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Exploring Students' Adoption of Gamification App: The Influence of Perceived Ease of Use and Perceived Usefulness

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Abstract

This study utilizes the Technology Acceptance Model (TAM) to examine the factors influencing students' intention to adopt gamification tools in educational environments. In particular, the study examines how perceived ease of use and perceived usefulness affect the intentions of 137 undergraduate accounting students from a Malaysian public university. Using Smart PLS, the findings show that students' behavioural intention is highly influenced by perceived usefulness, whereas perceived ease of use does not have a significant impact. The findings of this research contribute to the literature by validating the TAM in the Malaysian context and provide several prominent implications for the research and practice of technology adoption in higher education.

Keywords
Perceived usefulness, perceived ease of use, behavioural intention, gamification app, TAM theory

1.0 Introduction

Gamification methods involve integrating game elements into non-game contexts, offering diverse strategies and mechanisms to apply game principles. The growing popularity of gamification, driven by positive outcomes and increasing interest in games for educational purposes, is evident in recent years (Toda et al., 2019). Gamified learning, a notable approach, has long been recognized for its potential benefits in education (Rodríguez et al., 2018; Ding et al., 2018).

In the educational sphere, gamification has attracted significant attention for its role in actively engaging students in the learning process. It serves as a motivational tool, enhancing academic performance, improving problem-solving skills, and fostering social and cognitive development (Başal & Kaynak, 2020; Martí-Parreño et al., 2021). By incorporating game design elements into both digital and non-digital settings, gamification creates interactive and enjoyable classroom environments (Martí-Parreño et al., 2021). This approach increases student engagement and motivation, making learning more interactive and enjoyable, while also facilitating personalized learning and continuous feedback.

However, understanding acceptance barriers is crucial for the effective integration of gamification tools in educational settings (Biesta et al., 2015; Kaimara et al., 2021; Sánchez-Mena & Martí-Parreño, 2017).

Research emphasizes that student acceptance is key to the successful adoption of technology-enhanced learning environments (Venkatesh & Bala, 2008; Zacharis, 2012). Students seek diverse learning experiences and have unique learning styles (Colling et al., 2022; Pfost & Artelt, 2018). Gamified learning environments cater to these preferences by offering engaging and motivating educational experiences (O'Connor & Menaker, 2008).

Nevertheless, several issues with gamification apps need addressing. The complexity of game mechanics can affect usability, potentially hindering user engagement and adoption. Concerns also exist about whether these apps genuinely enhance educational value or if the focus on game elements might overshadow learning objectives. Additionally, reliance on extrinsic rewards could diminish intrinsic motivation for learning. Equity and accessibility issues may arise if apps do not accommodate diverse learning needs or varying levels of digital literacy. Data privacy and security are also important considerations. These challenges underscore the need for careful design and implementation to ensure the effectiveness and inclusivity of gamification apps.

This study addresses the challenge of understanding the factors that influence diploma students' intentions to use gamification apps in their educational settings. Specifically, it examines how students' perceptions of a gamification app's ease of use and usefulness impact their willingness to adopt and continuously use the app. By utilizing the Technology Acceptance Model (TAM), the study aims to analyze how these perceptions affect students' engagement with and integration of gamification tools into their learning routines. TAM is crucial for this research as it provides a robust framework for evaluating how user perceptions influence technology adoption and usage. Understanding these factors is essential for developing effective gamified educational tools that align with students' needs and preferences, ensuring their successful adoption and impact.

The remainder of the paper is structured as follows: The next section reviews relevant literature on students' behavioral intentions toward gamification. The third section discusses the research methodology. The fourth section presents the findings and empirical results. The final section concludes the study.

