



New Era University

Senior High School Program
FAAP ACSCU-AAI Level III Re-accredited
No. 9 Central Ave., New Era, Quezon City, Philippines



**METEMP|SYCHOSIS: A ROLE-PLAYING GAME TO AID THE LEARNING OF
GRADE 6 PUPILS**

In Partial Fulfillment of the Requirements in Research 3

SENIOR HIGH SCHOOL

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2021

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New Era University

Senior High School Program

FAAP ACSCU-AAI Level III Re-accredited

No. 9 Central Ave., New Era, Quezon City, Philippines



June 8, 2021

BRO. SUNDAY S. SIBUL

Dear Brother Sibul,

We, the 12 ICT 2 researchers of New Era University Integrated School, are currently working on our research entitled **"METEMP|SYCHOSIS: A ROLE-PLAYING GAME TO AID THE LEARNING OF GRADE 6 PUPILS"**. The purpose of this study is to beta test the educational game, "METEMP|SYCHOSIS", if it can aid the learning of the target audience (Grade 6 pupils) based from the perception of the Grade 6 Teachers.

In line with this, we are requesting from your good office the permission to conduct the gathering of data through an evaluation form about our study/game among the **Grade 6 Teachers of NEUIS-Elementary Department**. The teachers will answer the evaluation form via Google form. Rest assured that any information about the participants will be treated with utmost confidentiality.

Kindly access our Evaluation Form with the demo video through this link: <https://forms.gle/Lt25tZ3TET49DPnS6>, and your approval to conduct this will be greatly appreciated.

Thank you so much.

Respectfully yours,

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Class Leader

Noted by:

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First and foremost, the game developers would like to thank to our almighty God for giving us wisdom, knowledge and strength to finish this research study and game development.

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We take this opportunity to convey our sincere thanks to Mr. Leoville Villaluz, our computer programming subject teacher for giving suggestions and recommendation for the improvement of this game development.

To our very kind and supportive teacher, Mrs. Josephine Blandy Delgado Llenaresas, for helping and guiding us in our research study.

And lastly to all the panel members for giving their time and for their full co-operation and support for the finalization of this document.

DEDICATION

This research paper and the game METEMP|SYCHOSIS is dedicated to grade 6 pupils, teachers, family, and friends by the game designers and developers. And a particular thanks to our supportive families and group mates, who always motivate and drive us to complete their work and the game we're working.

ABSTRACT

This research paper entitled **METEMP|SYCHOSIS: A ROLE-PLAYING GAME TO AID THE LEARNING OF GRADE 6 PUPILS** is a study that will help us to understand and evaluate the effectiveness of the proposed game with the participation of subject teachers from Elementary at New Era University IS. This paper explores four published articles that report on results from researches conducted online. The articles, however, vary in their definitions and their own perspective towards Educational game. Adams (2010) states that “the goal of a game is to entertain through play” with the essence of game play comprising the challenge/ action relationship whereby a player is permitted to take various actions in order to address the challenges underpinning the game. A study: Gender, Video Game Playing Habits, and Visual Memory Tasks (Ferguson, Cruz, and Rueda, 2007) found that video game playing also correlated positively with “accuracy” in visual memory. Other articles define educational game differently and, therefore, offer different results. A study conducted by McDermott et al. compared the memory of action video game players with non-gamers. They found that action video game players excelled over non-gamers in tasks that involved retaining many memories. They also demonstrated higher precision with visual-spatial short-term memory tasks. A study by Lorenza et al. (2013) suggests that gaming trains the brain to be more flexible in updating and monitoring new information. Thus, it enhances the memory capacity of gamers. In relation to four other research articles suggest that all definitions and perspective should be read and understand to fully how educational game work and how it can influence people.

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CHAPTER 1

INTRODUCTION

BACKGROUND OF THE STUDY

As the world shift into a more modern and practical time, many people who has the skill to manipulate the technologies that we have into a more useful tools, some of them developed many games, but not just a game but they coded the game into much more useful hobby and they inserted the game category called “*Educational Games*”. Many people especially teenagers are being attracted in the hobby called gaming, many gamers spend their time and usually neglect their studies. So, in order to balance it, the game developers inserted Logical and educational problems in games even though games can enhance once person abilities the game developers made sure that the gamers will still learn something through online or offline gaming.

As the technology progress the game developers used this chance to include some advance games that the pupils use in order to progress more on their studies, for example the gadget called Virtual Reality Headset or VRH can project first person games and you being the main character, the medical pupils use this chance in order to practice very dangerous biology operations. Simulations also became popular not only to some gamers but also to the pupils who wants to become future pilots, by using Airplane simulators the student will be able to practice piloting and maintaining the plane in a most efficient way. But the most common way that the developers use is called Game-Base Learning (GBL) where they include educational topic in the instructions, quest, or missions of the games. Game-Base Learning helps gamers to harness not only their technical skills but also their intellectual skill in a very creative way.

