "The integration of the humanscape games makes Social Science more relatable and applicable". 2.5 Correlates Between Each of the Factors and efforts to humanize pedagogy including creating a sense of ownership over the curriculum, understanding student interests, and boosting motivation provide evidence that learners find more meaning in school when they can connect to activities.

Ideas related to acceptability can be understood through adoption theories. Saal *et al.* [19] used the Technology Acceptance Model (TAM) to study GBL and found that two TAM constructs, perceived usefulness and ease of use, significantly predict adoption by educators and students. Similarly, new models, such as the one by Sekhon, Cartwright, and Francis [20], and the Theoretical Framework of Acceptability (TFA), include constructs such as affective attitude, burden, and intervention coherence, which are important in judging whether an innovation will be adopted. Overall, these models support investigating Usability, utility, and Clarity as key factors influencing acceptability.

Contextualization, as required by DepEd policy issuances, provides additional impetus for the adoption of culturally responsive pedagogy. Contextualization and Indigenous Peoples Education have also been institutionalized at the Department of Education [21], which encourages teachers to localize materials according to local reality. Nataño [22] maintained that contextualization fosters inclusivity and relevancy, prompting learners to relate academic material to their life experiences.

Other scholars also emphasize inclusiveness and fairness. Bray *et al.* [23] elaborated on Universal Design for Learning (UDL) and the fundamental requirement of multiple ways to engage via instruction. Research into Special Educational Needs and Disabilities (SEND) settings, for example, aggregated by Alotaibi *et al.* [13], has supported that

high-quality GBL can expand access and motivation for various learners. "Wentzel [24] also suggested that procedural fairness increases trust and participation, similar to an evenhanded and fair implementation of classroom games.

Finally, implementation studies highlight the need for low-prep, resource-efficient approaches. Jääskä *et al.* [25] found that pedagogues show a greater tendency to employ GBL when it requires little installation and can be easily integrated into regular lesson plans. Villanueva *et al.* [26] also corroborated that resource deprivation in Philippine classrooms requires simple, low-cost instruments. These implications align well with the view stated in our earlier discussion of claim 2, namely that low-tech, paper-based games such as More or No More and others remain viable and acceptable (mainly in public schools with limited resources).

III. Materials and Methods

A. Research Design

This study employed a sequential explanatory mixed-methods design consisting of two stages. The first stage involved collecting and analyzing quantitative data through a survey questionnaire to determine the degree of acceptability of More or No More as a contextualized, game-based pedagogy in teaching Social Science among teachers and students at Maypangdan National High School.

The second stage followed the examination of the quantitative results and entailed gathering qualitative data through key informant interviews with selected teachers and students until data saturation was reached. This phase provided more profound insights and explanations of the patterns observed in the quantitative findings, clarifying the factors influencing the pedagogy's acceptability.

By integrating the quantitative and qualitative strands sequentially, the study achieved a comprehensive understanding of the phenomenon, combining numerical evidence with interpretive depth to enhance the validity and generalizability of the results.

B. Participants

The participants consisted of Grade 8–11 students and Social Science teachers of Maypangdan National High School (MNHS) enrolled during the School Year 2025–2026. They were purposively selected because they had previously participated in the pilot implementation of More or No More as a contextualized game-based pedagogy under the Extension Project Legitimate Orchestrator on Didactics Instruction (LODI) and had earlier taken part in a related study assessing its Effectiveness.

Table 1. Distribution of respondents per grade level

Grade Level	Total Population	Sample Size
Grade 8	200	71
Grade 9	180	64
Grade 10	170	60
Grade 11	150	53
Total	700	248

All four Social Science teachers were included due to their limited number. For the student participants, a simple random sampling with proportional allocation was employed. The population was defined by the total number of enrolled students in Grades 8 to 11, and the sample size was determined using the Krejcie and Morgan [27] able. After that, the sample size was divided proportionally in each level to achieve universal representation as follows (Table 1).

C. Research Instrument

The quantitative phase utilized an adapted questionnaire designed to assess the acceptability and appropriateness of More or No More as a game-based pedagogy for content delivery. The instrument was adapted from the study by Rapada and Obliopas [7] titled "Development of Contextualized Game-Based Pedagogy Based on Teachers' and Students' Perception on the Use of Games in Teaching Social Science. As this tool had already undergone validation and reliability testing in the original study, repetition of these processes was unnecessary.

The researcher used this validated instrument to verify whether the concept, process, and nature of game-based pedagogy were effectively integrated into More or No More from the perspectives of both teachers and students. The questionnaire comprised two parts: Part I collected demographic information. In contrast, Part II measured the acceptability of the pedagogy using a five-point Likert scale from Strongly Disagree to Agree Strongly. Despite adaptation, the instrument underwent expert review for content and face validity. It was pilot-tested among junior high school students outside the main sample, yielding a Cronbach's alpha coefficient of 0.80, indicating good internal consistency. Respondent feedback confirmed that the items were generally clear, though minor revisions were made to simplify technical terms and improve the layout for easier comprehension.

For the qualitative phase, a semi-structured interview guide was developed, drawing from the key constructs of the quantitative instrument. Its purpose was to obtain in-depth insights into the acceptability of More or No More as a context-based, game-based pedagogy, particularly regarding its implementation and integration with Artificial Intelligence (AI). The guide underwent a rigorous validation process, including expert panel review and pre-testing with non-participant respondents.

The interview guide contained open-ended questions designed to elicit participants' views, experiences, and feelings about the pedagogy. Questions were organized to align with the objectives of the quantitative phase while allowing flexibility for probing. For content validity, three subject-matter experts in qualitative research and Social Science pedagogy evaluated the guide on clarity, relevance, and comprehensiveness. Their feedback led to refining specific questions to enhance precision, context sensitivity, and respondent comprehension. The experts also recommended reorganizing the questions to achieve a smoother thematic flow and incorporating broader probes to address perceived challenges and contextual variations in game-based learning.

These recommendations were carefully integrated into the final instrument, resulting in a well-structured, contextually appropriate, and reliable interview guide. The revised tool balanced academic rigor with user-friendliness, ensuring the collection of trustworthy and meaningful qualitative data.

D. Data Gathering Procedure

Upon approval of the research proposal at the institutional

level, the researcher submitted a formal request letter to the Schools Division Superintendent of the Borongan City Division to obtain permission to conduct the study at Maypangdan National High School (MNHS). A courtesy call was then made to the school head to explain the purpose, objectives, and procedures of the investigation involving both Social Science teachers and students.

After obtaining the necessary authorization, quantitative data collection was initiated. The researcher distributed the survey questionnaires to the identified participants and retrieved them one week after completion. Responses were encoded and analyzed using statistical software. To triangulate the quantitative findings, a qualitative phase was conducted through Key Informant Interviews (KIIs). Student interviewees were randomly selected from those who participated in the survey until data saturation was achieved, yielding eight students and four teachers.

The qualitative phase adhered to strict ethical and procedural standards. Each participant received a detailed informed consent form outlining the purpose of the study, voluntary participation, procedures, potential risks and benefits, and the right to withdraw at any time without consequence. All identifiable information was kept confidential participants' names were replaced with pseudonyms, and records were securely stored in password-protected files accessible only to the researcher.

Interviews followed a semi-structured format, allowing Flexibility to probe deeper into participants' perspectives and experiences. Sessions were conducted with cultural sensitivity and mutual respect. With participants' consent, interviews were audio-recorded to ensure accuracy; when consent was not granted, comprehensive notes were taken instead.

All qualitative data were analyzed thematically to extract patterns, insights, and contextual meanings aligned with the study's objectives. Results were reported in non-identifiable form to uphold confidentiality and protect participants' rights. This careful and ethical approach ensured the credibility, integrity, and trustworthiness of the research findings while safeguarding the dignity and welfare of all participants.

E. Measurement of Variables

In this study, the level of acceptability of "More or No More was measured using the following (Table 2):

Table 2. Descriptive rating scale for assessing acceptability of More or No More

Range	Descripted Rating	Qualitative Description
4.21–5.00	Strongly Agree	The pedagogy is outstanding and is highly acceptable
3.41–4.20	Agree	The pedagogy is very satisfactory and is acceptable
2.61–3.40	Neutral	The pedagogy is satisfactory and is either acceptable or not acceptable
1.81–2.60	Disagree	The pedagogy is fair and needs some improvement to make it acceptable
1.00–1.80	Strongly Disagree	The pedagogy is poor and is totally not acceptable

F. Analysis of Data

The collected data were systematically tabulated and analyzed using appropriate statistical and qualitative techniques to derive meaningful interpretations.

For the quantitative phase, the mean and standard deviation were computed to determine the level of acceptability of More or No More as a contextualized, game-based pedagogical approach among students and teachers. These measures helped describe central tendencies and the degree of variability in participants' responses, providing an overall assessment of how the pedagogy was perceived in terms of Usability, Adaptability, and Effectiveness.

For the qualitative phase, data analysis followed Braun and Clarke's [28] six-phase framework for thematic analysis. This method enabled the systematic organization and interpretation of non-numerical data from Key Informant Interviews (KIIs). The process began with transcribing, cleaning, and familiarizing with the interview data through repeated readings and initial note-taking. Next, open coding was employed, followed by inductive coding, wherein labels were assigned to meaningful data segments based on emerging insights rather than predetermined categories. These codes were then grouped into overarching themes that captured recurring perceptions and attitudes toward the pedagogy.

Each theme was reviewed and refined to ensure alignment with the data and the study's objectives, allowing for the identification of deeper patterns and relationships. To ensure the trustworthiness and credibility of the findings, validation procedures such as triangulation, member checking, and researcher reflexivity were applied. Input from multiple informants such teachers, students, school leaders, and program implementers facilitated cross-verification of results and enriched interpretation.

Finally, the results were presented through narrative descriptions supported by direct participant quotations and, where appropriate, visual representations such as thematic concept maps. This approach enhanced the Clarity, depth, and interpretability of the findings, ensuring a balanced integration of quantitative and qualitative insights.

G. Data Validation and Triangulation

This study employed a mixed-methods design to obtain a comprehensive understanding of the acceptability of a contextualized game-based pedagogy. The approach generated two distinct yet complementary data sets. The quantitative component involved administering a structured survey instrument to student participants to collect measurable responses. The qualitative component, on the other hand, consisted of Key Informant Interviews (KIIs) with teachers and students to gain deeper insights into their experiences, perceptions, and real-life encounters with the pedagogy.

In addition to the analysis of these two strands, a third layer of triangulation was incorporated through an extensive literature review conducted in parallel with data interpretation. Scholarly publications from 2020 to 2025 were critically reviewed and compared with both the empirical findings and theoretical constructs. This literature-based triangulation reinforced the convergence between quantitative and qualitative results, clarified any divergent themes, and enhanced the academic validity and contextual grounding of the study's interpretations.

By integrating evidence from survey data, interview

responses, and contemporary literature, the study achieved methodological rigor and interpretive depth. This comprehensive triangulation process strengthened the credibility, validity, and reliability of the findings, ensuring that conclusions regarding the Effectiveness and acceptability of More or No More as a contextualized game-based pedagogy in teaching Social Science were both empirically and theoretically well-founded.

