

Investigating the Correlation Between Perceived Effectiveness of Gamified Training, Employee Motivation, and Employee Engagement in an Organization

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Abstract:

In recent years, organizations have increasingly integrated gamification into their training programmes as a strategy to enhance learning experiences, increase employee motivation, and ultimately drive engagement. Gamification, defined as the use of game design elements in non-game contexts, is believed to make training more interactive, enjoyable, and effective. However, there remains a limited understanding of how employees perceive the effectiveness of such gamified training and how these perceptions relate to key organizational outcomes, specifically employee motivation and engagement. This study aims to investigate the correlation between the perceived effectiveness of gamified training, employee motivation, and employee engagement within an organizational context. Gamified training is a highly effective 'on-the-job' process that connects employees with new knowledge and skills. The study examines the relationship between Gamified training and motivation, and the relationship between Gamified training and employee engagement. Through convenience sampling and structured questionnaires, 413 responses were collected for analysis. Pearson Correlation test revealed that there is a positive relationship between Gamified training and motivation. The study also found a positive relationship between gamified training and employee engagement. So, it is statistically proven that gamified training is an effective training process to motivate and engage employees. The study underscores the strategic value of gamified training as a lever for improving employee motivation and engagement. Future research may build on these findings by examining longitudinal effects, exploring industry-specific applications, and incorporating qualitative insights to deepen the understanding of employee experiences with gamification.

Keywords: *Perceived effectiveness of gamified training, employees' motivation and employees' engagement, IT employees*

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1. Introduction

Today, businesses are more challenging. To achieve a competitive advantage and sustainability, corporates use different types of new technologies and strategies. To cope with those modern technologies and strategies, companies provide training to their employees (Ra, S. et al. 2019)¹⁵. Generally, two types of training are provided by the organization, i.e., on-the-job training and off-the-job training. In the on-the-job training process, employees learn hands-on training to solve real-life current business problems rather than through formal classroom education.

Gamified training is an on-the-job training process. It is a modern training process that engages employees like a game. Employees happily participate and feel motivated to receive points and rewards by solving challenges of contemporary business issues. Training is a short-term teaching process to enhance employees' skills and knowledge for a particular task. Gamified training encourages and motivates learning through an easy, fun-loving task instead of a traditional one. It raises healthy competition among employees and their groups. It enhances the productivity and skills of youth through competition, achievement, and rewards.

The key area raises pupil engagement and enhances retention (Iacono, S. et al., 2020)¹². It boosts active involvement and collaboration, making pupils feel that the gaming journey is to achieve something. This foundation is particularly suitable in an IT sector environment where employees want to obtain new skills to achieve specific performance targets. Ailing gamified experiences can break communication from concrete knowledge. Hence, fruitful gamified training cartels entertainment and actual learning to ensure that participants gain valuable skills while enjoying the process. The negative impact of gamified training is also visible (Clauvin, A. et al., 2023)⁴.

West Bengal's Information Technology sector has quickly changed the state's economy. Kolkata is the State's IT hub. TCS, Wipro, and Cognizant are IT giants of the State. Skilled professionals, good infrastructure and easy and flexible government policies will be key to the success of the Information Technology sector in West Bengal. Therefore, the study focuses on the role of perceived effectiveness of Gamified Training on employees' engagement and motivation.

2. Reviews of Literature

Hussain, S., et al. (2018)¹⁰ investigate the impact of gamification on employee outcomes, including motivation, engagement, retention, loyalty, and organizational commitment, with a focus on its potential for business development in Pakistan. The study involved 142 university students working part-time, divided into two groups: a control group and a gamified group. Both groups completed pre-test and post-test questionnaires, with ANOVA and t-tests applied to analyze differences between the groups. The results revealed that the gamified group showed significant improvements in employee engagement, retention, and organizational commitment. However, no statistically significant differences were found in loyalty and motivation between the two groups. The GLM analysis suggested that a playful

work environment could enhance motivation, engagement, and retention, highlighting the potential of gamification to boost business development in Pakistan. The study also highlighted that gamification has a positive impact on employees' mental health by reducing stress.

