

Analyzing the Effectiveness of Interactive Learning Platforms on Academic Engagement of Accountancy Students

Micca Ellah E. Mamangun¹, Zarah Isabel D. Manalastas², Mikaela P. Manuel³, RICARDO S. JIMENEZ, LPT, DBA⁴,
MYRNA C. CALMA, CPA, PhD, MBA, Friacc⁵

¹Institute of Business and Computing Education, Mabalacat City College, Mabalacat City, Pampanga, Philippines
miccaellah11@gmail.com

²Institute of Business and Computing Education, Mabalacat City College, Mabalacat City, Pampanga, Philippines
zarahisabelmanalastas@gmail.com

³Institute of Business and Computing Education, Mabalacat City College, Mabalacat City, Pampanga, Philippines
manuelmika963@gmail.com

⁴Research Management Office/College of Business Studies Pampanga State University Bacolor, Philippines
rsjimenez@dhvsu.edu.ph

⁵Insittute Dean of Business and Computing Education Mabalacat City College Mabalacat City, Philippines
myrna.calma@mcc.edu.ph

Abstract: This study examines how interactive learning platforms impact the academic engagement of accountancy students at Mabalacat City College. It delves into the specific platforms utilized by students, the factors that affect their engagement, the effectiveness of the platforms in improving academic performance, and the connection between platform usage and student engagement. By concentrating on platforms like Microsoft Teams, Google Meet, Kahoot!, and Quizziz. The research evaluates how features such as quizzes, breakout rooms, and video conferencing influence active participation, collaboration, and motivation. The results emphasize the importance of integrating interactive tools with other teaching strategies to enhance academic engagement for accountancy students.

Keywords — Interactive learning platforms, academic engagement, Microsoft Teams, Google Meet, Kahoot!, Quizziz, active participation, collaboration, motivation, comprehension understanding, retention of knowledge, mastery of concepts

1. INTRODUCTION

The COVID-19 pandemic brought significant disruption to global education systems, accelerating the shift toward online and blended learning modalities. As educational institutions adapted, interactive learning platforms emerged as vital tools for maintaining student engagement, particularly in the higher education sector. In developing countries like the Philippines, tools such as Microsoft Teams, Google Meet, and gamified platforms like Kahoot! and Quizziz became increasingly prevalent.

Blended learning, which integrates online modules with face-to-face instruction, has shown promise in overcoming traditional classroom limitations. Yet, challenges such as limited infrastructure, technological apprehension, and readiness for digital pedagogy remain (Roulet, 2024). Student engagement—defined by participation, collaboration, and motivation—has been a critical focus, as it directly affects academic performance (Bedi, 2023).

This study investigates the effectiveness of interactive platforms in enhancing student engagement among Accountancy students at Mabalacat City College. The goal is to provide insights that can guide the integration of such technologies into academic strategies to support student performance.

2. REVIEW OF RELATED LITERATURE

Benefits and Challenges

Interactive learning platforms offer dynamic features that capture students' attention and promote deeper learning through gamified content, interactive quizzes, and multimedia tools, as noted by Elite (2024). These platforms support motivation and engagement, making complex topics more manageable and enjoyable. However, Denbel (2023) and Adeshola & Agoyi (2022) highlight significant barriers to online learning such as limited access to digital tools, poor communication with instructors, and technological apprehension. Despite these limitations, the shift toward digital learning continues to expand, offering both opportunities and hurdles for educational institutions.

Student Engagement and Student Performance

Student engagement is a multifaceted concept involving emotional, behavioral, and cognitive interactions with peers, instructors, and course content. According to Abou-Khalil et al. (2021), Moore's Interaction Model categorizes engagement into student-student, student-teacher, and student-content interactions—all vital for motivation and performance. Johar et al. (2023) emphasize that log data and active participation in online platforms reflect engagement levels. Studies by Heflin & Macaluso (2021) and Delfino (2019) underscore the role of self-directed learning, motivation, and supportive relationships in improving performance, while Bukhatwa et al. (2022) found video-based

learning effective in improving student comprehension, especially in subjects like mathematics and statistics.