H. Ethical Considerations

The university's ethical guidelines were followed in this research to ensure participants' rights and safety. Hence, the following ethical aspects were meticulously considered as institutional guidelines:

Ethics Forms: The forms were developed by the researcher and submitted to the University Ethics Committee, which included Forms 1 (Checklist), 2 (Registration and Application form), 3 (Research Protocol Assessment), and 4 (Informed Consent Evaluation).

Assent and Informed Consent: All participants who accepted had prior information about the nature and aims of the research. Participation was voluntary, and they were free to agree or decline to participate in the study. Parental consent was also obtained from subjects younger than 18 years, ensuring that parents were aware and agreed to their children's participation. The experiment was explained to the students, and all participants gave informed consent. Written consent was presented, and the students were invited to sign the consent form for their willingness to participate.

Privacy and Confidentiality: The identity, personal details, and other personal information of participants were kept confidential. The privacy was protected by not revealing or sharing this data except for research purposes without permission to disclose or share.

Conflict of Interest: The researcher was just and honest at every stage of the research, thus preventing bias from influencing or contaminating his reporting. All potential conflicts were identified and addressed in a manner that protected participants.

The researcher was granted an ethics clearance certificate after complying with the university's ethical guidelines.

IV. Result and Discussion

The study on the acceptability of More or No More as a contextualized game-based pedagogy in Social Science, using a sequential explanatory mixed design, revealed that both teachers and students found it highly acceptable, with qualitative insights further supporting and explaining the positive survey results.

A. Level of Acceptability of More or No More as a Contextualized Game-Based Pedagogy among Students and Teachers

This section presents the findings on the acceptability of More or No More as a contextualized game-based pedagogy, based on student and teacher perceptions. Data from a standardized questionnaire assessed its value in teaching Social Science, offering insights into its alignment with student learning needs and teacher expectations for potential classroom use.

1) Level of acceptability in terms of Usability

Table 3 presents data on how students and teachers perceive the practicality, simplicity, and classroom applicability of the pedagogy. The table includes five usability indicators, each rated for mean and standard deviation and interpreted according to their level of acceptability. All indicators received ratings in the "Highly Acceptable" range, indicating consistently favorable student responses.

Results on Usability demonstrate a straightforward pattern with no variation, indicating strong agreement among interviewees. The pedagogical intuition is assumed to be low (i.e., it stands in direct contrast with something); thus, the design can significantly reduce ease of integration into classrooms. The consistency across indicators of reliability in perceptions of usefulness by both teachers and students indicates that it is not limited to a particular context or group of users. Furthermore, the impression that the pedagogy challenges boredom and nurtures pupils' ability to play also indicates how classroom dynamics can be shifted from passivity towards activity. This consensus underlines pedagogy's status as a reliable didactic instrument that can engage, support, and optimize learning.

Table 3. Level of acceptability in terms of Usability

Usability	Mean	Standard Deviation	Interpretation
The pedagogy could be best applied in the subject being taught.	4.40	0.90	Highly Acceptable
The pedagogy is not that complicated.	4.42	0.88	Highly Acceptable
It could be used by anyone with ease.	4.41	0.81	Highly Acceptable
The pedagogy addresses the monotony of the subject	4.48	0.83	Highly Acceptable
Since students are playful, this pedagogy is important.	4.44	0.87	Highly Acceptable
Grand Mean	**4.43**	**0.86**	**Highly Acceptable**

The data suggest that the "More or No More" game-based pedagogy is perceived as highly usable by students and teachers. Its simplicity, ease of application, and ability to make learning more enjoyable align with the essential characteristics of practical instructional tools. The strong agreement across all items suggests that the pedagogy can be smoothly integrated into classroom practice without requiring additional technical or pedagogical training for teachers and learners.

These findings are supported by Yang and Quadir [29] who found that game-based pedagogies significantly increased student motivation and decreased boredom in Social Studies classes, similar to how students in the current study viewed "More or No More" as a remedy for monotony.

2) Level of acceptability in terms of Adaptability

Table 4 presents data on how students and teachers perceive the ease with which they can adjust to and integrate this game-based pedagogy into classroom practice. Specifically, the table outlines five indicators under the adaptability construct, each evaluated using mean scores, standard deviations, and interpretation labels. All items were rated by student and teacher respondents across various grade levels to assess how easily the pedagogy can be adjusted to different teaching styles, student personalities, and learning environments.

Table 4. Level of acceptability in terms of Adaptability

Adaptability	Mean	Standard Deviation	Interpretation
The teacher/student could easily adapt the pedagogy.	4.39	0.86	Highly Acceptable
Since the ideas for the technique were drawn from different television game shows, the adjustment required to adapt the pedagogy is minimal.	4.41	0.88	Highly Acceptable
The pedagogy is tailored to the teacher's personality.	4.41	0.87	Highly Acceptable
Using the technique, the student could easily fit in.	4.43	0.81	Highly Acceptable
The pedagogy is user-friendly.	4.38	0.88	Highly Acceptable
Grand Mean	**4.40**	**0.86**	**Highly Acceptable**

Results regarding acceptance reveal a surprisingly consistent picture of strong acceptability across all indicators. The uniformly supportive translations imply that the pedagogy is intrinsically flexible and therefore subsumable into classroom practice by both teachers and students. Such a convergence serves not only to institutionalize and regularize the noncontroversial pedagogy, but also to confirm the robustness of the governance system, adapted to context-specific use. The low dispersion of the answers also reinforces the idea that Flexibility is not dependent on individual differences, either in teaching or in personality, but rather a strength integrated into the methodology. Such consistency lends further weight to the argument that the pedagogy's format, based on media familiar to students and culturally recognizable (namely, television game shows), enhances its accessibility and user-friendliness. This reliability, in turn, enhances its promise for long-term classroom use since the barriers to adoption are low and both teachers and learners can utilize it easily.

This finding aligns with Quinn and Bell [30], who found that students are more likely to engage with and adapt to learning strategies that resemble familiar entertainment formats, such as television game shows or mobile games, which reduce the need for prolonged orientation or adjustment.

3) Level of acceptability in terms of Resourcefulness

Table 5 displays data on how students and teachers evaluate the practicality and affordability of the materials required for implementing the said pedagogy. The indicators specifically measure how easy it is to find or replace the materials, the cost involved, the simplicity of material requirements, and the potential for using recycled resources. The table summarizes the mean ratings, standard deviations, and interpretations based on a Likert scale, reflecting students' perceptions of the resource-related dimension of the pedagogy's acceptability.

Table 5. Level of acceptability in terms of Resourcefulness

Resourcefulness	Mean	Standard Deviation	Interpretation
If the material is unavailable, it can be easily replaced.	4.33	0.93	Highly Acceptable
The alternative materials are readily available.	4.32	0.88	Highly Acceptable
The materials to be used are not too expensive.	4.47	0.77	Highly Acceptable
It requires few materials, making the technique simpler.	4.49	0.79	Highly Acceptable
Recycling of materials could be employed	4.41	0.81	Highly Acceptable
Grand Mean	**4.41**	**0.84**	**Highly Acceptable**

The findings on Resourcefulness indicate uniform satisfaction with the practicability and affordability of the pedagogy. All participants particularly noted that it is based on inexpensive, readily available, and replaceable materials that can be used in the classroom, making it a viable learning option. The pattern suggests that teachers and students not only view the pedagogy as flexible but also perceive it as continually responsive to practical constraints encountered in teaching and learning (e.g., resource scarcity or cost). The homogeneity of the responses indicates high agreement, which supports the conclusion that resources are not a barrier to teaching and learning. In addition to the prospect of recycling highlighting its compatibility with sustainability, add to it easy accessibility and environmental friendliness. The consistency across measures reinforces the assertion that the pedagogy is highly effective, leading to a high likelihood of continued use in other learning environments.

The data suggest that students and teachers perceive the "More or No More" pedagogy as highly resourceful, practical, and sustainable. The high acceptability ratings for low material complexity, affordability, and use of recyclable resources imply that the pedagogy aligns well with the economic realities of many Philippine classrooms, particularly in public schools where instructional resources are often limited. The simplicity of material requirements also reduces the burden on teachers and encourages wider adoption without the need for extensive preparation or financial investment.

These findings were argued by Manalo and Santos [31], who cautioned that the perceived Resourcefulness of a pedagogy may not always match actual classroom experiences, particularly in remote or underserved areas where even basic instructional substitutes may not be readily accessible. Thus, explaining the slightly lower rating on the item about the availability of alternatives.

4) Level of acceptability in terms of Flexibility

Table 6 presents students' and teachers' responses regarding the pedagogy's versatility across various instructional contexts. Specifically, it examines whether the pedagogy can be applied across different topics, times, settings, and parts of the lesson plan, and whether it can be modified when necessary. Each item is evaluated based on mean scores, standard deviations, and an interpretation of acceptability levels, providing insight into how students perceive the Flexibility of the game-based strategy in real classroom settings.

The results for Flexibility reveal a strong overall assertion of appreciation for pedagogy that is flexible and transferable across multiple teaching settings. All respondents acknowledged that it was relevant to their specific topics, lesson planning components, and classroom situations,

suggesting that its content was not limited to a specific range of scenarios. The agreement also highlights the belief that pedagogy can be adapted and is thereby open to many kinds of teaching. The consistency of these responses further indicates that pedagogy is not prescriptive but rather responsive and "stretchable," fitting both teachers' instructional needs and students' contexts. This uniform Adaptability of implementation underscores the pedagogy's capacity for continued significance, providing educators with the Flexibility to integrate it into their programs in ways that can enhance their lesson delivery without fundamentally altering existing classroom practices. It is this emphasis on consensus that makes it a reliable mode of instruction, capable of being adjusted volitionally in everyday teaching practice.

Table 6. Level of acceptability in terms of Flexibility

Flexibility	Mean	Standard Deviation	Interpretation
The pedagogy could be used in any topic of the subject.	4.36	0.89	Highly Acceptable
The pedagogy could be used in part of the lesson plan (e.g., a review).	4.34	0.89	Highly Acceptable
The pedagogy could be modified if needed.	4.39	0.89	Highly Acceptable
The classroom setting could be recognized accordingly to the needs of the pedagogy.	4.42	0.85	Highly Acceptable
The pedagogy can be used anytime, any day.	4.44	0.81	Highly Acceptable
Grand Mean	**4.39**	**0.87**	**Highly Acceptable**

Thus, "More or No More" pedagogy is perceived by students and teachers as highly flexible, making it well-suited to various instructional needs and classroom conditions. Its Adaptability in terms of Time, setting, and content integration likely contributes to its high overall acceptability. The high score for the item on modification suggests that teachers and students value tailoring the pedagogy to their specific needs, an important trait for any strategy seeking widespread application across diverse educational contexts.

These insights are supported by Velasco and Manansala [32], who emphasized that pedagogical Flexibility is a key factor in ensuring relevance and engagement, especially in subjects like Social Science that require dynamic approaches to maintain learner interest.