Pereira, M.O. et al. (2018)⁸ explore the impact of lean practices on organizational processes. Its combination with gamification can enhance the teaching and learning processes within companies. Lean practices promote operational excellence by improving production efficiency and initiating cultural change in organizations. The study highlights that gamification combined with lean practices can foster adaptive collaboration and interactivity among teams, ultimately improving knowledge sharing and organizational performance. This study demonstrates how gamification was applied in a real-world scenario to develop an automated document control system. The self-assessment process and interactive training both contributed to quality management and production efficiency. This research demonstrates the value of combining lean practices and gamification to enhance employee engagement and improve organizational outcomes.

Fauziyah, U. et al. (2019)¹⁶ examine the use of gamification in corporate training. Bank Mandiri focuses on its IT department. The bank's mission is to create an effective learning system that equips its staff to meet competitive challenges and adapt to evolving technological environments. The study examines how gamification was integrated into an online learning platform to deliver advanced IT solutions training to staff. Using qualitative methods, the study analyses the content and design of the gamification elements, highlighting the potential of gamified learning platforms to offer flexible, engaging and accessible training for employees. The findings suggest that gamification, with features such as a virtual tutor, may be beneficial. This study contributes to a complete knowledge of how gamification can enhance corporate learning systems, especially in the banking industry.

Adhiatma, A. et al. (2019)³ introduce the concept of "gamified training" through creative-oriented leadership to enhance individual soft skills, including communication, creative intelligence, and collaboration. The study defines gamified training as a design that integrates gamification elements into the training process to make it more effective and focused. The study, involving 106 respondents and using purposive sampling, employed questionnaires for data collection and regression analysis for evaluation. The findings revealed a significant positive effect of creative-oriented leadership on gamified training, with the latter proven to improve individual soft skills. This research highlights the potential of gamified training to develop essential interpersonal and cognitive skills, underscoring its role in enhancing leadership-driven skills.

Basit, A. et al. (2021)¹ studied the impact of gamification on employee engagement and work performance among employees in IT multinationals in Malaysia. It examines how employee engagement acts as a mediator between gamification and performance. Data was collected from 220 employees using a self-rating Likert-scale questionnaire, confirmatory factor analysis and structural equation modelling with AMOS 22. The findings indicate that gamification does not directly affect employee performance. However, it has a significant and positive impact on employee engagement. Moreover, employee engagement acts as a full

mediator between gamification and performance. The study concluded that effective gamification strategies improve employee performance.

Santos, A.S. et al. (2021)¹³ explore the efficiency and measurable results of gamification in training using a mixed-methods approach. Their quantitative research, based on a Likert scale survey, was analyzed using Minitab Statistical Software, and qualitative analysis of content from professionals developing gamified training. The results reveal that gamification's success is largely influenced by participant engagement and its ability to motivate learners. The study emphasizes the importance of thoughtful game design in ensuring effective interaction between game elements and training objectives. Furthermore, the research identifies emerging trends, such as the integration of gamification with virtual reality (VR), augmented reality (AR), and simulators, as key innovations that can further enhance the immersive learning experience.

Girdauskiene, L. et al. (2022)⁷ explore the societal changes that have led to a high demand for both skilled and unskilled workers. However, employee leaving rates are eye-catching. So, organizations are focusing on employee attraction, retention, and engagement. Employee engagement is a key factor of organizational success, customer satisfaction, and financial performance. Today, gamification is being identified as a powerful tool to increase engagement by transforming ordinary tasks into meaningful and enjoyable activities. The study reveals that gamification has the most significant impact on individual and job engagement, particularly influencing factors such as reward and recognition, procedural and distributive justice, feedback, perceived supervisor support, and opportunities for career development and learning. The study concluded that gamification meets both internal and external employee needs, providing a novel solution where traditional engagement methods fail.