The game that developers developed will undergo the test called beta test, the beta testers will grade and evaluate the game based on their own perspective and opinion. This will be able help the Game Developers Identify if the game that the researchers developed will be useful in the near future. The researchers will also be able to identify some or many major issues and bugs that game may contain.

STATEMENT OF THE PROBLEM

This study will help us to understand and evaluate the effectiveness of the proposed game with the participation of subject teachers from Elementary at New Era University IS. Thus, the researchers would like to address the following research question and problems:

1. What is the perception of subject teachers towards METEMP|SYCHOSIS as an aid to learning in the following terms:
 - 1.1 Visuals
 - 1.2 Background Music
 - 1.3 Interaction
 - 1.4 Content/Topic
 2. What aspect of the game needs more development?
-

OBJECTIVES OF THE STUDY

This study has the objectives of the following:

- To impart knowledge to the players while having interaction.
- To see the game's educational level.
- To test if the game METEMP|SYCHOSIS' visuals, music, Interaction, and content is efficient.

SIGNIFICANCE OF THE STUDY

The Significance of this study will help the researchers to know what is the perceptions of subject teachers of Elementary in New Era University Integrated School towards the game “METEMP|SYCHOSIS” In this age of emerging technology pupils enjoy using technology to play and have fun. The potential beneficiaries of this study are as follows:

Pupils - this will help to motivate self-learning and problem-solving skills to a great extent, it helps pupils to collaborate, communicate, interact and work as a team. It can also improve the functioning of brain. and can enhance knowledge

Teachers - this will help to facilitate the teaching and enhancement of teachers in critical thinking, problem solving, interaction, creativity, teamwork, and good sportsmanship skills of pupils.

Future Researchers - The result of this study can serve as basis for further study about educational games. The result will also give an idea about “METEMP|SYCHOSIS” game.

SCOPE AND LIMITATIONS

This study of the educational game “METEMP|SYCHOSIS” is conducted at the New Era University Integrated Schools (Main Campus) in Quezon City, Philippines. Since the researchers are also pupils in NEU, it is a lot easier for them to gather data in the same school.

On the other hand, the targeted respondents or the scope of this study are the core subject teachers of the ELEMENTARY NEUIS, which are the target instructors of the players in the game “METEMP|SYCHOSIS”. The content of the game are General Subjects (such as English, Math, Filipino, and Science), that are applicable to Grade Six Pupils.

Even though the game’s content is based on elementary subject, the researchers did not include the pupils. The researchers could not achieve a very large scale of respondents. It is due to the quarantine protocols that are implemented in Quezon City, Philippines.

THEORETICAL FRAMEWORK

Game-based learning is about more than giving pupils educational games. It's about changing the approach of pupils towards learning and the approach of learning towards pupils. The goal is for pupils to enjoy the process of learning itself. It is a type of game play with defined learning outcomes (Shaffer, Halverson, Squire, & Gee, 2005). Learning games also provide pupils a safe environment for failure. It can be hard for pupils, especially adolescents, to fail in a public setting like a classroom. Games give them a chance to try out new things. If they fail in the environment of the game, then they can simply try again and learn from their mistakes. Instead of education based on rote memorization, pupils learn through experimentation and trial and error.

The theory that the researchers will be using is Cognitive Theory. "If a learner knows how to implement knowledge in different contexts and conditions then we can say that transfer occurred". The memory that is stored in a learner's brain is important. However, the ability to implement such knowledge is much more significant as prior knowledge can be used for identifying differences between itself.

Adams (2010) states that "the goal of a game is to entertain through play" with the essence of game play comprising the challenge/ action relationship whereby a player is permitted to take various actions in order to address the challenges underpinning the game. With serious games where the non-entertainment objectives of educating and informing enter the game design process, most experts argue that achieving an effective balance of play and pedagogy is key to their effectiveness (de Freitas, 2007; Seeney & Routledge, 2009).

A lot of people claim that video games make you smarter. However, intelligence is a broad concept, and we don't know what effect video games have on it. Even then, lots of research has shown that video games can have a tangible impact on cognition (Kabir Lal ,2020). A longitudinal study conducted in 2013 found that playing strategy games correlated positively with problem-solving abilities and school grades in the following year. That means that adolescents that reported playing more strategy games tended to display better problem-solving ability. As a student learns through game-based learning, they gain much more ownership of the material, which improves retention. The combination of different approaches and goal-based learning addresses all of the learning styles at the same time. No matter what a student's primary, secondary, or tertiary learning style, a game can address them. Games can even combine multiple subjects into a single game, creating a versatile learning tool.

