Exploring Gamification as a Tool for Enhancing Employee Training Effectiveness in Tourism Companies

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Abstract

The tourism industry, renowned for its dynamism and service-oriented nature, necessitates a well-equipped workforce to deliver outstsnding customer experiences. Conventional training methods -often reliant on passive learning approaches- have proven ineffective in engaging and motivating employees, leading to knowledge gaps and skill deficiencies. Gamification can transform training into an engaging, motivating, and interactive learning experience by offering more engaging and interactive approach to employee training. This study proposes a set of game elements to enhance employee training effectiveness in tourism companies. By conducting a methodical analysis of the literature, identified seven game elements. These factors were evaluated by a panel of experts selected from training providers. The participants were instructed to fill out questionnaire that specifically assess the quality, and effectiveness of the selected elements. The evaluation result indicated that the identified game elements will significantly and optimally enhance employee training effectiveness in tourism companies.

The research concluded that selected gamification elements can significantly enhance employee training outcomes in the tourism industry. Gamification techniques when implemented effectively, can transform employee training into an engaging, motivating, and interactive experience, leading to improved knowledge acquisition, skill development, and employee engagement. The findings can inform the design and implementation of more engaging and impactful training programs, ultimately leading to a more qualified and motivated workforce within the tourism industry. As the tourism industry continues to evolve and adapt to new challenges and opportunities, gamification is poised to play an increasingly important role in equipping employees with the skills and knowledge necessary to thrive in this dynamic and demanding sector.

Keywords: Employee Engagement, Employee Training, Gamification, Knowledge

Acquisition, Skill Development, Tourism Industry.

Introduction

The tourism industry thrives on the quality of service its employees provide. Equipping employees with the necessary knowledge and skills is crucial for delivering outststnding customer experiences and ensuring business success. Traditional training methods, though valuable, can sometimes lack engagement, leading to knowledge gaps and hindering employee performance (Eisingerich, et al. 2019).

Training and development help firms sustain financial stability and competitiveness in the market. Organizations should provide a learning environment that motivates employees to improve their understanding of the organization and its competitive strengths. There is a clear correlation between investing in staff development and the returns generated profit. Organizations that allocate more resources to their workers have a higher increase in income than those who invest less in training and development initiatives (Saleem, et al. 2022).

Gamification is an emerging concept in HR and marketing technology with significant promise. Since 2010, the concept has been increasingly accepted and embraced in several industry sectors (Worimegbe, et al. 2020). Gamification utilizes human tendencies for competition, achievement, recognition, self-fulfillment, generosity, and completion by including game features such as points, levels, tasks, virtual objects, environments, and rankings (kacerauskas, et al. 2023).

Therefore, this study believes that gamification will enhance employee training effectiveness in tourism companies. However, the inquiry lies in identifying the game elements that tourism companies can incorporate to boost employee effectiveness.

This research aims to discover which elements of the game can have a positive impact on employee effectiveness in tourism companies during training. Therefore, this study makes a significant contribution by identifying a list of game elements derived from an analysis of existing literature and a questionnaire directed to a group of training experts in the field of human resources and the tourism industry.

Literature Review

Training and development in organizations

One of the three or four primary duties of a company's human resource management division is training and development. Training is the process of transferring professional knowledge and qualifications to individuals so they can do certain job-related tasks (Zhang, et al. 2023). Training also refers to the process of changing individuals' abilities, knowledge, and attitudes in order to improve work processes as well as team and organizational performance (Saleem, et al. 2022).

In addition to promoting growth, training can provide new hires with the information they need to integrate into the team and increase their competence as they work there. Talks, peer observations, and group projects could all benefit from the knowledge gained in the training course. These components improve the worker's ability to make judgments and drive to learn from real-world experiences so they can address issues that information alone cannot solve (Omar, et al. 2·20).

According to Angafor, et al (2020) workers that participate in training-based learning are also inspired to follow their own objectives and ideas. More productivity, lower cost-to-time ratios, altered attitudes and behaviors, improved awareness and knowledge, and increased efficacy are just a few of the many ways that a firm can profit from training (Souza, et al. 2020). However, a variety of

factors, including the quality of the training materials utilized, the incapacity of the program to be developed in accordance with best practices, and the inexperience of the trainer, could lessen the efficacy of training in an organization. But low participation is the primary reason for inadequate training outcomes (Vardarlier, 2021).

If employers want to prosper in the competitive global market, they must embrace workplace learning. In order to fulfill the constantly evolving needs of the company or the client, workers in the current digital era must be able to quickly update or expand their skill set (Wilson, et al. 2015). By integrating knowledge with actual work settings, gamified learning can contribute to the creation of valuable, unforgettable, and engaging learning experiences. Additionally, this strategy can increase return on investment. Many employees think that workplace learning's structured components increase their workload, make it harder for them to complete their "real"

work, and motivate them to work longer hours (Arnold, et al. 2023).

Definition of Gamification

The word "gamification" has been introduced and defined in many ways. Gamification, according to Mazarakis and Bräuer (2023) is "the use of game design characteristics and ideas to motivate and engage individuals in non-gaming situations."Numerous contexts have seen its use, including business, government, healthcare, and education. Kim (2018) clarified that "The use of elements and techniques from game design in non-game context" (gamification) is one definition of "gameful design" that is occasionally given.

"The process of using game-thinking and mechanics to engage users" is the definition of gamification (Alsawaier, 2018).

"A process of providing affordances for gameful experiences which support the customer's overall value creation" is what Schöbel, Janson, and Söllner (2020) define as gamification.

Shpakova, Dörfler, and MacBryde's (2017) description, "Applying game-like accelerated user interface design to make electronic transactions both enjoyable and fast," is one of the several definitions that are known to exist. "The use of game mechanics and game design techniques in non-game contexts to design behavior, develop skills, or engage people in innovation" is how Rapp, Hopfgartner, Hamari, Linehan, and Cena (2019) define gamification.

"The application of game-design elements and concepts in non-gaming contexts, like the workplace, is known as gamification," according to this definition. It's become increasingly well-known recently as a way to motivate people to achieve their goals, engage them, and improve performance (Rahmadhan, et al. 2023).

Krath, et al. (2021) emphasize that gamification is the technique of incorporating ideas and concepts from video games into training or educational settings to increase student attractiveness and engagement. Students can compete directly against one or more other students in game-based learning events, or they can take part in an interactive activity on their own that recognizes and rewards learning achievements.

