



Willingness of Gamified Recruitment and Selection among Job Seekers of Sindh, Pakistan

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Abstract

Technology advancement has made recruitment and selection process more efficient in the contemporary age. "Gamified Recruitment" is an innovative approach towards this process. Gamification uses game elements (simulations, board games etc.) to judge the cognitive potential of an applicant. The use of gamified recruitment surged up in Pakistan from late 2015, companies (PTCL, Nestle and Shan Foods) has been recruiting employees for their management trainee programs specifically but the scope of gamification is not measured academically in the perspective of the job seekers. This research focuses on the scope of gamified recruitment in view of job seekers of Sindh Pakistan. Quantitative approach was to collect the data using an adopted questionnaire. The research was conducted through E-survey using Ad-Hoc sampling, total 118 responses were collected. Data was analyzed through descriptive and frequency analysis using mean and standard deviation scores. The results of the research showed low scope of gamified recruitment among respondents. Majority of females viewed gamification as an entertainment rather than an effective tool for recruitment, whereas, male respondents were of positive view-point. The respondents viewed reliability as potential advantage and stress as the disadvantage of gamified recruitment. It can be concluded that since "Gamified Recruitment" is a new concept in Sindh, Pakistan, therefore, it will gain popularity on a gradual basis. This research opens further room for research on this novel concept utilization across the country.

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INTRODUCTION

The practices of Human Resources have evolved much after technology took over the world. The employers, today, have a vast range of methods of practicing human resource functions including traditional and modern methods. One of them is new age trend "E-recruitment" for hiring employees. "E-recruitment is a field of human resources" where ICT (Information and Communication Technology) tools are frequently used (Woźniak, 2015). One of the main benefits of e-recruitment is the effective cost saving and reduction in time consuming hiring processes. Firms are now utilizing better alternatives to traditional recruitment and selection methods. The novel approach is "Gamified Recruitment" (Chow, 2014). The history of gamification was firstly introduced in beginning of the 20th century. The gamification process comprised of addition of toys to the products, loyalty points or the game of Monopoly crafted by McDonalds. The main purpose was to inculcate a sense of loyalty and entertainment for customers and employees (Griffin, 2014). Gamification process was linked to psychological ability, entertainment, coordination, solving communication hurdles, risk taking, decision making, shaping companies work environment and building confidence. The concept of gamification with regards to business has been exercised for many years (Simpson & Jenkins, 2015).

The idea of gamification came into eminence around 2009 and 2010. As quoted by Markets and Markets the gamification market is forecasted to reach its highest boom of approximately USD 11.10 billion by the year 2020 (Gamification Market by Solution Global Forecast to 2020, n.d.). However, (Burke, 2014) states; "Gamification

has enormous potential" but at the moment most firms are not getting the right concept of gamification which is why Gartner Inc. has placed Gamification in the "trough of disillusionment" in their most recent research Hype Cycle of Emerging Technologies in 2014 which means that there is decrease in gamifications as its implementation and experiments remain unsuccessful in delivering the results. Either because technology producers falter or fail. Investments in gamification can only continue on the condition that the present providers improve its concept and satisfy early adopters of gamification. According to recent years survey it has been observed that there is enormous increase in mass market of consumer software has taken place and highly motivated by video games. It is one of the modern initials that connects the existing concept and research among human interaction and computer games studies, such as pervasive games, serious games, or other playful design (Deterding, 2011).

Although the literature provides deep insights in the popularity of gamification in the field of HR for recruitment and selection globally. Yet it is still a subject of debate whether gamification will gain popularity among the job seekers as a method of recruitment and selection since there are insufficient researches available to support this notion because they are the generation which will decide its scope. According to theoretical suppositions, job seekers are expecting new ways of recruitment and selection as the present methods are conventional patterns to assess their qualifications and abilities (Karsulak, 2015, p. 204).

The previous researches on the scope of gamified recruitment and selection process among job seekers has only been conducted internationally by (Karsulak, 2015), (Nenadić, May 2019) academically. There is no academic research conducted on the scope of



gamified recruitment among job seekers in Sindh Pakistan. This research gives the insight of the scope of the gamified recruitment in perspective of job seekers in Sindh. The objectives of this study are,

1. To determine the interest of male and female job seekers in using gamification as selection process among job seekers in Sindh Pakistan.
2. To express the level of agreement/disagreement that whether games (board games, card games, puzzles, video games) develop the competencies (Ambition, diligence, persistence, task orientation, courage, risk-taking, collaboration, and self-control) among job seekers in Sindh Pakistan.
3. To get opinion that how wanted are the competencies (Ambition, diligence, persistence, task orientation, courage, risk-taking, collaboration, and self-control) at the work market among job seekers in Sindh Pakistan.
4. To rank the advantages of gamification (Innovation, lack of competencies, positive association, fairness, and reliability) in selection process among job seekers in Sindh Pakistan.
5. To rank the disadvantages of gamification (Time-consuming, multiple stages of the recruitment process, bigger stress, and lack of knowledge about the structure of games) in selection process among job seekers in Sindh Pakistan.

