



Perceptions of Accounting student-teachers on gamified peer tutoring: A case study of a South African University

Sinovuyo Nyanga¹ , Berington Zanoxolo Gobingca²  &
Avela Ngqunguza² 

¹ Faculty of Education, Walter Sisulu University, South Africa.

² Department of Business Management Education, Faculty of Education, Walter Sisulu University, South Africa.

ABSTRACT

The thrust of this research was to explore the perceptions of Bachelor of Education Accounting student-teachers on gamified peer tutoring on student engagement and motivation at a selected South African university. Despite being recognised as an important component of student success within higher education institutions, student engagement is acknowledged as a challenging and complex construct. Guided by an interpretative research paradigm, this qualitative study followed a case study research design, investigating a real-life phenomenon and capturing participants' lived experiences. Data were collected through semi-structured interviews conducted face-to-face with eight purposefully selected second-year accounting student-teachers. The researchers also used Classroom observation as an additional data collection tool. It emerged that gamified peer tutoring greatly improved engagement, motivation, confidence, and the willingness to attend tutorial classes, providing practical insights to improve tutorials within teacher education programmes. Although the study reported challenges such as internet and device access, they did not outweigh the benefits reported by participants. It is recommended that gamification be extended beyond accounting and to tutorship programmes to encourage the use of gamification, and tutors should be trained in designing and facilitating gamification in peer tutoring. The research contributes to the body of literature on innovative pedagogical approaches in higher education and shows the potential of gamification in peer tutoring.

Keywords: Student-Teachers, Gamified Peer Tutoring, Motivation, Student Engagement.

INTRODUCTION

Despite being recognised as an important component of student success within higher education institutions (HEIs), student engagement is acknowledged as a challenging and complex construct.¹ In addition, accounting lecturers face immense pressure to engage students in their modules.² As a result,

¹ Géraldine Heilporn, Sawssen Lakhal, and Marilou Bélisle, "An Examination of Teachers' Strategies to Foster Student Engagement in Blended Learning in Higher Education," *International Journal of Educational Technology in Higher Education* 18, no. 1 (December 10, 2021): 25, <https://doi.org/10.1186/s41239-021-00260-3>.

² Gretha Steenkamp and Sophia Magaretha Brink, "Students' Experiences of Peer Learning in an Accounting Research Module: Discussion Forums, Peer Review and Group Work," *The International Journal of Management Education* 22, no. 3 (November 2024): 101057, <https://doi.org/10.1016/j.ijme.2024.101057>.

CORRESPONDENCE – Sinovuyo Nyanga Email: snyanga@wsu.ac.za

PUBLICATION HISTORY - Received : 6th January, 2026 | Accepted: 7th July, 2026 | Published: 21st September, 2026.

TO CITE THIS ARTICLE – Nyanga, Sinovuyo, Berington Zanoxolo Gobingca, and Avela Ngqunguza. "Perceptions of Accounting Student-Teachers on Gamified Peer Tutoring: A Case Study of a South African University." *Journal of Education and Learning Technology* 7, no.7 (2026): 786 - 798. <https://doi.org/10.38159/jelt.2026777>

COPYRIGHT AND LICENSING - © 2026 The Author(s). Published and Maintained by Noyam Journals.

This is an open access article under the CCBY license (<http://creativecommons.org/licenses/by/4.0/>).

maintaining students' engagement and motivation remains a challenge. This is not only an academic problem, but also a pedagogical one, as student teachers must be engaged and motivated during their studies to develop the skills and confidence required to transfer knowledge effectively in their future classrooms. In the context of B. Ed accounting student-teachers, the researcher directly observed the challenge of disengagement and lack of motivation during tutorial sessions for two accounting modules in the Faculty of Education. Despite efforts to encourage collaboration and discussions, students appeared disengaged, treating tutorials as an obligation to fill the attendance register, rather than an opportunity to learn. This further highlights the problem rooted in the lived experiences of students within accounting education. This research, therefore, aims to explore the perceptions of Bachelor of Education accounting students regarding gamified peer tutoring and its impact on their engagement and motivation.

To address this observed challenge, one promising approach is the integration of game elements in peer tutoring, which emerges due to its potential to improve student participation and learning outcomes.³ The author further supports the observations made by the researcher, highlighting the same challenge of student disengagement and the perception of accounting as a dry subject. This highlights the relevance of gamification in accounting education. Ramesh et al. define gamification as a pedagogical approach that makes use of game elements in teaching to make learning an enjoyable process.⁴ It involves the use of game-based strategies to break down complex accounting concepts, allowing students to grasp and retain information. The integration of gamification has been shown to greatly enhance motivation, promote active learning, improve student outcomes and foster richer engagement with the subject, highlighting its huge potential that can play an important role in shaping future education programmes.⁵

In particular, the integration of game elements within peer tutoring can transform traditional peer tutorials into interactive and motivating tutorials that can contribute to addressing existing pedagogical challenges. Current research, including a study by Almuntsr et al. and Jaramillo-Mediavilla et al., favours the positive impact of gamification on student engagement and motivation.⁶ Moreover, gamification fosters a sense of accomplishment and encourages involvement. Despite the benefits mentioned of gamification, its adoption in education is not without challenges. While much research focuses on accounting students being prepared for practice, there is a notable research gap focused on accounting students being prepared to become accounting teachers. This necessitates ongoing research to understand the impact and limitations of gamification within education teacher training programmes.⁷