Gamification is the integration of gaming elements into non-gaming applications, as opposed to creating a true game. Incentives like credit card use, where users accrue points for every purchase made with the card, serve as an example of gamification in action. One can exchange the points for presents or credit. These reward schemes, despite their simplification, demonstrate how gamification concepts can be applied in practical contexts (Saleem, et al. 2022).

Nuanmeesri, (2022) provides an understanding of how a "game" is defined when he states, "a game is to engage in activity directed toward bringing about a specific state of affairs, using only means permitted by specific rules, where the means permitted by the rules are more limited in scope than they would be in the absence of the rules, and where the sole reason for accepting such limitation is to make possible such activity."

Gamification in the workplace

According to kim (2018), a continual challenge presented for players would keep incentive levels high.

Armstrong, et al (2018) provide that gamification improves growth, learning, and satisfying work experiences, additionally beneficial to hiring and training is gamification. Gamification is critical to corporate education because it bridges the knowledge gap between employees with different backgrounds and skill sets. Additionally, Xu, et al (2017) emphasize that gamification generates fresh knowledge and increases interest in specific topics, it elevates the bar for knowledge sharing and encourages cooperative conduct.

Worimegbe, et al (2020) mention that leaders recognize the importance of gamification and other game aspects in improving staff productivity and engagement. The use of intrinsic motivators may be very advantageous to a business. Leaders who satisfy their employees' needs by measuring progress, encouraging competition, presenting innovative challenges, and instilling a sense of accomplishment may help their firm prosper and keep top talent. Souza, et al (2020) state that gamification promotes the uptake of HR practices and helps firms foster teamwork, social learning, and regular feedback.

Gamification improves worker productivity while having fun at work.

According to Mitchell and Jin (2020), and Miri and Macke (2022) Gamification leverages social media to strengthen the power of social circles, which boosts motivation by allowing users to elicit praise from friends and coworkers, so boosting the value of what they have achieved. Gamification may be used to make boring and routine job tasks more entertaining, hence increasing employee happiness and performance.

An effective gamification integration will (a) allow for new behavioral changes, (b) help to build staff competencies, and (c) increase innovation. The development of successful training design methodologies will allow employee to thrive and integrate into the workplace (Nuanmeesri, 2022).

Gamification in training and development has led to major corporate results. Gamification's influence on training and its use in the workplace, gamification system boosts employee engagement and improves business performance (Pradhan, et al. 2023).

According to empirical statistics of kacerauskas, et al. (2023), demonstrate that introducing game elements into dull and repetitive labor makes it more enticing to employees.

According to Abuladze, (2023) gamification in the workplace the process of "gamifying" any system, service, good, structure, enterprise, or activity with the ultimate objective of altering user behavior is known as "gamification." Gamification has been widely employed by organizations to improve management systems and HR processes like hiring, training, and education. Gamification has the power to alter employees' attitudes and behaviors within a company. Previous studies have shown that gamification has many benefits, including the capacity to facilitate remote learning in an office environment,

encourage employee self-directed learning, boost staff morale, and improve trainee comprehension, learning, and competency in work-related tasks. Pasca, et al, (2020) mention that suitable, well-designed gamification-based employee training can produce positive employee learning outcomes.

Pizło, et al. (2023) emphasize that gamification in the workplace is system enhancement. Through "incentivizing behaviors that workers know they should and can accomplish, but which they might otherwise put off or completely ignore." This implies that before incorporating gamification into their systems, businesses need have a solid understanding of how their processes work.

Chou, (2019) mentioned some specific workplace gamification consequences as follows:

- Gamification has the potential to increase company employee productivity, creativity, and innovation.
- Gamification has the ability to make people's jobs more pleasurable and fascinating, which can be utilized to recruit and retain excellent talent.
- It can also provide employees with opportunities to learn new skills and develop their careers.
- Overall, Gamification is a valuable strategy that can be used by both businesses and people to better the workplace.

According to Rahmadhan, et al. (2023), gamification may be used in a variety of ways in the workplace such as:

Gamification encourages emploeeys to actively learn and enhance their skill sets by including game elements like challenges and point systems.

Meaningful Recognition and Rewards: Gamification permits the creation of a recognition system that recognizes employee achievements. Points, badges, and leaderboards are exciting methods to recognize and reward outstanding achievements.

Increased Collaboration and Teamwork: Many gamified experiences encourage employees to work together to achieve common objectives. This promotes a greater sense of teamwork and connection.

Employee Satisfaction and Retention: By addressing the aforementioned requirements, gamification can help employees have a more pleasurable and meaningful work environment. This can result in higher satisfaction and a lower chance of turnover.

To summarize, gamification is an effective method for inspiring employees, establishing a positive work atmosphere, and driving company success (Rahmadhan, et al. 2023).

Gamification's Application of HR Management

Companies typically employ personality and cognitive ability tests to select the most qualified candidates for important positions. The process of evaluating personality traits and key performance indicators is called gamification (Mzimela, et al. 2017).

Dubey et al. (2017) mention that gamification enhances employee engagement and motivation in human resources management. Gamification is a straightforward technique that can enhance the effectiveness of processes requiring technical skills, thorough preparation, or programming.

According to Silic et al (2020) gamification encourage competition between teams, motivate employees, and cultivate loyalty. Gamification may enhance work experiences by transforming routine tasks into interactive

and pleasurable endeavors. This method may be applied across several stages such as staff training, orientation, product evaluation, sales team, and performance evaluation, resulting in increased involvement, satisfaction, enjoyment, and effectiveness.

Human resource managers have utilized gamification for a variety of purposes, such as attracting, developing, and engaging skilled workers, as well as assisting with retention (Vardarlier, 2021).

Pasca et al (2021), state that the way games and learning are built gives the game a meaningful quality. Similar to many aspects of HR, the effectiveness of an idea hinges on its implementation. Integrating gaming ideas into an organization requires HR practitioners to possess a strong skill set in game design.

Gamification is utilized to streamline the laborious hiring process and enhance traditional HRM solutions. Gamification can also be applied to employee development, allowing companies to see potential in their present workforce (Arwab, et al. 2022). Gamification of training and development is another area of human resource management that needs immediate attention from researchers. It has been suggested that gamified training systems can help organizations achieve a higher degree of congruence between individual performance and organizational goals (Bitrián, et al. 2023).