The research respondents are graduates and post-graduates and others (non-students/ undergraduates) of different universities of Sindh, who are about to enter job market and those who are already in job market. The questionnaire was an E-survey prepared on Google forms and distributed by means of providing questionnaire link through different social media platforms. Total data was collected from 118 respondents. The literature used in this research contains articles on the concept of gamification in recruitment and selection, its context around globe and its potential in Pakistan.

LITERATURE REVIEW

GAMIFICATION (ORIGINS AND DEFINITION)

Gamified recruitment, in human resource management, is the newest trend for recruiting and selecting employees. Gamification has been defined a number of times in past. The term gamification was coined for the first time in 2002 by game designer Nick Pelling, to describe gamification as applying game-like techniques and design to make online transactions both entertaining and prompt. As per Recruiter, it refers to “the use of game theory, mechanics and design in non-game situations and environment”. (recruitorbox, n.d.). the most acceptable definition is in Gartner Inc. which describes gamification as “the use of game mechanics and experience design to digitally engage and motivate people to achieve their goals” (Burke, Gartner, 2014). The fundamentals of these definitions describe that game mechanics means the use of points, badges and other game mechanics, the aim of gamification is to provoke and motivate employees/persons to develop learning behavior and skills and initiate innovation. From the definitions, it is clearly defined that gamification uses game mechanics to engage peoples, but it is much beyond than this perspective. Gamification does not mean to make assessments look like video games etc. It is rather more like gathering different tactics of game theory to drive a person’s psychological abilities and at what level he/she stands on. It challenges a person’s brain and give out the person’s potential. Hence this means that gamification uses the following attributes:

1. Game Elements (all the toolkits necessary for building a game),
2. Game Design which is “the practice of crafting a game-full experience.” (Katie Seaborn, 2015)
3. Game Context in which game features can be applied.

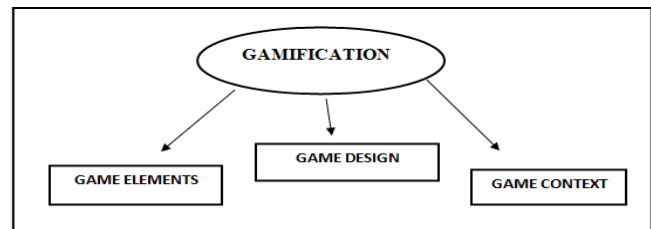


Fig.1. Gamification main elements. (Perinot&Pontiggia, 2014-2015)

According to the author (Ferreira, Araújo, Fernandes, & Miguel, 2017) gamification progressively been applied to different life domains including workplace. Historically, “game” and “work” were different phenomenon. But currently they both are merged and new concept of work and play relationship is emerged (termed as gamification). For that reason, research on gamification has increased since last few decades. The paper analyzes previous studies which have been done on the application of gamified recruitment process at workplaces and why gamification is important in human resource management and in work. This study was done from “35 articles”, which includes research papers, academic researches and other studies.

The outcomes illustrate that examination on the job applicants of gamified recruitment in the work environment has rarely been conducted and generally “exploratory”. Mostly, quantitative technique was used. The researcher found the gap between HR practitioners and science and this literature also suggests a proof for the implication of gamification in the workplace. ICT (internet and communication technologies) tools are often utilized by E-recruitment. It is popularly perceived that scope of their utilization differs between nations, and the main reason of these difference is technical structure of the tools. Because of the deprivation of tools this paper could not clarify why “E-recruitment is considered more common in the US as compared to Poland”. This study presents the classification of four levels of E-recruitment methods to know the difference in these two countries about adopting this new tool of innovation different strong and weak points are presented for all the selection methods in each group and advantage of its usage is explained. It has also been indicated that a positive image of a company’s brand name signifies an important condition for high success of E-recruitment (wozniak, 2015).

GAMIFICATION IN HR

The author (Sands, 2013) examines the increasing shift of “gamified recruitment process”. Gamification now holds a name in oxford English dictionary and also becomes a popular process of employee recruitment across wide range of industries and businesses. This concept has been used as “game changing layer” and critics used it as a “useless buzzword”.

The author says that: by 2014 the top performing two thousand business organization’s will at least have “one gamified application” by the year 2014 and 25% of businesses by the year 2015 will utilize gamification in their practices.