Interactive Learning Platforms

Gamified tools such as Kahoot!, Quizizz, and Socrative have proven effective in enhancing student engagement and making learning more enjoyable, according to Zainuddin et al. (2020). Students tend to perform better and remain motivated due to the competitive and interactive features of these platforms. Islakhah et al. (2024) report that Microsoft Teams, with its features like video conferencing, resource sharing, and meeting recordings, is perceived positively by students, increasing both accessibility and engagement. Similarly, Chernov et al. (2021) and Felszeghy et al. (2019) demonstrate that integrating tools like Kahoot! and online games improves content understanding and academic performance in various disciplines.

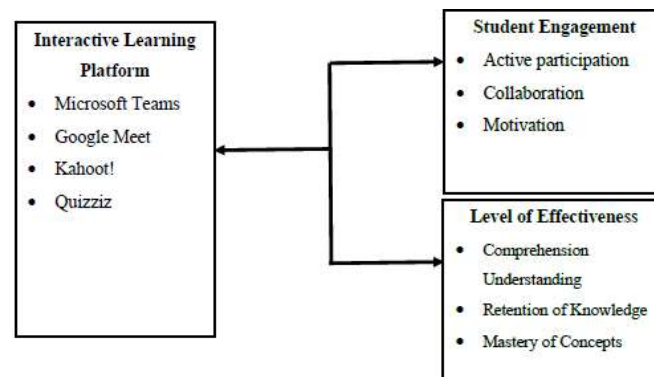
Blended Learning

Blended learning, which merges face-to-face and online instruction, significantly improves student engagement, satisfaction, and academic outcomes. Fisher et al. (2018) suggest that hybrid models enhance participation and self-efficacy, particularly in accounting education. Abusaleem et al. (2022) highlight that while digital platforms provide accessibility and flexibility, traditional classroom methods still play a crucial role. Karaaslan et al. (2018) and Pereria & Gomes (2022) support the use of both synchronous and asynchronous learning to promote vocabulary development, collaboration, and engagement. Huang et al. (2022) and Yu & Yi (2020) further argue that blended learning supports deeper exploration of content, improves recall, and allows students to learn at their own pace.

Engaging Students Digitally

Digital platforms are effective in fostering student engagement through features such as real-time chats, interactive content, assignment submissions, and multimedia tools. Alshammary et al. (2023) point out the versatility and scalability of these tools, while Ahmed et al. (2020) note that learning management systems (LMS) promote critical thinking and active learning. Malysheva et al. (2022) discuss the necessity of adapting teaching strategies to digital environments, especially in response to the pandemic. Ramsey & Flanagan (2019) stress the importance of collaboration between educators and students in designing tech-integrated pedagogies. Meanwhile, Rusk (2019) reveals how students use digital media, particularly smartphones and social apps, to extend learning and communication beyond traditional classrooms.

3. CONCEPTUAL FRAMEWORK



This study uses an Independent-Dependent Variable Model. Interactive learning platforms serve as the independent variable, while student engagement (active participation, collaboration, motivation) and effectiveness (comprehension, retention, mastery) are dependent variables. The framework is guided by Albert Bandura's Social Cognitive Theory, which posits that learners' self-efficacy and observational learning impact educational outcomes.

4. STATEMENT OF THE PROBLEM

This study aims to analyze the effectiveness of using interactive learning platforms on accountancy students' engagement at Mabalacat City College. Specifically, it seeks to answer the following question(s):

1. What are the different Interactive Learning Platforms used by Accountancy students?
 - 1.1 Microsoft Teams;
 - 1.2 Google Meet;
 - 1.3 Kahoot!;
 - 1.4 Quizizz;
2. What are the factors that affect academic engagement using interactive learning platforms?
 - 2.1 Active participation
 - 2.2 Collaboration
 - 2.3 Motivation
3. What is the level of effectiveness in using Interactive Learning Platforms by Accountancy Students?
 - 3.1 Comprehensive Understanding
 - 3.2 Retention of Knowledge
 - 3.3 Mastery of Concept
4. Is there a significant relationship between the use of Interactive Learning Platform and the academic engagement of accountancy students?
5. Is there a significant relationship between the use of Interactive Learning Platforms and its level of effectiveness on accountancy students?

