

INVESTIGATING STUDENTS' PERSPECTIVES ON THE USE OF QUIZZIZ AS A TEACHING TOOL IN ACCOUNTING CLASSROOM

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Abstract: *This study examines students' perspectives on using Quizizz as an educational tool in teaching accounting subjects. Although technology integration in higher education is on the rise, accounting classrooms still see limited adoption of such tools. Focusing on Foundation in Business students at Heriot-Watt University Malaysia, the study employed a random sampling survey conducted online via Google Forms at the end of the semester, incorporating both open-ended and closed-ended questions. Descriptive analysis of the data collected revealed that Quizizz significantly improved students' understanding of accounting concepts and enriched the teaching and learning experience. By promoting interactive learning, immediate feedback, and active engagement, Quizizz enhances student motivation and knowledge retention when paired with traditional teaching methods. While its effectiveness may vary depending on the topic and student preferences, Quizizz proves to be a valuable addition to accounting education. Future research should explore how the competitive nature of Quizizz affects students' stress and learning across different personality types and disciplines to better understand its overall effectiveness and applicability in higher education.*

Keywords: *educational app, Quizizz, gamification, accounting classroom, engagement*

Introduction

The integration of technology in education has become an essential aspect of modern teaching methodologies, offering innovative ways to engage students and enhance learning outcomes. In higher education, the use of educational tools such as gamified platforms have gained popularity for its potential to improve student engagement and knowledge retention. However, despite the growing trend of technology integration, accounting faculty have been slow to adopt new technologies in their teaching practices. This reluctance results in the minimal use of such tools in accounting classrooms, limiting the potential benefits technology could bring to the discipline. This problem is particularly noticeable in subjects like accounting, which often involve complex concepts that require detailed explanations and active student participation.

While various technological tools have been introduced to aid in the learning process, there remains a gap in understanding how these tools specifically impact student engagement and learning outcomes in accounting education. One such tool, Quizizz, has gained attention for its gamified features, such as interactive quizzes, real-time leaderboards, and customizable avatars, which have been shown to foster a more engaging and participatory classroom environment. Despite its potential, there is limited research exploring its application within the context of accounting education, particularly from the students' perspectives.

This study aims to examine and analyse the perspectives of students on the use of Quizizz as an educational tool in teaching accounting subjects at Heriot-Watt University Malaysia. The primary objective is to understand how Quizizz affects student engagement, motivation, and learning outcomes when incorporated into accounting classrooms. Specifically, the study will focus on Foundation in Business students, as they represent a key demographic that frequently interacts with innovative learning tools and technologies. By gathering feedback from these students, the study seeks to shed light on their initial impressions of gamified learning platforms, such as Quizizz, and provide educators with insights into the effectiveness of integrating such tools into accounting education.

Given that accounting education often relies on traditional methods of teaching, the research will explore how Quizizz can bridge the gap between passive and active learning, providing an engaging and interactive platform that enhances the learning experience. The findings will offer valuable insights into the potential of Quizizz in accounting education.

Problem Statement

Although accounting is a discipline that requires active learning to strengthen students' analytical and application skills, traditional teaching approaches often limit opportunities for meaningful engagement. Gamification has been shown to enhance motivation and deepen learning, yet its use in accounting education, particularly through platforms like Quizizz remains underutilized. This gap raises concerns about whether current instructional practices effectively support students' engagement, motivation, and comprehension of accounting concepts. Therefore, it is necessary to examine students' perceptions of using Quizizz as a gamified learning tool in accounting classes to determine its potential to improve learning experiences and outcomes.

Literature Review

Gamification in Education

Gamification defined as the integration of game elements into non-gaming contexts has become an influential pedagogical approach for promoting active learning. Elements such as points, badges, competition, and instant feedback foster cognitive engagement and encourage persistence in problem-solving (Zichermann & Cunningham, 2011). Blended learning methods further amplify these benefits. Çeker and Özdamlı (2017) argue that combining traditional instruction with gamified activities accommodates diverse learning styles and increases students' willingness to participate.