This paper reviews available information of this latest but increasing concept of “gamification” and to analyze what is pulling HR experts to support gamification platforms with their strategic impacts. It starts by analyzing the “Human Resource functions role as strategic partner to a business” and after that it analyzes the increasing employee involvement at workplace and how this is a very effective measure of the functions effects the outcomes and works as an effective tool to gain competitive advantage. Primary research was done in form of case study. The information for this analyzes was collected from 5 semi-structured interviews with members of different global organizations who are using gamification for selection process, to analyze the relation between drivers of employee engagement and their impact on competitive advantage and adopting gamifications a “strategic HR tool” to support these drivers, this study portrays a “working model”. Which can also be utilized as a reference source. The scope of study was limited because interviews were only conducted from stakeholders who were responsible for the introduction of gamification process.

The goal of HRM is to make sure that organization is efficient enough to gain competitive advantage through its people or employees and this is done by the two important functions and policies of HRM, that is recruitment and selection of potential job applicants. The aim of this paper is to bring the concept of gamification in hiring the employees as a supporter of high school students educational and career selection that is navigated by job market demands. The initial part of this paper portrays the issues of skill gap in job market in different contexts mainly in UAE. What organizations demands and what employees actually provides is a mismatch of skill gap. Because this gap is increasing despite of decreasing, however more graduates are entering in job markets and more jobs are available, recruitment strategy is defined to tell importance of hiring right candidates for right job. To analyze how gamification influences the overall behavior and attitudes of job seekers and high school student's decision-making qualitative technique is used. Interviews from three students were conducted and analyzed their perceptions towards the game elements. Limitations of this paper was that the sample size was very small, and it was solely based on one method that is interviews (chowdhury, 2015).

GAMIFICATION IN RECRUITMENT

Employer's main objective while recruiting is to find a candidate who can fulfil all the requirements for the jobs i.e. he/she must possess effective time management skills, innovative and creative ideas that can help build the organization better and proceed towards better future, efficient and effective handling of the tasks. The traditional methods of recruiting may only give the mere idea of applicant's creativity, but it will not test his/her skill in a practical situation. For instance, to assess time management skills of the applicant, a game can be developed comprising of corporate situations where the person will attempt to solve the situation in the stipulated time while simultaneously attacking him/her with distractions and hence the skill will be easily tested.

By gamifying the conventional interview processes, the employer can present quiz, behavioral tests and other organizational challenges to make the scrutinizing process more enjoyable and meaningful and it will help the candidate to get familiarized with stimulated work environments and subsequently recruiters can assess the applicant's cognitive capabilities like: innovation, aptitude, creativity and problem-solving capabilities (Writer, 2018). According to Talent Lyft, using gamification in recruitment mechanism can help test specific skill of the employee/applicant, saves time as multiple applicants can be assessed at one time and the absolute best will be chosen for the interview, makes the selection process less stressful than traditional selection process and keeping up with the company's competitors in this technological advanced industry (How to Use Gamification in Recruitment? 2018).



Fig. 2: Reasons for using Gamification Recruitment (TalentLyft, n.d.)

According to recent years survey it has been observed that there is enormous increase in mass market of consumer software has taken place and highly motivated by video games. It is one of the modern initials that connects the existing concept and research among human interaction and computer games studies, such as pervasive games, serious games, or other playful design. Yet it is not clear that how "gamification" is related to another novel phenomenon and how it

should be defined. It has been suggested that "gamified applications" are providing insights into "novel" (Deterding, 2011).

According to the information provided by (Chow & Chapman, 2013), Findings of these gamified recruitment is positive. However, limited findings are presented to measure its "effectiveness". It is submitted that the recruitment process of gamification may be perceived as a system of effective and powerful plan to attract large number of potential candidates and engaging them and guiding their focus toward relevant organizational information. Once the candidates are pulled in gamification they are influenced through effecting their condition of definite consideration. This study proposes how the basic psychological theories support the process of gamification in employee recruitment process. Like when and how often gamification may cause change in people attitude. In this paper 9 prepositions were proposed and later tested empirically. This research is one of the first attempt to provide psychological based conceptual framework of gamification as applied to recruitment and it is fruitful for future practices.

In any organization talent management is the huge responsibility of human resources beginning from the recruitment to the employee retention. Most of the Human Resource theories include traditional recruitment techniques which are for "Generation X and Generation Y" specifically. These traditional techniques are mostly used in government and private sector organizations. Recently companies have been introducing gamification system to hire Generation Z employees who are agile, and active on the digital platforms and are mostly youth.