According to Bahadoran et al (2023) there are several methods to inspire their staff to reach their objectives. It is essential to identify and remove both internal and external impediments in order to enhance employee performance. Currently, gaming strategies and dynamics are used to make enhanced performance enjoyable and appealing. Gamification provides prizes and incentives to motivate people to improve their performance. Individuals who enjoy their work environment, demonstrate enthusiasm for their

job, strive for self-improvement, and achieve success ensure employee satisfaction. Businesses often use gamification to boost employee engagement and maintain high levels of motivation (Vardarlier, 2021). Within the realm of human capital management and employee benefits, gamification is utilized to tackle issues including employee recruitment and retention, training, and skill enhancement.

Human resources often use gamification in applications aimed at perception management and behavior modification. Souza et al (2020) State that to implement gamification strategies in human resources management. When analyzing human resources application sectors, the areas appropriate for implementing a gamification approach are as follows:

Attraction, Orientation, Actively Engaging, Captivating, Retention, Recognition, Motivation, Training and Development.

Landers et al (2019) refer that businesses are becoming more and more interested in using gamification into employee training and development. HRM can determine the strengths and weaknesses of its staff by including appropriate gamification components into employee training and development programs.

Alfaqiri et al (2022), emphasize that before introducing gamification, HRM must first establish clear objectives and targets that correspond with the requirements of its staff. HRM needs to choose the right game elements, components, and techniques carefully after deciding on the goals and objectives of employee training and development. Failure to do so could lead to overuse, which could raise staff engagement and interest without yielding any benefits.

Worimegbe, et al. (2020) mention that gamification can be effectively used by HRM in hiring and retaining employees, evaluating

their strengths and weaknesses, developing and implementing pertinent training, and recognizing and rewarding top performers. Gamification can also be used to enhance employees' work-related experiences by making them more enjoyable, fulfilling, joyful, productive, interactive, and engaged.

Gamifying Employee Training and Development

Alfaqiri et al (2022) mention that making staff training more fun improves knowledge and skill retention and has positive effects on the business. Moreover, learning through games improves knowledge transmission and retention. In the long run, gamification in learning and development raises employee engagement and loyalty to the company.

According to Saunders et al (2017) effective use of gamification techniques can be made in staff development and training programs. Employees will acquire advanced knowledge and skills- necessary to handle complicated working situations -by applying gamification to normal work and training. Pasca et al (2021) Mention that by applying gamification techniques, staff members can acquire advanced skills and information that enable them to handle challenging work situations.

Ikhide et al (2023), state that having employees with the necessary skills and training is crucial since human capital is seen as a critical differentiator in the dynamic and competitive market environment of today and a predictor of a company's competitive advantage. According to Miri et al (2022) training and development is the process of improving a worker's skills, aptitudes, and knowledge to meet specific job requirements. Pradhan et al (2023), emphasize that through HRM and employee training and development, employers and employees can have a mutually beneficial partnership. With the correct training and development, employee productivity, effectiveness, and

efficiency can all rise, which can improve business performance and promote efficiency and uniqueness.

Grünewald et al (2019), emphasize that gamification tactics are more than just games, they are a system that incentivizes staff members to complete tasks, which increases training outcomes. They state that to guarantee the proper application of gamification, three essential factors need to be taken into account: (a) understanding the target audience; (b) figuring out the participants' objectives; and(c) applying appropriate.

A well-designed gamification program can encourage employees to take risks and fail in a safe atmosphere, which will increase their sense of competence. Programs for enhancing leadership abilities and raising awareness are two examples of training that successfully apply gamification concepts (Rogach, et al. 2018).

Gamification is a technique used to enhance behavioral outcomes and worker performance. A well-thought-out gamification system encourages collaboration, drive, engagement, and team spirit. Training game design needs to be in line with training objectives in order to get the intended results (Xu, et al. 2017).

Gamification design principles

According to Robson et al (2015) game principles have multiple applications in the field of human resources. HR departments can use gamification for a number of tasks, such as hiring, onboarding, training, employee development, and retention. In addition to having a firm grasp of gamification, HR professionals will need to actively develop their own gamification tactics in order to manage others. Sezgin et al (2022) mention the following are the nine gamification design principles: Purpose, Personal motivation, Performance, Progression, Participation, Partnerships, Potential, Player, Politics

Classification of Gamification

There are two primary categories of gamification activities:

Structural Gamification

This technique applies gamification ideas to training to assist employees in navigating the course. It accomplishes this without altering the course content. Instead, the data structure is modified so that employees receive points for passing exams and certificates. These results are then aggregated by department, business skill, or enterprise level and displayed on a leaderboard. This technique fosters competitiveness among employees and may result in awards or recognition (Kacerauskas, et al. 2023).

Content Gamification

Content gamification is the process of incorporating games or game-like aspects into educational resources. A few ideas are introducing a course that has a challenge rather than just goals and using timed tests to accrue points. The course structure does not become a game right away because of these features. They do, however, provide context for the lectures, which gives them a more game-like feel (Saleem, et al. 2022).

The game elements

In order to develop a captivating game for employees, it is essential to possess a thorough comprehension of the key components that boost the game's efficacy and the numerous game features that can be utilized. A game can be deemed exceptional if it effectively elicits a feeling of accomplishment, independence, and ultimately expertise in the player. Games should offer players prompt feedback on their performance, so increasing their drive to continue playing. Usually, games commence with a narrative that serves as both a structure for the game and a test for the player (Bahadoran, et al. 2023).

Abuladze (2023), Asserted that the six elements of the gamification foundation are progression, achievement and rewards, levels, quests, countdowns, and cascading information.

According to Miri, (2022) gamification methodology explains the major game elements that comprise a gamification system and are hence necessary to design and implement it. It is uncommon to separate some HR-specific game features. As a result, the gamification strategy employed in diverse business settings remains similar. Mazarakis and Bräuer (2023) divide game features into three categories: Dynamics, Mechanics, and Components.

1- The gamification dynamics

Game dynamics pertain to the essential elements that ultimately drive consumers or players forward. Each participant in a game will have distinct objectives, and a well-designed game will effectively shape these objectives by employing appropriate dynamics. Game dynamics can be defined as the underlying principles that account for the patterns that arise as a game and its players develop and progress. (Limantara, et al. 2020).

According to Duggal, Singh, and Gupta, (2021). Dynamics refer to significant elements of gamified systems that need to be recognized and attended to. However, they may not necessarily be considered as integral components of the game due to their inherent characteristics. The correlation between employee development and game dynamics can be established. In order to establish favorable dynamics, it is imperative to go in the correct direction by implementing suitable methods.