This study explored how the integration of gamification into peer tutoring could affect student engagement and motivation. By using gaming elements within peer tutoring, the study seeks to determine whether gamification can intervene in the observed disengagement in tutorials and promote more active involvement and participation. The study is significant as it can inform faculties of education in improving engagement among student teachers and tutorship programmes within universities. The study builds on limited research on the role of gamified peer tutoring, particularly with teacher education programmes, offering insights to improve university tutorship programmes. The

³ V. N. Chukwuani, "Gamification in Education: Enhancing Engagement and Learning Outcomes through Game-Based Strategies," *Curriculum and Teaching Methodology* 7, no. 10 (2024), <https://doi.org/10.23977/curtm.2024.071001>.

⁴ G. Ramesh et al., "Gamification and Students' Engagement in Accounting Courses—an Experimental Study," *Learning and Teaching in Higher Education: Gulf Perspectives* 19, no. 1 (2025): 35–48.

⁵ Chukwuani, "Gamification in Education: Enhancing Engagement and Learning Outcomes through Game-Based Strategies"; Nowara. M. Almuntsr et al., "Using Gamification in Accounting Education: A Systematic Literature Review (2017 – 2023)," *International Journal of Academic Research in Business and Social Sciences* 14, no. 2 (February 17, 2024), <https://doi.org/10.6007/IJARBS/v14-i2/20887>; Khairina Rosli, Norhaiza Khairudin, and Rafeah Mat Saat, "Gamification in Entrepreneurship and Accounting Education," *Academy of Entrepreneurship Journal* 25, no. 3 (2019): 1–6; Rodrigo Smiderle et al., "The Impact of Gamification on Students' Learning, Engagement and Behavior Based on Their Personality Traits," *Smart Learning Environments* 7, no. 1 (December 9, 2020): 3, <https://doi.org/10.1186/s40561-019-0098-x>.

⁶ Almuntsr et al., "Using Gamification in Accounting Education: A Systematic Literature Review (2017 – 2023)"; Lorena Jaramillo-Mediavilla et al., "Impact of Gamification on Motivation and Academic Performance: A Systematic Review," *Education Sciences* 14, no. 6 (June 13, 2024): 639, <https://doi.org/10.3390/educsci14060639>.

⁷ Minzi Li, Siyu Ma, and Yuyang Shi, "Examining the Effectiveness of Gamification as a Tool Promoting Teaching and Learning in Educational Settings: A Meta-Analysis," *Frontiers in Psychology* 14 (October 9, 2023), <https://doi.org/10.3389/fpsyg.2023.1253549>.

literature review, theoretical framework, aspects related to research methodology, discussion of emerging findings and recommendations, and the conclusion are discussed below.

LITERATURE REVIEW

Student engagement and motivation are challenges faced by lecturers within higher education, more specifically within accounting education programmes. Gamification and Peer tutoring have emerged as potential strategies aimed at addressing these challenges. This literature examines empirical and theoretical studies on gamification and peer tutoring, student engagement and motivation at a university level.

Gamification in Higher Education

Gamification has been notably adopted in higher education as a didactic strategy that supports teaching and learning to improve motivation amongst students. Gamification integrates elements of games, such as challenges, rewards, and feedback based on their progress. In the educational context, this includes creating an environment where students engage with the subject matter, with the end goal of achieving better pedagogical results.⁸ Moreover, research explains its evolution as a didactic strategy due to its potential to improve learning outcomes. This view is supported by Alsadaji et al., arguing that such a strategy encourages participation and helps students to assimilate new information and test their knowledge.⁹

Evidence indicates that gamification positively influences students' behaviour, dedication, and motivation.¹⁰ However, some researchers cautioned that while there are many benefits of gamification within higher education, if it does not align with the learning objectives, it loses its significance and value.¹¹ Indeed, some studies report both positive and negative effects of using gamification in education. For example, Bicen and Kocakoyun reported an improved students' willingness to come to class; however, the study was also not without limitations, as an unstable internet connection limited participation.¹² A broader review indicates that gamification may produce negative effects on motivation and engagement.¹³

In the higher education context, another study demonstrated positive effects of the use of gamification in class, which can improve the performance of the learning process. However, there was no major effect on students' skills. The study, therefore, called for caution in item difficulty and student challenges when developing games or quizzes.¹⁴ These findings indicate that while gamification has the potential to improve engagement and motivation, its success is not a guarantee. Additionally, the reviewed literature shows that pedagogical design, educator competence and factors such as technology shape the outcomes. This highlights the need for more studies, especially in fields such as accounting education, where gamification is underexplored.

Gamification on Student Motivation and Engagement

⁸ Byron Castillo-Parra et al., "Gamification in Higher Education: A Review of the Literature.," *World Journal on Educational Technology: Current Issues* 14, no. 3 (2022): 797–816.