PWC (PricewaterhouseCoopers) is one of the reputable companies in the world in the fields of "auditing, accounting and commerce". PWC uses a new recruitment tool known as "Multipoly". Earlier without the use of "Multipoly" candidate engagement level on the PWC website was low as job seekers only used the website for less than 10 minutes but after PwC introduced "Multipoly" on their website the candidates started spending a minimum of 90 minutes. This tool of gamification used by company is being shown to Human Resource managers in every industry so that they can use this process for their industrial activities. (Nair & Sadasivan, 2019)

Research by (Enders, 2013) shows that "games and game components" for learning ought to ideally be part of a bigger generally speaking instructional procedure. On the off chance that we structure them as latent encounters or without questioning, customary instructional techniques are commonly increasingly successful. This report shows that learning by means of games and gamification can be very viable at the point when structured effectively, and it encourages us comprehend different contemplations that make games and game components great instructional apparatuses.

Learner engagement is a bit difficult when giving instruction but there is solution which include solving complex business challenges, how to affect leaning behavior and overall organizational performance. Adding game element in our instructional pattern can help us attain these goals. Karl Kapp, professor of "instructional technology at Bloomsburg University" also agrees with experts on learning through game elements and gamification, moreover the author of The article defines game as "a system in which players engage in an abstract challenge defined by rules, interactively, and feedback, that results in a quantifiable outcome often eliciting an emotional response". further he defines gamification as "using game-based mechanics, aesthetics, and game-thinking to engage people, motivate action, promote learning, and solve problems" (Enders, 2013).

THE GLOBAL CONTEXT OF GAMIFIED RECRUITMENT.

Gamification combined with recruitment is called "Recruitment" (Ch. Prof. Andrea Pontiggia, 2014-15). Recruitment process today has evolved much since the beginning. Traditional recruitment (1940s-1970s) was based on a lot of paper works since there were only typewriters, newspaper and trade journals and in order to generate a pool of applicants' recruiters had to post jobs in newspaper or contact agencies to collect resumes and business cards in order to attain applicants who were suitable for the jobs.

Since the age of internet emerged (1980s-1990s), technological advancements took over the recruitment system which meant that recruiter can have online job boards, resume databases and applicant tracking systems which simplified the process by making it more efficient and generated a greater pool of active candidates. The digital age (2000 & present) is the times of online system where every aspect of human resources is digitalized. E-recruitment, Social Recruitment and Gamified Recruitment are part of this age. Recruiters now use social platforms like Facebook, Instagram, twitter and LinkedIn to advertise the jobs for which they do not require hiring agencies which saves a lot of cost. Rozee.pk is another example of job portal in Pakistan which offer recruitment services where they post jobs for the companies and applicants apply through it by submitting their CVs. Gamified recruitment has offered a more convenient way of recruitment and selection processes.

PROCESS OF GAMIFICATION

Gamified recruitment is based on 3 tools (element, design and context). "Game design" is one of the main elements in the establishing the process as it structures the game according to the requirement of the company's recruitment policies. The developers use MDA mechanism i.e. mechanics, dynamics and aesthetics to develop games for the recruitment process. For instance, a company may be recruiting trainee managers. For this purpose, the game developers the company will give clear instructions about the requirements to the agency which will be developing the game design. The game will consist of quizzes, analytical questions to test the applicant's cognitive abilities, the game will include stimulated situations of managerial issues a manager might face during his job tenure. There will be provided possible options of the solutions in order to solve the hurdle. The applicant's answer will determine his level of managerial capabilities. After the game is completed, the data will be transferred to the company and the latter will decide suitable candidate for the job and will be called for interview.

INTERNATIONAL COMPANIES USING GAMIFIED RECRUITMENT

It is observed that the process of gamification can be utilized as an effective tool for recruitment and selection, particularly among the young generation as they are engaged in competition games where rewards are included. According to a recent research, approximately 55% of US employers and employees deem gamified recruitment entertaining and appealing (Nenadic, 2019).

Gamification uses the game characteristics and applies it to see the "real world processes" inside a company for learning and development purpose. Concept of gamification has emerged working its way into the main human resource practices in 2 different ways i.e. as "serious games" and "cloud gamification engines".

According to Gallup research (Adkins, 2015) 31% of US employees are involved at work. But the facts get interesting when data is compared within generational segmentation i.e. "Tradionalists" and "Millennials". According to the Gallup millennials are least engaged generation at a level of only 28.9% in contrast to 32.9% of tradionalists which involves Generation X and Boomers. By including gamification in organizational processes, employee engagement levels will surge up but simultaneously it will also benefit the company by making it a "magnet for best of breed talent" because millennials will apparently makeup a global workforce of 75% by 2025 (Meister, 2015).

