STREAMLINING MANAGERIAL SKILLS OF GENERATION Z AND Y BY GAMIFICATION

Enikő KORCSMÁROS, Renáta MACHOVÁ, Zsuzsanna GÓDÁNY, Lilla FEHÉR
J. Selye University, Komárno, Slovakia

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Gamification vs Game-Based Learning

- Play is a free activity standing quite consciously outside “ordinary” life as being “not serious” but at the same time absorbing the player intensely and utterly. It is an activity connected with no material interest, and no profit can be gained by it.

- Gamification - as the application of typical elements of game in non-gaming environment. The marketing experts, educators and psychologists started to use game elements in order to improve the motivation of targeted individuals and improve the consumer experience.
Difference between game, serious game and gamification

Figure 1. Difference between game, serious game and gamification
Source: Deterding et al. 2011, p. 2
Generation Y and Z

• The revolution was shaped by the millennials or generation Y. Also known as digital natives
• the millennial generation is labelled as being lazy, narcissistic and spoilt.

Generation Z (born after 2000)
• It is a group of people that is marked by the Internet. It is part of their DNA: it storms into their homes, their education and their way of socializing.
• Their mastery of technologies may make them neglect their interpersonal relationships to a greater extent, but they are the ones who give more of a voice to social causes on the Internet.
METHODOLOGY

• The aim of the paper is to present partial results of project KEGA 005UJS-4/2019 based on primary research focusing on the effectiveness of selected alternative teaching methods in the context of their application used in higher education teaching Economics.

• An anonymous questionnaire survey was conducted among the respondents in the winter semester of the academic year 2018/2019.
RESULTS
Current state of the discussed issue with regard to the analysis of curricula of the selected courses – Corporate Finances
RESULTS

Current state of the discussed issue with regard to the analysis of curricula of the selected courses – Marketing
Students satisfaction with alternative methods used in education
Hypotheses

- $H_0$: There is no significant correlation between the variety of teaching methods and the effectiveness of education.
- $H_1$: There is a significant correlation between the variety of teaching methods and the effectiveness of education.

The Pearson Chi square table is used to show the correlation between the variables. The observed value of the indicator is 32,559. The value at two-tailed significance test is lower than 0,05. It means, that Hypothesis 0 – there is no significant correlation between the variables - can be rejected.
Conclusion

- The representatives of Generation Z, entering the university education find the traditional methods of education based on printed literature not impulsive enough. This is reflected in the student assessment surveys, where they indicate their openness to creative assignments.

- Dissatisfaction of students with traditional teaching methods can be detected in their uninterested attitude to lectures and seminars.

- The effectiveness of gamified systems has been addressed by several research conducted.

- The results demonstrate significant increase in motivation and commitment among the users.

- These systems provide continuous feedback on the students’ performance and facilitate the acquisition of competences as an objective of the learning process.
Thank you for your attention!

The scientific article is a partial output from the KEGA project 005UJS-4/2019 entitled “Streamlining Managerial Sills of the generations Z and Y by gamification on the context of linking science and practice”, which is solved at the Faculty of Economics of the J. Selye University in Komárno.

PhDr. Enikő Korcsmáros, PhD. - korcsmarose@ujs.sk
Dr. habil. Ing. Renáta Machová, PhD. – machovar@ujs.sk
PhDr. Zsuzsanna Gódány – godanyzs@ujs.sk
Mgr. Lilla Fehér – feherl@ujs.sk