

Teachers' Perceptions and Challenges of Using 'Kahoot!' at the Secondary Level Mathematics Classroom in Bangladesh

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Abstract:

This study explores teachers' perceptions and challenges regarding the game-based learning in the secondary level mathematics classroom in Bangladesh. The research was conducted in a selected school, focusing specifically on the Class 8 mathematics classroom where three sessions with Kahoot! was applied as a game-based learning tool. Adopting a qualitative case study design, data were collected through semi-structured interviews with four mathematics teachers. The findings revealed that teachers generally perceived Kahoot! positively in terms of engagement, motivation, participation, enjoyment, and classroom interaction. Gamification elements such as competition, ranking, points, and immediate feedback were perceived as encouraging active participation in mathematics learning. Participants also perceived that visual representation and multimedia materials supported conceptual understanding by helping students relate abstract mathematical ideas to more concrete forms. However, several challenges were identified, including unreliable internet connectivity, limited device access, insufficient classroom infrastructure, classroom management difficulties, and the need for teacher techno-pedagogical preparedness. The study highlights the importance of reliable infrastructure, institutional support, teacher training, pedagogically meaningful lesson design, and balanced use of competition. While limited to one school context, the insights contribute to the limited literature on gamified learning in Bangladeshi secondary mathematics education and provides context-specific insights for teachers, policymakers, and future researchers.

Keywords:

Kahoot!, Gamification, Mathematics Education, Secondary Education, Technology Integration, Bangladesh, Student Response System.