5. SIGNIFICANCE OF THE STUDY

This study will benefits:

Students can identify which interactive learning platforms effectively enhance their motivation, engagement, and understanding of accounting concepts.

Instructors by providing valuable insights on selecting and using digital tools to improve teaching methods and student interaction.

School Administrators by guiding decisions on technology integration, resource allocation, and the design of blended, interactive course content.

Future Researchers by serving as a foundational reference for further studies on educational technology and student engagement in accountancy.

6. HYPOTHESIS OF THE STUDY

H0: No significant relationship between platform use and academic engagement/effectiveness.

H1: There is a significant relationship between platform use and academic engagement/effectiveness.

7. SCOPE AND DELIMITATIONS

This study focuses on assessing the effectiveness of interactive learning platforms—specifically Microsoft Teams, Google Meet, Kahoot!, and Quizziz—on the academic engagement of fourth-year Bachelor of Science in Accountancy students at Mabalacat City College during the academic year 2024–2025.

8. METHODOLOGY

8.1 Research Design

This study employed a quantitative research approach with a descriptive-correlational design to assess the relationship between interactive learning platforms and the academic engagement of Accountancy students at Mabalacat City College. Descriptive research described the current state of engagement, while correlational analysis determined the significance of relationships between variables without manipulation.

8.2 Research Locale

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8.3 Respondents

This study was conducted at Mabalacat City College, focusing specifically on fourth-year Bachelor of Science in Accountancy students for the academic year 2024–2025. The sample of 119 students was selected using purposive-convenience sampling, targeting accessible and relevant participants with experience using interactive learning platforms.

8.4 Research Instruments

To assess the level of effectiveness of fourth-year accountancy students' engagement with interactive learning platforms, the researchers utilized an adapted-modified research questionnaire. This instrument was derived from the study by Hollister et al. (2022), titled "*Engagement in Online Learning: Student Attitudes and Behavior During COVID-19*", and was tailored to suit the context of accountancy education.

The instrument comprised closed-ended questions using a checkbox format, allowing for standardized data collection. Following the format described by Gupta (2020), the questionnaire presented predefined response options from which respondents could select. The survey included two 4-point Likert scales: one for measuring agreement—(4) Strongly Agree, (3) Agree, (2) Disagree, and (1) Strongly Disagree—and another for measuring effectiveness—(4) Very Effective, (3) Effective, (2) Low Effective, and (1) Very Low

Rate	Verbal Description	Verbal Interpretation	Range
4	Strongly Agree	Very high academic engagement and very high level of agreement on using interactive learning platforms	3.26 – 4.0
3	Agree	High academic engagement and high level of agreement on using interactive learning platforms	2.51 – 3.25
2	Disagree	Low academic engagement and low level of agreement on using interactive learning platforms	1.76 – 2.50
1	Strongly Disagree	Very low academic engagement and very low level of agreement on using interactive learning platforms	1.00 – 1.75

Effective.

Using Cronbach's alpha, the internal consistency of the instrument was measured. The analysis yielded a Cronbach's alpha score of 0.927, which is interpreted as "Excellent" based on established statistical reliability standards. This high coefficient confirms that the instrument demonstrated strong internal consistency, reliability, and stability in capturing participants' responses. The result validates the instrument's readiness for formal data gathering and supports its effectiveness in producing accurate and dependable research findings.

OVERALL:-				
Indicators	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	Interpretation
Level of Effectiveness	0.927	0.934	30	Excellent

8.5 Data Collection

The survey was administered online via Google Forms, distributed through Facebook Messenger after obtaining informed consent. Respondents were allotted adequate time to complete the survey independently.