⁹ Alaa Jasim Alsadaji et al., "Gamification in Higher Education: An Overview," *Medical Education Bulletin* 3, no. 4 (2022): 555–62.

¹⁰ Klaudia Bovermann and Theo J Bastiaens, "Towards a Motivational Design? Connecting Gamification User Types and Online Learning Activities," *Research and Practice in Technology Enhanced Learning* 15, no. 1 (2020): 1.

¹¹ Jasim Alsadaji et al., "Gamification in Higher Education: An Overview."

¹² Huseyin Bicen and Senay Kocakoyun, "Perceptions of Students for Gamification Approach: Kahoot as a Case Study," *International Journal of Emerging Technologies in Learning (IJET)* 13, no. 02 (February 27, 2018): 72, <https://doi.org/10.3991/ijet.v13i02.7467>.

¹³ Alessandro Micarelli, John Stamper, and Kitty Panourgia, eds., *Intelligent Tutoring Systems*, vol. 9684 (Cham: Springer International Publishing, 2016), <https://doi.org/10.1007/978-3-319-39583-8>; Armando M. Toda, Pedro H. D. Valle, and Seiji Isotani, "The Dark Side of Gamification: An Overview of Negative Effects of Gamification in Education," 2018, 143–56, https://doi.org/10.1007/978-3-319-97934-2_9; Sujit Subhash and Elizabeth A Cudney, "Gamified Learning in Higher Education: A Systematic Review of the Literature," *Computers in Human Behavior* 87 (2018): 192–206; Yu Zhonggen, "A Meta-Analysis of Use of Serious Games in Education over a Decade," *International Journal of Computer Games Technology* 2019 (February 3, 2019): 1–8, <https://doi.org/10.1155/2019/4797032>.

¹⁴ Michael Sailer and Maximilian Sailer, "Gamification of In-class Activities in Flipped Classroom Lectures," *British Journal of Educational Technology* 52, no. 1 (January 3, 2021): 75–90, <https://doi.org/10.1111/bjet.12948>.

According to the theory of self-determination by Ryan and Deci, motivation is an internal or external factor that stimulates an individual to perform certain actions and is categorised as either intrinsic or extrinsic motivation.¹⁵ As noted by García- López et al., using gamification increases the level of students' motivation, as they tend to feel better if there is teamwork between the parties in their learning and teaching process, in addition to the work assigned by the teacher.¹⁶ However, Skinner warned that the most motivated students maintain their commitment over a period, unlike less motivated students who show greater disengagement from the academic environment.¹⁷ Therefore, it is proposed that gamification can serve as a strategy to encourage students' motivation, and ultimately, their engagement and academic performance.¹⁸ Despite the study reporting that the use of gamification can reduce student demotivation, it was observed that motivation had little impact on behavioural engagement. The authors proposed that the use of motivational strategies that encourage students to have an adequate level of motivation could mitigate their behavioural disengagement. Nevertheless, the study provided useful insights, highlighting the importance of using innovative strategies to promote student success. However, the study could have benefited from qualitative data that could have explored the experiences, perceptions, and attitudes of students. Therefore, the findings of the study, with computer systems engineering as its population, limit its applicability and relevance in education programmes. This highlights a gap in understanding the needs and challenges within teacher education programmes, which this study aims to address.

Moreover, Campillo-Ferrer, Miralles-Martínez and Sánchez-Ibáñez indicated that gamification not only improves students' engagement and motivation to learn but also the desire for success because of its competitive environment in which students can participate actively.¹⁹ Moreno-Vera and Sainz-Gómez explored the effects of gamification on training teachers on their motivation and perception of learning.²⁰ The findings of the study showed an increase in motivation levels among respondents and also showed a huge difference according to the gender of the participant, which requires further research on the causes of these findings. Studies on accounting education, such as those of Ramesh et al., reported that the use of gamification resulted in improved student engagement.²¹ However, some studies contradict the findings of this study, indicating that there is no positive impact on student motivation and student learning achievement.²² In a study conducted at a junior high school level, the authors suggested that for gamification to yield better results, it must be implemented regularly. Although the research did not have positive effects, it informs the current study as gamification will be implemented for a certain period rather than once-off, making it a relevant suggestion in the context of Bachelor of Education accounting students. Similarly, Roy and Zaman concluded that gamification failed to improve students' motivation despite the long duration of the study.²³ Further, the researchers highlighted that there was no evidence of the novelty effect, in which gamification first has positive effects, only to diminish after a period of time as the newness of the game elements wears off. This

¹⁵ Richard M Ryan and Edward L Deci, "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being," *American Psychologist* 55, no. 1 (2000): 68.

¹⁶ Iván Miguel García-López, Elizabeth Acosta-Gonzaga, and Elena Fabiola Ruiz-Ledesma, "Investigating the Impact of Gamification on Student Motivation, Engagement, and Performance," *Education Sciences* 13, no. 8 (August 7, 2023): 813, <https://doi.org/10.3390/educsci13080813>.

¹⁷ Ellen A. Skinner, "A Guide to Constructs of Control," *Journal of Personality and Social Psychology* 71, no. 3 (1996): 549–70, <https://doi.org/10.1037/0022-3514.71.3.549>.