A study: Gender, Video Game Playing Habits, and Visual Memory Tasks (Ferguson, Cruz, and Rueda, 2007) found that video game playing also correlated positively with accuracy in visual memory. The study hypothesized that this was because video games primed the player to be sensitive to visual cues. Memory is closely related to attention. Therefore, since games improve attention, they would have an impact on memory as well. A study conducted by McDermott et al. compared the memory of action video game players with non-gamers. They found that action video game players excelled over non-gamers in tasks that involved retaining many memories. They also demonstrated higher precision with visual-spatial short-term memory tasks. (Memory abilities in action video game players Ashley F. McDermott a, Daphne Bavelier a,b, C. Shawn Green c,†). A study by Lorenza et al. (2013) suggests that gaming trains the brain to be more flexible in updating and monitoring new information. Thus, it enhances the memory capacity of gamers.

DEFINITION OF TERMS

1. **Educational games** - are those intentionally designed for the purpose of education, or those entertainment games that have incidental or educational values.
 2. **Game-Base Learning** - At a simple level, games-based learning can be defined as “learning that is facilitated by the use of a game.”
 3. **Visual memory** - Visual memory describes the relationship between perceptual processing and the encoding, storage and retrieval of the resulting neural representations. (Wikipedia)
 4. **Background Music** - Music to accompany the dialogue or action of a motion picture or radio or television drama.
 5. **Interaction** - The quality or the state of being interactable.
-

CHAPTER 2

REVIEW ON RELATED LITERATURE

RELATED LITERATURE

This chapter includes the ideas, finished thesis, conclusions, and others. Those that were included in this chapter helps in familiarizing information that are relevant and similar to the researchers' study, which is educational games.

Educational Games

According to Peña-Miguel Noemí and Sedano Hoyuelos Máximo, Educational Games is spreading widely in our society many game developers use this way in order to make games in to much more useful. Teachers or Professors use Educational Games method in order to not just make the pupils learn more but also to make the lesson enjoyable. *"A video game is a mental contest played with a computer according to certain rules for amusement, recreation, or winning a stake, and a serious game is "a mental contest played with a computer in accordance with specific rules that uses entertainment to further government or corporate training, education, health, public policy, and strategic communication objectives"* (Zyda, 2005). According to this statement it tells us that video game is not just for entertainment in the other hand it also helps the player to think critically depending on the situation or instruction where they insert not just educational but also health and public policy.

In the study of Joe Todd, according to him, considering that our world is currently facing a global pandemic called COVID-19 educational games can also help pupils during the online

class, almost all of the pupils are currently studying at home this result into student being attracted to online games than studying . ”*Online gaming can be a space for continued learning within an online environment, providing numerous benefits for players, all while keeping them indoors*”.

“The potential of serious games is also evident in the fact that they can easily be adapted to any technological format and can be used on desktop equipment or on mobile devices of all kinds such as iPads and tablets.”(Peña-Miguel Noemí and Sedano Hoyuelos Máximo) using educational game can also be very efficient in a way that if the pupils had the proper tools, they can almost do everything that can benefit to their studying without taking any dangerous and expensive risk.

Visual Learning Environment

In Jamal Raiyn’s study, he said that in future work we will consider visual reasoning. In a visual learning environment, the learners use their eyes to collect visual information. Some studies in human cognition show that in human brain, visual information is stored accordance with its location in the environment, and it is presumed that the location of the spatial cognitive map is in the hippocampus. Furthermore, we will use the visual learning tools in primary school to study the Attitudes of pupils toward Learning Programming through Visual Interactive Environments. Just like in game we have visuals that stimulates and excites a player when playing a game. In education games, we use catchy visuals in order from the player to become excited when playing the game even though the content of it are educational.

Commercial Entertainment Games

We notice some interesting examples of using commercial entertainment games in teaching. Even though the major reference to serious games refers to specifically designed games, there seems to be a potential for using entertainment games in education. Piirainen-Marsh and Tainio provided an interesting example of language learning, even though not in a formal teaching situation. Yang showed that a game-based strategy using commercial entertainment games was clearly effective in promoting pupils' problem solving skills, whereas the control group showed no improvement. Furthermore, the game-based learning approach resulted in better learning motivation for pupils in the experimental group. Finally, the academic achievement tests showed no statistically significant difference between the two groups. These results are interesting in that they suggest some benefits from using entertainment games without any detriment in academic achievement. (Backlund, P. and Hendrix, M. (2013))

The game-based learning is a helpful way of motivation in learning educational things. Kids or even teens can use educational game in order to learn with having fun. Just like what others say, "If you are not having fun, then it is not for you.", but in education games, you are enjoying the game at the same time you are learning with your studies.