2.0 Literature Review

The concept of gamification, which integrates game design elements into non-game contexts, began to gain significant attention in the early 21st century, with the term itself popularized around the 2010s (Deterding et al., 2011). This rise was stimulated by advancements in digital technology and the widespread use of social media, showcasing gamification's potential to enhance engagement across various fields (Zichermann & Cunningham, 2011). In educational settings, gamification involves embedding game-like features such as points, badges, and leaderboards into learning activities to foster student engagement and motivation (Hamari et al., 2014). This approach aims to transform traditional learning by making it more interactive and dynamic, thereby improving student participation and academic performance (Kapp, 2012). The advantages of gamification in education include increased engagement and motivation through rewarding challenges, enhanced learning experiences supported by immediate feedback and active learning, and personalized learning paths that cater to diverse student needs (Deterding et al., 2011). However, there are notable disadvantages, such as the complexity and potential usability issues of gamified tools, the risk that an overemphasis on extrinsic rewards might undermine intrinsic motivation, and challenges related to

equity and accessibility if the tools do not adequately address varied learning needs and levels of digital literacy (Hamari et al., 2014).

2.1 Hypotheses Development

This study aims to create a model based on TAM theory to explain the factors that affect the diploma students' intentions of using gamification tools in classes and gain a broader point of view. The proposed model for determining the diploma students' intentions of using gamification tools in classes is given in Figure 1. Diploma students become the focus of this study because they are often in a transitional phase of their education, where adopting new technologies and learning tools can significantly impact their academic success and motivation. This group may have diverse needs and varying levels of digital literacy, making them an ideal cohort to examine how perceived ease of use and perceived usefulness influence their engagement with gamification apps. By focusing on diploma students, the study can provide valuable insights into how these specific factors affect their adoption of innovative learning technologies, which can inform the design of more effective and user-friendly educational tools tailored to their unique requirements and learning contexts.

Applying the Technology Acceptance Model (TAM) theory in this study is crucial for understanding how diploma students perceive and engage with gamification tools. TAM provides a robust framework for examining the perceived ease of use and perceived usefulness of technology, which are key determinants of diploma students' acceptance and behavioral intention. By leveraging TAM, this study can systematically assess how these factors influence diploma students' intentions to use gamification tools, offering insights into their adoption process. This approach enables the identification of specific barriers and motivators related to the use of educational technologies, facilitating the development of tailored, effective solutions that enhance diploma students' engagement and academic success.

2.1.1 Perceived usefulness and gamification behavioural intention

Perceived usefulness, as defined by Davis, Bagozzi & Warshaw (1989), reflects individuals' beliefs regarding the improvement of their performance with a specific system or application. When applied to gaming apps, users are more likely to intend to use an app if they perceive it as purposeful and contributing positively to their gaming experience. This perception of usefulness shapes users' views on the app's value and utility in achieving gaming goals or providing an enjoyable experience. A strong positive correlation between perceived usefulness and behavioral intention suggests that users are inclined to engage with and continue using a gaming app when they see it as beneficial and advantageous for their gaming activities. In addition, perceived usefulness plays a crucial role in the adoption of technology in various fields, impacting users' inclination to use applications, as seen in studies on gamification tools and mobile technology (Alharbi & Drew, 2014; Yang & Wang, 2019; Hsu & Lu, 2007; Leng & Lada, 2011; Yoo et al., 2017). Similar emphasis is placed on the influence of perceived ease of use on attitude and intention in studies within mobile medical and educational domains (Wu & Wang, 2005; Lin & Chuang, 2017). Correspondingly, the below hypothesis is proposed:

H1: Perceived usefulness has a significant influence on intention towards using gamification app.