Liu, S. et al. (2023)¹⁴ investigate the impact of a gamification training programme on learner engagement and learning outcomes in a non-academic organization. Using a randomized pretest-posttest control group design, the study compared two training conditions—traditional instructional strategy and gamification instructional strategy—98 medical sales representatives from a multinational company. The findings revealed that the gamification group showed significantly higher levels of learner engagement and outperformed the control group on the assessment. This study establishes the effectiveness of gamification on learner engagement and learning outcomes, particularly in the context of medical sales training.

Clauvin et al. (2023)⁴ emphasize that although gamification is widely recognized for its positive effects in educational contexts, its potential adverse impacts remain underexplored. Through a systematic mapping study of 87 academic papers, they identified common negative effects associated with widely used game design elements—such as badges, leaderboards, points, and competition—including reduced motivation, worsened performance, lack of understanding, irrelevance, and ethical concerns like cheating and gaming the system. Additionally, a focus group with developers of gamified software revealed limited awareness of these negative outcomes, though participants acknowledged their validity and expressed interest in better understanding such trade-offs. The study highlights the importance of critical reflection on gamification design, suggesting that while gamified

systems can enhance learning when applied thoughtfully, they also carry risks that must be carefully managed to avoid counterproductive outcomes.

Ibrahim, S. A. et al. (2024)¹¹ suggest using gamification to transform employee training into an engaging, interactive, and motivating experience. By conducting a thorough literature review, the study identifies seven key game elements that can enhance training effectiveness within tourism companies. These elements were evaluated by a panel of experts using a questionnaire, and the results indicated that incorporating these game elements can significantly improve employee engagement, knowledge acquisition, and skill development. The research suggests that when implemented effectively, gamification can optimize employee training, making it more engaging and impactful and ultimately leading to a more qualified and motivated workforce. As the tourism sector continues to evolve, the study highlights the increasing importance of gamification in addressing new challenges and enhancing the overall effectiveness of employee development programmes.

Sereno, M. M. and Ang, H. B. (2024)² explore the comparative outcomes of gamified versus traditional training systems in the banking sector, focusing on the role of on-the-job training in enhancing employee performance. The study utilizes a case-based nonlinear grounded theory and analysis to assess the impact of gamified training on human resource development. Through a global survey of 388 banking employees, the study found that the effect of gamification on employee motivation and job satisfaction does not follow an expected path, challenging certain aspects of self-determination theory (SDT), which emphasizes the satisfaction of basic psychological needs in training. The findings highlight the complexity of training outcomes and suggest that both gamified and conventional training methods can offer valuable insights for improving employee engagement. This research contributes to a deeper understanding of how complexity theory intersects with SDT, particularly in the context of gamified training systems in service-oriented industries like banking, where innovative approaches to training can help organizations improve professionalism and competitive edge.

Bitrian, P. et al. (2024)⁹ explore the impact of gamification on the success of e-training systems and its role in enhancing employees' information security and data protection self-efficacy. The research addresses two main questions: how gamification strategies influence the success of e-training systems and whether these systems improve employees' security behaviours. Study 1, based on the perceptions of 1,178 employees from an international company, uses structural equation modelling to show that gamification significantly affects information quality, system quality, and enjoyment, which in turn enhance perceived usefulness and satisfaction. These factors lead to improved security self-efficacy. Study 2 examines employees' responses to phishing attacks, revealing that gamified e-training effectively improves security behaviours, reducing the likelihood of employees clicking on phishing links and promoting more positive reactions. The research highlights the potential of gamification in improving both the perception and behaviour of employees in the context of information security and data protection.

Khan, J. et al. (2024)⁶ explore the effects of gamified training on workplace thriving and employee well-being in the hospitality and tourism industries. The study has two main objectives, i.e.:

- How conflict resolution and working relationships play a role in these effects, and
- How the support from top management can influence the results.