¹⁸ García-López, Acosta-Gonzaga, and Ruiz-Ledesma, "Investigating the Impact of Gamification on Student Motivation, Engagement, and Performance."

¹⁹ José-María Campillo-Ferrer, Pedro Miralles-Martínez, and Raquel Sánchez-Ibáñez, "Gamification in Higher Education: Impact on Student Motivation and the Acquisition of Social and Civic Key Competencies," *Sustainability* 12, no. 12 (June 12, 2020): 4822, <https://doi.org/10.3390/su12124822>.

²⁰ Cosme-Jesús Gómez-Carrasco et al., "Effects of a Gamification and Flipped-Classroom Program for Teachers in Training on Motivation and Learning Perception," *Education Sciences* 9, no. 4 (December 15, 2019): 299, <https://doi.org/10.3390/educsci9040299>.

²¹ Ramesh et al., "Gamification and Students' Engagement in Accounting Courses—an Experimental Study."

²² Tommy Prasetyo Aji and Togar Alam Napitupulu, "Effect of Gamification on E-Learning to Support Learning Achievement And Learning Motivation," *Journal of Theoretical & Applied Information Technology* 96, no. 12 (2018).

²³ Rob van Roy and Bieke Zaman, "Need-Supporting Gamification in Education: An Assessment of Motivational Effects over Time," *Computers & Education* 127 (December 2018): 283–97, <https://doi.org/10.1016/j.compedu.2018.08.018>.

suggests that gamification has a lasting value beyond just being new, making gamification relevant as it can keep student teachers engaged without losing its effectiveness as the newness wears off.

Peer Tutoring and Gamification in Accounting Education

Peer tutoring, backed by extensive research in different educational levels, has been recognised as an effective strategy worldwide, leading to improved learning outcomes and academic achievement.²⁴ Complementing this, a study by Alegre et al. concluded that peer tutoring yielded academic benefits.²⁵ Similarly, a study conducted in Nigeria indicated that peer tutoring positively impacted students' academic performance.²⁶ The relevance of the study lies in the sentiment that problem-solving is one of the skills needed by learners and is described as an important skill for human survival.²⁷ In the context of accounting, Isunueo concluded that peer tutoring is an effective strategy to improve performance in financial accounting.²⁸ Additionally, peer tutoring also improves academic achievement, communication skills, empathy, and sympathy.²⁹ Regardless of the outlined benefits of peer tutoring, Alegre-Ansuategui et al. highlighted that it can yield different results depending on factors such as programme duration, tutors' level of knowledge, and educational stage.³⁰

Although Gamification and peer tutoring have been extensively researched as strategies to improve student engagement, the reviewed literature shows a notable research gap in studies focused on the integration of these two strategies. By exploring the combination of the two, the current study contributes to the limited research on the integration of peer tutoring and gamification, specifically in the context of accounting education programmes. The literature demonstrates the potential of gamification and peer tutoring to address disengagement and lack of motivation in higher education institutions. Our study aims to fill the gap by empirically examining the perceptions of students towards gamified peer tutoring in accounting education within a teacher education programme.

THEORETICAL FRAMEWORK

This study draws crucial insights from the work of Deci and Ryan; hence, Self-Determination Theory (SDT) serves as the guiding theory for this study, which is used in educational research to explain motivation and engagement.³¹ SDT explains that motivation is driven by three universal psychological needs: autonomy, competence, and relatedness.³² Autonomous motivation includes both intrinsic and extrinsic motivation, resulting in a belief that there is value in a certain activity.³³ SDT includes, amongst students, a sense of initiative and self-control in one's actions, therefore satisfying autonomy. Competence refers to the feeling of competence, mastery, and progress; and relatedness reflects their

²⁴ End Salani and Amantle Sekgoma, "The Efficacy of Peer Tutoring on Math Achievement in Supplementary Examinations for First-Year Bachelor of Primary Education Students.," *International Journal of Social Sciences and Humanities Invention* 11, no. 12 (December 10, 2024): 8365–72, <https://doi.org/10.18535/ijsshi/v11i12.03>.

²⁵ Francisco Alegre et al., "Academic Achievement and Peer Tutoring in Mathematics: A Comparison between Primary and Secondary Education," *Sage Open* 10, no. 2 (2020): 2158244020929295.

²⁶ Abdul Halim Abdullah and Sharifah Osman, "Effect of Peer Tutoring Strategy on Students Academic Performance in a Polytechnic Linear Algebra Classroom," *Jour of Adv Research in Dynamical & Control Systems* 12, no. 3 (2020).

²⁷ Sri - Sumaryati, Muhtar - Muhtar, and Rizky Yuniar Sururi, "Optimization of Problem-Solving Skills through the Application of Creative Problem-Solving Models Assisted By Accounting Cards," *Assets: Jurnal Akuntansi Dan Pendidikan* 11, no. 1 (July 25, 2022): 78, <https://doi.org/10.25273/jap.v11i1.7213>.

²⁸ Benedicta Omeghie Isunueo, "Effectiveness of Peer Tutoring On Senior Secondary School Students'academic Achievement In Financial Accounting In Egor Local Government Area Of Edo State," *UNIZIK Journal of Educational Research and Policy Studies* 18, no. 3 (2024).