2.1.2 Perceived ease of use and gamification behavioural intention

Assessing the relationship between behavioral intention to use a gaming app and perceived ease of use is essential to understand the nature of user adoption. Perceived ease of use, according to Davis, Bagozzi & Warshaw (1989), is the extent to which users think that using a certain technology is straightforward and free of unwanted complication. When it comes to gaming apps, users who consider the app to be user-friendly and easy to manage are more likely to indicate a positive behavioral intention to use it. Perceived ease of use and behavioral intention have a significant positive link, indicating that users who find a gaming app easy to use are more likely to continue using it and to actively participate with it. This emphasizes how important it is for users to have an easy-to-use design and simple interactions when choosing whether to download and continue using a gaming app. Furthermore, research in literature supports the assumption that users' attitudes and actions about the adoption of technology are impacted by their views of ease of use. Examples of these studies include those conducted by Yang & Wang (2019), Hsu & Lu (2007), and Alharbi & Drew (2014). In a comparable manner, Sadaf et al. (2016)'s study emphasizes that pre-service teachers' favorable opinions regarding the adoption of Web 2.0 tools are impacted by their perception of the technologies' ease of use, which in turn affects their intention to adopt and perceived usefulness. This observation can be applied to diploma students as well, indicating that they are more likely to accept and continue with gamification technologies if they find them user-friendly. Correspondingly, the below hypothesis is proposed:

H2: Perceived ease of use significantly influences intention towards using gamification app.

3.0 Methods

This study gathered data from questionnaires survey. The questionnaires were personally administered to undergraduate accounting students during the second semester of 2023 academic year. Focusing on undergraduate accounting students is important because they often face a rigorous and complex curriculum that demands high levels of engagement and understanding of intricate concepts. Gamification can potentially enhance their learning experience by making challenging material more interactive and motivating. This group’s specific educational needs and career-oriented skills make them ideal for examining how gamification apps can improve learning outcomes and manage academic stress. Additionally, with accounting education increasingly integrating technology, understanding how these students interact with gamified tools provides valuable insights into their effectiveness in a technology-driven learning environment. To ensure voluntary participation and honest responses from the students, the students were assured of confidentiality and that their responses were to be used solely for this research. The study gathered 137 valid responses that is being used for the analysis.

In this study, random sampling was used to select participants from the undergraduate students in Part 3 through Part 5 who were taking Malaysian Financial Reporting Standards (MFRS) in Financial Accounting and Reporting (FAR) courses. This method was chosen to ensure that every student within this specific group had an equal chance of being included, which enhances the representativeness of the findings related to their experiences with MFRS coursework. While this approach provides a robust reflection of students' perspectives at different academic levels, it is important to note that the results may not be fully generalizable to students at earlier stages or those in other disciplines.

The questionnaire consists of two sections: demographic, TAM Model and behavioural intention. In particular, the first section collected demographic characteristics of the respondents including gender, age and academic performance. The second section aims to measure respondents' perceived ease of use and perceived usefulness towards behavioural intention in using gamification app by using Likert scale of 1 to 5 is used to measure the responses; 1: Strongly Disagree, 2: Disagree, 3: Moderately Disagree, 4: Agree and 5: Strongly Agree. The data collected was analyzed using Partial Least Squares (PLS) to assess the relationships between variables and evaluate the model's validity and reliability.

4.0 Results and Discussion

4.1 Respondents' Profile

This study collected the demographic profile of 137 respondents (Table 1). The respondents were all diploma students from one of public university in Malaysia, UiTM Perak Branch, Tapah Campus. The sample consisted of 34 (24.82%) male and 103 (75.18%) females. 125 (91.24%) of the respondents were aged 20 years old and above.

Table 1: Demographic Characteristics of Respondents

Characteristics	Items	Frequency	Percentage (%)
Gender	Male	34	24.82%
	Female	103	75.18%
Age	18-19	12	8.76%
	20 and above	125	91.24%
Academic Performance (CGPA)	3.50 and above	68	49.64%
	3.00-3.49	53	38.69%
	2.50-2.99	13	9.49%
	2.00-2.49	3	2.19%
	Less than 2.00	0	0%