2.1. Research Gap

Previous research shows that gamification can improve employee motivation, engagement, and satisfaction, leading to better overall performance. The results show that gamification positively affects both workplace thriving and employee well-being. It has also been revealed that conflict resolution helps improve workplace thriving, while working relationships enhance well-being. The study further highlights that strong support from top management strengthens the positive effects of gamification on workplace outcomes. This study contributes to our knowledge that gamification works best when supported by good leadership and healthy workplace dynamics.

2.2. Objectives

- To determine whether there is a significant correlation between the perceived effectiveness of gamified training and employee motivation.
- To determine whether there is a significant correlation between the perceived effectiveness of gamified training and employee engagement.

2.3. Null Hypotheses (H_0)

- To determine whether there is a significant correlation between the perceived effectiveness of gamified training and employee motivation.
- To determine whether there is a significant correlation between the perceived effectiveness of gamified training and employee engagement.

3. Materials and Methods

A descriptive research design was used. Cochran's (1977) sample size formula was used to determine the sample size. The Formula was $n = z^2 * p * (1-p)/e^2$ or $n = (1.96)^2 * 0.5 * (1-0.5)/.0025$ or $n = 385$. The sample size is 385. 500 questionnaires were distributed, but 421 responses were received, and 8 questionnaires were not filled out fully. Finally, the study used 413 questionnaires. The Convenience Sampling Method was used. A structured questionnaire was used. The questionnaire was divided into four parts. Part A includes socio-economic questions designed to assess the socio-economic status of the respondents. Part B focuses on understanding employees' perceptions regarding the use of gamified training within their organization. Part C consists of questions aimed at measuring employee motivation, while Part D contains items related to employee engagement. This structure ensures a comprehensive assessment of how perceptions of gamification, motivation, and engagement are interrelated. The responses were collected from employees of three IT companies. A pilot study was conducted to identify the reliability and validity of the questionnaire. Cronbach's alpha value is .736, indicating the responses' internal consistency. Descriptive statistics and Correlation were performed in SPSS 23.

4. Result

Reliability Statistics	
Cronbach's Alpha	N of Items
.736	29

Table 1: Reliability of Questionnaire

Table 1 shows a reliability value of 0.736 for the scale, indicating that the questionnaire, comprising 29 questions, is reliable.

Gender			
		Frequency	Percent
Valid	Male	231	55.9
	Female	182	44.1
	Total	413	100.0

Table 2: Male and Female Respondents in the Study

Table 2 shows that the total number of male respondents is 231 (55.9%) and the total number of female respondents is 182 (44.1%) in the study.

Correlations			
		Perceived Effectiveness of Gamified Training	Engagement
Perception	Pearson Correlation	1	.303**
	Sig. (2-tailed)		.000
	N	413	413
Engagement	Pearson Correlation	.303**	1
	Sig. (2-tailed)	.000	
	N	413	413
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 3: Correlation between Perceived Effectiveness of Gamified Training and Employee Engagement

Table 3 shows a positive link between the effectiveness of gamified training and employee engagement. The P-value is .000, which is less than 0.05, meaning the result is significant. The correlation value (r) is .303, showing a moderate positive relationship. With 413 respondents, the study confirms that as employees find gamified training more effective, their engagement also increases.

Correlations			
		Perceived Effectiveness of Gamified Training	Motivation
Perception	Pearson Correlation	1	.200**
	Sig. (2-tailed)		.000
	N	413	413
Motivation	Pearson Correlation	.200**	1
	Sig. (2-tailed)	.000	
	N	413	413
** Correlation is significant at the 0.01 level (2-tailed)			

Table 4: Correlation between Perceived Effectiveness of Gamified Training and Employee Motivation

Table 4 shows a positive link between the effectiveness of gamified training and employee motivation. The P-value is .000, which is less than 0.05, meaning the result is significant. The correlation value (r) is .200, showing a small but positive relationship. With 413 respondents, the study confirms that as employees find gamified training more effective, their motivation also increases.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.303 ^a	.092	.090	.85630
a. Predictors: (Constant), Perceived Effectiveness of Gamified Training				

