

EFFECT OF GAMIFICATION ON EMPLOYEE ENGAGEMENT WITH SPECIAL REFERENCE TO SCHOOL TEACHERS

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ABSTRACT

The purpose of this research is to examine the impact of gamification on employee engagement among teachers working in schools. Test has been performed to find out the relationship between gamification and various factors of employee engagement. Data was collected using a self-rating questionnaire from a sample of 100 teachers working in a private school using simple random sampling method. The outcome of this study will be used with a view point of driving a wide range of practices, behaviors which will bring the set outcome for the benefit of schools and its employees. The study identified that the games will refresh the teachers' mind, reduce their work stress, improve their physical fitness and enhance their mental health. Further, study revealed that gamification has positive relationship with employee engagement and its dimensions except enablement. Overall, the study highlighted the important role of the gamification on employee engagement.

Keywords: Gamification, Employee engagement, work performance, leadership, alignment

INDRODUCTION:

Gamification is the use of game design element in non-game context". The use of games in gamification is an innovative approach in contemporary human resource management. As people loves games, gamification and human resource management are found to be a good match one among them is the learning and development and customer engagement still the trend goes through cycle of success and failure. Gamification aims to transform existing learning more content and make it more engaging. Everything becomes part of a game, though the user is still picking up important skills, information, and carrying out important tasks in a non-traditional way. Gamification is strategic attempt to enhance systems, services, organizations, and activity in order to create similar experiences to those experienced when playing games in order to motivate and engage users.

Gamification is based on the idea that human beings are competitive and engaging games competing in game is common not only in childhood but also during adulthood. The popularity of sports supports this point companies are able to transfer this reference for competition into their training effective engage their employees in process

Gamification is not about virtually recreating an immersive experience, it is about using game elements and mechanics to help an organization to achieve employee engagement and other organizational objectives. It is about designing HR and other processes utilizing ideas of best practice from a range of fields fun and motivation in particular. Furthermore, with increasing

pressure for HR to add value the use of gamification in HR might also provide one way for organizations to measure that contribution. Gamification of HR is about being business-oriented, gearing activities toward the achievement of both player and business objectives and goals.

BENEFITS OF WORLPLACE GAMIFICATION:

When done strategically gamification in the workplace can help improve business results in various ways, which include

- Increasing adoption and use learning management tools.
- Promoting retention and results in employees
- Increasing employee's knowledge sharing to improve service levels
- Boosting call center employee's performance and satisfaction.

REVIEW OF LITRARATURE:

Game factor can be very powerful for getting human beings on board speed and can give early routing and comments. The use of game elements can inspire the employees to get results in small- small steps to develop capability and eventual mastery of principles by means of mapping out learning pathways and giving remarks on development. Utilizing game principles in induction an organization is more likely to acquire productive employees in an innovative and insightful manner (Simpson, & Jenkins, 2015).

Gamification has been increasingly harnessed for motivating and supporting people towards various individually and collectively beneficial behaviors. For example, the Zappos Face Game was created to engage workers to promote collaboration. In comparison with serious games, gamification requires a strategic view; that is gamification is a strategy, whereas serious games are games.

The term gamification is an emergent concept that aligns the employment of game design components within non-gaming contexts to support value co-creation. One potential aspect related to gamification as an innovative approach is the possibility to collect data, aligning it with business strategies. Since innovation is about introducing, generating and adopting new approaches inside and outside organizations, this situates gamification as an important player in innovative management.

According to Vanessa Wanick & Hong Bui, there is a lack of studies examining the mediating and moderating effect of employee engagement on the relationship between gamification and the term 'employee engagement' refers to "harnessing "employees to their job roles through their physical, cognitive, and emotional involvement. More recently, employee engagement was defined as an employment relationship between employee and employer, where both are mutually benefited. Therefore, we define employee engagement as employee's investment in time and effort on their work task to achieve the organizational goals. Another important key concept, employee performance is defined as an overall achievement of an individual that meets the expectation under a certain period. On the other hand, employee performance considered as the overall outcome of the employee's competencies, abilities, and effort they exert into the task.

However, there is a lack of studies examining the mediating and moderating effect of employee engagement. Concept and application of gamification has been utilized in business for long time. For instance, game ideas have been utilized in the mid-1900s with organizations offering unconditional presents with various item buys. Within this research the proposed manner in which 'gamification' is utilized can be expressed such as the application of game plan ideas in non-game situations, this has come to considerable light during 2009 and 2010. It can be observed

as to how gamification is impacting the present modern and dynamic business environment. During 2013 gamification was illustrated as the ‘most blazing business trendy expression’ (Simpson, 2015).

The development of a gamified assessment Konstantina Georgiou and Athanasios Gamification has often been used in marketing (Sarner, 2013) and sales (Chapman, 2014). For example, online advertisements in the past decade and beyond employed simple point-and-click games (e.g., clicking a moving target onscreen) to push marketing content onto consumers. The field of sales appears to be the simplest field to gamify, as many sales teams have employed points and leader board game mechanics to inspire competition among salespersons (e.g., Bunchball, 2013). Although these areas may see the most ubiquitous gamification, serious games and game elements can also be used in organizational support settings – namely, human resource management (HRM; DuVernet & Popp, 2014).