Through gamified recruitment, companies have achieved the capability to adopt their goals and values into a gamified environment which has given profitable results. By means of its customizability, gamification has aided companies in enhancing the engagement levels, introduced initiatives to improve their employer brand and personalize their recruitment process to attract and induct the right talent (Keijzer, 2018). C-Factor is the biggest platform for the gamified recruitment in Asia. The Talent Games has introduced this platform which has digital gamified simulations to let people encounter real work situations on the basis of which they are assessed on their ability to navigate through the

workplace, its numerous challenges and as a result the companies are able to predict the applicant's performance in the organization (Keijzer, 2018). Following companies have started using gamified recruitment.

DOMINO'S PIZZA.

Domino's Pizza Mogul "Create a **pizza**. Get a slice of the profit.", is the game the that the company has implemented which allows users to personalize and customize the pizza with suitable toppings ideas and then they market the pizzas. For every user's pizza that is ordered by the customer, the user earns monetary rewards. Domino's has successfully engaged its users & employees by promoting its "social hub" and weekly rewards, cash prizes to the top pizza mogul designs.

GOOGLE:

Google has been using Google Code Jam competitions to conduct new talent. This is an international programming competition administered by Google. The competition was introduced in 2003. The competition consists of a set of algorithmic problems which must be solved in the stipulated time. Consequently, the winner of the competitions wins monetary prize of up to \$50,000. By using this process, Google has managed to recruit top talents.

UK GOVERNMENT COMMUNICATIONS HQ:

The UK GCHQ which is an "intelligence and security organization" for United Kingdom introduced the perfect game to attract applicants. The intelligence agency has created a coded message on their website CanYouCrackIt.co.uk which assesses candidates by asking them to decode and interpret the disguised message to get through the recruitment assessment stages. Significantly the agency let the candidates to get the knowledge of the challenges that are to be encountered in intelligence jobs and what they are applying for and whether they will be suitable for the job. The game scrutinizes the applicants who are not fir for the job.

FORMAPOST:

French postal service has been using gamification to solve its employee retention challenge the company loses its 1 out of 4 new recruits which has cost the company greatly. The gamification platform JeuFacteur Academy of Formapost gives candidates the ideas of a routine day as a postal carrier in the company. Candidates get a "real" experience of the job before they even join such as waking up early, delivering the posts and the job's work ethics. Formapost saw a decline in the dropout rates from 25% to 8%.

COMPANIES IN PAKISTAN USING GAMIFIED RECRUITMENT.

The trend of Gamification has hit Pakistan since late 2015. Since the impact of the gamified recruitment is growing gradually throughout the globe, Pakistan is going to be properly utilize and initiate by its own IT sector by the year 2025 as the IT sector of the country is immensely increasing and has earned a revenue of \$4.1 billion during the fiscal year 2018-19 (PSEB, 2019) .

C-Factor has introduced gamified recruitment in Pakistan in 2018. Some of the companies which has recruited through the recruitment process are as follows.

PAKISTAN TELECOMMUNICATION COMPANY LIMITED (PTCL)

PTCL introduced gamified recruitment for the first time in the country for its management trainee officer (MTO) through its game PTCL-Summit 2018. The applicants were instructed to register on PTCL summit site from where they will receive the gamification software link through registered e-mail which will be downloaded on the computers. The game consisted of analytical questions, accounting word problems, managerial situations which were stimulated. The



candidate had a personal virtual avatar. The game had to be completed before a deadline.

HABIB BANK LIMITED (HBL)

The Intwish HR consultancy introduced for the first time in Pakistan a 3D animated recruitment game for HBL and the bank started recruiting through gamified recruitment process for its management trainee program in which the applicant has to go through different stages of stimulated recruitment process. The surprising element in the game was that the applicant can customize its own character. The character then moves in the HBL head office Karachi where he will be interviewed in a stimulated environment. (Ali, 2018)

KHAADI

Khaadi Lead Management Trainee Program inducted fresh recruits for the company by collaborating with The Talent Games and using C-Factor for the trainee induction program for Commercial, E-Commerce, Marketing, Finance, Human Resources, Supply Chain, Merchandising, Network Expansion fields in 2019. As stated above, C-Factor uses stimulated challenging environment to test the applicant's cognitive ability for the post of leading training manager.

Nestle, Unilever, Faysal bank and other business giants have also started recruiting through gamification in Pakistan along with the above-mentioned companies. This clearly gives away the idea there is potential of gamified recruitment in Pakistan as the big companies are investing in it as it is aiding in saving hiring costs and simultaneously reduces the time consumed in the process.

METHODOLOGY

RESEARCH APPROACH

The research approach used in this study is quantitative approach. The quantitative approach is based on numerical data for testing objective theories by identifying the relationship between dependent variable and independent variables. Statistical procedures are used to analyze numerical data (Cresweel, 2014). The aim of this research is to explore how interested job seekers are in gamified recruitment process. We selected undergraduates, graduates and post-graduates of Sindh, Pakistan. For this purpose, the study adopts "quantitative research approach" to determine scope of willingness for gamified recruitment and selection among job seekers of Sindh Pakistan.