Table 5: Model Summary of ANOVA

Table 5 shows that $R^2 = 0.092$ and Adjusted $R^2 = 0.090$, meaning 9% of the changes in Employee Engagement are attributed to the Perceived Effectiveness of Gamified Training.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.525	1	30.525	41.629	.000 ^b
	Residual	301.364	411	.733		
	Total	331.889	412			
a. Dependent Variable: Engagement						
b. Predictors: (Constant), Perceived Effectiveness of Gamified Training						

Table 6: P Value / Significant Value

ANOVA table 6 shows whether the independent variables affect the dependent variable. Since the significance value is 0.000 (less than 0.05), it confirms a strong link between the

Perceived Effectiveness of Gamified Training and Employee Engagement. Therefore, the regression model is valid.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.255	.862		13.060	.000
	Perception	.086	.013	.303	6.452	.000
a. Dependent Variable: Engagement						

Table 7: Unstandardized Coefficients Value

Table 7 shows that the Perceived Effectiveness of Gamified Training significantly impacts Employee Engagement, as their significance values are below 0.05. When the Perceived Effectiveness of Gamified Training increases by one unit, Employee Engagement rises by 0.086 units.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.200 ^a	.040	.038	1.94816
a. Predictors: (Constant), Perceived Effectiveness of Gamified Training				

Table 8: Model Summary of ANOVA

Table 8 shows that $R^2 = .040$ and Adjusted $R^2 = .038$, meaning 4% of the changes in Employee Motivation are due to the Perceived Effectiveness of Gamified Training.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64.922	1	64.922	17.106	.000 ^b
	Residual	1559.872	411	3.795		
	Total	1624.794	412			
a. Dependent Variable: Motivation						
b. Predictors: (Constant), Perceived Effectiveness of Gamified Training						

Table 9: P Value / Significant Value

ANOVA table 9 shows whether the independent variables affect the dependent variable. Since the significance value is 0.000 (less than 0.05), it confirms a strong link between the Perceived Effectiveness of Gamified Training and Employee Engagement. Therefore, the regression model is valid.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.644	1.961		15.120	.000
	Perception	.125	.030	.200	4.136	.000
a. Dependent Variable: Motivation						

Table 10: Unstandardized Coefficients Value

Table 10 shows that the Perceived Effectiveness of Gamified Training significantly impacts Employee Motivation, as their significance values are below 0.05. When the Perceived Effectiveness of Gamified Training increases by one unit, Employee Motivation rises by .125 units.

5. Conclusion

The study concludes that the perceived effectiveness of gamified training has a statistically significant positive impact on both employee engagement and employee motivation among IT sector employees in West Bengal. Correlation analysis reveals a moderate positive relationship between gamified training and engagement ($r = 0.303$) and a smaller yet significant positive relationship with motivation ($r = 0.200$). Regression analysis further supports these findings, indicating that improvements in perceived effectiveness of gamified training can lead to measurable increases in employee engagement and motivation. Although the explanatory power of the model is limited ($R^2 = 9\%$ for engagement and 4% for motivation), the results validate the effectiveness of gamified training as a valuable on-the-job training strategy. These findings suggest that incorporating gamified elements into employee training programmes can contribute to a more engaged and motivated workforce, especially in fast-paced industries like IT.

6. Implications

The findings of this study underscore the positive influence of gamified training on both employee engagement and motivation within the IT sector of West Bengal. Although the correlation levels are moderate for engagement and modest for motivation, the results clearly indicate that employees who perceive gamified training as effective are more likely to be actively involved in their roles and driven to perform better. This highlights the practical value of integrating gamification into employee development programmes, particularly in industries characterized by rapid technological change and performance-driven cultures. Organizations can enhance workforce productivity and retention by designing engaging, game-based learning environments that encourage healthy competition, recognition, and skill enhancement. However, since only a small portion of engagement and motivation is explained by gamified training, companies must also consider other influencing factors such as leadership support, task design, and organizational culture to maximize training effectiveness.