Shpakova, Dörfler, (2017) consider the following game dynamics are deemed to be of utmost importance:

Enhancing training programs with gamification components offers a special chance to boost emploeey engagement. This tactic encourages positive emotions like curiosity and competitiveness by utilizing elements of games, such as points gained for passing tests and progress visualizations on leaderboards. Still, it's important to know when to stop. Since the training program's set narrative and logical flow provide the basis for knowledge gain, gamification shouldn't interfere with them. Even though it might help emploeey build relationships and a healthy feeling of competition, it's important to make sure that these social activities don't take over the main learning goals, which might be better accomplished alone. Engagement with the topic at hand. In essence, gamification, when applied wisely, can be a helpful technique to improve the training experience by utilizing intrinsic motivators and fostering a sense of community inside the learning environment.

2- The gamification mechanics

According to Azmi et al. (2021) while there are several definitions of game mechanics in game studies, it is considered the processes that "make a game exciting and engaging" may be summed up briefly. If just game components were employed, user interest would be short-lived. Game mechanics are defined by Putra, et al. (2022) as "the various actions, behaviors, and control mechanisms available to the player within a game context." In this aspect, the most notable game mechanics are competition, challenge, and win-state.

Arnab et al. (2015) have spent much work mapping learning mechanisms and game dynamics in what they call the LM-GM Model

for learning. It demonstrates the links between game mechanics and the "processes and activities" that take place during teaching and learning.

The factors that sustain an individual's interest in a specific procedure are known as mechanics. Game mechanics are utilized to generate one or more of the aforementioned dynamics. By including game features, such as stimulating user interest and promoting task engagement, it is possible to influence the emotions of users in a gamification system. (Saleem, et al. 2022).

Schlangen, (2023) identified the following important game mechanics:

- Challenge is defined as an issue that requires exertion to resolve.
- Chance or a random variable.
- Competition entails actively participating in rivalry with others.
- Cooperation is the collaborative effort of persons working together to achieve a specific objective.
- Feedback is the data that pertains to the advancement made in actions.
- Obtaining resources by acquiring advantageous products.
- A reward is a type of remuneration or benefit offered to acknowledge an action completed or progress achieved.
- Transactions involve the barter or purchase of products or services with other individuals or organizations.
- Turn can be described as the deliberate and sequential engagement in game events.
- The term "win state" refers to the successful accomplishment of a certain goal that results in winning.

3- The gamification components

According to Dahalan, Alias, and Shaharom, (2023) game components are individual items that represent the intended Amechanics and dynamics of a game. These elements may encompass features such as points, badges, and a scoreboard. The components are

regarded as the fundamental elements that facilitate the proper functioning of the game mechanics and dynamics. Game components can be defined as the actual or virtual materials or tools that are used to implement specific mechanics or dynamics.

Kim, (2018) emphasized that Components are fundamental game elements that are associated with higher-level attributes, akin to mechanics. An individual, for instance, successfully accomplishes a task and earns a badge, which pertains to the mechanics of the game involving challenges and/or rewards, and these, in turn, relate to emotions or progress.

Gamarra, Dominguez, Velazquez, and Páez, (2022) identify the fifteen game components as follows:

- Accomplishment or specific goal.
- An avatar is an image that is associated with a specific person's character.
- A badge is a visual symbol that represents an accomplishment or acknowledgement.
- Boss fight (refers to a particularly difficult challenge, typically resulting in a valuable reward).
- Collection refers to a group of items that are gathered or acquired throughout the course of the game.
- Combat refers to a specific and defined battle.
- Content can be unlocked by successfully completing an objective or a series of objectives.
- Gifting occurs when participants share items with each other.
- Leaderboard (a visual representation of progress and accomplishments).
- Level (a predetermined stage of progress).
- A point is a numerical value that represents the advancement of a person in the game.
- A quest is a challenge that has specific objectives and rewards.
- The term "social graph" refers to the data related to social networks within the setting of a game.

- A team is a collective of individuals collaborating to achieve a shared objective.
- A virtual good refers to a virtual product that holds value, whether it is perceived or has actual monetary worth.

Souza, Marques, and Veríssimo, (2020) emphasize that extrinsic components such as points, badges, leaderboards, virtual products, and levels are widely used in Gamification. In contrast, extrinsic components outperform interaction, socialization (relatedness), competence, and challenge.

According to Eisingerich, Marchand, Fritze, and Dong, (2019) it is essential to recognize that game components and game mechanics often intertwine and seem to overlap. However, it is more precise to see components as a subset of mechanics, as they fundamentally function as the instruments that drive the mechanics, whereas dynamics govern the behavior of the mechanics.

Finally, the following figure shows the elements of gamification

Figure 1. The Hierarchy of Game Elements (Xu, et al. 2021)
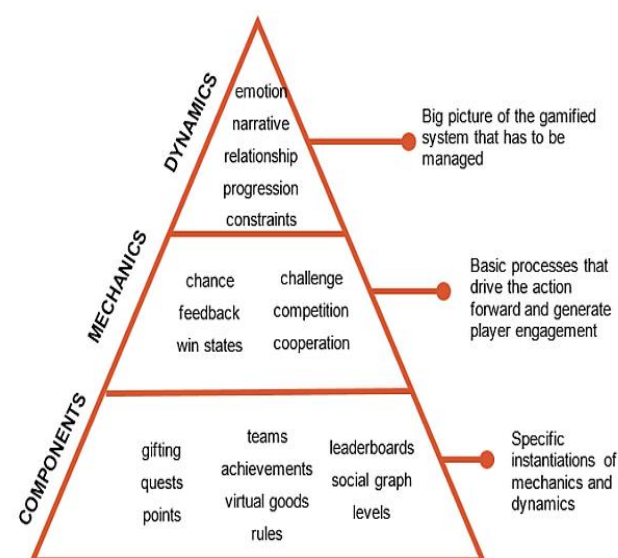
Methodology

This study used a quantitative approach by using survey; the data collection tool is a

questionnaire developed by reviewing the literature. We presented the questionnaire to a group of training experts in the human resources and tourism industry. Experts completed a questionnaire to evaluate the quality and appropriateness of the gamification elements proposed for training employees in tourism companies. We assessed the effectiveness and quality of the identified game elements. We carefully selected the experts based on the following criteria: The expert must have knowledge about gamification. The experts must possess the necessary knowledge and experience and demonstrate a willingness to participate. We sent a questionnaire via Google Forms to the evaluation experts, inviting them to share their perspectives. The experts were asked to evaluate the game elements by selecting a score on a five-point Likert-type scale, where points 1 to 5 indicated the worst, with respect to the following: the completeness of the list of game elements, the accuracy of the descriptions of the elements, the usefulness of the elements, and whether some elements are more important. The elements must align with the training goals, foster engagement and motivation, facilitate learning, and foster development.