CHAPTER 3

METHODOLOGY

PROJECT DESIGN

The game "METEMP|SYCHOSIS" is a 2Dimensional perspective that will include four levels that will floor by floor representing the levels with different difficulties, it will also include different kinds of game modes for example Puzzle, Mystery, and Quest Games that will have an educational topic related to the 4 major subjects (English, Filipino, Math, and Science) of Elementary pupils . The game was inspired by the anime “Sword Art Online”.

The target audience of the game is the Grade Six pupils for the reason, their current curriculum has four major subjects (English, Math, Science, and Filipino).

The game will feature pixel art style like Super Mario Bros, the game will also feature different kinds of biomes like grassland, desert, underground lava pool, etc. Depending on the level of the game with the matching soundtrack that will be composed by the composers.

PROJECT DEVELOPMENT

METEMP|SYCHOSIS

Project need	Project construction	Project conclusion
<ul style="list-style-type: none">- Personal Computer/Laptop- Drawing Pen and Tablet- Internet- Electricity- Adobe Flash CS6- Medibang Paint- Finale 2014- Fl Studio	<p>The operation starts with the Conceptualization of the game METEMP SYCHOSIS.</p> <p>Then, the Illustration of game and composition of the background music starts.</p> <p>When the illustrations and compositions finished it is now the time to proceed to the Compilation and coding. Once the game is done, the documentation starts.</p>	<p>The game METEMP SYCHOSIS is an effective learning tool for the Elementary pupils .</p>

Fig. 2

PROJECT COMPONENTS

Here are the project components used in order to achieve completion of the game “METEMP|SYCHOSIS”. The following are equipment, gadgets, and softwares used for the game project:

Personal Computer/Laptop

The developers used Personal Computer and Laptop to make the game “METEMP|SYCHOSIS”. It installs the important components to build this game and to facilitate the making of the game.

It houses the softwares such as Adobe Flash CS6, Medibang Paint, etc.

Drawing Pen and Tablet

Drawing Pen and Tablet are used by the illustrators to draw the visual art of the game and to add character design and to facilitate character creation. It also helps the illustrators to easily draw digitally on their devices.

Internet

The developers used the internet to upload files or download fixtures that needs to be used in the game project. It is also use to find references for the codes in the game and to find more ideas about the game creation.

Electricity

Electricity is used to power the personal computer, drawing tablet and internet connection.

Adobe Flash CS6

This software puts the animations and codes that creates movement of the game characters and backgrounds. The Adobe Flash CS6 is the compiler of the illustrations, music, and codes of the game.

Medibang Paint

This Medibang Paint is a lightweight digital painting and comic creation program that comes loaded with brushes, fonts, pre-made backgrounds, and other resources. Here, the illustrators made drawings such backgrounds and characters for the game.

Finale 2014

Finale is the flagship program of a series of proprietary music notation software developed and released by MakeMusic for the Microsoft Windows and macOS operating systems. In Finale, the composers input their notation on order to create digital music.

FL Studio

In FL studio, the composers and sound engineer mixed the music to make the background music sound better, this FL studio will serve as the mixer of the background music in our game.

PROJECT CONSTRUCTION

This research construct with the help of Game Design Document to represents the whole plan of the educational game that the researchers will going to conduct and perform. This project construction will be the guide when the researchers started to make the game “METEMP|SYCHOSIS”. The game includes a couple of genres that can be classified as RPGs, as well as other sub-genres such as puzzle, action, adventure, platform, games, mystery, strategy, and role-playing games. Of course, our game requires an audience in order to function; our target audience consists of elementary pupils; our game is not a typical game, but it can help pupils learn something while gaming. While our game objectives are to provide pupils with more motivation, controlled competitiveness, peer positivity, and less stress. Our game will have a variety of art styles inspired by the Super Mario game. The appearance will differ depending on the level you are in.

TESTING AND OPERATION

The educational game “Metemp|Sychosis” has two ways of testing and operation. The first one is called alpha test. Alpha testing is the initial phase of validating whether a new product will perform as expected. Alpha tests are carried out early in the development process by internal staff and are followed up with beta tests, in which a sampling of the intended audience actually tries the product out (Margie Semilof). The game developers will conduct the said alpha test. They will test and ensure that there no errors and bugs.