RESEARCH DESIGN

The descriptive research technique is adopted to analyze the data. Descriptive research can be defined "as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the "what" of the research subject rather than the "why" of the research subject" (Zikmund, 2003).

POPULATION AND SAMPLING

The population of this study consists of students from different universities who are about to enter in job market or searching for job. The data was collected from 118 respondents. Internet Convenience Sampling through ad-hoc technique is used to approach respondents. Convenience sampling is defined as, "Convenience or accidental sampling is a sampling technique in which members of the population are chosen based on their relative ease of access and respondents who volunteer for a study may differ in unknown." (Lucas, 2012) whereas ad-hoc technique is defined as "as a non-probability samples are generated by a variety of ad hoc techniques usually in those circumstances where no suitable sampling frame exists, or the research design does not actually require probability sampling (Marshall, 2002).

DATA COLLECTION TOOL

The survey questionnaire was adopted from the study on "Use of gamification in the process of selection of candidates for the position in the opinion of young adults in Poland" (krasulak, 2015). The questionnaire comprised of 13 questions out of which 6 questions were demographic gender, program of study, name of university, qualification level, work experience and following 7 questions were on frequency of playing video games and board games, level of agreement or disagreement on development of listed attributes and required competencies in labor market, willingness, advantages and disadvantages of gamification.

The questionnaire was prepared on google forms and was distributed on multiple social media platforms like WhatsApp, Facebook and E-mails. Respondents were directed to fill the questionnaire by the link of google forms questionnaire.

DATA ANALYSIS

Table 1: Demographic data:

Gender	Frequency	Percent
Male	42	35.59
Female	76	64.41
Total	118	100.0

Table 1 mentions that 76 (64.41%) of respondents were female and 42 (35.59%) were male.

Table 2: Program of study

Program of study	Frequency	Percent
B.E	13	11.0
BA	9	7.6
BA.ED	1	.8
BBA	15	12.7
BCS	2	1.7
BSC	10	8.5
IT	1	.8
LLB	1	.8
M.COM	1	.8
M.PHIL	8	6.8
MA	5	4.2
MA ENG	1	.8
MA.ED	1	.8
MBA	44	37.3
MBBS	1	.8
MSC	1	.8
NA	3	2.5
PhD	1	.8
Total	118	100.0

Table 2 shows that the majority of respondents i.e. 37.3% are from MBA background and the others are from (BBA, M.COM, PhD, LLB, BCS, BSC, BA, IT, MBBS). Figure 3 shows the work experience of respondents where 43.22% of respondents are working full-time, 27.12% of respondents have experience of internship/traineeship, 9.32% of respondents are working part-time, 5.08% of respondents have experience volunteer ship while 15.25% of respondents do not have any experience.

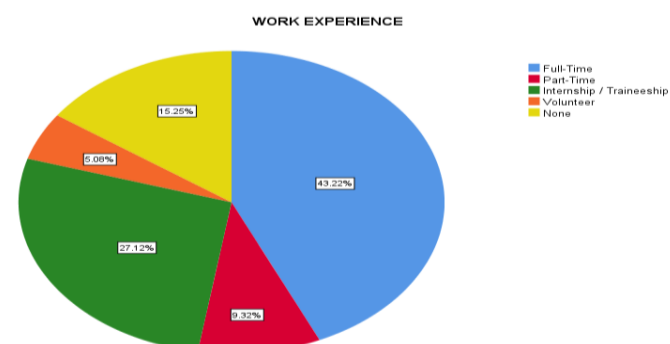


Fig. 3: Work Experience



Figure 4 shows that 52.54% of respondents are graduate, 38.98% of respondents are post graduate and 7.63%.

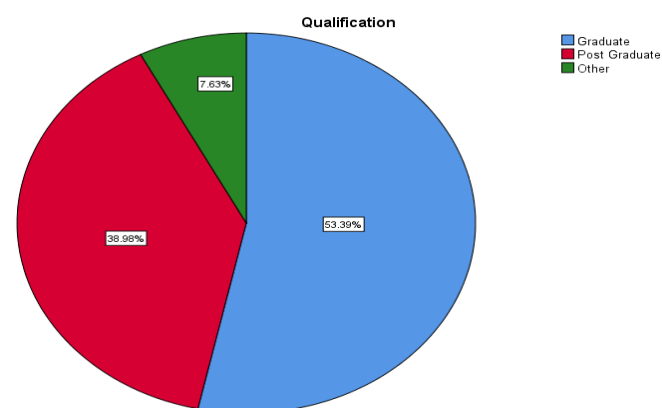


Fig. 4: Qualification

Table 3: Frequency of playing video Games

How often do you play video games?	Frequency	Percent
Everyday	10	8.5
Few times in a week	27	22.9
Few times in a month	18	15.3
Once per month	21	17.8
I do not play games	42	35.6
Total	118	100.0

Table 3 shows the frequency of respondents, how often they play video games. 10 respondents play every day, 27 respondents play few times in a week, 18 respondents play few times in a month, 21 respondents play once per month while 42 respondents do not play game.