Recent reports by organizations studying and applying HRM theory have identified gamification as a top trend in the field (Munson, 2013; Society for Human Resource Management, 2014), with research beginning to appear at professional conferences in the past two years (Landers, 2013; Bauer, Callan, Cavanaugh & Landers, 2014; Callan, Bauer, Armstrong, & Landers, 2014; Chow & Chapman, 2014; Geimer & O’Shea, 2014; Kubisiak et.al., 2014; Popp, 2014; Sydell & Brodbeck, 2014). An important consideration in the gamification of HRM is to identify which game elements might be applied to non-game contexts whether individually or in combination up to a complete serious game. Bedwell et al (2012) developed a taxonomy of game elements used in learning contexts. These elements are broad in scope, incorporating larger more detailed taxonomies of game elements within it (Wilson et al., 2009). Although these taxonomies were developed with serious games in mind, the elements can be applied to gamified contexts broadly. By understanding what elements can be applied to HRM contexts, game-thinking can be better leveraged to improve HRM out-comes. The game elements identified by Bedwell and colleagues and referenced by this chapter include action language, assessment, conflict/challenge, control, environment, game fiction, human interaction, immersion, and rules/goals.

NEED FOR THE STUDY

The gamification method used at work place among teachers provides in the development of motivational level, communication skill, problem solving, changing behavior etc. In some schools, the major problem among the low-level teachers are poor understanding capability, because of their education. Gamification can increase learning retention and will give reward through friendly competition. Gamification helps teachers better internalize the content as they relate on it differently than just reading a job and watching a training video both of which represent one direction communication. Hence, research on gamification is needed to analyze the level of involvement and self-motivation among the employees to improve their work performance.

RESEARCH GAP

Gamification applied to several fields of management especially in human resource management and marketing management however, gamification in human resource management plays a significant role in the human resource development. Research studies pertaining to gamifications in beginning stage not only in India but also across the globe. Few studies performed on gamification in western context but the application in Indian context is questionable.

OBJECTIVES

- ❖ To identify the effect of gamification among the school teachers
- ❖ To find out the relationship between gamification and various dimensions of employee engagement among school teachers

METHODOLOGY

The research design used in this study is descriptive in nature. the population of study, is teachers working in school. The sample for the study is the teachers who work in private school in Tamil Nadu. During the survey period the population teachers working in private school is 201 and 50% of population is taken as sample for the study. Which comes to 100 the sample are selected based on simple random sampling techniques through lottery method. The data have been collected from the teacher by using a well-structured questioner with different types of questions namely dichotomous, multiple choice and rating scale. The variable used in this study are gamification and various dimension of employee engagement like engagement, leadership, enablement, alignment and development. After getting permission from a private school authority in a semi- urban place of Tamil Nadu. The researcher approached the teacher, explained the need for the study and sought their co-operation in completing the survey. The collected data were analyzed with the, help of statically tools namely, descriptive statics, correlation and regression.

ANALYSIS AND INTERPRETATION

Table-1: Mean and Standard Deviations of the Respondents opinion towards Gamification at Workplace

Gamification at Workplace	Mean	SD
I like games	3.98	0.876
I play games interestingly	3.88	0.956
Games will improve the physical fitness	4.24	0.698
Games can enhance the mental health	4.24	0.668
Games will reduce the work stress	4.27	0.601
Sometimes games will refresh our mind	4.30	0.704
If games are conducted at workplace, the understanding among the co-workers will improve	3.92	0.761
Games stimulate the knowledge when it is played for specific purpose	3.87	0.774
Games at workplace can change the working environment	3.91	0.712
It will help us to identify the strength and weakness of co-workers	3.80	0.765
Games will help me to understand myself	3.98	0.666
Games at workplace will develop the employees' unity	3.88	0.640

Table-1 shows the mean and standard deviation of the statements that measure gamification at workplace. It is noted from the table that the teachers agree that the games will refresh their mind (mean = 4.30; SD = 0.704). teachers also agree that the games will reduce their work stress (mean = 4.27; SD = 0.601). Further, employees opine that games will improve their physical fitness (mean = 4.24; SD = 0.698), and enhance their mental health (mean = 4.24; SD = 0.668). However, the teachers moderately agree that the games will help them to identify their strength and weakness of their co-workers (mean = 3.80; SD = 0.765).

Hence, it is concluded that in the opinion of teachers, the games will refresh their mind, reduce their work stress, improve their physical fitness and enhance their mental health.