The gamification elements proposed to enhance employee training effectiveness in tourism companies

- Points: Points are used as a measure of progress, and users earn them based on the progress they make. The overall points score is used to rate people based on their degree of interaction, from highest to lowest (Vardarlier, 2021).
- Levels: Each level in the training system corresponds to a specific training module outlined in the study case (Bahadoran, et al. 2023).
- Challenges: Users must face many hurdles throughout training (Vardarlier, 2021).

- Emotion: curiosity or competitiveness
- Competition: Users participate in competition either individually against another user or as a team against another team (Saleem, et al. 2022).
- Progress bar: Users may visually track their progress by comparing completed tasks to total activities using the progress indicator at each level. Users can monitor their advancement in the online training system by seeing finished levels and user growth (Bahadoran, et al. 2023)s.
- Leader board: A scoreboard showcases the highest achievers in the training system, enabling users to assess their success relative to others (Wilson, et al. 2015).

Results and Discussion

Table (1): Demographic variables

Demographic variables		Frequency	Percent
Gender	Male	12	44.4
	Female	15	55.6
Total		27	100.0

The previous table shows the gender variable of the study sample, which contained 55.6% of females compared to 44.4% of males.

Table (2) Demographic variables

Demographic variables		Frequency	Percent
Professional experience in training	1-Less than 5	1	3.7
	5-Less than 10	11	40.7
	10-Less than 15	13	48.1
	15 and more	2	7.4
Total		27	100.0

The previous table shows the distribution of participants' professional experience in training. The majority of participants (48.1% or 13 out of 27) have between 10 and 15 years of experience. 40.7% (11 out of 27) of participants have between 5 and 10 years of experience. A smaller number of participants have less than 5 years (3.7% or 1 out of 27) or 15 or more years (7.4% or 2 out of 27) of experience. Overall, the data suggests that the participants have a fair amount of experience in training, with a slight bias towards those with mid-career experience (10-15 years).

Table (3): The evaluation of the quality of the gamification elements proposed for training employees in the tourism companies

No.	Items	Strongly Agree		Agree		Partly Agree/ Neutral		Disagree		Strongly Disagree		SD	Mean	Relative Importance	R
		F	%	F	%	F	%	F	%	F	%				
1	The seven characteristics above cover most of the game elements required for gamified training	3	11.1	10	37.0	12	44.4	2	7.4	0	0	.802	3.52	70.4	4
2	you agree with the descriptions of the seven aspects as listed	4	14.8	13	48.1	9	33.3	1	3.7	0	0	.764	3.74	74.8	3
3	The proposed gamification elements, including points, levels, and leaderboards, are in perfect harmony with the training objectives for tourism employees.	9	33.3	11	40.7	6	22.2	1	3.7	0	0	.854	4.04	80.8	1
4	The feedback (progress bar) tool in the gamified training program will help staff identify areas for improvement.	4	14.8	12	44.4	11	40.7	0	0	0	0	.712	3.74	74.8	3
5	The recommended gamification elements are successfully integrated into the academic material of the training program.	5	18.5	15	55.6	6	22.2	1	3.7	0	0	.751	3.89	77.8	2

The previous table shows the mean score for all items is relatively high, indicating that there is general agreement with the statements. The standard deviation is fairly low for all items as well, suggesting that there is a good consensus among the respondents. The items with the highest relative importance are "Agree with descriptions" (74.8%) and "Elements integrated into academic material" (77.8%). This suggests that the respondents believe that the descriptions of the gamification elements are accurate and that these elements are well-integrated into the training program.

There is a slight positive skew in the distribution of responses for most items, meaning that there are more respondents who agree with the statements than disagree. This is further supported by the fact that the minimum value for all items is 1 (strongly agree) and the maximum value is 5 (strongly disagree). Overall, the statistics suggest that the respondents are generally positive about

the gamification elements that have been proposed for the training program.

The highest statement in the responses of the study sample members was ranked first, which states: "The proposed gamification elements, including points, levels, and leaderboards, are in perfect harmony with the training objectives for tourism employees." with a mean (4.04), standard deviation (.854), and degree of agreement (agree)

It is followed in rank by statement no. (5), which states, "The recommended gamification elements are successfully integrated into the academic material of the training program." with a mean of (3.89), a standard deviation of (.751), and a degree of agreement (agree).

The lowest statement, which ranked fourth and penultimate in the responses of study sample members, is statement no. (1), which states, "The seven characteristics above cover most of the game elements required for gamified training" with an arithmetic mean of (3.52), a standard deviation of (.802), and a degree of agreement (natural).

Table (4): The study sample evaluation of the quality of the gamification elements proposed for training employees in the tourism companies according to gender.

Item	Male				Female			
	Standard Deviation	Mean	Relative Importance	R	Standard Deviation	Mean	Relative Importance	R
The seven characteristics above cover most of the game elements required for gamified training	.835	3.83	76.6	3	.704	3.27	65.4	5
you agree with the descriptions of the seven aspects as listed	.718	3.83	76.6	3	.816	3.67	73.4	4
The proposed gamification elements, including points, levels, and leaderboards, are in perfect harmony with the training objectives for tourism employees.	.900	3.92	78.4	2	.834	4.13	82.6	1
The feedback (progress bar) tool in the gamified training program will help staff identify areas for improvement.	.793	3.58	71.6	4	.640	3.87	77.4	2
The recommended gamification elements are successfully integrated into the academic material of the training program.	.515	4.08	81.6	1	.884	3.73	74.6	3

The previous table shows that both males and females rated the gamification elements favorably, with means ranging from 3.27 to 4.08 on a 4-point scale. This suggests that both genders found the gamification elements to be somewhat useful or important for training employees in tourism companies. There were some differences in opinion between genders on the relative importance (R) of the gamification elements. For example, males rated "The seven characteristics above cover most of the game elements required for gamified training" (R=3) as more important than females (R=5). Conversely, females rated "The proposed gamification elements, including points, levels, and leaderboards, are in perfect harmony with the training objectives for tourism employees." (R=1) as more important as males (R=2). The standard deviations for both males and females were relatively low, ranging from 0.515 to 0.900. This suggests that there was a fair amount of agreement among the respondents within each gender group. The results do suggest that gamification elements can be a valuable tool for training employees in tourism companies, and that both males and females find them to be beneficial.