²⁹ Mika Marsely, "Peer Tutoring as A Best Practice of Accounting Learning in Vocational Education," *JABE (Journal of Accounting and Business Education)* 5, no. 1 (July 10, 2020): 25, <https://doi.org/10.26675/jabe.v5i1.12634>.

³⁰ Francisco Jose Alegre-Ansuategui et al., "Peer Tutoring and Academic Achievement in Mathematics: A Meta-Analysis," *EURASIA Journal of Mathematics, Science and Technology Education* 14, no. 1 (November 6, 2017), <https://doi.org/10.12973/ejmste/79805>.

³¹ Edward L. Deci and Richard M. Ryan, "The General Causality Orientations Scale: Self-Determination in Personality," *Journal of Research in Personality* 19, no. 2 (June 1985): 109–34, [https://doi.org/10.1016/0092-6566\(85\)90023-6](https://doi.org/10.1016/0092-6566(85)90023-6).

³² Thomas K. F. Chiu, "Applying the Self-Determination Theory (SDT) to Explain Student Engagement in Online Learning during the COVID-19 Pandemic," *Journal of Research on Technology in Education* 54, no. sup1 (January 31, 2022), <https://doi.org/10.1080/15391523.2021.1891998>.

³³ Sridevi Nair and Jain Mathew, "A Theoretical Framework for Gamified Learning," *International Journal of Innovative Technology and Exploring Engineering* 8, no. 12 (October 30, 2019): 2846–51, <https://doi.org/10.35940/ijitee.L3032.1081219>.

sense of belonging and feeling connected within a social context.³⁴ When teachers and schools meet these needs, students will not only be motivated to learn but also engaged.

Drawing from this, the chosen theory is easily applicable to gamified peer tutoring, which has the potential to satisfy all three needs. Gamification includes elements such as points and badges, which improve competence by showing progress and achievement. Secondly, Peer Tutoring supports relatedness by establishing an environment that encourages collaboration, connection, and social learning. Lastly, the integration of gamification and peer tutoring promotes autonomy by providing students with a choice in how they engage and contribute. Ultimately, these elements have the potential to satisfy students' psychological needs, leading to increased motivation and engagement. According to Varpio et al., a theoretical framework is a well-developed and integrated set of concepts and premises emerging from one or more theories that a scholar creates to scaffold a study.³⁵ By grounding this research in Self-Determination Theory, it positions the study in a more meaningful manner, as it explores whether gamified peer tutoring can satisfy all three needs necessary to improve B. Ed Accounting Students' motivation and engagement.

METHODOLOGY

The purpose of the study was to explore the effects of gamified peer tutoring on student teachers' engagement and motivation in the second-year accounting module at a selected university. The researchers used an interpretative paradigm. According to Bell, Bryman, and Harley, interpretivism is mainly concerned with understanding human behaviour, including the 'how and why' of people's actions.³⁶ An interpretative paradigm was deemed appropriate as the study focused on experiences rather than measuring an outcome quantitatively. In this study, the researcher assumed the role of a peer tutor, tutoring accounting and facilitating sessions. Gamification was integrated within tutoring, where Nearpod and Kahoot were the tools used during tutorial classes throughout the duration of the research. This process involved students answering real accounting questions through game-like quizzes with features such as cartoon characters and scoreboards (such as the Hill Climb game on Nearpod). This created a playful learning environment without losing focus on the subject matter.

This qualitative study adopted a case study research design, chosen because it assists in investigating a real-life phenomenon in detail and for easier comprehension of the 'how and why' certain things happen.³⁷ This research examined a case of second-year B. Ed Senior Phase & Further Education Training student teachers specialising in accounting as a result of observed disengagement. For effective teaching and grasp of subject mastery, pre-service teachers need to be engaged and motivated towards their studies. The research was conducted within a selected university with a total sample size of eight participants. Participants were purposively selected because they had specific characteristics relevant to the study. According to Tajik, Golzar, and Noor, purposive sampling is the intentional selection of individuals based on their relevance to the research objective.³⁸ Purposive sampling was appropriate, as it allowed researchers to select information-rich participants who could provide insights into the effects of gamified peer tutoring on engagement and motivation. The main criterion used was student teachers who were enrolled on the Accounting II module and who attended all sessions of the gamified peer tutoring.

Informed consent was obtained from all participants, with confidentiality and voluntary participation ensured. A semi-structured interview was used as an instrument to achieve the research objectives. The interview questions were carefully formulated to gather fruitful insights on the effects

³⁴ Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions," *Contemporary Educational Psychology* 61 (April 2020): 101860, <https://doi.org/10.1016/j.cedpsych.2020.101860>.

³⁵ Lara Varpio et al., "The Distinctions between Theory, Theoretical Framework, and Conceptual Framework," *Academic Medicine* 95, no. 7 (2020): 989–94.

³⁶ E Bell, A Bryman, and B Harley, "Business Research Methods . United Kingdom: Oxford University Press," 2019.