8.6 Data Processing and Statistical Treatment

The collected data were systematically processed through scoring, tallying, tabulation, and statistical interpretation using Microsoft Excel. The following statistical tools and techniques were employed to analyze the results:

1. Frequency and Percentage Distribution

This method was used to present the distribution of responses across various categories. It enabled the researchers to identify the most and least utilized interactive learning platforms among accountancy students. Percentages were computed using the formula:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage
F= Frequency
N= Number of Respondents
100=constant

2. Likert Scale Tool

Responses were interpreted using the following scale ranges:

3. Weighted Mean and Standard Deviation

The weighted mean was utilized to determine the average response level for each variable (e.g., active participation, collaboration, motivation, comprehension, retention, and mastery). The results were interpreted using a 4-point Likert scale with corresponding verbal descriptions.

$$W = \frac{\sum_{i=1}^n w_i X_i}{\sum_{i=1}^n w_i}$$

Where: W = weighted average
n = number of items to be averaged
W_i = weights applied to x values
X_i = data values to be averaged

The standard deviation was computed to assess the variability of responses from the mean, offering insights into the consistency of students' experiences and perceptions.

$$s = \sqrt{\frac{\sum (X - \bar{X})^2}{n - 1}}$$

where,
s = sample standard deviation
Σ = sum of...
X̄ = sample mean
n = number of scores in sample.

4. Rank Method

Ranking was applied to determine the order of preference or significance among interactive learning platforms based on student usage and responses.

5. Chi-Squared Test

To determine whether a significant relationship exists

Rate	Verbal Description	Verbal Interpretation	Range
4	Very Effective	Very high academic engagement and very effective interactive learning platforms	3.26 – 4.0
3	Effective	High academic engagement and effective interactive learning platforms	2.51 – 3.25
2	Low Effective	Low academic engagement and less effective interactive learning platforms	1.76 – 2.50
1	Very Low Effective	Very low academic engagement and least effective interactive learning platforms	1.00 – 1.75

between the type of interactive learning platform used and the level of academic engagement among accountancy students, the researchers employed the Chi-Square Test for Independence. This statistical method is designed to evaluate whether differences between observed and expected frequencies across categorical variables are due to chance or indicate a meaningful association.

The test was used to examine if students' engagement levels varied significantly based on the platform they used (e.g., Microsoft Teams, Google Meet, Kahoot!, Quizziz). According to Biswal (2023), the Chi-Square test is effective for identifying statistically significant differences between actual and expected outcomes in categorical data. The formula is given below:

$$\chi_c^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

where: c = degrees of freedom
O = observed value(s)
E = expected value(s)

8.7 Ethical Consideration

The study upheld ethical standards by informing participants of their rights and ensuring confidentiality, adhering to the Data Privacy Act of 2012 and avoiding

4. I frequently turn on my camera during live sessions.	0.78	2.42	Low academic engagement and low level of agreement on using interactive learning platforms
5. I regularly attend the live lectures during my online classes.	0.66	3.44	Very high academic engagement and high level of agreement on using interactive learning platforms
Total	0.68	2.97	High academic engagement and high level of agreement on using interactive learning platforms

intellectual property violations as per Republic Act No. 10175. Accuracy and impartiality were maintained throughout the data analysis and reporting process.

9 PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data gathered from the 119 fourth-year Accountancy students of Mabalacat City College, followed by an analysis and interpretation of the findings based on the study's objectives. It explores the interactive learning platforms (ILPs) used by the students, identifies the factors affecting their academic engagement, and assesses the level of effectiveness of ILPs in supporting their learning.

Table 2 Interactive Learning Platforms used by Accountancy Students

Type of Interactive Learning Platform	Frequency	Percentage	Rank
Microsoft Teams	113	95%	1
Google Meet	5	4.2%	2
Kahoot!	1	0.8%	3
Quizziz	0	0%	4
Total	119	100	

The results show that Microsoft Teams was the most frequently used platform, utilized by 95% of the respondents. This platform was favored due to its integrated features such as video conferencing, chat, and file-sharing tools, which promote collaboration and accessibility. Google Meet followed with a 4.2% usage rate, while Kahoot! was used by only 0.8% of the students. Quizziz, another gamified platform, was not utilized by any of the respondents.

Table 3.1 Active Participation.