The second one is called beta test. Beta Test is a field test of the beta version of a product (such as software) especially by testers outside the company developing it that is conducted prior to commercial release (Mirriam-Webster). The researchers and game developers will conduct the beta testing on the core subject teachers in Elementary of New Era University IS. In beta testing, the researchers will also conduct an evaluation form to gather the information and feedbacks of the respondents.

The third one is the Demonstration of the game through demo video. The participants who can watch the video are the subject teachers who are not capable of getting a copy of the METEMP|SYCHOSIS. The demo will serve as their experience in order to fill up the researcher's evaluation form.

RESEARCH DESIGN

This research, according to the researchers, has a research design of Evaluation Research and Descriptive Research. Evaluation research, also known as program evaluation, refers to research purpose instead of a specific method. Evaluation research is the systematic assessment of the worth or merit of time, money, effort and resources spent in order to achieve a goal (questionpro.com). While Descriptive research, is a study of status and widely used in education nutrition epidemiology, and the behavioral sciences. (Eunsook T. Koh, Willis L. Owen)

This research focuses mainly on the perceptions and insights of core subject teachers of Elementary in New Era University Integrated School towards the game "METEMP|SYCHOSIS".

It only requires them to explain their personal opinions, give ratings and suggestions to our game content and design. It uses an evaluation form in order to obtain respondent's data.

POPULATION AND SAMPLING

The sampling technique the researcher used is random sampling. According to Lauren Thomas, random sampling is a randomly selected subset of a population. Before the sampling was collected, the researchers had to determine the population. The population of this study is the core subject teachers from Elementary in New Era University in the academic school year of 2020-2021.

SOURCE OF DATA

This research uses an evaluation form as a source of data. The researcher uses a beta test to conduct an evaluation form. A beta test is to check the game and fix the bug and lag. The beta test has 2 parts, the one is the test, and if the participants have a concern and suggestions to the researcher to improve the game more, the researchers will accept your suggestions in any problem in the game or variable. And the last part is when releasing the game. The game itself, the bug and lags are now fixed.

DATA GATHERING PROCEDURE

The researchers used an evaluation form as a source of data. The researchers created an evaluation form then uploaded to the google forms, in order to comply to the health protocols throughout the Quezon City, Philippines. Then, researchers asked permission to the IS principal to conduct an evaluation form to its teachers. The researchers then asked the coordinators of each subject to assist in handling out the evaluation form. After, the teachers will fill up the evaluation form in Google forms.

The data that are entered by the respondents are also gathered by the researchers online through Google Forms.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Results
--	----------------------	----------	---------	-------	-------------------	------	---------

Question	0	0	0	5	1	4.17	Agree
1							

Fig. 4

Out of 6 respondents, 5 of them answered Agree while the remaining 1 respondent answered Strongly Agree. Therefore, they all agreed that the multiple graphic elements and variations in layout of the game METEMP|SYCHOSIS will help the pupils of their needs.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Results
Question	0	0	1	3	2	4.17	Agree
2							

Fig. 5

Out of 6 respondents, 1 answered Neutral, 3 of them answered Agree, while the remaining 1 respondent answered Strongly Agree. Therefore, they are agreed that the design element can really assist the pupils when it comes to understanding concepts and ideas.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Results
Question	0	0	0	3	3	4.5	Strongly Agree
3							

Fig. 6

On the third question, 3 out of 6 respondents answered agree, while 3 answered strongly agree. The mean on this question is 4.5. Therefore the result on the third question is that they strongly agree that METEMP|SYCHOSIS provides multiple auditory, kinesthetic, textual and/or visual activities to enhance pupils learning.

Music

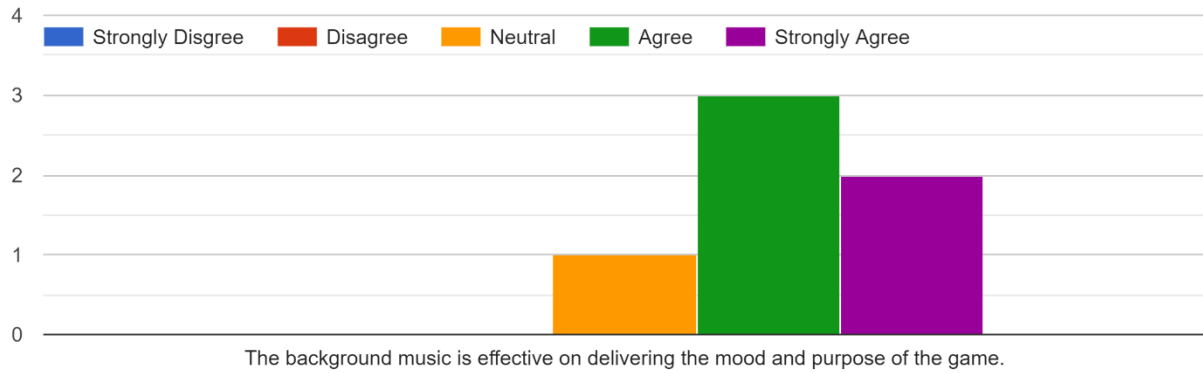


Fig. 7

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Results
Question 4	0	0	1	3	2	4.17	Agree