4.2 Assessment of the Measurement Model

The data from the questionnaire was analyzed using Smart PLS, a two-step approach which involves evaluating both the measurement and structural models. The measurement model examines the relationship between items and constructs, while the structural model explores the relationship between exogenous and endogenous constructs in the research model. Table 2 shows the measurement model, which must meet the criteria for internal consistency reliability, convergent validity and discriminant validity. Internal consistency reliability is to ensure the consistency of results across items, while convergent validity is tested to ensure that multiple items measuring the same concept agree with each other. To assess the internal consistency reliability and convergent validity of the measurement model, the loadings, composite reliability (CR), and average variance explained (AVE) were evaluated. Hair et al. (2017) recommend that the loading, AVE, and CR values should be at least 0.6, 0.5, and 0.7, respectively, to establish convergent validity. Table 2 demonstrates that the reliability and convergent validity of the construct was satisfactory as the loading, AVE, and CR values exceeded the recommended values. The loading varied from 0.828 to 0.958, AVE ranged from 0.833 to 0.888, and CR ranged from 0.961 to 0.975, indicating that convergent validity was achieved.

Fornell and Larcker's method was used to evaluate discriminant validity by determining whether all the constructs were free from unidimensionality. Table 3 shows that the square value of AVE was greater than

the correlation between the constructs, indicating that the model met the recommended requirements, and discriminant validity was confirmed for all the constructs in the study.

Table 2: The Measurement Model Assessment

Constructs	Measurement items	Loadings	Cronbach's α	CR	AVE
Behavioural Intention	BI1	0.94	0.956	0.968	0.882
	BI2	0.958			
	BI3	0.948			
	BI4	0.912			
Perceived Ease of Use	PEOU1	0.945	0.969	0.975	0.888
	PEOU2	0.936			
	PEOU3	0.939			
	PEOU4	0.941			
	PEOU5	0.951			
Perceived Usefulness	PU1	0.913			
	PU2	0.828			
	PU3	0.933	0.949	0.961	0.833
	PU4	0.936			
	PU5	0.949			

Table 3: Discriminant Validity of Measurement Model Using Fornell and Larcker

Constructs	Behavioural Intention	Perceived Ease of Use	Perceived Usefulness
Behavioural Intention	0.939		
Perceived Ease of Use	0.692	0.942	
Perceived Usefulness	0.734	0.933	0.955

4.3 Assessment of the Structural Model

After the measurement model had been validated, a structural model analysis was conducted to test the two hypotheses. In the assessment of the structural model, the direction of the beta value, the significance level of the t-values and p-value were examined, as suggested by Hair et al. (2017). A bootstrapping procedure with resampling of 5,000 was performed to test the direct effect. Figure 1 depicts the structural model of this study. Table 4 provides the results of hypotheses testing. Specifically, in *H1* it was hypothesized that perceived ease of use would have a positive influence on behavioural intention. The results showed positive but insignificant relationship (β= 0.034, t = 0.281, $p < 0.05$). Therefore, *H1* was not supported. Finally, regarding H2, in which it was hypothesized that likeability would positively influence customer loyalty, the results showed that likeability had a positive influence on the dependent variable (β= 0.703, t = 3.497, $p < 0.01$), and thus *H2* was also supported.

Table 5 presents the values of the coefficient of determination (R^2) and effect size (f^2) of the exogenous variables on the endogenous variable. The R^2 value represents the amount of variance in the endogenous construct explained by all the exogenous constructs in the research model. As can be seen from the table, the R^2 was 0.539, which denoted that the exogenous variables (perceived ease of use and perceived usefulness) explained 53.9% of the variance in the endogenous variable (behavioural intention).

As regards the effect size, f^2, this represents the value of R^2 that is changed when a specific construct is omitted from the model. Following Cohen (1988), the impact of the effect size was judged to be small if

the value of f^2, was 0.02, medium if it was 0.15 and large if it was 0.35. The results in Table 5 indicate that the supported exogenous variables (perceived ease of use), f^2, = 0.001 and (perceived usefulness), f^2, = 0.13 had a small effect size, respectively on the endogenous variable.