³⁷ Berington Zanoxolo Gobingca, "Assessing the Impact of Content Knowledge of Economic and Management Sciences Teaching and Learning: A Case Study of Second Year Student-Teachers in a South African University," *E-Journal of Humanities, Arts and Social Sciences*, May 13, 2025, 792–802, <https://doi.org/10.38159/ehass.20256610>.

³⁸ Omid Tajik, Jawad Golzar, and Shagofah Noor, "Purposive Sampling," *International Journal of Education & Language Studies*, 2025, 1–9.

of gamification in peer tutoring towards motivation and engagement. The interviews were conducted face-to-face, where participants responded to questions while the researcher sat across the table. The interviews ranged from 20 to 35 minutes. Data saturation was assessed using the code meaning approach, and saturation was reached when no new insights or codes emerged.³⁹ The data were transcribed and thematically analysed, with codes first used to protect participants' identity and maintain anonymity, and then used to identify patterns, combine responses, and formulate themes that aligned with the objectives of the research.

PRESENTATION OF RESULTS /FINDINGS

The study findings were organised according to the emerging themes from the interview questions. The researchers recorded the direct responses of all 8 participants interviewed as entered on the form. The researcher manually read through all submissions and became familiar with them. Subsequently, the main themes were identified and examined in-depth. Lastly, the collected data were coded, categorised and grouped into themes to conclude. The section below demonstrates how participants were coded to protect their identities and presents the themes that emerged.

Respondents: (Second Year Accounting Students): SYAS 1 – SYAS 8

Theme 1: Student engagement

SYAS 1 answered, "During the normal tutoring sessions, I did not participate in the gamified sessions; I participate[d] through answering quizzes."

SYAS 4 replied, "My participation was out of this world. I attended all of my tutorials because I knew that there would be time for gamification[;] that [was] the part I enjoyed the most, because it checked my understanding of the topic, which was delivered in class."

SYAS 8 responded, "I really enjoyed tutorials after gamifications to such a point [that] I don't want to be missed in class, whether I did the question, but if the gamification is there, I would participate more than in tutorial classes only."

The responses showed that gamified peer tutoring significantly increased student participation, as most students reported more involvement in tutorial classes due to the playful learning environment and competitive nature of gamification. This shows that gamification transformed accounting tutorials into more active and engaging tutorials.

Theme 2: Motivation and Willingness to Attend

SYAS 2 replied, "My level of participation increased significantly compared to how it was when we were still doing normal tutorials. Now I'm always looking forward to going to class because learning has become very nice and easy since gamification has been introduced."

SYAS 7 answered, "Yes, because it made the session more interesting."

SYAS 5 reported, "Yes, because I always attend tutorials."

SYAS 6 responded, "Yes, because it was fun and enjoyable; we understand easily."

The integration of gamification in peer tutoring motivated and increased the willingness of students to attend tutorials on a regular basis and engage. The responses show that gamified peer tutoring created an enjoyable environment and fostered intrinsic motivation.

Theme 3: Confidence and Interest in Accounting

SYAS 6 divulged, "Yes, because that's where I see how much do [sic] I know."

SYAS 8 reflected, "They made me develop a positive mindset about learning accounting, and they helped me believe in myself as they provide[d] feedback fast, making me know where I need to improve."

SYAS 3 answered, "It made Accounting interactive, fun and less stressful."

SYAS 7 responded, "Yes, it helped me believe more in myself as it shows you how you've performed."

³⁹ Monique Hennink and Bonnie N Kaiser, "Sample Sizes for Saturation in Qualitative Research: A Systematic Review of Empirical Tests," *Social Science & Medicine* 292 (2022): 114523.

Students reported that gamification in peer tutoring improved their confidence and interest in accounting. The responses show a positive attitude towards accounting and a willingness to put effort.

Theme 4: Challenges and Technical Issues

SYAS 1 answered, “I struggled with internet access.”

SYAS 5 reflected, “Yes, because some learners do not have smartphones.”

SYAS 2 divulged, “Some days when [the] network is slow, logging in would be kind of difficult, but it did not take more than 2 minutes to log in.”

While some students did not experience any form of challenge, others reported challenges that hindered participation and are mostly associated with access to the network or devices.

Theme 5: Perceived Benefits and Suggestions for Improvement

SYAS 1 answered, “Instilling healthy competition.”

SYAS 3 responded, “Other accounting educators should try [to] use gamification; I know that accounting is kind of hard and serious, but where’s the fun in doing it? Learning it in all seriousness will definitely not help students pass accounting, but rather have a little fun in it so that the hard-working and chaotic students can be interested in learning accounting.”

SYAS 5 reflected, “Tutors must continue teaching with gaming skills, [as] it boosts our mental health, interest and motivate[s] learners to express their views through gaming.”

SYAS 8 said, “I would like gamification not just to end [in] accounting class but to all modules because of the participation we are getting during the class and the way questions are being asked.”

The above responses from students highlighted several benefits of gamified peer tutoring and provided insights for improvement.