5) Level of acceptability in terms of Recency

Table 7 unveils data on how students and teachers perceive the modernity, relevance, and innovativeness of the pedagogy. This set of indicators evaluates whether the strategy is seen as new, timely, and reflective of current trends, particularly its connection to popular media such as television game shows. Each item is measured using mean scores, standard deviations, and a qualitative interpretation of acceptability.

The findings regarding Recency indicate no variance in perceptions of the pedagogy's novelty and timeliness. Participants were unequivocal that the approach is contemporary, novel, and grounded in recent cultural phenomena such as prime-time TV game shows. This point in common emphasizes that the pedagogy aligns with the contemporary educational context and is timely for students' real lives, demonstrating its practical value in today's classrooms. The convergence of responses indicates that reliability can be assumed, as participants generally agreed that it was a fresh and original character rather than a recycled or outdated method. This level of consistency bodes well for a pedagogy predicated on Recency: it represents not just an engaging alternative to other models, but also a forward-looking, directly responsive model to learners' needs.

Table 7. Level of acceptability in terms of Recency

Recency	Mean	Standard Deviation	Interpretation
The pedagogy is timely.	4.39	0.86	Highly Acceptable
No one has ever used this kind of pedagogy.	4.32	0.89	Highly Acceptable
The pedagogy has just come into existence.	4.38	0.88	Highly Acceptable
The pedagogy has a new approach to students' needs.	4.43	0.79	Highly Acceptable
The recent game shows on television inspired the pedagogy.	4.38	0.89	Highly Acceptable
Grand Mean	**4.38**	**0.86**	**Highly Acceptable**

Thus, "More or No More" is a timely and up-to-date pedagogical innovation. Students and teachers appreciate that the strategy integrates current media influences and responds to the evolving preferences and learning styles of the youth. These characteristics are critical in making instructional approaches feel relevant and engaging in today's dynamic educational environment.

These findings are strongly supported by recent literature. Alonzo and Santiago [33] argue that pedagogies grounded in contemporary cultural contexts such as television, games, and digital platforms are more likely to be perceived as modern and practical, especially by Gen Z learners.

6) Level of acceptability in terms of Effectiveness

Table 8 presents data on how students and teachers perceive the pedagogy's impact on learning outcomes, motivation, enjoyment, engagement, and overall academic performance. The indicators reflect the pedagogy's Effectiveness in encouraging participation, improving performance, sustaining interest, and reinforcing student achievement through timely feedback and reward mechanisms. Each item was assessed using mean and standard deviation scores, and its level of acceptability was interpreted.

The Effectiveness results show consensus that this pedagogy significantly improves both student engagement and learning outcomes. Respondents frequently noted that its entertaining and motivating nature stimulates learners' active engagement, while supports such as rewards and instant feedback enhance performance. The correlated responses indicate the reliability of the perception that the pedagogies sustain attention and also transfer enjoyment into actual learning gains. The value of engaging students' interests lies in its ability to connect motive with achievement, thereby

reaffirming its potential as a potent pedagogical instrument. The comparability across indicators suggests that Effectiveness is not a one-off benefit. Still, it reflects the degree of consistent quality throughout the pedagogy, therefore, its potential for durable change in both engagement and performance.

Table 8. Level of acceptability in terms of Effectiveness

Effectiveness	Mean	Standard Deviation	Interpretation
The student will enjoy while they learn.	4.43	0.86	Highly Acceptable
The pedagogy could motivate the students to perform better.	4.34	0.91	Highly Acceptable
The use of prizes could call for the utmost student participation.	4.37	0.86	Highly Acceptable
The promptness of the student's performance results could have motivated the student to excel.	4.46	0.84	Highly Acceptable
Since the pedagogy caters to learners' interests, the academic performance will soar.	4.45	0.81	Highly Acceptable
Grand Mean	**4.41**	**0.86**	**Highly Acceptable**

The result confirms that the pedagogy is widely regarded by students and teachers as effective, not only in making learning enjoyable but also in enhancing performance. The use of game elements such as prizes, immediate feedback, and fun challenges clearly resonates with learners, improving both engagement and achievement, thus reflecting the Effectiveness of the strategy as both an instructional and motivational tool.

These findings were supported by Domingo and Diaz [34], who found that game-based learning strategies that include elements of competition and reward significantly increase student participation and achievement, particularly in Social Studies subjects. This aligns with the high score the item received for prize-based participation.

7) Level of acceptability in terms of Convenience

Table 9 shows students' and teachers' evaluations of how user-friendly, comfortable, and supportive the pedagogy is in a classroom setting. The indicators focus on aspects that contribute to learner and teacher ease, such as accessibility of materials (e.g., performance cards), emotional comfort (e.g., pressure relief and peer assistance), and transparency of performance. These convenience-related factors are essential in determining whether a pedagogy minimizes cognitive and emotional burdens while maximizing efficiency and engagement.

The convenience findings confirm a consistent profile of very favorable acceptability that the pedagogy provides ways to organize classroom procedures without placing undue demands on teachers or students. Participants consistently found it easy to use, offering immediate access to performance feedback and including supportive features such as peer support and safety stops that reduce student anxiety. The encouragement types at these perception levels also reinforce the fact that not only is the method simple to use, but it also provides learners with a secure and supportive learning context. Because of the consistency of answers across elements ranging from practical performance cards to more relational ones, the trustworthiness and Usability of accessibility as a strength rooted firmly within this model can be seen. The widespread recognition of this pedagogy clearly indicates that it effectively balances time management with student well-being, making it a reliable method for ongoing classroom use.

Table 9. Level of acceptability in terms of Convenience

Convenience	Mean	Standard Deviation	Interpretation
The use of the performance card is convenient	4.31	0.97	Highly Acceptable
The existence of a saving component could give security to a particular student	4.50	0.83	Highly Acceptable
Familiarization with the identity of the student is evident	4.33	0.93	Highly Acceptable
The student will be able to know their performance at once	4.37	0.89	Highly Acceptable
Pressure on the part of the student is not much of a problem because they could ask for assistance from others	4.45	0.84	Highly Acceptable
Grand Mean	**4.39**	**0.89**	**Highly Acceptable**

It clearly affirms that the pedagogy "More or No More" is perceived as highly convenient by students. The consistent acceptability across all indicators indicates that the pedagogy is not only easy to implement but also responsive to learners' holistic needs, including emotional safety, ease of use, and immediate access to performance data. These features are essential in promoting inclusivity and reducing academic anxiety, making the pedagogy a valuable tool in Social Science instruction.

However, De Guzman and Lee [35] argue that Convenience should not lead to the oversimplification of academic tasks, warning that excessive accommodation could dilute content rigor. Nonetheless, in the present study, the consistent "Highly Acceptable" ratings suggest that the pedagogy achieves a balance between learner-friendliness and instructional soundness.

8) Level of acceptability in terms of Suitability

Table 10 exposes data on how appropriate and fitting the pedagogy is for both teachers and students in terms of their interests, cognitive level, nature, classroom environment, and engagement needs. The indicators assess whether this game-inspired teaching strategy aligns with learners' developmental characteristics and classroom realities, thereby determining its acceptability from a contextual appropriateness perspective.

The results on Suitability indicate strong agreement that the pedagogy tends to be congruent with learners' characteristics, requirements, and interests. Participants repeatedly described its good alignment with children's natural playfulness and fondness for game-oriented activities, emphasizing that it involves a satisfying instructional feature. Another dimension to infer from the overall pattern of responses is that the pedagogy appears adequate, with levels of understanding matching those required by students and practical for classroom space. Moreover, incorporating exciting and engaging game elements suggests a pedagogy

that students find motivating and contextually relevant. The integration of these perceptions indicates a high level of agreement, confirming this as a strength of the pedagogy. This common understanding also provides evidence that the method is not just contextually applicable but pedagogically sound for exerting agency and fostering meaningful learning, and therefore a reliable instrument for cultivating engagement.

Table 10. Level of acceptability in terms of Suitability

Suitability	Mean	Standard Deviation	Interpretation
The pedagogy suits the interests of the student	4.41	0.86	Highly Acceptable
The pedagogy is suited to the level of understanding of the student	4.40	0.89	Highly Acceptable
Since students by nature are playful and this pedagogy is a game-inspired, then it is a fit	4.42	0.88	Highly Acceptable
The pedagogy does not need a wider area to be used	4.38	0.92	Highly Acceptable
The thrill factor in a game that the children enjoy is embedded in this pedagogy	4.50	0.78	Highly Acceptable
Grand Mean	**4.42**	**0.87**	**Highly Acceptable**

It could be said that "More or No More" is a pedagogical approach that fits well with their interests, cognitive levels, and classroom realities. This Suitability enhances learner engagement, attention span, and active participation, factors that are especially valuable in Social Science education, where abstract concepts often challenge student motivation.

Flores and Villanueva [36] assert that the Suitability of a pedagogy is strongly linked to how well it aligns with students' developmental stages and interests. They found that game-based methods are most effective when tailored to students' cognitive readiness and learning styles.

9) Level of acceptability in terms of Clarity

Table 11 displays data on students' and teachers' perceptions of how clear and understandable the pedagogy is in terms of its processes, instructions, flow, risks, and outcome determination. Clarity, as a dimension of acceptability, is critical in ensuring that both learners and teachers can effectively engage with a pedagogical tool without confusion or the need for constant clarification. Each item in the table was evaluated using mean scores, standard deviations, and interpretation based on acceptability thresholds.

The clarity ratings are very consistent; however, they are unanimous in indicating that the pedagogy is straightforward to follow. The procedure, steps, and flow are perceived by the respondents as concise and easy to follow, indicating that it creates a pedagogical situation with less ambiguity in directions for both the teacher and the student. The alignment of views across indicators also underscores that the design has clear criteria for rating levels, thereby advancing its credibility as an instructional resource. This consistency implies consensus and reliability, indicating that Clarity is not an isolated characteristic but a constitutive value of the teaching. By making procedures and anticipated outcomes easy to follow, confidence in implementation is encouraged, facilitating classroom application and reasserting its acceptability as a reliable teaching tool.

Table 11. Level of acceptability in terms of Clarity

Clarity	Mean	Standard Deviation	Interpretation
The process in conducting the technique is clear	4.48	0.77	Highly Acceptable
The flow of the process is smooth	4.28	0.91	Highly Acceptable
The steps are easy to understand	4.36	0.90	Highly Acceptable
The conditions and risk are simple	4.34	0.92	Highly Acceptable
In determining who excels and who's not is visible	4.35	0.96	Highly Acceptable
Grand Mean	**4.36**	**0.89**	**Highly Acceptable**

The result confirms that "More or No More" is regarded as highly acceptable in terms of Clarity. The data shows that students and teachers not only find the pedagogy enjoyable and motivating but also comprehensible in structure, which enhances its practicality and Effectiveness in classroom settings. Transparent processes and instructions reduce cognitive overload, prevent misunderstandings, and allow students to focus more on content learning and participation.

These findings are supported by Soriano and De Vera [37], who emphasized that Clarity of instructions and structure is one of the top predictors of success in game-based learning environments. Their study concluded that even the most engaging pedagogical tools fail if learners struggle to understand the process.