Table (5): The study sample evaluation of the quality of the gamification elements proposed for training employees in the tourism companies according to experience

Items	Average Experience				Extensive Experience			
	SD	Mean	Relative Importance	R	SD	Mean	Relative Importance	R
The seven characteristics above cover most of the game elements required for gamified training	.674	3.64	72.8	4	.967	3.46	69.2	3
you agree with the descriptions of the seven aspects as listed	.632	4.00	80	2	.877	3.46	69.2	3
The proposed gamification elements, including points, levels, and leaderboards, are in perfect harmony with the training objectives for tourism employees.	.522	4.55	91	1	.776	3.54	70.8	2
The feedback (progress bar) tool in the gamified training program will help staff identify areas for improvement.	.751	3.82	76.4	3	.751	3.69	73.8	1
The recommended gamification elements are successfully integrated into the academic material of the training program.	.751	3.82	76.4	3	.751	3.69	73.8	1

The previous table shows experience seems to influence perceptions of the gamification elements. Employees with average experience rated elements slightly higher than those with extensive experience. For example, average experience rated "The proposed gamification elements are in perfect harmony." (Mean: 4.55) much higher than extensive experience (Mean: 3.54).

Relative importance (R) also shows some variation by experience. Average experience placed more emphasis on feedback (progress bar) (R: 3) and integrating elements with training material (R: 3) compared to extensive experience (R: 1 for both).

Standard deviations are generally lower for extensive experience, indicating stronger agreement within that group. This might suggest a clearer view on the effectiveness of gamification elements after gaining more experience.

Possible explanations for these observations:

Newer employees might find gamification elements more engaging and helpful for learning the ropes. This could explain their higher ratings. Extensive experience might lead to a preference for more traditional training methods or a critical eye towards gamification's effectiveness. This could explain their lower ratings.

Table (6): The study sample points of view about the effectiveness of the gamification elements proposed for training employees in the tourism companies.

No.	Items	Strongly Agree		Agree		Partly Agree/ Neutral		Disagree		Strongly Disagree		SD	Mean	Relative Importance	
		F	%	F	%	F	%	F	%	F	%				
1	The gaming elements will encourage active participation and improve the retention of tourism-related information.	7	25.9	14	51.9	6	22.2	0	0	0	0	.706	4.04	80.8	2
2	The suggested challenges and competition align with developing essential skills for professionals in the tourist industry, like communication and problem-solving.	10	37.0	11	40.7	5	18.5	1	3.7	0	0	.847	4.11	82.2	1
3	The proposed gamification elements are anticipated to improve the effectiveness of employee training.	7	25.9	10	37.0	8	29.6	2	7.4	0	0	.921	3.81	76.2	4
4	Gamification elements encourage competitiveness and healthy rivalry among employees, driving them to learn and improve their skills.	4	14.8	15	55.6	6	22.2	1	3.7	1	3.7	.903	3.74	74.8	6
5	Implementing gamification aspects will enhance the training process for tourist professionals by boosting interactivity and fun.	5	18.5	12	44.4	9	33.3	1	3.7	0	0	.801	3.78	75.6	5
6	The gamification elements are anticipated to improve the professional development of tourist employees.	7	25.9	12	44.4	7	25.9	0	0	1	3.7	.934	3.89	77.8	3

There is a moderate standard deviation of 2.07 for response "Strongly Agree". This indicates that there is some variation in how strongly people agree with the statements, but the overall trend is positive. The average score across all response categories is 6.67. This suggests that people generally agree with the statements about the potential benefits of gamification for employee training in the tourist industry.

Response "Strongly Agree" has the highest relative importance of 24.67%. This means

that respondents are most likely to strongly agree with the statements that gamification will encourage active participation and improve the retention of tourism-related information, align with developing essential skills for professionals in the tourist industry, and improve the effectiveness of employee training. Overall, the statistics suggest that gamification is seen as a promising approach for improving employee training in the tourist industry. There is general agreement that gamification can lead to more engaged and effective training.

The highest statement in the responses of the study sample members was ranked first, which states: "The suggested challenges and competition align with developing essential skills for professionals in the tourist industry, like communication and problem-solving." with a mean (4.11), standard deviation (.847), and degree of agreement (agree).

It is followed in rank by statement no. (1), which states, "The gaming elements will

encourage active participation and improve the retention of tourism-related information." with a mean of (4.04), a standard deviation of (.706), and a degree of agreement (agreThe lowest statement, which ranked fifth and penultimate in the responses of study sample members, is statement no. (5), which states, "Implementing gamification aspects will enhance the training process for tourist professionals by boosting interactivity and fun." with an arithmetic mean of (3.78), a standard deviation of (.801), and a degree of agreement (agree).

The lowest statement in the responses of the study sample members, ranked sixth and last, is statement number (4), which states, "Gamification elements encourage competitiveness and healthy rivalry among employees, driving them to learn and improve their skills." with an arithmetic mean of (3.74), a standard deviation of (.903), and a degree of agreement (agree).

Table (7): The study sample points of view about the effectiveness of the gamification elements proposed for training employees in the tourism companies according to gender.

Item	Male				Female			
	SD	Mean	Relative Importance	R	SD	Mean	Relative Importance	R
The gaming elements will encourage active participation and improve the retention of tourism-related information.	.651	4.33	86.6	1	.676	3.80	76	3
The suggested challenges and competition align with developing essential skills for professionals in the tourist industry, like communication and problem-solving.	.996	4.08	81.6	2	.743	4.13	82.6	1
The proposed gamification elements are anticipated to improve the effectiveness of employee training.	.953	4.00	80	3	.900	3.67	73.4	4
Gamification elements encourage competitiveness and healthy rivalry among employees, driving them to learn and improve their skills.	.778	3.67	73.4	5	1.014	3.80	76	3
Implementing gamification aspects will enhance the training process for tourist professionals by boosting interactivity and fun.	.793	3.58	71.6	6	.799	3.93	78.6	2
The gamification elements are anticipated to improve the professional development of tourist employees.	.835	3.83	76.6	4	1.033	3.93	78.6	2

The previous table shows that both genders see value in gamification elements for employee training in tourism. Mean scores across all statements range from 3.58 to 4.33, indicating a general agreement that gamification can be somewhat useful (above 3.5) to important (near 4) for this purpose.

Gender Differences in Importance:

There are some interesting gender differences in how respondents prioritized the benefits of gamification (denoted by Relative Importance or R). Males ranked active participation and information retention (R=1) as the most important aspect, while females gave higher priority to developing essential skills (R=1).

Females also seemed to find gamification less effective in encouraging competitiveness (R=5) compared to males (R=3).