Table 4: Frequency of playing other Games

How often do you play other games (board games, card games, riddles/puzzles)?	Frequency	Percent
Everyday	3	2.5
Few times in a week	20	16.9
Few times in a month	29	24.6
Once per month	35	29.7
I do not play games	31	26.3
Total	118	100.0

Table 4 shows the frequency of respondents, how often they play other games (board games, card games, riddles/puzzles). 3 respondents play every day, 20 respondents play few times in a week, 29 respondents play few times in a month, 35 respondents play once per month while 31 respondents do not play game.

OBJECTIVE 1

To determine the interest of male and female job seekers in using gamification as selection process among job seekers in Sindh Pakistan.

Table 5: Interest in Using Gamification

	Frequency	Percent
Yes, that would be more interesting than the standard form of selection	30	25.4
Yes, but it would depend on the form (online, live, etc.)	35	29.7
No, I think that games are not able to reflect the competencies of the particular person, it is just an entertainment	44	37.3
No, I do not like games	9	7.6
Total	118	100.0

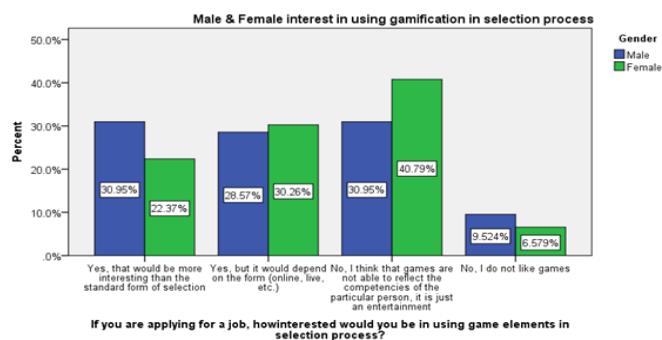


Fig. 5. Male & Female Interest in Using Gamification

The Figure 5 describes that majority of the respondents' view gamification as a mere entertainment and do not perceive it as an effective tool for recruitment and selection. 40.79% female respondents and 30.95% of the male respondents recognized game as an entertainment and that gamification should not be a tool for recruitment and selection as it is not capable to reflect upon the actual competencies of the candidate. While 30.95% male respondents and 22.37% female respondents think that gamification would be more interesting as a selection tool as compared to traditional methods. 28.57% male and 30.26% female respondents think that gamification can be an interesting tool for recruitment and selection only if they think that the online form is interesting. Whereas 9.524% males and 6.579% females do not play videos resulting in no interest in gamification.

OBJECTIVE 2

To express the level of agreement/disagreement that whether games (board games, card games, puzzles, video games) develop the competencies (Ambition, diligence, persistence, task orientation, courage, risk-taking, collaboration, and self-control) among job seekers in Sindh Pakistan.

Table 6: Perception of students whether games develop listed traits

	Mean	Std. Deviation
Ambition	3.0254	.98243
Diligence	3.1610	1.10144
Persistence	3.1610	1.06995
Task Orientation	3.4068	1.26246
Courage	3.0763	1.16323
Risk-taking	3.1271	1.27800
Collaboration	3.2034	1.08257
Self-control	3.0763	1.17056

The Table 6 results show that according to respondents' task orientation is the trait that is most developed by games with mean value of ($m = 3.4068$) while ambition with the least mean score of ($m = 3.0254$). Following task orientation, collaboration with a mean of ($m = 3.2034$) is the second most developed trait by games. Diligence and persistence lie on the same mean scale of ($m = 3.1610$), risk taking with a mean of ($m = 3.1271$), courage and self-control with ($m = 3.0763$).

OBJECTIVE 3

To get opinion that how wanted are the competencies (Ambition, diligence, persistence, task orientation, courage, risk-taking, collaboration, and self-control) at the work market among job seekers in Sindh Pakistan.