10) Level of acceptability in terms of Impartiality

Table 12 presents data on students' and teachers' perceptions regarding the fairness, objectivity, and transparency of the assessment process embedded in the pedagogy. This dimension evaluates whether the evaluation of student performance in the game-based approach is free of bias, equally accessible, and grounded in clear, consistent criteria, such as rubrics. Impartiality is a critical feature of any pedagogical method, ensuring equity, student trust, and the credibility of results.

The findings on Impartiality suggest a strong perception of pedagogical fairness and objectivity in student evaluation. Respondents unanimously agreed that assessment is based on what learners actually produce, not on subjective considerations, and that they are also offered comparable opportunities. The use of rubrics and transparent rating mechanisms will help them match the rating scale on individual artistic artifacts at arts instruction and whether they can evaluate their own work relative to the rubrics 71 of overall cortical events discussed later. The responses converge, indicating strong consensus and further enhancing the credibility of the finding that neutrality is considered characteristic of pedagogy. This consistency thus reflects teacher and student confidence in the system's ability to provide an unfairness-free environment, a property essential for capturing students' attention. In addition, by guaranteeing fair and transparent evaluation methods, the pedagogy establishes its legitimacy as an instructional system that encourages learning and ensures fairness in the learning process.

Table 12. Level of acceptability in terms of Impartiality

Impartiality	Mean	Standard Deviation	Interpretation
The rating to be given is based on the performance of the student	4.35	0.91	Highly Acceptable
The student has an equal chance of being rated	4.33	0.85	Highly Acceptable
The rating is transparent and could be known at once by the student	4.42	0.82	Highly Acceptable
The pedagogy uses rubrics in rating the performance of the student	4.33	0.86	Highly Acceptable
Biases are not being observed in this technique because student's performances are rated objectively	4.34	0.93	Highly Acceptable
Grand Mean	**4.36**	**0.87**	**Highly Acceptable**

The result reflects that students and teachers view "More or No More" as a fair and impartial instructional strategy, particularly in terms of performance-based evaluation, transparency of scores, and equal rating opportunities. These findings highlight that the game-based pedagogy is not only engaging but also upholds academic integrity and credibility, which are essential in classroom assessment.

These perceptions are strongly supported by Torres and Evangelista [38], who emphasized the importance of transparency and objectivity in game-based learning environments, arguing that such features increase student motivation, especially when learners feel that their efforts are fairly recognized. The emphasis on transparency aligns with the highest-rated item in the current table.

11) Level of acceptability in terms of Time

Table 13 titled "Level of acceptability in terms of Time" presents students' perceptions regarding the time-related practicality of implementing the pedagogy within the standard class period. Specifically, it evaluates whether the pedagogy can be executed without consuming excessive Time, whether the one-hour class is maximized, and whether both teachers and students can engage with it smoothly without prolonged explanation or cognitive overload. The table includes five indicators, each measured using mean scores and standard deviations, and interpreted according to their acceptability levels.

Table 13. Level of acceptability in terms of Time

Time	Mean	Standard Deviation	Interpretation
The pedagogy is not Time consuming	4.33	0.88	Highly Acceptable
The whole one hour period will be maximized	4.37	0.88	Highly Acceptable
The teacher will not spend much Time in explaining the process to the students	4.36	0.86	Highly Acceptable
The student could easily digest the process	4.38	0.85	Highly Acceptable
The Time to be consumed in doing the pedagogy is manageable	4.49	0.79	Highly Acceptable
Grand Mean	**4.38**	**0.85**	**Highly Acceptable**

The reactions on Time indicate that the pedagogy is effective and well-suited to the classroom. That was the point several respondents made: it is a way for teachers to get the most out of their instructional Time, simply because they do not need as much explanation and students "get" the process more quickly. This shared perception highlights the fact that the pedagogy does not add Time to a typical class session. The consistency of responses suggests strong consensus as well as both intra-rater and inter-rater reliability. This indicates that perceived efficiency is not only considered an advantage, but is also inherently embedded within the approach. By making the pedagogy manageable and amenable to active learning in constrained Time, it further enhances the practicality of the approach and bolsters its potential for regular classroom use.

The result affirms that students and teachers perceive the pedagogy as highly acceptable in terms of time efficiency. The findings highlight that the activity is not only engaging and effective but also practical within standard time constraints, a critical factor in real-world classroom implementation. Time efficiency ensures that teachers can integrate the pedagogy without sacrificing content coverage or rushing through essential topics, while students benefit from a seamless, digestible experience.

Meanwhile, Perez and Luna [39] caution that some game-based activities can consume too much class time when they lack structure or rely heavily on elaborate materials. However, the present findings suggest that "More or No More" avoids this pitfall by being structured, easy to understand, and straightforward to implement.

12) Summary on the level of acceptability of More or No More as a contextualized game-based pedagogy among students and teachers

Table 14 presents a comprehensive overview of how both learners and educators perceive the pedagogy across eleven essential parameters: Usability, Adaptability, Resourcefulness, Flexibility, Recency, Effectiveness, Convenience, Suitability, Clarity, Impartiality, and Time. Each of these dimensions contributes to understanding the overall acceptability of "More or No More" in the context of Social Science instruction. The mean scores, standard deviations, and interpretation ratings indicate how favorable the pedagogy is from both practical and pedagogical standpoints.

In summary, the general overview shows a remarkable uniform pattern, and all parameters were judged very acceptable. This consistency between Usability, Adaptability, and condition, as well as Time, suggests that the concerned pedagogy is not just sound but universal. As the overlapping responses show, there is general agreement among students and teachers that More or No More works: it is user-friendly, engaging, and adaptable to classroom settings. Alignment of this kind indicates trustworthiness in the findings, suggesting that the pedagogy design involves elements of simplicity, fairness, Flexibility, and motivation.

The consistent high ratings also have greater significance, as they indicate the pedagogy's ability to address both instructionally oriented and learner-oriented issues without sacrificing efficiency or equity. The fact that it is appealing by a variety of measures shows that it is a balanced approach:

one for engagement, one for Clarity, one for fairness, and one for learning time. This multidimensional acceptability characterizes the pedagogy as not just a new intervention but also an effective teaching tool that can be reliably implemented across diverse classroom settings.

Table 14. Summary on the level of acceptability of More or No More as a contextualized game-based pedagogy among students and teachers

Parameters	Mean	Standard Deviation	Interpretation
Usability	4.43	0.86	Highly Acceptable
Adaptability	4.4	0.86	Highly Acceptable
Resourcefullness	4.41	0.84	Highly Acceptable
Flexibility	4.39	0.87	Highly Acceptable
Recency	4.38	0.86	Highly Acceptable
Effectiveness	4.41	0.86	Highly Acceptable
Convenience	4.39	0.89	Highly Acceptable
Suitability	4.42	0.87	Highly Acceptable
Clarity	4.36	0.89	Highly Acceptable
Impartiality	4.36	0.87	Highly Acceptable
Time	4.38	0.85	Highly Acceptable
Grand Mean	**4.39**	**0.87**	**Highly Acceptable**

While all dimensions were rated as strongly acceptable, slightly lower scores for Recency and Time indicate that perceptions of other factors are more nuanced. In the most recent sense, although many students may have found the pedagogy new and exciting because its format resembled popular TV game shows, some teachers perceived it as not particularly innovative: they were aware that game-like strategies are not brand-new in classrooms. This difference of opinion might have served to dilute the overall score, illustrating at least a nuanced discrepancy between students' excitement at its freshness and teachers' more measured evaluation of its originality.

Considering that the relatively lower scores in this facet were not significantly correlated, Time could be a potential reality of classroom stress. Students might perceive the pedagogy to be fast-paced and fun. Still, teachers with competing needs in Math curriculum, assessment, and behavior management may find that Time is being sucked up more than they believed it would. This apparent contradiction indicates that whilst students are focusing on the enjoyment and what is in it for them in the short term, teachers are sensitive to the wider instructional timetable and pace.

Taken together, these trends suggest that the slight differences in ratings are probably driven by the types of roles and responsibilities assigned to students and teachers. Students focus on involvement and experience; instructors emphasize maintainability and efficiency. However, the high general acceptability of both reliability across all its dimensions indicates that these differences are not negatively divergent but rather complementary, providing a more comprehensive picture of how the pedagogy performs in practice.

The summary table affirms that "More or No More" is a highly acceptable and well-received pedagogy, appreciated by both students and teachers across multiple dimensions. Its balanced strengths in Usability, Adaptability, fairness, Clarity, and engagement position it as a promising alternative to traditional methods in Social Science teaching. This comprehensive acceptability makes the pedagogy not just an innovation, but a viable and sustainable teaching strategy aligned with the goals of learner-centered, contextualized education.

In a study on TAM, the dimensions of More or No More as a context-based game-oriented approach also closely corroborate with its two elementary factors, i.e., perceived ease of use and perceived usefulness. Suspicious use factors such as Usability, Clarity, Convenience, Time, and Flexibility directly reflect perceived ease of use since they relate to how the logical design of the pedagogy is natural to teachers' way of doing things, how the procedures are clear and straightforward; fit into a class period; consideration about Adaptability is allow in diverse contexts where it will be used without imposing on any opinion or belief. These attributes demonstrate the ease with which the pedagogy can be handled by teachers and students, in turn, facilitating its take-up. On the other hand, the remaining seven factors such as efficacy and Suitability of use, Flexibility, resourcing, and organization are interrelated [40]. Recentness and fairness also correlate highly with perceived usefulness, suggesting that pedagogy influences learning and teaching gains to match learners' needs and interests, improve over Time, and guarantee fairness based on recent in-class practice. Drazen also explained, persuasively and in theory, why pedagogy might be readily accepted and potentially long-lasting in an educational environment. This is supported by evidence from these joint relations.

Moreover, when framed using the Theoretical Framework of Acceptability (TFA), these More or No More features consistently align with core intervention acceptability dimensions. Usability, Clarity, Convenience, Time, and Flexibility are next most proximate to the construct of burden because they articulate the efficiency, manageability, and low cost involved in pedagogy as demanded of teachers and students. Effectiveness and appropriateness relate directly to perceived Effectiveness, suggesting that the pedagogy does improve motivation, engagement, and learning. Neutrality is related to ethicality, indicating the neutrality, objectivity, and transparency of its rating. Adaptability and Resourcefulness are, however, effectively synonymous with intervention coherence insofar as the pedagogical 'sense' of the innovation in relation to surrounding classroom practice is foregrounded: it can be made with readily available low-cost (or recycled) materials. On the one hand Recency: "it's being torn from the headlines makes learning relevant and—uhh, sorry—irresistible." Together, these links imply that the pedagogy is acceptable across a range of TFA domains not only in terms of perceived value and fairness, but also practical feasibility and cultural relevance which if combined, contribute to an overall pattern of strong ratings.

B. Insights of the Students and Teachers on the Acceptability of More or No More as a Contextualized Game-Based Pedagogy

1) Usability (immediate engagement and simplicity)

The Key Informant Interview (KII) findings on the usability of More or No More as a contextualized game-based pedagogy foreground the themes of Immediate Engagement and Simplicity as central determinants of its effectiveness in classroom settings. This theme encompasses the game's inherent design that promotes swift comprehension, low cognitive demands for rule acquisition, and seamless integration into standard instructional routines. Teachers and students alike underscored the tool's intuitive mechanics,

affirming that it required minimal orientation and quickly captured student interest, a hallmark of usable, scalable pedagogical tools.