Factor Affecting Academic Engagement Using Interactive Learning Platforms

Active Participation	Standard Deviation	Weighted Mean	Verbal Interpretation
1. I am more comfortable in asking, answering, and reciting in online classes.	0.67	3.06	High academic engagement and high level of agreement on using interactive learning platforms
2. I attend more live lectures now that they are online than face-to-face lectures.	0.70	2.92	High academic engagement and high level of agreement on using interactive learning platforms
3. Features such as quizzes and chat box on interactive learning platforms improve my active participation.	0.62	3.03	High academic engagement and high level of agreement on using interactive learning platforms

In terms of academic engagement, three key factors were examined: active participation, collaboration, and motivation. The findings revealed a high level of engagement under active participation, with a weighted mean of 2.97. Most students agreed that ILPs helped them engage more in class discussions, especially through features like chat boxes and quizzes, although turning on cameras during lectures remained a challenge for some.

Table 3.2 Collaboration.

Factor Affecting Academic Engagement Using Interactive Learning Platforms

Collaboration	Standard Deviation	Weighted Mean	Verbal Interpretation
1. I feel more confident in my ability to collaborate with my co-student when we are doing our activities in breakout rooms.	0.71	3.02	High academic engagement and high level of agreement on using interactive learning platforms
2. I find that working on group projects within the platform increases my engagement and participation.	0.68	3.01	High academic engagement and high level of agreement on using interactive learning platforms
3. Sharing notes and resources with classmates on Interactive Learning Platforms helps me grasp accounting concepts more quickly.	0.65	3.18	High academic engagement and high level of agreement on using interactive learning platforms
4. I find that my engagement increases when Interactive Learning Platforms include assignments and activities that require collaboration with my classmates.	0.61	3.09	High academic engagement and high level of agreement on using interactive learning platforms
5. I feel less socially connected to my peers during online learning through Interactive Learning Platforms. makes me feel more connected and involved.	0.76	2.85	High academic engagement and high level of agreement on using interactive learning platforms
Total	0.68	3.03	

For collaboration, students showed strong agreement (mean = 3.03) that group tasks and resource sharing within the platforms enhanced their engagement and helped them understand complex topics.

Table 3.3 Motivation.

Factor Affecting Academic Engagement Using Interactive Learning Platforms

Motivation	Standard Deviation	Weighted Mean	Verbal Interpretation
1. I feel more able to manage my time effectively in an online class schedule than in face-to-face classes.	0.65	3.24	High academic engagement and high level of agreement on using interactive learning platforms
2. I feel motivated in handling my course workload in an online class schedule.	0.69	3.01	High academic engagement and high level of agreement on using interactive learning platforms
3. I find it easy to stay engaged and focused during lectures when using Interactive Learning Platforms.	0.72	2.82	Low academic engagement and low level of agreement on using interactive learning platforms
4. Incentives significantly boost my motivation to use the platform.	0.60	3.30	Very high academic engagement and high level of agreement on using interactive learning platforms
5. Having the flexibility to learn at my own pace on the platform increases my motivation to engage in classes.	0.59	3.31	Very high academic engagement and high level of agreement on using interactive learning platforms
Total	0.65	3.14	

Motivation had the highest engagement score (mean = 3.14), with students indicating that the flexibility to learn at their own pace and the presence of platform incentives significantly increased their motivation to participate in online learning.

Level of Effectiveness in Using Interactive Learning Platforms by Accountancy Students

Comprehensive Understanding	Standard Deviation	Weighted Mean	Verbal Interpretation
1. To what extent do Interactive Learning Platforms aid in understanding accounting theories and concepts in online classes?	0.70	2.80	High academic engagement and effective interactive learning platforms
2. To what extent do Interactive Learning Platforms help you comprehend accounting problems and applications in online classes?	0.72	2.69	High academic engagement and effective interactive learning platforms
3. How beneficial is it to rely on textbooks, slides, or instructor-provided notes instead of attending live lectures or watching pre-recorded lecture videos for your learning?	0.75	2.82	High academic engagement and effective interactive learning platforms
4. To what extent do online quizzes help you improve your understanding of the course material?	0.63	3.03	High academic engagement and effective interactive learning platforms
5. To what extent does addressing questions in the chat box during lectures on Interactive Learning	0.59	3.05	High academic engagement and effective interactive learning platforms
Platforms help you understand the material?			
Total	0.68	2.88	

Table 4.1 Comprehensive Understanding.