Table 7: Perception of students on how wanted listed traits are at the labor market

	Mean	Std. Deviation
Ambition	3.3814	1.17611
Diligence	3.4915	1.24548
Persistence	3.4746	1.07586
Task Orientation	3.5932	1.22814
Courage	3.5000	1.16024
Risk-taking	3.3983	1.19929



Collaboration	3.6102	1.13253
Self-control	3.6186	1.21894

The Table 7 results show that according to respondents, self-control is the most wanted competency at the job market with a mean value of (m=3.6186) while ambition is least wanted competency with a mean score of (m=3.3814). following self-control, collaboration is second most wanted competency with almost same mean score of (m=3.6102), task orientation with mean score of (m=3.5932), courage with mean calculated as (m=3.5000), diligence with mean value of (m=3.4915), persistence with mean of (m=3.4746) and risk taking with mean value of (m=3.3983).

OBJECTIVE 4

To rank the advantages of gamification (Innovation, lack of competencies, positive association, fairness, and reliability) in selection process among job seekers in Sindh Pakistan.

Table 8: Advantages of Gamification

	Mean	Std. Deviation
Innovation	2.0763	1.02246
Indication of Competencies that are lacking in a person	2.2373	.87391
Positive Association	2.1864	.95137
Fairness	2.2458	.99517
Reliability	2.3220	.98607

According to the results shown in table 08 reliability is ranked as highest advantage in selection process among job seekers with mean score of (m=2.3220) while innovation is ranked as lowest advantage in selection process among job seekers with mean score of (m=2.0763) Following reliability, fairness is ranked as second highest advantage in selection process with mean score of (m=2.2458), indication of competencies that are lacking in a person with mean score of (m=2.2373) and positive association with mean score of (m=2.1864).

OBJECTIVE 5

To rank the disadvantages of gamification (Time-consuming, multiple stages of the recruitment process, bigger stress, and lack of knowledge about the structure of games) in selection process among job seekers in Sindh Pakistan.

Table 9: Disadvantages of Gamification

	Mean	Std. Deviation
Time-consuming	1.9407	1.08834
Multiple stages of the recruitment process which makes me tired	2.1695	.99833
Bigger stress than during the standard selection process	2.3051	1.00858
Lack of knowledge about the structure of Games	2.2373	1.00152

According to the observations shown in Table 9, bigger stress than during the standard selection process is ranked as highest disadvantage in selection process among job seekers in Sindh Pakistan with mean score of (m=2.3051) while Time-consuming is ranked as lowest disadvantage in selection process with mean score of (m=1.9407). following Bigger stress than during the standard selection process, Lack of knowledge about the structure of Games is ranked as second highest disadvantage in selection process with mean score of (m=2.2373) and Multiple stages of the recruitment process which makes me tired with mean score of (m=2.1695).

CONCLUSION

The main purpose of this research was to find the scope of gamified recruitment in the perspective of the job seekers in Sindh, Pakistan. In the previous studies on gamification, researchers explained the scope on gamified recruitment and their impact on organizational efficiency.

In this study we have limited and specified the scope of gamified recruitment in Sindh, Pakistan by studying the background, perception, interest and different attributes towards game of job seeker.

The findings of this study reveal that there is low scope of gamification in Sindh, Pakistan. As per the results, the female respondents (41%) think that gamification should not be used as a method of recruitment and selection as this method lacks to identify the actual competencies of the applicant in their perspective. The conclusion can be drawn that either females lack knowledge of using game elements or are not habitual of using game elements in their routine life as compared to majority of males.

Respondents have agreed that games can help develop attributes/competencies like task orientation, self-control and diligence in a person.

The findings show that the self-control is the most wanted competency at labor market among (Ambition, diligence, persistence, task orientation, courage, risk-taking, collaboration, and self-control).

The population of the survey agrees that gamification has reliability as the highest advantage in the field of Human Resources. This portrays that gamification can yield more reliable and valid results as compared to traditional method and the consequence will be that there would be increased chances of merit-based employment.

Whereas the highest disadvantage of gamified recruitment method according to the respondents is that this type of recruitment gives away bigger stress than during the standard selection process. This depicts that gamification causes more stress in recruitment method and consequently only the people who manage stress well will be able to pass the process

IMPLICATIONS OF STUDY

The study will aid the companies and recruiters who are interested in hiring employees through gamification process as the research contributes in understanding the concept of gamified recruitment and selection processes and its implementation in the field of human resources. The recruiters can identify the attributes developed by game elements and the competencies required at job market through which they can incorporate processes that can advance the recruitment and selection process

FUTURE RECOMMENDATIONS

- Further studies of gamified recruitment should be done in Pakistan as it is gaining popularity in international platform.
- There should be awareness programs of gamified recruitment as most of the job seekers lack the knowledge of this selection tool.
- To compete internationally and to recruit efficiently, companies should adopt this new tool of selection process in order to hire only those who fit best for job.
- Comparative studies should be done on impact of gamified recruitment to check the difference between employees who are selected through traditional recruitment process with employees selected through gamified recruitment.

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