Fig. 8

On the forth question, 1 out of 6 respondents answered neutral, and 3 answered strongly agree, and 2 answered strongly agree. The mean on this question is 4.17. Therefore the result on the forth question is that they agree that the background music of the METEMP|SYCHOSIS is effective on delivering the mood and purpose of the game.

Interaction

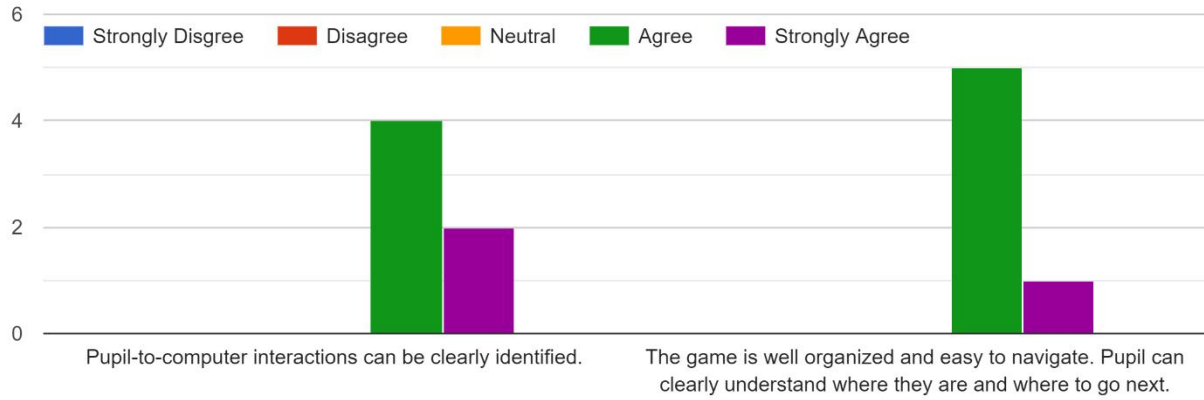


Fig. 9

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Results
Question 5	0	0	0	4	2	4.33	Agree

Fig. 10

Out of 6 respondents, 4 of them answered Agree, while the remaining 2 respondent answered Strongly Agree. Therefore, they are agreed that pupil-to-computer interactions is clearly identified.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Results
Question 6	0	0	0	5	1	4.17	Agree

Fig. 11

On the sixth question, 5 out of 6 respondents answered agree, and 1 answered strongly agree. The mean on this question is 4.17. Therefore the result on the sixth question is that they agree the game METEMP|SYCHOSIS is well organized and easy to navigate. Pupil can clearly understand where they are and where to go next.