Table 4.2 Retention of Knowledge.

Level of Effectiveness in Using Interactive Learning Platforms by Accountancy Students

Retention of Knowledge	Standard Deviation	Weighted Mean	Verbal Interpretation
1. How well do online quizzes enhance your long-term retention of the course material?	0.61	2.86	High academic engagement and effective interactive learning platforms
2. To what extent does responding to queries in the chat box during lectures on Interactive Learning Platforms help in your retention of the lecture material?	0.57	2.95	High academic engagement and effective interactive learning platforms
3. To what extent do Interactive Learning Platforms' features, such as pre-recorded and recorded discussions, help you retain accounting information over time through repetition and reinforcement?	0.59	3.23	High academic engagement and effective interactive learning platforms
4. How well do Interactive Learning Platforms help you recall accounting concepts?	0.53	3.07	High academic engagement and effective interactive learning platforms
5. To what extent have Interactive Learning Platforms helped you feel more confident about your accounting knowledge?	0.63	2.92	High academic engagement and effective interactive learning platforms
Total	0.59	3.00	

Level of Effectiveness in Using Interactive Learning Platforms by Accountancy Students

Mastery of Concept	Standard Deviation	Weighted Mean	Verbal Interpretation
1. To what extent does taking online quizzes help you improve your mastery of the lessons and course content?	0.60	2.78	High academic engagement and effective interactive learning platforms
2. To what extent have Interactive Learning Platforms helped in your mastery of key accounting concepts?	0.59	2.90	High academic engagement and effective interactive learning platforms
3. To what extent do you think Interactive Learning Platforms boost your confidence in solving accounting problems?	0.62	2.87	High academic engagement and effective interactive learning platforms
4. After using Interactive Learning Platforms, how would you rate your ability to clearly explain accounting concepts to others?	0.62	2.87	High academic engagement and effective interactive learning platforms
5. How helpful do you find the practice activities on Interactive Learning Platforms for mastering accounting concepts?	0.55	2.87	High academic engagement and effective interactive learning platforms
Total	0.60	2.86	

The effectiveness of ILPs was evaluated based on students' comprehensive understanding, retention of knowledge, and mastery of concepts. The data indicated that ILPs were generally effective, with mean scores consistently above 2.80 across all three categories. Students reported that features such as recorded lectures, online quizzes, and real-time discussions contributed positively to their understanding and retention of accounting concepts.

Table 4.3 Mastery of Concept.

Table 5 Relationship Between the Use of Interactive Learning Platform and the Academic Engagement of Accountancy Students

Active Participation		
	Chi-square p-value	Interpretation
Interactive Learning Platforms	0.970	No Significant Relationship
Collaboration		
	Chi-square p-value	Interpretation
Interactive Learning Platforms	0.630	No Significant Relationship
Motivation		
	Chi-square p-value	Interpretation
Interactive Learning Platforms	0.533	No Significant Relationship

Table 6 Relationship Between the Use of Interactive Learning Platforms and Its Level of Effectiveness on Accountancy Students

Comprehensive Understanding		
	Chi-square p-value	Interpretation
Interactive Learning Platforms	0.686	No Significant Relationship
Retention of Knowledge		
	Chi-square p-value	Interpretation
Interactive Learning Platforms	0.640	No Significant Relationship
Mastery of Concepts		
	Chi-square p-value	Interpretation
Interactive Learning Platforms	0.873	No Significant Relationship

To determine if a significant relationship exists between the use of ILPs and both academic engagement and effectiveness, chi-square tests were conducted. The results showed no significant relationship between the use of ILPs and academic engagement ($p\text{-value} = 0.686$), nor between ILP usage and the level of effectiveness in terms of retention ($p = 0.640$) and mastery of concepts ($p = 0.873$). These findings suggest that although ILPs support engagement and learning, they are not the sole determinants. Other factors, such as teaching methods, student attitude, and the quality of course content, may also influence these outcomes.