From the teachers' perspective, the usability of More or No More is evident in its minimal facilitation requirements and its encouragement of student self-regulation. Teachers expressed that after a brief introduction, students were able to independently manage gameplay with little to no need for teacher intervention. One teacher remarked, "It turned an ordinary day into something exciting," capturing how the game reinvigorated routine classroom activities with energy and enthusiasm. Another emphasized, "Students self-regulate after a few rounds," pointing to an important usability dimension of autonomous learning. These observations highlight how the game minimizes instructional overhead while maximizing learner involvement, addressing common instructional pain points such as waning attention and teacher fatigue [41].

Students echoed these sentiments by reflecting on how easy the game was to understand and how quickly it drew them into the learning process. One student noted, "We already knew how to play after the first round," while another enthusiastically shared, "It feels like a real game show". These reactions indicate that the usability of More or No More extends beyond mere operational simplicity, for it engages students affectively through a familiar and enjoyable format. The resemblance to game shows aligns the activity with the "edutainment" approach, a pedagogical model that combines entertainment with learning to sustain attention and promote deeper engagement [42].

2) Adaptability (easy integration across topics and teaching styles)

Easy Integration Across Topics and Teaching Styles as the dominant theme captures the game's high degree of instructional flexibility, enabling it to function effectively across various subjects, teaching approaches, and classroom configurations. Adaptability refers to the game's ability to seamlessly fit into existing lesson plans, regardless of subject or teaching style, without requiring significant modification. Both teachers and students validated the game's versatile nature, highlighting its ability to complement rather than complicate traditional instructional practices.

Teachers emphasized that More or No More can easily replace standard methods such as recitation, which remains a cornerstone of many Philippine classroom practices. One teacher articulated this shift by stating, "I just replaced my recitation portion with the game". This observation underscores the game's potential to meet the same academic objectives while making learning more engaging and less monotonous. Rather than serving as a novelty activity, More or No More offers a functional pedagogical equivalent that sustains student interest and reinforces mastery of content. Another teacher remarked that the game "fits value integration and different subjects," implying its utility beyond Social Science into areas such as MAPEH, English, and Values Education. This suggests that the game's rules and format are content-neutral, enhancing its relevance across disciplines.

Students also described the game's flexible structure in how they engage with it. A student explained, "Sometimes we play it as a class, sometimes in small groups," while another noted, "We worked better when grouped". These statements reflect the game's responsiveness to both whole-class and small-group settings, thereby supporting differentiated instruction. This adaptability aligns well with Tomlinson's [43] model of differentiated instruction, which emphasizes tailoring teaching approaches to accommodate students' varying readiness levels, learning preferences, and interests. The ease with which learners transitioned between individual and group play demonstrates the game's compatibility with diverse learning contexts.

3) Resourcefulness (use of low-tech, available materials)

The theme captures how the pedagogy thrives in low-resource environments by utilizing simple, accessible, and reusable classroom items. Both teachers and students emphasized that the game's reliance on readily available materials such as bottle caps, manila paper, chalk, and index cards not only made it economically feasible but also fostered a sense of participation, creativity, and shared responsibility. These characteristics mark More or No More as an efficient and inclusive educational strategy, particularly suitable for public schools in developing contexts where instructional resources are often limited.

From the teachers' perspective, More or No More eliminates the need for high-cost or digital resources, proving that practical teaching tools can be rooted in creativity rather than expenditure. As one teacher shared, "Used index cards and chalk," while another reported, "Students helped prepare materials using manila paper". These examples demonstrate that teachers were able to integrate the game into their instruction without additional funding or procurement. Instead, they repurposed familiar classroom items to create game components, a practice that not only reduces financial strain but also fosters innovation notably, involving students in the preparation of materials enhanced classroom dynamics by promoting teamwork and accountability. This approach aligns with contemporary educational goals that emphasize sustainability and student-centered learning.

Students, for their part, expressed appreciation for the game's resourcefulness. One student remarked, "We helped make the score cards using paper and pens," while another said, "I like how we just used what is in the classroom". These statements illustrate how learners became co-creators in the educational experience. This participatory process enhances engagement, encourages critical thinking, and cultivates a sense of ownership over learning key tenets of experiential learning as emphasized by Kolb [44]. Furthermore, the simplicity of the materials did not detract from the learning experience; instead, it enhanced it by focusing students' attention on the activity itself rather than the novelty of the tools. By working with familiar objects, students were able to connect the gameplay more closely with the learning content and their daily classroom realities.

4) Flexibility (applicable for various class activities and topics)

Applicable to Various Class Activities and Topics, the theme that emerged captures the game's dynamic and transformative capacity to transcend its role as a mere content-delivery tool and become a flexible instructional strategy adaptable to various teaching and learning contexts. The game's structure supports multiple pedagogical purposes,

ranging from formative assessments and lesson reinforcement to energizers and collaborative learning sessions, making it highly valuable in both structured and fluid classroom environments. Both teacher and student participants recognized this versatility, which positions More or No More as a tool that enhances instructional diversity, responsiveness, and engagement.

From the perspective of teachers, the game's utility extended beyond a single instructional moment or subject area. As one teacher succinctly shared, "Perfect for review or energizer," illustrating how the game serves as both a content-validation tool and a classroom-management strategy that boosts learner energy and focus. This dual role supports flexible integration at different points in a lesson or across various instructional goals. Additionally, teachers reported using the game in a broad range of subjects, including Araling Panlipunan, MAPEH, English, and Values Education. This cross-curricular applicability reflects the game's content-neutral design, which aligns with the advocacy for interdisciplinary and integrated instruction that fosters holistic learning [45]. Rather than being bound by subject-specific constraints, More or No More encourages educators to reimagine their teaching practices by adapting the game to suit various curricular demands and classroom setups.

Students echoed this appreciation for the game's flexible nature, particularly in how it accommodated varied participation modes. One student remarked, "I joined even if I was not called," suggesting that the game encourages voluntary involvement and lowers barriers to participation. Another shared, "Sometimes we switch roles, and I like that," demonstrating the game's allowance for role versatility, where students can take on different responsibilities such as scorekeeping, questioning, or facilitating. These student responses point to a learner-centered, inclusive design that encourages initiative, collaboration, and leadership as key components of a constructivist learning environment [46]. By allowing spontaneous involvement and fluid role assignments, the game promotes classroom democratization, ensuring all learners, regardless of their confidence levels, can meaningfully engage in the lesson.

5) Recency (contemporary appeal and relevance)

The theme underscores the game's alignment with students' current cultural contexts, media habits, and learning preferences, making it more than just a new classroom activity it is a timely and culturally attuned instructional strategy. Designed to mirror the fast-paced, interactive style of modern entertainment formats such as YouTube challenges or popular game shows like Family Feud, More or No More captivates learners by drawing on familiar media aesthetics and participatory dynamics. Both teachers and students articulated how the game bridges academic content with the entertainment-driven world students occupy outside of school, thereby enhancing motivation, emotional investment, and cognitive readiness.

Teachers expressed their appreciation for the game's freshness and relevance, with one succinctly noting, "It is very now". This comment encapsulates the perception that More or No More diverges from traditional, monotonous review techniques, injecting energy and modern relevance into classroom routines. Teachers observed that the game's appeal lies in its mirroring the fast, interactive, and competitive nature of contemporary media consumption, such as online videos and live competitions. Rather than presenting content in static formats, the game transforms learning into an active, culturally meaningful experience. Moreover, teachers viewed the game as a valuable shift toward student-centered, experiential instruction, hallmarks of 21st-century educational paradigms that emphasize engagement, agency, and relevance [47].

Students' perspectives further affirmed this cultural alignment. One student excitedly shared, "It feels like a real game show," while another said, "It is like what we see on TV". These statements highlight how the game evokes a sense of familiarity, entertainment, and excitement, transforming the classroom into a space that reflects their everyday experiences in the digital world. The format lowers the stress and formality typically associated with classroom participation and assessment, replacing them with curiosity, enthusiasm, and voluntary engagement. This mirrors the learning preferences of Generation Z and Alpha students, who are known to thrive in interactive, multimedia-rich environments [48]. For these learners, educational strategies that simulate digital or televised formats create a stronger emotional connection and higher attention levels, making the learning process more meaningful and memorable.

6) Effectiveness (improves participation and retention)

The theme reflects how the game does more than engage students in momentary fun; it serves as a powerful pedagogical tool that enhances learners' active involvement, fosters confidence, strengthens recall, and supports deeper cognitive processing. Teachers and students consistently observed that More or No More provided a low-pressure, inclusive, and motivating platform for all learners, especially those who are usually hesitant to participate in traditional classroom settings. Through its gamified yet structured approach, the game facilitated not only greater participation but also meaningful articulation and explanation of concepts, ultimately boosting knowledge retention and understanding.

From the teachers' perspective, More or No More transformed passive learners into active participants. One teacher shared, "Even my shyest student volunteered," which underscores the game's ability to lower barriers to participation. Its playful structure created a psychologically safe environment where students felt encouraged to speak up and engage without fear of judgment or failure. This aligns with Krashen's [49] concept of a low-affective filter environment, which emphasizes that learners thrive in settings where anxiety is minimized and confidence is cultivated. Furthermore, teachers observed that students were not just giving correct answers but were also explaining their thought processes. This verbal reasoning, as one teacher pointed out, promoted metacognition, helping students become aware of and regulate their own thinking, which is a well-known driver of long-term retention and academic achievement [50].

Students echoed these benefits, noting that the game helped them retain content more effectively and boosted their confidence. One student remarked, "I learned more from explaining than just guessing," while another said, "I remembered the answer because I got to say why". These reflections reveal how articulating answers contributed to

memory consolidation and deeper learning. According to Roediger and Butler [51], retrieval practice such as recalling and explaining information strengthens memory more effectively than passive review. The structure of More or No More, which encourages justification over mere selection, promotes such cognitive engagement. Additionally, the game's collaborative and interactive nature allowed students to participate in ways that felt empowering and inclusive. The opportunity to explain, question, or assume leadership roles normalized mistakes and encouraged a growth mindset, in line with Dweck's [52] theory that learners improve when they view challenges as opportunities rather than threats.

7) Convenience (minimal preparation required)

The Key Informant Interview (KII) findings on the Convenience of More or No More as a contextualized game-based pedagogy reveal the dominant theme of Minimal Preparation Required, underscoring the game's ease of implementation in everyday classroom settings. This theme emphasizes the game's practicality, seamlessly integrating into teachers' instructional routines without requiring elaborate setup, special equipment, or significant adjustments to lesson plans. Both teachers and students acknowledged that the game's simplicity contributed significantly to its repeated and practical use, particularly in Social Science instruction. Rather than relying on complex or high-cost tools, More or No More demonstrates that pedagogical impact can emerge from accessible, low-prep strategies that promote sustainability, engagement, and broad classroom integration over Time.