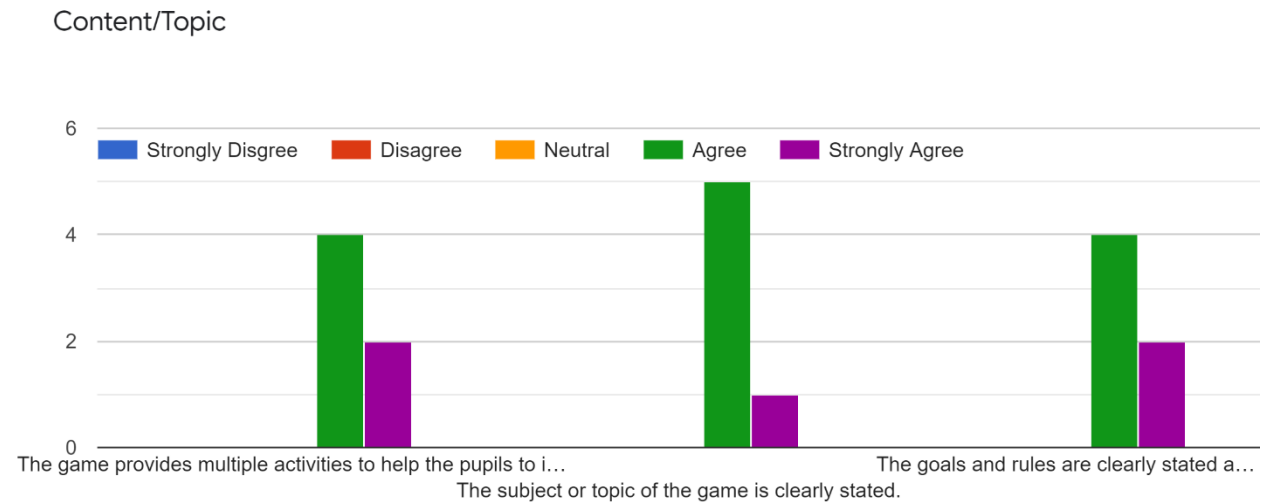


Fig. 12

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Results
Question 7	0	0	0	4	2	4.33	Agree

Fig. 13

Out of 6 respondents, 4 agreed, while the other 2, strongly agreed. Meaning that respondents agreed that all of the goal and rules are clearly stated and it helps the pupil know and have the appropriate knowledge to complete the game.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Results

Question	0	0	0	5	1	4.17	Agree
8							

Fig. 14

Out of 6 respondents, 5 simply agreed while 1 of them strongly agreed, with the overall result of all respondents agreeing that the game's topic is clearly stated.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Results
Question	0	0	0	4	2	4.33	Agree
9							

Fig. 15

Out of 6 respondent 4 of them are answered Agree while the 2 remaining respondent answered strongly Agree Therefore they agree that all goal and rules are clearly stated and it will help pupil to know and be able to accomplish the game.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The findings of the study were summarized according to the statement of the problem in Chapter 1:

What is the perception of Grade Six teachers towards METEMP|SYCHOSIS in the following terms of Visuals?

1. The multiple graphic elements and variation in layout adhere to the needs of the pupils.

Out of 6 respondents, 5 of them answered Agree while the remaining 1 respondent answered Strongly Agree. With a mean of 4.17. Therefore, they all agreed that the multiple graphic elements and variations in layout of the game METEMP|SYCHOSIS will help the pupils of their needs.

2. The Design elements can assist the pupils in understanding concepts and ideas.

The mean is 4.17, 1 answered Neutral, 3 of them answered Agree, while the remaining 1 respondent answered Strongly Agree. Therefore, they are agreed that the design element can really assist the pupils when it comes to understanding concepts and ideas.

3. The game provides multiple auditory, kinesthetic, textual and/or visual activities to enhance pupils learning.

3 out of 6 respondents answered agree, while 3 answered strongly agree, and the mean on this question is 4.5. Therefore, the result on the third question is that they strongly agree that METEMP|SYCHOSIS provides multiple auditory, kinesthetic, textual and/or visual activities to enhance pupils learning.

What is the perception of Grade Six teachers towards METEMP|SYCHOSIS in the following terms of Music?

1. The background music is effective on delivering the mood and purpose of the game.

The fourth question has 1 out of 6 respondents answered neutral, and 3 answered strongly agree, and 2 answered strongly agree. The mean on this question is 4.17. Therefore, the result on the fourth question is that they agree that the background music of the METEMP|SYCHOSIS is effective on delivering the mood and purpose of the game.

What is the perception of Grade Six teachers towards METEMP|SYCHOSIS in the following terms of Interaction?

1. Pupil-to-computer interactions can be clearly identified.

4 of them answered Agree, while the remaining 2 respondents answered Strongly Agree, with a mean of 4.33. Therefore, they are agreed that pupil-to-computer interactions is clearly identified.

2. The game is well organized and easy to navigate. Pupil can clearly understand where they are and where to go next.

On the sixth question, 5 out of 6 respondents answered agree, and 1 answered strongly agree. The mean on this question is 4.17. Therefore, the result on the sixth question is that they agree the game METEMP|SYCHOSIS is well organized and easy to navigate. Pupil can clearly understand where they are and where to go next.

What is the perception of Grade Six teachers towards METEMP|SYCHOSIS in the following terms of Content/Topic?

1. The game provides multiple activities to help the pupils to increase their cognitive skills, such as analysis, synthesis and evaluation.

Out of 6 respondents, 4 agreed, while the other 2, strongly agreed. Meaning that respondents agreed that all of the goal and rules are clearly stated and it helps the pupil know and have the appropriate knowledge to complete the game.

2. The subject or topic of the game is clearly stated.

Out of 6 respondents, 5 simply agreed while 1 of them strongly agreed, with the overall result of all respondents agreeing that the game's topic is clearly stated.