In summary, while interactive learning platforms such as Microsoft Teams were widely used and perceived as beneficial in supporting active participation, collaboration, and motivation, the statistical analysis indicated that these platforms alone do not significantly impact academic engagement and effectiveness. Therefore, a more integrated instructional approach is recommended to further enhance the learning experiences and outcomes of accountancy students.

10 SUMMARY OF FINDINGS

In this chapter, the researchers present the summary of findings from the collected data, conclusions taken from the findings, and recommendations assessed from the findings and conclusions.

1. Interactive Learning Platforms used by Accountancy Students

According to the findings, Microsoft Teams is the most widely utilized interactive learning platform among accountancy students, with 95% of them using it. Google Meet follows distantly in popularity, used by 4.2% ranking second. Kahoot! is used by 0.8%, making it the third platform in use. And lastly, Quizizz has 0% utilization, meaning that no students utilize it.

2. Factors that Affect Academic Engagement using Interactive Learning Platforms

Active Participation: Accountancy students are more inclined to ask questions and attend virtual lectures, but fewer of them choose to have their cameras on during these sessions. Generally, accountancy students agree that these platforms increase their participation level, despite variations in how different features, such as camera usage, are utilized. This implies that while the platforms are beneficial, there is a need to enhance visual engagement to further improve effectiveness.

Collaboration: Accountancy students consistently appreciate the positive impact of features such as breakout rooms, group projects, and shared resources, which enhance their understanding of accounting concepts and foster participation. The slight variation in responses highlights a common view on the benefits of collaboration through these platforms, promoting both academic involvement and confidence in group work.

Motivation: Accountancy students agree that the flexibility, incentives, and time management benefits of online learning positively impact their motivation. However, some accountancy students struggle to stay focused during lectures, suggesting lower engagement in this area. Despite this challenge, the overall results clearly highlight the platforms' benefits in enhancing motivation.

3. Effectiveness of Interactive Learning Platforms for Accountancy Students

Comprehensive Understanding: Accountancy students find that online quizzes and interactive discussions enhance their comprehension of course material, suggesting these elements significantly contribute to their learning experience.

However, understanding accounting theories and problems remains a challenge for some, highlighting areas where these platforms could be further optimized to improve academic engagement and effectiveness.

Retention of Knowledge: The findings show that these platforms are usually viewed positively, with accountancy students indicating that features like online tests and chat conversations greatly aid in their long-term memory of the course content. The little differences indicate that some elements, such as repeated exposure through recorded discussions, are more important in strengthening knowledge, even though the overall results show great engagement. Overall, accountancy students' confidence in their accounting knowledge has increased, highlighting how well the platforms enhance their knowledge retention.

Mastery of Concept: Accountancy students agree that these platforms help them understand important accounting principles. Accountancy students say that online quizzes and practice activities make them feel more confident and better at explaining accounting ideas. Even though many students are really engaged, the differences in their responses indicate that there are still ways to improve and help students master the material even more. But in general, accountancy students feel that these interactive tools provide good support in their learning.

4. Relationship Between the Use of Interactive Learning Platform and the Academic Engagement of Accountancy Students

Active Participation: The statistical analysis showed no significant relationship between the use of interactive learning platforms and active participation. Despite the platforms' ability to provide tools that promote engagement, their use did not directly influence students' level of active participation.

Collaboration: Similarly, no significant relationship was found between the platforms and collaboration. While students reported high engagement in group activities facilitated by the platforms, this engagement was not significantly impacted by the platform itself.

Motivation: The analysis also indicated no significant relationship between the use of interactive platforms and motivation. Although the platforms offer flexibility and incentives that motivate students, their overall effect on motivation was not statistically significant.

5. Relationship Between the Use of Interactive Learning Platforms and Its Level of Effectiveness on Accountancy Students.

Comprehensive Understanding: There was no significant relationship between the use of interactive learning platforms and comprehensive understanding. Although students found the platforms useful in grasping accounting concepts, the tools themselves did not have a significant impact on their overall understanding.