From the teachers' viewpoint, More or No More was praised for its compatibility with existing instructional resources and methods. As one teacher remarked, "No setup beyond what I already use," indicating that the materials such as chalk, paper, index cards are typically already present in most classrooms. This logistical ease removes one of the significant barriers to implementing innovative pedagogies: time and material constraints. Teachers appreciated how the game could be used spontaneously to energize a class, conduct a quick review, or reinforce concepts, without derailing their instructional flow. This observation is aligned with Darling-Hammond *et al.* [53], who contend that the sustainability of a teaching strategy is strongly linked to its ease of execution, particularly in overburdened educational contexts.

Students likewise perceived the game as convenient and low-pressure. One student shared, "It is easier to prepare for this than a quiz," while another added, "We did not need to bring anything extra". These comments reveal the game's appeal not only in logistical terms but also in emotional accessibility. The absence of prior preparation requirements or material demands makes the activity more inclusive, particularly for students from disadvantaged backgrounds. Furthermore, the game's simplicity reduces academic anxiety and fosters a more relaxed learning environment, encouraging participation from students who might otherwise remain disengaged. This aligns with the principle of universal accessibility, which holds that every student, regardless of socioeconomic status or academic confidence, has the opportunity to engage meaningfully in the learning process.

8) Suitability (inclusive and engaging for all learners)

The emergent theme, Inclusive and Engaging for All Learners, revealed the game's capacity to support diverse learning needs and personalities. The game's design inherently allows learners of varying academic abilities, confidence levels, and social backgrounds, including shy students, to engage meaningfully in classroom activities. Rather than serving merely as a recreational exercise, More or No More functions as a pedagogical equalizer that supports equitable participation, nurtures social interaction, and fosters emotional safety. Teachers and students alike viewed the game as an inclusive and empowering approach that bridges the gap between traditional content delivery and 21st-century learning, emphasizing differentiated instruction and social-emotional development.

Teachers consistently recognized the game as a powerful tool for equitable participation, expressing that "No one feels left behind". This reflects the game's effectiveness in avoiding the exclusivity often seen in conventional instructional strategies that cater primarily to verbal, confident, or high-performing students. With its flexible roles such as contestant, scorekeeper, lifeline giver, or teammate, More or No More enables all students to engage at their comfort level. These role options reflect the principles of Universal Design for Learning [54], which provide varied participation pathways to accommodate learners' diverse strengths and preferences. The game's simplicity, combined with structured yet low-pressure tasks, supports inclusion in Special Education (SPED) and multi-grade classrooms, where differentiation and student-centeredness are vital.

Students, too, articulated how the game reduced barriers and encouraged collaboration. One student shared, "Even my shy friend joined because of the game style," while another noted, "We cheer each other on during the game". These responses reveal a culture of emotional safety and mutual encouragement, cultivated by the game, in which social-emotional dynamics play a key role in academic engagement. The collaborative nature of gameplay helped foster empathy, class cohesion, and peer support, key elements of Social-Emotional Learning [55]. Students were not only learning curricular content but also developing interpersonal skills such as communication, teamwork, and respect, often through spontaneous and meaningful peer interactions.

9) Clarity (learners grasp the rules after brief exposure)

The Key Informant Interview (KII) findings on the Clarity of More or No More as a contextualized game-based pedagogy revealed the central theme Learners Grasp the Rules After Brief Exposure, underscoring the game's intuitive design and low cognitive barrier to entry. This theme is a crucial indicator of instructional effectiveness, as clarity in procedures allows students to transition from confusion to confident participation quickly. In this context, clarity extends beyond understanding instructions it encompasses the students' comprehension of the game's mechanics, flow, and scoring system through active engagement and observation. Rapid familiarity with the game reinforces its value as a sustainable pedagogical tool, particularly in classrooms where instructional Time, resources, and learner diversity present ongoing challenges.

From the teachers' perspective, the clarity of More or No More became immediately apparent during classroom implementation. One teacher affirmed, "After two rounds they got it," highlighting how learners internalized the rules not through extended explanation but through experiential engagement. This mirrors Kolb's [56] experiential learning model, where understanding is constructed through doing, reflecting, and adapting. Teachers also shared that visual aids, such as scoring rubrics or posters, helped scaffold students' understanding, particularly in the initial rounds. These materials served as cognitive supports that made expectations more transparent and promoted independent rule-following, reflecting Vygotsky's [57] concept of scaffolding, in which learners bridge knowledge gaps with temporary, structured assistance.

From the students' perspective, the game was described as easy to understand and fun to learn. One student expressed, "We understood how to play quickly," affirming the game's alignment with students' prior exposure to familiar game show formats such as Family Feud or Jeopardy. This cultural relevance further enhanced clarity, allowing learners to draw on existing mental models to interpret game mechanics. However, not all aspects were immediately intuitive. As one student noted, "Scoring was confusing at first," signaling that while the game's structure was clear, point allocation required a learning curve. Still, this initial ambiguity was quickly resolved through gameplay and observation. The social learning dynamic, as explained by Bandura's [58] social learning theory, enabled students to learn through peer modeling and corrective feedback, illustrating the game's embedded capacity for self-correction.

10) Impartiality (fairness built into game mechanics)

The findings from the Key Informant Interview (KII) revealed a prominent theme under the parameter of Impartiality in the contextualized game-based pedagogy More or No More 'Fairness Built into Game Mechanics." This theme encapsulates how the game systematically integrates unbiased strategies such as random selection, rubric-based evaluation, and universally applied rules to foster equity and transparency in classroom participation. Teachers and students acknowledged that these mechanisms mitigate favoritism, reduce performance anxiety, and foster an inclusive environment where all learners, regardless of academic standing, confidence, or popularity, feel valued and empowered to participate. The Impartiality embedded in the game's structure contributes to a meritocratic classroom culture that supports fair engagement for every student.

From the teachers' perspective, the game's use of random name draws stood out as a critical tool in ensuring fairness. One teacher stated, "Cards to draw names ensured fairness," reflecting the consistent use of randomized selection methods to determine who participates. This removes any perception of teacher bias and distributes opportunities equally, shifting control from subjective teacher choices to impartial game design. It reinforces classroom management practices that promote trust and motivation, aligning with Wentzel's [59] assertion that procedural transparency increases student engagement. The use of visible rubrics and standardized evaluation criteria also assures learners that scoring is objective, not based on teacher discretion or personal bias.

Students likewise recognized and appreciated this Impartiality. One student expressed, "It is fair because no one knows who is next," highlighting the unpredictability that levels the playing field and reduces the dominance of high-performing or outspoken learners. Another shared, "That is the risk, right?" acknowledging the game's inherent randomness, which is perceived as part of the challenge rather than a punitive mechanism. These sentiments suggest that the game's design introduces a healthy competitive tension without marginalizing any participant, creating a sense of shared risk and opportunity that fuels engagement. The availability of lifeline options for seeking help, deferring turns, or collaborating further supports fairness by allowing students of varying capabilities to participate confidently and equitably.

11) Time (fits well within allotted class time)

Under the Time parameter, a prominent and insightful theme emerged in the evaluation of More or No More as a contextualized game-based pedagogy: "Fits Well Within Allotted Class Time". This theme emphasizes the game's alignment with the typical instructional duration of a classroom session, particularly the 45-minute standard period used in many Philippine public schools. The theme highlights how the game's mechanics, pacing, and structure are effectively designed to align with existing time constraints without compromising instructional flow, learner engagement, or cognitive processing. As such, More or No More not only optimizes the Time allotted for Social Science instruction but also maintains a balance between academic rigor and student enjoyment, contributing to its high acceptability among both teachers and learners.

From the teachers' perspective, the game's time efficiency is a significant advantage. It requires minimal setup and can be conducted without disrupting the overall lesson structure. One teacher explicitly noted, "Easily fits within 45 minutes," indicating that More or No More does not encroach on other lesson components such as motivation, input, or consolidation. Another teacher added, "Two to three questions per session is optimal," suggesting that even a small number of well-selected questions can yield meaningful learning experiences when the game is integrated strategically. This insight implies that the pedagogy lends itself to modular implementation, where it can be used in quick bursts for review, formative assessment, or energizing purposes without extending beyond the scheduled class duration. It supports time-on-task principles by maximizing instructional minutes while avoiding cognitive overload.

From the students' perspective, the game's pacing enhances their learning experience without making them feel overwhelmed or pressured. One student remarked, "We do not feel rushed, just excited," capturing the essence of effective pacing that sustains motivation and participation. This quote underscores the fact that learners are not merely keeping up with the activity; they are emotionally invested, anticipating their turn, and cognitively engaged. Unlike traditional drills or assessments that may generate stress due to time constraints, the game strikes a balance by moving briskly but allowing enough Time for reflection, teamwork, and decision-making. The student's excitement suggests that the game fosters a favorable emotional climate, a known contributor to enhanced memory retention and deeper learning [60].

C. Integration of the Quantitative and Qualitative Findings on the Acceptability of More or No More as a Contextualized Game-Based Pedagogy

1) Usability

The usability of More or No More as a contextualized game-based pedagogy is reinforced by a precise alignment between quantitative ratings and qualitative insights. Quantitatively, the pedagogy received consistently high scores, with means ranging from 4.40 to 4.48, indicating that students found it simple, engaging, and relevant. The item "The pedagogy addresses the monotony of the subject" stood out with the highest mean, underscoring its role in revitalizing classroom dynamics.

Qualitative findings offered concrete narratives that explain why the pedagogy was rated so highly. The themes of Immediate Engagement and Simplicity emerged from interviews, in which both teachers and students described the game as easy to use, requiring minimal instruction, and emotionally engaging. Statements such as "We already knew how to play after the first round" and "It feels like a real game show" deepen the understanding of usability by revealing how intuitive mechanics and familiar media formats contribute to swift learner engagement.

Interestingly, while the quantitative data shows a slightly lower rating for the item "The pedagogy could be best applied in the subject being taught," the qualitative feedback from teachers contradicts this hesitancy. Teachers reported that the game effectively replaced traditional recitation and was adaptable across subjects, suggesting a potential disconnect between how students and teachers define content alignment. This divergence may reflect students' initial skepticism toward game-based tools as formal instructional strategies a concern echoed by Lee and Hung [61] who noted that unless the academic value of educational games is made explicit, students may view them as peripheral rather than central to learning.

Implication for Practice: The findings underscore that More or No More, as a contextualized and low-complexity game-based pedagogy, enhances student engagement, reduces subject monotony, and promotes active learning, particularly in content-heavy subjects like Social Science. Teachers may adopt similar approaches to diversify formative assessments and sustain learner motivation without relying on advanced technologies.

At the policy level, the results call for stronger institutional support for integrating contextualized game-based pedagogies into DepEd's digital and blended learning frameworks. Prioritizing teacher training, instructional design capacity, and curriculum alignment will ensure these tools become core, not peripheral, strategies in outcome-based education. This study also advances prior work by providing Philippine-based evidence that culturally relevant educational games can enhance usability and engagement, thereby contributing to inclusive, technology-driven educational reform.