DISCUSSION

Student Engagement

The findings of this research revealed that gamification greatly increased student engagement, as most students reported that they were more engaged in tutorials due to the playful and competitive environment. This indicates that gamification transformed the tutorial classes from passive to more student-involved. These findings are somewhat surprising given the fact that the duration of the research was no longer than two months. This suggests that even short-term exposure to gamified peer tutoring can result in immediate behavioural and attitudinal changes. These findings are consistent with those of Campillo-Ferrer et al., who concluded that students’ engagement increased because of the competitive environment that allows active participation.⁴⁰ Moreover, Abdullah et al. reported that peer tutoring enhances student academic performance.⁴¹ The current study expands on that, stating that integration of gamification in peer tutoring led students to participate more consistently and engage with the content. This competitive and playful environment appears to have triggered intrinsic motivation, resulting in more consistent participation.

However, it is important to question these findings through a more critical lens. The observed engagement may reflect what Toda et al. referred to as the novelty effect, where initial excitement for gamification tends to decline as students get used to it.⁴² While engagement remained high over two months, the literature suggests that longer-term studies are necessary to determine if these effects are sustained or fade over time. Moreover, it is important to distinguish between merely answering quiz questions and deep engagement with accounting concepts. Although the presented data indicate increased attendance and willingness to participate, it remains unclear whether this translates into deeper conceptual understanding, indicating an area for further research. The chosen theoretical

⁴⁰ Campillo-Ferrer, Miralles-Martínez, and Sánchez-Ibáñez, “Gamification in Higher Education: Impact on Student Motivation and the Acquisition of Social and Civic Key Competencies.”

⁴¹ Abdullah and Osman, “Effect of Peer Tutoring Strategy on Students Academic Performance in a Polytechnic Linear Algebra Classroom.”

⁴² Toda, Valle, and Isotani, “The Dark Side of Gamification: An Overview of Negative Effects of Gamification in Education.”

framework explains the observed increase in engagement as a result of gamification. Integrating gamification included game elements such as points and leaderboards, which may have supported the need for competence by providing immediate feedback on progress. Simultaneously, peer tutoring addressed the need for relatedness through social interaction and collaborative learning. However, it remains unclear whether this integration promoted autonomous motivation or mainly reinforced extrinsic motivation, indicating the need for further research.

Motivation and Willingness to Attend

Consistent with the literature, it was also discovered that gamified peer tutoring enhanced student motivation and willingness to attend tutorial classes. Similarly, Bicen and Kocakoyun also reported improved student willingness to come to class.⁴³ Additionally, integrating gamification makes it possible to increase the level of students' motivation.⁴⁴ A possible explanation of this might be that gamification positively influenced intrinsic and extrinsic motivation, causing students to look forward to attending tutorial classes. This means that autonomous motivation was achieved, thereby enforcing the relevance of the chosen theoretical framework, as autonomous motivation includes both intrinsic and extrinsic motivation.⁴⁵ This further suggests that gamified peer tutoring can be a strategy to increase student willingness to pass and reduce absenteeism.

Moreover, the study found that gamification enhanced student confidence and interest in accounting, as students expressed increased confidence and a positive mindset. These results reflect those of Moreno-Vera and Sainz-Gómez, who found that gamification led to increased motivation levels.⁴⁶ These findings suggest that gamified peer tutoring can be useful to students who lack confidence. However, the study also discovered something interesting: the effect of motivation on behavioural engagement may be influenced by additional factors. García-López et al. reported that motivation had a limited impact on behavioural engagement in their study, implying that motivational strategies alone may not be enough without complementary pedagogical support.⁴⁷ The findings of this study indicate a strong effect on motivation and engagement; however, the qualitative nature of the data limits our ability to establish relationships or conclusions about causality. The question still remains whether engagement drives motivation, motivation drives engagement, or both are influenced by unmeasured variables such as peer relationships or personal traits.

Benefits and Challenges of Gamified Peer Tutoring

Another finding that stands out from the results is that gamified peer tutoring extends beyond engagement and motivation, including both cognitive and social benefits. The students reported benefits such as healthy competition, improved mental health, increased teamwork, and greater willingness to express ideas. These benefits suggest that gamified peer tutoring simultaneously addresses multiple aspects of the learning experience, which may explain its strong appeal to participants. The student recommendation to extend gamification beyond accounting to other modules indicates that the perceived transferable value in this approach is specifically relevant in Bachelor of Education programmes, where preservice teachers must complete multiple modules. Despite this enthusiasm amongst participants, Alsadaji et al. cautioned that gamification loses its value when learning objectives are misaligned.⁴⁸ Despite the reported positive effects of gamification on student skills, the difficulty and student challenges should be taken into account when developing quizzes.⁴⁹

⁴³ Bicen and Kocakoyun, "Perceptions of Students for Gamification Approach: Kahoot as a Case Study."

⁴⁴ García-López, Acosta-Gonzaga, and Ruiz-Ledesma, "Investigating the Impact of Gamification on Student Motivation, Engagement, and Performance."

⁴⁵ Nair and Mathew, "A Theoretical Framework for Gamified Learning."

⁴⁶ Gómez-Carrasco et al., "Effects of a Gamification and Flipped-Classroom Program for Teachers in Training on Motivation and Learning Perception."

⁴⁷ García-López, Acosta-Gonzaga, and Ruiz-Ledesma, "Investigating the Impact of Gamification on Student Motivation, Engagement, and Performance."