Both genders agreed that gamification would enhance the training process by making it more interactive and fun (means around 3.58-3.93). However, females seemed to find this aspect. more important (R=2) compared to males (R=6).

Standard deviations are generally lower for males, suggesting a stronger consensus within that group on the value of gamification elements.

Some statements have higher standard deviations for females, particularly for gamification and professional development (R=1.033) and competitiveness (R=1.014). This might indicate more varied opinions among females on these specific benefits.

Possible explanations for these observations:

Focus on Learning vs. Competition: Males might prioritize the knowledge acquisition aspects of gamification, while females might be more concerned with developing practical skills needed for the job.

Social Learning Preferences: Females might find the collaborative and interactive aspects of gamification more appealing, contributing to a more enjoyable learning experience.

Table (8): The study sample points of view about the effectiveness of the gamification elements proposed for training employees in the tourism companies according to experience.

Items	Average Experience				Extensive Experience			
	Standard Deviation	Mean	Relative Importance	R	Standard Deviation	Mean	Relative Importance	R
The gaming elements will encourage active participation and improve the retention of tourism-related information.	.775	4.00	80	3	.641	4.08	81.6	1
The suggested challenges and competition align with developing essential skills for professionals in the tourist industry, like communication and problem-solving.	.603	4.18	83.6	1	1.038	3.92	78.4	2
The proposed gamification elements are anticipated to improve the effectiveness of employee training.	.831	3.91	78.2	5	1.092	3.77	75.4	3
Gamification elements encourage competitiveness and healthy rivalry among employees, driving them to learn and improve their skills.	.467	3.73	74.6	4	1.193	3.62	72.4	5
Implementing gamification aspects will enhance the training process for tourist professionals by boosting interactivity and fun.	.701	4.09	81.8	2	.776	3.46	69.2	6
The gamification elements is anticipated to improve the professional development of tourist employees.	.603	4.18	83.6	1	1.182	3.69	73.8	4

The previous table shows that both experience groups see value in gamification for training (means ranging from 3.46 to 4.18). However, employees with average experience seem slightly more enthusiastic.

Shifting Priorities with Experience:

There's a clear shift in how respondents prioritize the benefits of gamification (relative importance or R) based on experience. Those with average experience ranked developing essential skills (R=1) highest, while extensive experience gave more importance to information retention (R=1). Extensive experience also seemed to downplay the role of competitiveness (R=5) compared to average experience (R=4). Interestingly, employees with average experience found the interactive and fun aspects of gamification more important (R=2) than those with extensive experience (R=6). Standard deviations are generally lower for those with extensive experience, suggesting a stronger agreement within that group on the value of gamification elements. This might indicate a more nuanced perspective after gaining experience.

Possible explanations for these observations:
- Learning Focus vs. Practical Application: Employees with average experience might prioritize developing new skills through gamified challenges, while those with extensive experience might value knowledge retention for their existing skillset.
- Familiarity with Traditional Training: Extensive experience might lead to a preference for traditional training methods, making them less receptive to the "fun" aspects of gamification.

Table (9): The study sample opinions about The Gamified training creating a sense of satisfaction

Agreement	%	Frequency	Ranking	SD	Mean
Strongly Agree	6	22.2	3		
Agree	12	44.4	1		
Partly Agree	8	29.6	2	.818	3.85
Disagree	1	3.7	4		
Total	27	100.0			

The mean agreement score (10.8) suggests that most participants somewhat agreed that gamified training creates a sense of satisfaction. The standard deviation (9.88) is relatively high, indicating a spread of opinions on the topic. In more detail, 22% of participants strongly agreed, 44% agreed, 29% partly agreed, and 4% disagreed. Overall, the results suggest that gamified training may be a somewhat effective way to increase satisfaction with training, but it may not be for everyone.

Table (10): The study sample thoughts about the descriptions need to be revised

Items	Frequency	Percent
No	27	100.0
Total	27	100.0

The table shows the frequency distribution of the items in the dataset. All 27 items (100%) are included in the table. It is important to note that this table does not provide any information about the ratings or opinions of the participants on the descriptions. The fact that all items are included (100%) suggests that all descriptions were reviewed by the participants.

Table (11): The study sample opinions about the game components that should be removed from the list

Items	Frequency	Percent
N0	27	100.0
Total	27	100.0

Similar to the previous table about descriptions, this table shows the frequency distribution of the data and doesn't provide specific information on what components should be removed. All participants (100%, or 27 out of 27) were included in the analysis (listed under "Items"). However, it lacks details about which game components participants felt should be removed.

Table (12): The study sample opinions about there is any missing essential game elements should be incorporated for training gamification

Items	Frequency	Percent
N0	24	88.9
Yes	3	11.1
Total	27	100.0

The table shows the agreement level on there is any missing essential game elements should be incorporated for training gamification. 88.9% (24 out of 27) of participants agreed (strongly agree, agree or partly agree) that there is no missing essential game elements should be incorporated for training gamification. Only 11.1% (3 out of 27) disagreed.

These results suggest that a strong majority of participants agree with the gamification elements proposed for training employees. It is important to state what the missing essential game elements that the study sample mentioned in the questioner, such as: badges and feedback.

Hypothesis 1: There is a positive correlation between the perceived alignment of gamification elements with training goals and the effectiveness of the program in achieving those goals.

Table (13)

Independent variable / Dependent variable	Gamification Elements	
	Pearson Correlation	Sig. (2-tailed)
Achieving goals	.162**	.001

The previous table indicates that the value of the Pearson correlation coefficient between the perceived alignment of gamification elements with training goals and the effectiveness of the program in achieving those goals equals .162** which is a statistically significant value at a significance level of less than 0.05, which means the presence of a moderate direct relationship between the perceived alignment of gamification elements with training goals. This means that the higher the level of effectiveness from the point of view of the study intention, the program has increased its ability to achieve its desired goals.

Which confirms the validity of the hypothesis regarding the existence of There is a positive correlation between the perceived alignment of gamification elements with training goals and the effectiveness of the program in achieving those goals.

Hypothesis 2: There is an impact of gender and experience as demographic factors on the evaluation of the quality of the gamification elements proposed for training employees in the tourism companies.

A- Gender

Table (14)

Demographic data		N	SD	Mean	t	df	Sig.
Gender	M	12	.71774	4.1667	1.402	25	.173
	F	15	.63994	4.5333			

The previous table indicates by using T-Test that:-

There is no impact of gender as demographic factor on the evaluation of the quality of the gamification elements proposed for training employees in the tourism companies. Because the value of the "T-Test" was not significant at any of the levels of statistical significance, thus the hypothesis is rejected for gender.