Table 4: Structural Model Assessment and Hypothesis Testing

Hypothesis	Relationship	Beta	SD	t value	p value	Decision
H1	Perceived ease of use -> Behavioral intention	0.034	0.214	0.281	0.779	Rejected
H2	Perceived usefulness -> Behavioral intention	0.703	0.194	3.497	0.000	Supported

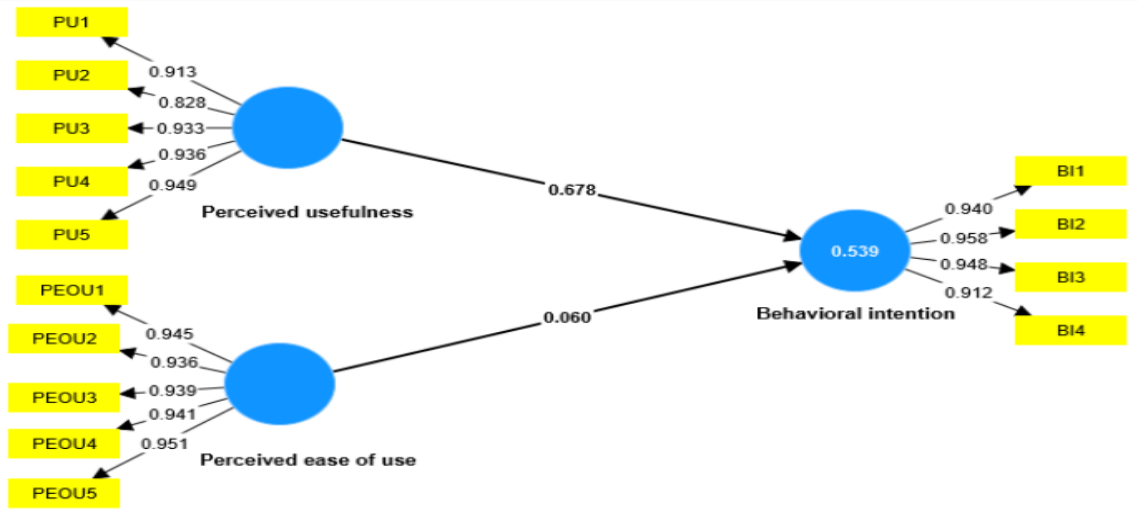

Figure 1: Path Model (TAM Model)

Table 5: Result of R^2 and f^2

Construct	R^2	f^2	Decision
Behavioural Intention	0.539		
Perceived Ease of Use		0.001	Small
Perceived Usefulness		0.13	Small

5.0 Conclusion

In conclusion, this study aimed to explore the factors influencing diploma students' intentions to use gamification tools in their classes by employing the TAM as a theoretical framework. The findings revealed that while perceived usefulness significantly influenced students' behavioral intention to use gamification apps, perceived ease of use did not exhibit a significant impact. This suggests that students prioritize the perceived benefits and utility of gamification tools over their ease of use when considering adoption. These results contribute to our understanding of students' attitudes and behaviors towards gamification in educational settings. Moreover, the structural model analysis indicated that perceived usefulness had a substantial effect on behavioral intention, underscoring the importance of emphasizing the benefits and practicality of gamification tools in educational contexts. Overall, this study underscores the need for educators and educational institutions to highlight the advantages and functionalities of gamification tools to enhance student engagement and learning outcomes in today's digital learning environments.

This study is not without limitations. The limitation of this study is the small size of sampling. Only one public university in Malaysia participated as the respondents in this research. Therefore, these findings

might be unsuitable to be generalized to the whole population. For future research, it is expected to overcome this limitation. Future research should include a larger and more diverse sample across various institutions to increase the validity of the findings and explore additional factors like perceived ease of use and individual differences. Longitudinal and qualitative studies could offer deeper insights into how students' interactions with gamification tools evolve over time. Practically, educators should emphasize the clear benefits and practical applications of gamification tools to enhance student adoption, while also focusing on user-friendly designs and providing adequate training to maximize effectiveness and engagement in digital learning environments.

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