3. The goals and rules are clearly stated and measure what pupils must know and be able to do to accomplish the game.

Out of 6 respondent 4 of them are answered Agree while the 2 remaining respondents answered strongly Agree Therefore, they agree that all goal and rules are clearly stated and it will help pupil to know and be able to accomplish the game.

CONCLUSION

The researchers of the research paper entitled “METEMP|SYCHOSIS: A ROLE-PLAYING GAME TO AID THE LEARNING OF GRADE 6 PUPILS” came up with conclusions from the data gathered from the respondents. The conclusions are based on the Statement of the Problem of the said paper.

- The Grade six teachers agreed that the visuals of the game METEMP|SYCHOSIS is effective.
 - The Grade six teachers agreed that the background Music of the game METEMP|SYCHOSIS is effective.
 - The Grade six teachers agreed that the Interaction of the game METEMP|SYCHOSIS is effective.
-

- The Grade six teachers agreed that the Content/Topic of the game METEMP|SYCHOSIS is effective

RECOMMENDATION

The following are the respondents recommendation towards the game METEMP|SYCHOSIS:

- It should be just like this, it is friendly and avoid cursing or bad words so that the game will apply to all ages.
 - I like your game, I think it will motivate Grade 6 pupils but I have a concern about Science, since I am a Science Teacher, I don't think Big Dipper and Little Dipper are constellations, they are just considered as an asterism, meaning they are only group of stars that is part of a constellation. So maybe if you could look for other constellations.
Thank you
 - If you can make the voice of the characters not animated since the target users are pupils so not to adopt it
 - Graphics must be appropriate to the story or lessons in the game and voice over must be lively to catch the attention of the pupils
-

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APPENDICES

APPENDIX A

EVALUATION FORM

METEMP|SYCHOSIS: A ROLE-PLAYING GAME TO AID THE LEARNING OF GRADE 6 PUPILS

METEMP|SYCHOSIS is a game in 2Dimensional perspective with four levels. This runs floor by floor that represents the levels with different difficulties. Moreover, this game exhibits different modes of game (Puzzle, Mystery, and Quest Games) and covers four Elementary subjects/topics (English, Filipino, Math, and Science); all of these are connected in a game story.

To evaluate the METEMP|SYCHOSIS as a learning aid for Grade 6 pupils, we (the 12 ICT 2, Group 1 Researchers and Game Developers) would like to ask for your participation to answer this evaluation form.

Rest assured that the data that we will gather from you will be kept confidential and protected at all cost.

Attached to this form is the Game Demonstration (Video); kindly watch before you proceed on evaluating the game.

Thank you so much.

METEMP|SYCHOSIS (DEMO VIDEO)

12 ICT 2 | GROUP 1

DEMO VIDEO TIMESTAMPS

00:00 – Trailer
01:02 – Gameplay
01:11 - Main Menu
01:23 - Cut Scene 1
02:23 – Dialogue
05:33 - Level 1
11:09 - Level 2
14:03 - Level 3
16:53 - Level 4
19:04 - Boss Battle
21:00 - Cut Scene 2

22:07 - Ending 1

22:24 - Ending 2

Adobe Flash/SWF (Playable with Adobe Flash Player only)

<https://drive.google.com/file/d/1v7vEuq731lfQ1DEvvdrB6sCZouPgVpQV/view?usp=sharing>

EVALUATION FORM

I. RESPONDENT INFORMATION

Name (Last Name, First Name M.I.)

Institutional Email

II. EVALUATION QUESTIONS (Adapted to evaluation form being used by California State University, Sacramento (2004))

Strongly Disagree []		Disagree []		Neutral []		Agree []		Strongly Agree []
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Layout & Design

1. The multiple graphic elements and variation in layout adhere to the needs of the pupils.
2. The Design elements can assist the pupils in understanding concepts and ideas.
3. The game provides multiple auditory, kinesthetic, textual and/or visual activities to enhance pupils learning.

Music

1. The background music is effective on delivering the mood and purpose of the game.

Interaction

1. Pupil-to-computer interactions can be clearly identified.
2. The game is well organized and easy to navigate. Pupil can clearly understand where they are and where to go next.

Content/Topic

1. The game provides multiple activities to help the pupils to increase their cognitive skills, such as analysis, synthesis and evaluation.
2. The subject or topic of the game is clearly stated.
3. The goals and rules are clearly stated and measure what pupils must know and be able to do to accomplish the game.

III. Feedbacks

Comment down your feedbacks on the game.

Do you have any suggestion or comments on the game "METEMP|SYCHOSIS"? Kindly enumerate and explain.

Contact and Information

Developer's Contact Info:

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APPENDIX B

APPENDIX C
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