7. Limitations

This study has several limitations. It used convenience sampling and data from only three IT companies in West Bengal, limiting generalizability. The reliance on self-reported responses may introduce bias. Being cross-sectional, the study cannot establish causality between gamified training and employee outcomes. Additionally, the low R-squared values suggest that other unexamined factors may influence motivation and engagement.

8. Future Research Scope

Future studies should examine additional factors such as organizational culture, leadership support, and employee personality traits to better understand the impact of gamified training on motivation and engagement. Longitudinal research can assess its long-term effects on performance and retention. Cross-industry comparisons may reveal sector-specific outcomes. Qualitative approaches can offer deeper insights into employee experiences, while exploring the role of emerging technologies, such as AI, AR, and VR, in gamification may uncover new opportunities for enhancing training effectiveness.

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PART A

Organizational Name:

Employee Name:

Gender:

Male ☐Female ☐

Age:

18 to 40 years ☐Above 40 years ☐

Educational Qualification:

Marital Status:

Single ☐Married ☐

Please tick the suitable answer as per your opinion:

SD – Strongly Disagree, D – Disagree, N – Neutral, A – Agree and SA – Strongly Agree

SL	Questions	SD	D	N	A	SA
PART B						
Employees' perceptions of gamified training						
Company Culture and Gamified Training						
1	Gamified training in my organization encourages innovation and creativity.					
2	The use of gamified training reflects the company's open and honest communication culture.					
3	Gamified training activities promote teamwork and collaboration.					
4	Gamified training supports a culture of continuous learning and improvement.					
5	I believe gamified training contributes to a stronger sense of belonging in my organization.					
Leadership Support for Gamified Training						
6	My manager supports the implementation of gamified training methods.					
7	Organizational leaders value employee feedback about gamified training programmes.					
8	I receive recognition from supervisors for my participation in					

	gamified training.					
9	Leadership clearly explains the goals and benefits of gamified training.					
10	My manager encourages me to engage fully in gamified training activities.					
Employee Personality and Gamified Training						
11	I am open to new experiences like gamified training.					
12	I approach gamified training in a structured and dependable way.					
13	I actively participate in gamified training sessions due to my outgoing nature.					
14	I remain calm and focused when completing challenging gamified training tasks.					
15	I enjoy helping others during gamified training activities.					
Problem-Solving Style and Gamified Training						
16	I use gamified training to practice solving real work problems.					
17	I enjoy the problem-solving challenges presented in gamified training modules.					
18	When a gamified task is difficult, I try different strategies to complete it.					
19	I stay calm and perform well under pressure during gamified training activities.					
20	I prefer collaborating with others to complete gamified training challenges.					
Task Complexity and Gamified Training						
21	Gamified training helps me learn and apply new job-related knowledge.					
22	The tasks in gamified training reflect the complexity of my actual work.					
23	Gamified training helps improve my decision-making skills.					
24	Gamified training teaches me how to manage multiple tasks effectively.					

25	I find the challenges in gamified training mentally stimulating and relevant.					
PART C						
Employee Motivation						
1	It is important to me to be able to do interesting and varied work and express my creativity.					
2	I value the opportunity to acquire new knowledge and skills.					
3	Opportunity to attain personal goals and achievements is important to me.					
4	I perform poorly when there is pressure and stress.					
5	I am being busy all the time that is important to me.					
6	I am the type of person that thrives in a competitive environment.					
7	I prefer to work as part of a team.					
8	Promotion affects my motivation.					
9	Recognition affects my motivation.					
PART D						
Employee Engagement						
1	I am proud to work for this company.					
2	I will recommend this company as a great place to work.					
3	I rarely think about looking for a job at another company.					
4	I see myself still working at this company in two-year time.					