Table-2: Correlation Analysis – Relationship between Gamification and Various dimensions of Employee Engagement

Variables		Gamification	Hypothesis
Employee Engagement	Pearson correlation	0.860*	H ₀₁ rejected, H ₁₁ accepted
	Sig.	0.039	
Leadership	Pearson correlation	0.667*	H ₀₂ rejected, H ₁₂ accepted
	Sig.	0.047	
Enablement	Pearson correlation	0.167	H ₀₃ accepted
	Sig.	0.096	
Alignment	Pearson correlation	0.693*	H ₀₄ rejected, H ₁₄ accepted
	Sig.	0.046	
Development	Pearson correlation	0.713*	H ₀₅ rejected, H ₁₅ accepted
	Sig.	0.036	

Above table shows the relationship of gamification with various dimensions of employee engagement. Out of four dimensions of employee engagement taken for the study, three dimensions show significant outcome. However, gamification has significant relationship with employee engagement. Explanation of the relationship with each variable is shown in the following paragraphs with its hypothesis.

Null Hypothesis (H₀₁): There is no significant relationship between gamification and engagement

Alternative hypothesis (H₁₁): There is a significant relationship between gamification and engagement.

Table-2 shows the relationship between gamification and engagement. In order to test the relationship correlation analysis was performed and the result shows a significant outcome ($r = 0.860$; $p = 0.039$). Since p value is greater than 0.05 null hypothesis is rejected and alternate hypothesis is accepted, which shows that gamification has positive correlation with employee engagement.

Null Hypothesis (H₀₂): There is no significant relationship between gamification and leadership dimension of employee engagement

Alternative hypothesis (H₁₂): There is a significant relationship exists between gamification and leadership dimension of employee engagement

Table-2 shows that the relationship between gamification and leadership dimension of employee engagement. To test the relationship correlation analysis was performed and the result shows a significant outcome ($r = 0.667$; $p = 0.047$). Since $P < 0.05$ Null Hypothesis is rejected and alternative hypothesis accepted. Therefore, there is a significant relationship exists between gamification and leadership dimension of employee engagement.

Null Hypothesis (H₀₃): There is no significant relationship between gamification and enablement dimension of employee engagement

Alternative hypothesis (H₁₃): There is a significant relationship exists between and enablement. dimension of employee engagement

Table-2 shows that the relationship between gamification and enablement dimension of employee engagement. To test the relationship, correlation analysis was performed and the result is insignificant ($r = 0.167$; $p = 0.096$). Since $P > 0.05$ Null Hypothesis is accepted. Therefore, there is no significant relationship between gamification and enablement dimension of employee engagement.

Null Hypothesis (H₀₄): There is no significant relationship between gamification and alignment dimension of employee engagement

Alternative hypothesis (H₁₄): There is a significant relationship exists between gamification and alignment. dimension of employee engagement

Table-2 shows that the relationship between gamification and alignment dimension of employee engagement. To test the relationship, correlation analysis was performed and the result is insignificant ($r = 0.693$; $p = 0.043$). Since $P < 0.05$ Null Hypothesis is rejected and alternative hypothesis accepted. Therefore, there is a significant relationship between gamification and alignment.

Null Hypothesis (H₀₅): There is no significant relationship between gamification and development dimension of employee engagement

Alternative hypothesis (H₁₅): There is a significant relationship between and development dimension of employee engagement.

Table-2 shows that the relationship between gamification and development dimension of employee engagement. To test the relationship, correlation analysis was performed and the result shows a significant outcome ($r = 0.713$; $p = 0.036$). Since $P < 0.05$ Null Hypothesis is rejected and alternative hypothesis is accepted. Therefore, there is a significant relationship exists between gamification and development dimension of employee engagement.

FINDINGS

- It is concluded that in the opinion of teachers, the games will refresh their mind, reduce their work stress, improve their physical fitness and enhance their mental health.
- It is found that the gamification has positive relationship with employee engagement, which means that if the gamification techniques are adopted in the schools or organizations then the employee engagement will improve,
- It is identified that there is a significant relationship between gamification and leadership dimension of employee engagement
- Result shows that there is no significant relationship between gamification and enablement.
- It is concluded that there is a significant relationship exists between gamification and alignment dimension of employee engagement
- It is found that there is a significant relationship exists between gamification and development dimension of employee engagement.

SUGGESTIONS

- Since, the teachers opine that the games will refresh their mind, it is suggested that the management can introduce the gamification techniques to their teachers regularly in order to refresh their mind. Further, the management need to practice the gamification for their teachers to improve their physical fitness and improve their mental health.
- Since, gamification has positive correlation with employee engagement, it is suggested to the management that games have to be improved to enhance the employee engagement.
- As the gamification has positive relationship with leadership, it is recommended to the management that leadership related gamification techniques can be implemented in the schools to enhance the leadership qualities of the teachers.

CONCLUSION

In this study, it is investigated the role of gamification in improving employee engagement level like engagement, leadership, enablement, alignment and development. Gamification will refresh the employees' mind, reduce their work stress, improve their physical fitness and enhance their mental health. It is also found that gamification outcomes have an important effect on employee's engagement at school. Overall, the study highlighted the important role of the gamification in developing employee engagement.

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