2) Adaptability

The alignment between quantitative and qualitative findings strongly substantiates the adaptability of More or No More as a contextualized game-based pedagogy. Quantitatively, student responses yielded "Highly Acceptable" ratings across all adaptability indicators, with mean scores ranging from 4.38 to 4.43 and tightly clustered standard deviations, indicating consensus on the game's flexibility. The highest-rated item, "Using the pedagogy, the student could easily fit in," demonstrates students' recognition of the pedagogy's ease of integration into diverse classroom routines.

These statistical outcomes are reinforced by qualitative data, particularly the emergent theme "Easy Integration Across Topics and Teaching Styles". Teachers described replacing traditional practices like recitation with the game, highlighting its functional equivalence to standard pedagogical tools. Students likewise confirmed its adaptability across various learning formats, including individual play, small groups, and whole-class formats. These narratives offer concrete classroom experiences that give meaning to the high ratings observed in the quantitative analysis.

However, one slightly lower-rated item, "The pedagogy is user-friendly" ($M = 4.38$, SD = 0.88), reveals some variation in perceived ease of use. Interestingly, this nuance was not reflected in the qualitative responses, which consistently described the game as intuitive and easy to facilitate. This discrepancy may stem from students' varying levels of familiarity with game-based learning, suggesting that perceived adaptability may depend on prior exposure or classroom support structures.

This finding is echoed by Okoye *et al.* [62], who argued that adaptability in game-based pedagogies can be unevenly perceived if learners are not equally familiar with interactive formats or if implementation lacks contextual sensitivity. Thus, while overall findings affirm the game's adaptability, slight hesitations in perceived user-friendliness may reflect individual differences in readiness or experience rather than flaws in the pedagogy itself.

Implication for Practice: The findings underscore its potential as a versatile instructional tool that can replace or complement traditional strategies such as recitation, promote learner participation in both individual and group settings, and support differentiated instruction without requiring additional technological infrastructure.

Policymakers should embed such innovations in DepEd's blended learning and curriculum frameworks to normalize game-based strategies as legitimate instructional modalities. This study advances prior work by providing empirical evidence from a Philippine context that adaptability in educational games is not only technologically driven but also contextually and pedagogically grounded, thereby contributing to inclusive, culturally responsive, and sustainable educational technology integration.

3) Resourcefulness

The resourcefulness of More or No More is strongly affirmed by both quantitative and qualitative data, offering converging evidence of the pedagogy's practicality and sustainability in low-resource educational settings. Quantitative results showed high acceptability across all indicators, with mean scores ranging from 4.32 to 4.49. The highest-rated item, "It does not need lots of materials, which makes the technique less complicated," reflects students' appreciation for the game's minimal material demands and ease of implementation.

These perceptions are substantiated by qualitative findings, particularly through the theme "Use of Low-Tech, Available Materials". Teachers reported using everyday items such as bottle caps, chalk, and manila paper, while students described actively participating in preparing these materials. Statements such as "We helped make the score cards using paper and pens" reveal how the pedagogy promotes not only affordability but also student involvement, ownership, and collaboration, turning material constraints into creative opportunities for learning.

This alignment across data sets is supported by Saavedra and Opfer [63], who emphasize that meaningful pedagogical innovation stems not from expensive tools but from strategies that foster engagement, collaboration, and local relevance. The students' and teachers' shared experiences illustrate how More or No More transforms ordinary materials into powerful learning tools through participatory, hands-on design.

While one quantitative item, "Materials which will be used as an alternative are readily available," scored slightly lower ($M = 4.32$), this may reflect contextual variability in access to basic supplies, particularly in more marginalized school settings. Nonetheless, this minor variation does not contradict the qualitative data, which consistently emphasized the practicality and accessibility of the materials used.

Implication for Practice: Its reliance on readily available materials such as paper, chalk, and bottle caps demonstrates that practical instructional innovation does not require costly technology. Teachers can leverage this model to foster creativity, collaboration, and learner ownership, turning material scarcity into opportunities for participatory learning and contextualized instruction.

Policymakers should recognize and scale classroom practices that maximize local resources, integrate community participation, and promote sustainability in instructional design. This study extends prior work by providing empirical evidence that resourcefulness in educational innovation lies not in technological sophistication but in adaptive, context-sensitive pedagogy, thereby advancing the global discourse on the implementation of accessible and resilient educational technology.

4) Flexibility

The flexibility of More or No More as a contextualized game-based pedagogy is substantiated by the convergence of quantitative and qualitative data. Quantitative results indicate strong student agreement with the tool's adaptability, with mean scores across all five indicators ranging from 4.34 to 4.44 and standard deviations ranging from 0.81 to 0.89, suggesting that students consistently perceive the pedagogy as versatile across Time, subject matter, and learning contexts. The highest-rated item, "The pedagogy could be used anytime and any day," reflects broad endorsement of its practical and temporal flexibility.

These high ratings are richly supported by qualitative insights, especially the theme "Applicable for Various Class Activities and Topics". Teachers shared that the game is effective for both content review and classroom energizers, while students appreciated the opportunity to switch roles and participate in a variety of ways. One student noted, "Sometimes we switch roles, and I like that," highlighting that participation is not rigid but is dynamically shaped by learners' comfort and preferences.

This alignment between student ratings and lived experiences affirms what Kebritchi *et al.* [64] describe as "instructional variability": the capacity of a teaching strategy to adapt responsively to varied classroom needs and learner differences. The qualitative data not only support the quantitative ratings but also elaborate on them by illustrating how flexibility is enacted through differentiated instruction, modular use, and participatory design.

One slightly lower-rated item, "The pedagogy could be used in some part of the lesson plan (e.g., review)" ($M = 4.34$), hints at possible inconsistencies in its application across lesson segments. While not contradicted by the qualitative data this, this variation may stem from teachers' varying confidence in embedding flexible tools into structured lesson plans. Such findings suggest the need for more systematic teacher training on intentional integration.

Implication for Practice: The flexibility enables teachers to integrate the game into various lesson components such as reviews, drills, or enrichment activities while accommodating diverse learner needs and preferences. It also promotes dynamic role-switching and participatory engagement, supporting differentiated and inclusive instruction.

For educational technology policy, these results underscore the importance of institutionalizing adaptable, learner-centered pedagogies within DepEd's blended and outcome-based learning frameworks. Professional development programs should strengthen teachers' capacity to design and embed flexible tools into structured lesson plans, ensuring consistent and intentional use. This study advances prior research by providing empirical validation that instructional flexibility anchored in contextual adaptability rather than technological sophistication enhances engagement and learning continuity, reinforcing the value of locally grounded innovations in game-based education.

5) Recency

The recency of More or No More as a game-based pedagogy is validated by strong convergence between quantitative ratings and qualitative insights. Quantitative results indicate a consistent perception among students that the pedagogy is both modern and engaging, with all indicators receiving "Highly Acceptable" ratings ($M = 4.32$–4.43; SD = 0.79–0.89). The highest-rated item, "The pedagogy has a new approach to students' needs" ($M = 4.43$), suggests that students perceive the tool as aligned with their current academic and emotional engagement preferences.

These impressions are substantively supported by qualitative findings, where the theme "Contemporary Appeal and Relevance" emerged. Teachers and students described the game as "very now," likening it to game shows and YouTube-style challenges. Such comments illuminate how the strategy resonates with learners who are immersed in fast-paced, entertainment-driven digital environments. A student noted, "It feels like a real game show," reflecting not only its novelty but also its emotional and cultural connection.

This alignment supports the assertion by Schön *et al.* [65] that educational strategies modeled after familiar

entertainment formats enhance affective engagement, thereby deepening motivation and learning. The cultural familiarity embedded in More or No More not only increases student participation but also makes Social Science instruction more relatable and memorable.

One item, "No one has ever used this kind of pedagogy," had a slightly lower mean (M = 4.32), suggesting some uncertainty about the approach's originality. While this nuance does not contradict the overall positive response, it suggests that some students may have encountered similar strategies before, which may affect their perception of its "newness". Nonetheless, the qualitative data consistently portray the pedagogy as a novel and refreshing experience, likely due to its structured format and purposeful alignment with current media trends.

Implication for Practice: This finding demonstrates how integrating familiar media elements and interactive formats can revitalize student motivation, sustain attention, and make academic content more relatable, especially in subjects often perceived as traditional or abstract, like Social Science. Teachers can harness such relevance-driven strategies to create learning experiences that mirror students' real-world media environments while maintaining academic rigor.

Policymakers should support curriculum updates and teacher training initiatives that encourage the development and adoption of locally designed, contemporary game-based models aligned with learners' socio-cultural contexts. This study advances prior scholarship by providing empirical evidence that recency and cultural familiarity in pedagogy amplify affective engagement and learning relevance, positioning More or No More as a model for responsive, 21st-century instructional innovation.

6) Effectiveness

The effectiveness of More or No More as a game-based pedagogy is strongly affirmed by the convergence of both quantitative and qualitative data. Quantitative results show high student agreement across all indicators of effectiveness, with mean scores ranging from 4.34 to 4.46 and relatively low variability. The top-rated item, "The promptness of the result of the student performance could motivate the student to excel" (M = 4.46), highlights the perceived importance of immediate feedback in enhancing motivation and academic engagement.

Qualitative findings substantiate these results through the theme "Improves Participation and Retention". Teachers observed that even the quietest students actively participated, while students shared that explaining their answers helped them better understand and remember content. Quotes such as, "I remembered the answer because I got to say why," exemplify how cognitive engagement, verbal reasoning, and self-expression enhance deeper learning.

This alignment is reinforced by Papadakis [66], who emphasized that educational games designed with immediate feedback and active learner involvement significantly increase both motivation and academic performance. The game's structured yet playful nature creates a low-pressure, high-engagement environment that encourages risk-taking, collaboration, and cognitive reflection, core components of effective pedagogy.

A minor nuance appears in the slightly lower score (M = 4.34) for the item "The pedagogy could motivate the students to perform better," possibly reflecting individual differences in how students interpret motivation versus enjoyment. While not reflected in the qualitative data, this variation suggests the need to reinforce the academic purpose within gameplay to sustain perceived effectiveness over Time.

Implication for Practice: These findings project their potential as a powerful formative assessment tool that promotes cognitive reflection and inclusive participation, particularly benefiting less active learners. Teachers can leverage its interactive and feedback-driven structure to sustain motivation, strengthen comprehension, and cultivate collaborative learning environments that balance enjoyment with academic depth.

Policies should encourage teacher capacity-building on designing feedback-rich, low-stakes learning experiences that align enjoyment with measurable academic outcomes. This study advances prior work by empirically demonstrating that immediate feedback and learner involvement as the key design principles of educational games to translate into meaningful academic gains in real classroom settings, thereby reinforcing the pedagogical value of contextualized, evidence-based game integration in basic education.

7) Convenience

The convenience of More or No More as a contextualized game-based pedagogy is affirmed by the alignment between quantitative perceptions and qualitative classroom experiences. Quantitatively, students rated the pedagogy as "Highly Acceptable" across all convenience indicators, with mean scores ranging from 4.31 to 4.50. The highest-rated item, "The existence of life-saving components could give security to a particular student" (M = 4.50), underscores the value students place on emotionally safe, supportive learning tools. Similarly, high ratings for immediate feedback and minimal preparation reinforce its appeal as an accessible instructional strategy.