However, the growing body of research also highlights the nuanced effects of gamification. While well-designed gamified tasks can increase motivation, poorly designed competitive features may induce stress, anxiety, and surface-level learning (Almeida et al., 2023). This underscores the importance of aligning gamified elements with cognitive learning goals rather than relying solely on entertainment-based engagement.

Quizizz in Education Across Disciplines

Quizizz has emerged as one of the most widely used gamified learning platforms due to its ease of use, engaging interface, and game-like elements such as avatars, music, leaderboards, and timed questions (MacNamara & Murphy, 2017). Studies have consistently shown positive effects of using Quizizz across various fields. For example, Sylvia, Al Khalidi, and Ikrima (2024) found that using Quizizz in English language classrooms improved focus, enthusiasm, and overall engagement. Fadhilawati (2021) similarly reported enhanced grammar performance when Quizizz was used for lessons on relative pronouns, while Ariyarit et al. (2023) observed improved learning outcomes in large engineering classrooms.

Nonetheless, engagement is not uniform across all dimensions. Hoang (2024) found that while emotional and behavioural engagement were high, cognitive engagement was slightly lower, suggesting that enjoyment alone does not guarantee deep learning. Motivation can also vary depending on design; Razali et al. (2020) noted that game elements such as points and competition can boost intrinsic or extrinsic motivation, but excessive competitive pressure may undermine learning if students feel overwhelmed.

Quizizz in Accounting Education

Accounting, which requires analytical reasoning and mastery of abstract concepts, stands to benefit significantly from active learning and gamification. Evidence supports this potential: Anwar and Mulyadi (2023) found that gamified strategies in accounting courses enhance engagement and performance, particularly when integrated with structured pedagogical models such as Problem-Based Learning. Despite these promising outcomes, the review also highlighted persistent challenges including limited instructor readiness, lack of training, and inconsistent institutional support.

Empirical studies on Quizizz specifically within accounting education remain limited but encouraging. Putra and Buana (2022) showed that Quizizz improved vocational students' understanding of basic accounting equations, while Zhao (2019) reported increased engagement and classroom satisfaction among U.S. accounting students when Quizizz was

used frequently. Nonetheless, resistance to technological adoption persists. Watty, McKay, and Ngo (2016) noted that many accounting educators remain skeptical about digital tools, contributing to slower incorporation of gamified platforms in accounting classrooms compared to other disciplines.

Summary of Gaps

Overall, research demonstrates that Quizizz can enhance engagement, motivation, and learning outcomes across disciplines, and emerging evidence suggests similar benefits for accounting education. However, several gaps remain:

1. Gamification outcomes in accounting are under-researched, with limited studies focused specifically on how Quizizz supports comprehension of accounting concepts.
2. Students' perspectives remain insufficiently explored, particularly concerning how Quizizz influences their engagement, motivation, and cognitive understanding.
3. The mixed effects of competitive features beneficial for motivation but potentially stressful have not been adequately studied in accounting contexts.

These gaps highlight the need to examine students' views on the use of Quizizz in accounting courses, particularly regarding engagement, motivation, and comprehension, to inform more effective gamified teaching practices.

Methodology

This study was conducted among Foundation in Business students at Heriot-Watt University Malaysia, specifically focusing on those enrolled in the July and September 2023 intakes. To gather insights into students' experiences with Quizizz, a random sampling online survey was administered via Google Forms at the end of the semester. A total of 66 students participated, consisting of 34.8% male and 65.2% female respondents. The survey incorporated both open-ended and closed-ended questions to obtain a comprehensive understanding of students' perceptions.

To ensure the rigor and trustworthiness of the study, several steps were taken to establish both validity and reliability of the research instrument. Content validity was strengthened through expert review, whereby another educator evaluated the questionnaire items to ensure that each item accurately reflected the intended constructs and aligned with existing literature on gamified learning and Quizizz use in higher education. Construct validity was supported by organizing the questionnaire items based on dimensions identified in previous studies on Quizizz, ensuring that the instrument captured the multifaceted nature of students' learning experiences.