Retention of Knowledge: Retention of knowledge showed no significant relationship with platform use, indicating that despite the benefits of repeated exposure to course materials through quizzes and recorded content, the platforms did not significantly enhance students' ability to retain knowledge.

Mastery of Concepts: Similarly, no significant relationship was found between platform use and mastery of concepts. While the platforms offer valuable tools for practice and reinforcement, their effect on students' ability to fully master accounting concepts was limited.

11 CONSLUSIONS

1. The findings indicate that Microsoft Teams is the most widely used platform among accountancy students at Mabalacat City College, demonstrating its effectiveness in facilitating virtual learning. However, the limited use of alternative platforms such as Google Meet, Kahoot!, and Quizizz suggests that these may not fully address the specific needs of accountancy students. This highlights a gap in the diversity of platforms that can cater to various learning styles and preferences within the field of accountancy.
2. The findings indicate that while the platforms have generally enhanced student engagement, particularly in terms of participation, collaboration, and motivation, the variation in how students utilize platform features—such as camera use during lectures—suggests room for improvement. Despite these benefits, the absence of a significant relationship between platform use and academic engagement in areas such as active participation, collaboration, and motivation indicates that interactive platforms alone are not sufficient to sustain engagement. These results imply the need for a more comprehensive approach that combines technology with other pedagogical strategies to further support engagement.
3. The findings indicate that the platforms have been successful in aiding accountancy students with comprehension, retention of knowledge, and mastery of key concepts, particularly through quizzes, discussions, and practice activities. However, the lack of a significant relationship between platform use and deeper learning outcomes, such as comprehensive understanding and mastery of concepts, underscores the limitations of relying solely on interactive tools. This suggests that while the platforms provide a strong

foundation for learning, they must be supplemented with more targeted instructional methods to improve students' academic performance and mastery of complex accounting principles.

4. The findings reveal no significant relationship between platform use and key academic engagement or effectiveness factors, suggesting that these platforms are not a definitive solution to improving student outcomes. The benefits of interactive learning platforms, such as flexibility and engagement through quizzes and collaborative features, are clear, but their overall impact on students' deeper academic achievements remains limited. This highlights the importance of integrating these platforms with innovative pedagogical approaches, such as active learning and personalized instruction, to maximize their potential.

12 RECOMMENDATIONS

The following recommendations intended to provide valuable insights for improving the use of interactive learning platforms, specifically to boost the engagement of accountancy students at Mabalacat City College. Based on the analysis of the study's data, the authors propose the following suggestions regarding the significance of this study:

For Students: Accountancy students are encouraged to diversify their use of online learning tools by exploring platforms like Google Meet, Kahoot!, and Quizizz to better align with their individual learning styles. Utilizing specific features, such as activating their webcams during sessions, may help improve engagement and focus. In addition to digital resources, students are also advised to incorporate traditional study methods, such as group discussions and solving practice problems, to strengthen their understanding of complex accounting concepts and enhance overall academic performance.

For Instructors: The study suggests that instructors should consider adopting teaching strategies beyond relying solely on interactive learning platforms to improve student engagement, collaboration, and comprehension. Techniques such as promoting the use of webcams, integrating live assessments, and establishing online discussion forums can create a more dynamic and participatory learning environment. These methods can help stimulate student interaction and contribute to more meaningful and sustained learning experiences in online accounting education.

For School Administrators: School administrators are encouraged to broaden the range of interactive tools used in virtual classrooms, rather than relying primarily on Microsoft Teams. To maximize the effectiveness of these technologies, administrators should invest in professional development by training instructors on how to effectively combine digital tools with diverse pedagogical strategies. Continuous

evaluation of these platforms is essential to ensure they are meeting the specific educational needs of accountancy students and contributing positively to their academic success.

For Future Researchers: This study emphasizes the need for further exploration into the various elements that influence academic effectiveness and student engagement within interactive learning environments. Future research could expand upon current findings by examining additional variables or utilizing mixed-method approaches that combine both quantitative and qualitative data. In particular, qualitative studies—such as interviews or focus group discussions—could provide deeper insights into students' lived experiences, revealing underlying challenges and perspectives that may not be fully captured through survey-based research alone.

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