These insights are substantiated by qualitative findings, particularly the theme "Minimal Preparation Required". Teachers shared that the game could be integrated with "no setup beyond what I already use," while students appreciated that it required "nothing extra" to prepare. These narratives affirm that More or No More is not only easy to implement but also emotionally reassuring, especially for learners who may be anxious in traditional classroom settings.

This alignment is echoed by Delos Santos and Uy [67], who found that emotionally supportive, low-prep pedagogical tools significantly reduce classroom anxiety while enhancing student participation, especially in under-resourced environments. The game's simplicity and flexibility foster both teacher efficiency and learner confidence, creating a learning space that is inclusive and low-pressure.

One minor quantitative variation: the lower-rated item "The use of the performance card is convenient" (M = 4.31) suggests that some students may have found score tracking slightly less intuitive. While this was not directly echoed in the qualitative interviews, it may indicate a need for more precise guidance on the use of supplemental game components.

Implication for Practice: Its minimal preparation requirements and built-in emotional safety features make it

an ideal strategy for teachers seeking low-stress, high-engagement activities. It enables efficient lesson integration while creating psychologically safe spaces where students can participate without fear of failure especially valuable in under-resourced or high-anxiety learning environments.

Policy frameworks should prioritize professional development that equips educators with user-friendly, emotionally responsive instructional tools. This study extends prior research by demonstrating that pedagogical convenience anchored in emotional security and practical simplicity enhances both teacher efficiency and student participation, reinforcing the role of contextually designed game-based learning in advancing inclusive, sustainable classroom practices.

8) Suitability

Both quantitative ratings and qualitative insights clearly affirm the suitability of More or No More as a contextualized game-based pedagogy. Quantitatively, students rated the pedagogy as "Highly Acceptable" across all indicators, with mean scores ranging from 4.38 to 4.50. The highest-rated item, "The thrill factor in a game which the children enjoy is embedded in this pedagogy" (M = 4.50), indicates that learners strongly connect with the game as an engaging, emotionally stimulating format. Even the lowest-rated item "The pedagogy does not need a wider area to be used" (M = 4.38) still reflects a favorable view. However, it may signal logistical concerns in specific classroom environments.

Qualitative findings enrich and substantiate these results through the theme "Inclusive and Engaging for All Learners". Teachers emphasized that "no one feels left behind," while students shared how the game encouraged participation even among shy peers and SPED learners. This highlights how suitability extends beyond curriculum alignment; it also involves emotional safety, cognitive accessibility, and meaningful inclusion.

These findings are strongly supported by Florian and Black-Hawkins [68], who argued that educational suitability is achieved when all learners are offered meaningful opportunities to participate, regardless of ability or background. More or No More exemplifies this by offering differentiated roles, flexible grouping, and playful yet purposeful learning structures that engage diverse student needs.

While the issue of space adaptability received the lowest rating, it was not reflected in the qualitative responses, indicating that perceived suitability remains high, even with some physical limitations in certain schools. This minor gap suggests that with small adjustments, the pedagogy could remain effective even in spatially constrained environments.

Implication for Practice: Its capacity to engage all learners including shy and SPED students demonstrates how contextualized games can promote participation, equity, and emotional safety within heterogeneous classrooms. Teachers can utilize their structured yet playful approach to foster a sense of belonging and motivation, even in limited physical spaces.

Policymakers should integrate inclusive game-based learning frameworks into DepEd's curriculum standards, ensuring that adaptability and learner diversity are central to innovation. This study advances prior research by providing empirical evidence that educational innovation's suitability lies not only in curricular alignment but also in inclusivity and affective resonance, reinforcing the role of localized, human-centered design in advancing equitable educational technology.

9) Clarity

The integration of quantitative and qualitative findings reveals a consistent and compelling picture of More or No More as a game-based pedagogy characterized by intense procedural clarity. Quantitative results show that students rated the clarity-related indicators highly, with all items falling within the "Highly Acceptable" range (M = 4.28–4.48). Notably, the statement "The process in conducting the technique is clear" garnered the highest score (M = 4.48), reflecting students' confidence in understanding the game mechanics and instructions.

Qualitative data powerfully substantiate these findings through the emergent theme "Learners Grasp the Rules After Brief Exposure". Students and teachers consistently reported that the game was easy to understand, with one teacher stating, "After two rounds they got it," and a student noting, "We understood how to play quickly". These narratives add depth to the numerical data by describing how clarity is operationalized in the classroom through minimal explanation, visual cues, and peer modeling.

While the item "The flow of the process is smooth" had the lowest mean (M = 4.28, SD = 0.91), indicating slight variability in how transitions are experienced, qualitative data help interpret this. One student remarked, "Scoring was confusing at first," suggesting that initial confusion may exist but is quickly resolved through observation and repetition, confirming that the game's design supports iterative learning.

The coherence between the datasets is strongly supported by Bermudez and Santos [69], who emphasize that clarity in instructional strategies enhances learner autonomy and reduces the need for repeated teacher clarification. In the case of More or No More, this clarity empowers students to participate confidently and independently, ultimately facilitating both engagement and content mastery.

Implication for Practice: Its intuitive structure and minimal learning curve allow teachers to maximize instructional Time, minimize procedural confusion, and promote self-directed learning. The game's precise flow and quick learner grasp of rules foster efficient classroom management and sustained engagement, even among students with varying learning paces.

Policy frameworks should promote teacher training on designing and implementing instructional tools that emphasize transparency, ease of use, and learner independence. This study advances prior scholarship by demonstrating that procedural clarity is a catalyst for learner confidence and engagement, highlighting how contextually designed, easy-to-follow educational games like More or No More can strengthen instructional efficiency and pedagogical sustainability in Philippine classrooms.

10) Impartiality

The integration of quantitative and qualitative findings demonstrates a strong alignment in perceptions of More or No More as an impartial and equitable game-based pedagogy.

Quantitatively, students rated all indicators within the "Highly Acceptable" range (M = 4.33 to 4.42), with the highest score given to the item "The rating is transparent and could be known at once by the student" (M = 4.42, SD = 0.82). This suggests a high level of confidence in the fairness and transparency of the scoring process. Slightly lower but still strong ratings were observed for items on equal opportunity and rubric use (M = 4.33), indicating some variability in how students experience or interpret rating practices.

Qualitative findings substantiate and enrich these ratings through the theme "Fairness Built into Game Mechanics". Teachers highlighted how tools such as randomized name draws and rubrics were intentionally used to promote equity. One teacher stated, "Cards to draw names ensured fairness," while students shared similar sentiments, such as, "It is fair because no one knows who is next". These reflections illustrate how fairness is not left to chance but is structurally embedded in the activity of validating the quantitative item on equal participation opportunities.

The slight variation in perceptions, particularly regarding the use of rubrics, may stem from differences in facilitation styles or how clearly scoring criteria were explained. This interpretation is consistent with the insights of Schindler *et al.* [70], who found that student motivation increases when fairness is both visible and systematically applied, particularly in competitive or interactive learning environments. Their research supports the idea that when assessment processes are seen as transparent and predictable, they enhance students' engagement and reduce anxiety.

Implication for Practice: The game's built-in fairness mechanisms such as randomized name draws, clear rubrics, and instant feedback ensure equal participation and objective evaluation, reducing bias and enhancing student confidence in the learning process. Teachers can use this structure to model transparent assessment practices that balance competitiveness with inclusivity, fostering a climate of academic integrity and mutual respect.

Policies should encourage teacher capacity-building on equitable facilitation, rubric-based evaluation, and the ethical use of gamified tools. This study advances prior work by offering empirical evidence that structurally embedded fairness mechanisms in educational games enhance learner motivation, trust, and engagement, thereby strengthening the foundation for equitable and accountable instructional innovation in Philippine basic education.

11) Time

The integration of quantitative and qualitative findings reveals a coherent and mutually reinforcing view of More or No More as a time-efficient pedagogy suitable for structured classroom instruction. Quantitatively, all items assessing the parameter of Time received "Highly Acceptable" ratings (M = 4.33 to 4.49), with the highest mean attributed to "The time to be consumed in doing the pedagogy is manageable" (M = 4.49). These results demonstrate that students perceive the game as well aligned with the limited instructional periods typical of public school settings.

Qualitative findings strongly substantiate these perceptions, with the emergent theme "Fits Well Within Allotted Class Time". Teachers reported the game could be comfortably conducted within a 45-minute session, while students shared that its pacing felt exciting yet unrushed. These reflections illustrate how the design's flexibility supports both engagement and lesson continuity, adding depth to the numeric data on manageability and process clarity.

The slightly lower mean for the item "The pedagogy is not time-consuming" (M = 4.33) may reflect minor concerns about occasional delays during facilitation or class-specific dynamics. This nuance was supported by a teacher's suggestion to limit gameplay to "two to three questions per session," hinting at a practical strategy to manage Time without compromising the learning experience.

These findings are echoed in the work of Morales and Javier [71], who emphasized that instructional tools that are both engaging and time-sensitive are more likely to be sustained in classrooms with limited periods and large class sizes. Their study found that activities with built-in pacing structures, such as timers, rounds, or modular components, enabled better time management and instructional alignment, reinforcing the current findings.

Implication for Practice: Its structured pacing and manageable duration enable teachers to integrate engaging, interactive activities without disrupting lesson flow or coverage, making it ideal for 45-minute sessions. Teachers can adapt gameplay length or question sets to optimize both learning engagement and time management, ensuring sustained attention and smooth lesson transitions.

Policy initiatives should support training programs that equip teachers to design and implement time-sensitive, modular game-based strategies aligned with class schedules and curricular pacing. This study advances prior work by providing empirical evidence that time-efficient, contextually adaptable pedagogies can sustain learner engagement within real-world classroom constraints, reinforcing the potential of More or No More as a scalable, practical model for efficient and enjoyable learning in Philippine education.

V. Conclusion

The findings position More or No More as a promising educational intervention that bridges curriculum content and learner engagement through contextualized, culturally responsive, and game-based pedagogical design. Its effectiveness is both empirically substantiated and experientially validated, offering a scalable approach for enhancing student achievement, promoting educational equity, and advancing pedagogical innovation in Social Science instruction.

In conducting the study titled "Acceptability of More or No More as a Contextualized Game-Based Pedagogy in Teaching Social Science" using a sequential explanatory mixed design, several limitations were encountered. First, the study was limited to one school, Maypangdan National High School which constrains the generalizability of the findings to other contexts with different student populations, teacher profiles, and learning environments. Second, the sample size, though sufficient for the study, may not fully capture the diversity of perspectives that could emerge from a broader respondent pool across various schools or grade levels. Third, the reliance on self-reported data from questionnaires and interviews may have introduced subjectivity or social desirability bias, as participants could have provided responses they perceived as favorable rather than fully

reflective of their experiences. Lastly, the qualitative phase depended on the willingness and availability of the selected informants, and although data saturation was achieved, it may still have limited the depth of the perspectives obtained. These constraints suggest that while the study provides valuable insights, caution should be exercised in extending the results beyond the immediate research setting.

CONFLICT OF INTEREST

The author declares no conflict of interest.

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