Reliability was assessed using internal consistency measures. A pilot test involving a small group of accounting students who had previously used Quizizz was conducted prior to full deployment. Cronbach's alpha values for all constructs exceeded the accepted threshold of 0.70, indicating strong internal consistency and reliability. Items that weakened the overall reliability were revised or removed before administering the final survey.

The closed-ended items used a 5-point Likert scale (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree) to measure levels of agreement with statements related to the use of Quizizz in their learning process. The open-ended questions enabled respondents to

provide detailed comments and reflections, offering qualitative insights that complemented the quantitative data.

Descriptive analysis was applied to the quantitative responses from the Likert-scale items. These findings were further enriched by examining students' open-ended responses, which allowed deeper exploration of their views. The combination of quantitative and qualitative data provided a well-rounded understanding of the effectiveness of Quizizz as a teaching tool.

Results

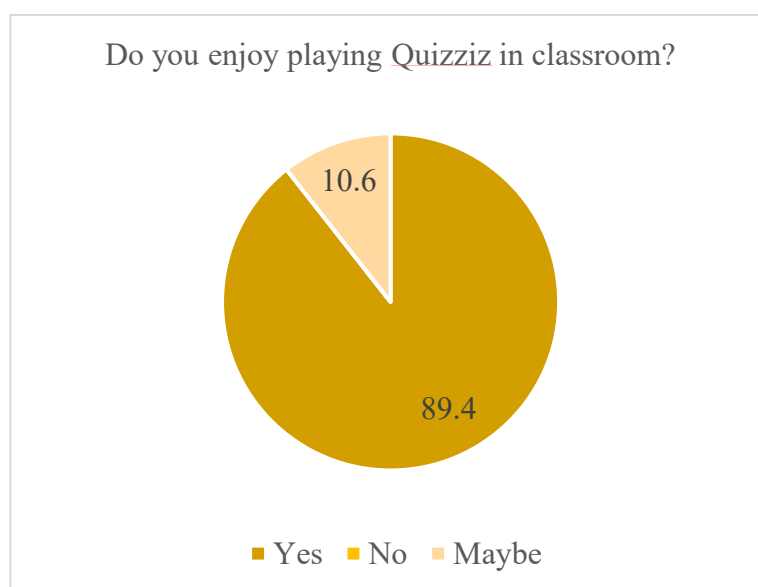


Figure 1: Respondents' survey on how enjoyable Quizizz is

Table 1: Quizizz survey results

Variable	Mean (out of 5)
Comprehension	4.33
Learning attention	4.33
Engagement	4.21
Concentration	4.39
Motivation	4.31
Effective	4.39
Competitive	4.82

The quantitative survey results are summarized in Figure 1 and Table 1, which outlines the students' responses across all sections. The findings suggest that Quizizz significantly enhances the learning experience for students.

Figure 1 shows that 89.4% of students enjoy playing Quizizz in classroom. In Table 1, students reported that Quizizz improves their comprehension of accounting concepts and increases their attention during learning activities, as evidenced by a mean score of 4.33. The platform was also perceived as an effective tool for fostering classroom engagement, with students agreeing that it enhances their involvement in lessons, yielding a mean score of 4.21. Additionally, Quizizz was noted to improve students' concentration during class activities, reflected in a mean score of 4.39. Students indicated that the platform motivates them to study, with a mean score of 4.31. They also recognized the overall effectiveness of learning through Quizizz, assigning it a mean score of 4.39. Furthermore, the competitive aspects of Quizizz, such as real-time leaderboards, were highly rated, receiving a mean score of 4.82. This suggests that the competitive environment fostered by the platform plays a crucial role in driving active participation and engagement among students.

Table 2: Individual feedback from students

Favourable Comments from Open-Ended Questions:

- Quizizz offers a fun and engaging method for testing accounting knowledge, making learning enjoyable and challenging.
- The competitive environment fosters active participation and enhances understanding of concepts.
- The interactive and game-like nature helps students refocus during lengthy lectures.
- Facilitates topical recaps, focusing on key points and promoting active recall.
- Encourages students to study and revise topics beforehand, leading to better retention of information.
- Supports the transition from passive to active learning, involving students more deeply in the process.