This means that there were no differences between the males and females in the sample in their evaluation of the quality of the proposed elements of the model. Their opinions converged in a way that was not statistically significant, and their opinions, both males and females, were highly positive regarding the evaluation of the proposed elements.

B- Experience

Table (15)

ANOVA					
Sum of Squares		Df	Mean Square	F	Sig.
Between Groups	1.992	3	.664	1.482	.246
Within Groups	10.304	23	.448		
Total	12.296	26			

The previous table indicates by using One Way Anova that:-

There is no impact of experience as demographic factor on the evaluation of the quality of the gamification elements proposed for training employees in the tourism companies. Because the value of the "F" was not significant at any of the levels of statistical significance, thus the hypothesis is rejected for experience.

Through the previous presentation of both tables, we can reject the hypothesis regarding the existence of the impact of gender and experience as demographic factors on the evaluation of the quality of the gamification elements proposed for training employees in the tourism companies.

Hypothesis 3: There is an impact of gender and experience as demographic factors on the effectiveness of the gamification elements proposed for training employees in the tourism companies.

A-Gender

Table (16)

Demographic data		N	Std. Deviation	Mean	t	df	Sig.
Gender	Male	12	.83485	3.8333	2.677	25	.013
	Female	15	.51640	4.5333			

The previous table indicates by using T-Test that:-

There is impact of gender as demographic factor on the effectiveness of the gamification elements proposed for training employees in the tourism companies. Because the value of the "T-Test" was significant on the levels less than 0.05. This result indicates a

discrepancy between males and females regarding the effectiveness of the proposal. Both males and females had positive opinions, but they were more positive for males, as is evident from the tables for answering the study's questions. **And this means that the hypothesis is accepted for gender.**

B-Experience

Table (17)

ANOVA					
Sum of Squares		**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	.261	3	.087		
Within Groups	14.406	23	.626	.139	.936
Total	14.667	26			

The previous table indicates by using One Way Anova that:-

There is no impact of experience as demographic factor on the effectiveness of the gamification elements proposed for training employees in the tourism companies. Because the value of the "F" was not significant at any of the levels of statistical significance, thus the hypothesis is rejected for experience. The results showed that there were no differences between the levels of experience in their view of the effectiveness of the proposed program, as those with little, medium, and high experience agreed on the effectiveness of the

proposal through their opinions shown in the tables for answering the questionnaire.

From the previous presentation, we can accept the hypothesis regarding the existence of the impact of gender as demographic factors on the effectiveness of the gamification elements proposed for training employees in the tourism companies and reject it with the experience variable

Hypothesis 4: There are statistically significant differences between the effectiveness and quality of the gamification elements proposed for training employees in tourism companies.

Table (18)

ANOVA					
Sum of Squares		**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	1.968	3	.656		
Within Groups	10.329	23	.449	1.461	.251
Total	12.296	26			

The previous table indicates by using One Way Anova that:-

There is no impact between the effectiveness and quality of the gamification elements proposed for training employees in tourism companies. Because the value of the "F" was not significant at any of the levels of statistical significance, thus the hypothesis is rejected.

Through the previous table, we can reject the hypothesis regarding the existence of the statistically significant differences between the effectiveness and quality of the gamification elements proposed for training employees in tourism companies.

Results

- Selected gamification elements can significantly enhance employee

training outcomes in the tourism industry.

- Examining the elements of gamification and assessing their influence might improve the creation of more effective gamified educational environments.
- Gamification is a method that enhances employee engagement and motivation during training, leading to a more effective, efficient, appealing, enjoyable, and enduring training experience.
- Gamification elements like scores, leaderboards, and badges are often associated with encouraging external organization rather than fostering internal drive.
- Gamification can achieve one or more of the following goals: lowering employee stress levels; creating a happy workplace; encouraging team bonding; increasing employee motivation, engagement, and loyalty; and so forth.
- Gamification is the practice of employing game aspects and mechanics in human resource management to boost employee engagement and meet business goals, rather than only concentrating on building an immersive environment.
- A well-organized system with gamification enhances users' motivation, leading to increased enjoyment and engagement.
- Adding game elements like rules/goals, feedback via points or a score, and social aspects like teamwork can incrementally improve on the practice quiz training method to provide a more memorable and enjoyable

experience during the training process.

- Adding game elements like rules/goals, feedback via points or a score, and social aspects like teamwork can incrementally improve on the practice quiz training method to provide a more memorable and enjoyable experience during the training process.
- There is general agreement among the respondents that the descriptions of the gamification elements are accurate and that these elements are well-integrated into the training program.
- Respondents found the proposed gamification elements (points, levels, and leaderboards) to be well-aligned with the goals of training tourism employees.
- There is a positive sentiment towards the gamification elements overall.
- The positive response towards the descriptions and integration of gamification elements suggests clear communication and effective design.
- The high agreement on alignment with training objectives indicates that the gamification elements are perceived as relevant and valuable for employee learning.

Recommendations

- Completeness of gamification elements warrants further exploration. Are there additional elements that could be beneficial?
- As with any training, a needs assessment or gap analysis must be conducted, training must be designed with the intention to close prioritized gaps, the training must be

implemented, and evaluation data must be collected.

- Gamified systems must have particular user engagement and instrumental goals, which are achieved through the use of game design features. When paired with other elements, components, and strategies, employee training and development can be made more competitive, less stressful, feedback can be given more quickly, participant empowerment increases, and so on.
- To maximize the effectiveness of the training program, incorporate ongoing evaluation and iterate based on what works best to achieve the learning objectives.

Conclusion

Gamification is a long-lasting trend that used in human resource management to actively involve, direct, teach, educate, and improve employees, guaranteeing their participation. Integrating gamification approaches can improve the effectiveness of human resources management inside the firm. Although still in its early stages, comprehending the potential benefits of integrating gamification in HR could prove advantageous for HR professionals. The objective of incorporating gamification into corporate training is to augment employee engagement and optimize the acquisition of professional knowledge, skills, and attitudes.

Gamification relies on factors related to the structure of an organization, the confidence of individuals, and the achievement of the best experience results. The themes include a wide range of subjects, including behavioral economics, human psychology, learning and development, motivation, entertainment, performance, communication, teamwork, problem-solving, risk-taking, and decision-

making. By effectively incorporating gamification into concrete objectives, individuals can harness the latent potential of players to improve their performance.

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