Less Favourable Comments from Open-Ended Questions:

- While Quizizz is effective, traditional teaching methods with detailed explanations are preferred for complex topics.
- The platform's utility depends on the topic's difficulty, with simpler topics being more suited for Quizizz.
- Some students found the competitive aspect fun but stressful.

Table 2 reports the individual feedback from the students. There are more favourable compared to unfavourable comments. The combination of gamified elements and interactive features not only makes Quizizz an enjoyable learning tool but also enhances students' ability to recall and retain information. These findings reinforce the platform's role in creating a dynamic and student-centered learning environment. However, the results also highlight the importance of using Quizizz alongside traditional teaching methods to address the varying preferences and needs of students.

Discussion

The results from this study highlight several key findings about the use of Quizizz as a tool for improving students' learning outcomes in accounting education. First, most students expressed enjoyment and interest in using Quizizz. With 89.4% of respondents reporting that they found Quizizz both fun and entertaining, the gamified nature of the platform plays a significant role

in making accounting lessons more engaging. This finding aligns with previous research that suggests gamification can increase student motivation and involvement in learning activities (MacNamara & Murphy, 2017).

The survey results also indicated that Quizizz was effective in enhancing students' understanding of accounting concepts and improving their attention and concentration during lessons. With a mean score of 4.33 for understanding and 4.39 for concentration, students felt that the platform helped them stay focused and retain information. The competitive elements of Quizizz, such as real-time leaderboards, received particularly high ratings, suggesting that the gamified competition fostered a sense of motivation and active participation among students. These findings support the notion that competition and immediate feedback, hallmarks of gamified learning, can increase student engagement and drive better learning outcomes (Zicherman & Cunningham, 2011).

Despite these positive results, some students indicated that traditional teaching methods were still preferred for more complex topics that required detailed explanations. This feedback suggests that while Quizizz is effective for reinforcing knowledge and testing understanding, it may not be sufficient as a sole teaching tool for complex subject matter. Furthermore, a few students mentioned that the competitive aspects of the platform, while motivating, could also be stressful. This highlights the importance of balancing gamified learning with other pedagogical strategies to accommodate varying student preferences and needs.

Conclusion

Quizizz is a valuable tool for boosting student engagement and knowledge retention, especially when paired with traditional teaching methods. While it provides a fun and interactive way to review and reinforce key concepts, it is not a full substitute for traditional instruction, particularly for complex topics that require detailed explanations and examples.

One of Quizizz's strengths is its ability to create a competitive and interactive environment, motivating students to actively participate and study more effectively. This shift from passive listening to active learning is a vital aspect of education. However, its effectiveness can vary depending on the topic's complexity and individual student preferences. Some students may thrive in its fast-paced setting, while others might find it stressful. Educators should adjust their approach based on their students' comfort levels.

Quizizz also supports active recall and regular review, which are essential for deeper understanding and long-term knowledge retention. Its immediate feedback allows students to identify and address gaps in their understanding quickly. Furthermore, its game-like features make learning more enjoyable and help maintain attention during long lectures.

In conclusion, Quizizz is an innovative and effective tool for enhancing the learning experience, particularly in accounting education. When used alongside traditional teaching methods, it fosters a more engaging, interactive, and student-focused learning environment.

Future research should focus on evaluating how the competitive nature of Quizizz impacts student stress levels and its effects on learning for different personality types. While this study highlights the positive aspects of Quizizz, understanding how its competitive features influence

students' stress and engagement, particularly for students with varying personality traits, would provide a more comprehensive perspective on its effectiveness. Additionally, further research should explore the use of Quizizz in other academic disciplines to determine whether its benefits are consistent across different fields of study. By expanding the scope of research to include various subjects, educators can better assess the platform's versatility and its potential for broader implementation in higher education.

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