⁴⁸ Jasim Alsadaji et al., "Gamification in Higher Education: An Overview."

⁴⁹ Sailer and Sailer, "Gamification of In-class Activities in Flipped Classroom Lectures."

This implies that institutions should not implement gamification superficially but rather ensure informed pedagogical design.

Technical challenges, such as network connectivity and device access, show barriers that reflect existing educational inequalities. This finding accords with earlier observation by Bicen and Kocakoyun, who identified unstable internet as a limitation to gamified learning.⁵⁰ In the South African context, where digital infrastructure remains uneven, and students experience economic limitations, gamification may risk excluding vulnerable students. Interestingly, this raises an important equity consideration which is often overlooked in literature from developed contexts.

Furthermore, the researcher's role as a peer tutor and facilitator of gamified peer tutoring suggests that the success of gamification may depend on individual tutor capabilities and technological competence. Additionally, the inconsistent implementation of gamification by unfamiliar teachers can have serious implications, such as increased frustration and disengagement amongst students. This implies that tutors must be trained to be competent in facilitating gamified peer tutoring.

RECOMMENDATIONS

Based on the findings, the current study recommends integrating gamification across modules, as students suggested that gamification be extended beyond accounting. Secondly, the study recommends that tutorship programmes should encourage the use of gamification and that tutors should be trained in designing and facilitating gamification in peer tutoring and that gamified peer tutoring may require institutional investment and support. Moreover, universities should ensure stable internet connectivity. The current study captures the perception of participants and does not account for how individual differences might have shaped the responses. Future research should investigate how gamified peer tutoring can accommodate diverse learning preferences within teacher education programmes.

CONCLUSION

The purpose of this research was to explore the perceived effects of gamified peer tutoring among Bachelor of Education accounting students. The most obvious finding to emerge from this study is that gamified peer tutoring greatly increased engagement, motivation, confidence, and willingness to attend accounting tutorials. Although the study faced challenges such as internet and device access, they did not overshadow the benefits reported by students. Taken together, these findings suggest that gamified peer tutoring is an impactful strategy for improving student engagement and motivation in higher education. Although gamification and peer tutoring have been independently researched, their combination within accounting teacher education remains largely unexplored. By examining student-teacher perceptions of gamified peer tutoring, this study contributes to this underexplored area and lays a foundation for future research into gamified peer tutoring within teacher education programmes. This research is limited by the fact that it only focused on Bachelor of Education accounting students in a single university; therefore, the findings may not reflect the experiences of other students in other disciplines. Secondly, it is unfortunate that the research did not include quantitative data to measure improvement in performance and attendance. Notwithstanding these limitations, the research concluded with improved student engagement and motivation. Further research is required to determine the lived experiences of gamified peer tutoring in the long run. This information can be used to develop targeted interventions aimed at improving student achievement.

BIBLIOGRAPHY

- Abdullah, Abdul Halim, and Sharifah Osman. "Effect of Peer Tutoring Strategy on Students' Academic Performance in a Polytechnic Linear Algebra Classroom." *Jour of Adv Research in Dynamical & Control Systems* 12, no. 3 (2020).
- Alegre-Ansuategui, Francisco Jose, Lidón Moliner, Gil Lorenzo, and Ana Maroto. "Peer Tutoring and Academic Achievement in Mathematics: A Meta-Analysis." *EURASIA Journal of Mathematics, Science and Technology Education* 14, no. 1 (November 6, 2017).

⁵⁰ Bicen and Kocakoyun, "Perceptions of Students for Gamification Approach: Kahoot as a Case Study."

<https://doi.org/10.12973/ejmste/79805>.

- Alegre, Francisco, Lidón Moliner, Ana Maroto, and Gil Lorenzo-Valentin. “Academic Achievement and Peer Tutoring in Mathematics: A Comparison between Primary and Secondary Education.” *Sage Open* 10, no. 2 (2020): 2158244020929295.
- Almuntsr, Nowara. M., Haslinah Binti Muhamad, Ong Tze San, and Sabarina Mohammed Shah. “Using Gamification in Accounting Education: A Systematic Literature Review (2017 – 2023).” *International Journal of Academic Research in Business and Social Sciences* 14, no. 2 (February 17, 2024). <https://doi.org/10.6007/IJARBSS/v14-i2/20887>.
- Bell, E., A. Bryman, and B. Harley. “Business Research Methods. United Kingdom: Oxford University Press, 2019.
- Bicen, Huseyin, and Senay Kocakoyun. “Perceptions of Students for Gamification Approach: Kahoot as a Case Study.” *International Journal of Emerging Technologies in Learning (IJET)* 13, no. 02 (February 27, 2018): 72. <https://doi.org/10.3991/ijet.v13i02.7467>.
- Bovermann, Klaudia, and Theo J. Bastiaens. “Towards a Motivational Design? Connecting Gamification User Types and Online Learning Activities.” *Research and Practice in Technology Enhanced Learning* 15, no. 1 (2020): 1.
- Campillo-Ferrer, José-Maria, Pedro Miralles-Martínez, and Raquel Sánchez-Ibáñez. “Gamification in Higher Education: Impact on Student Motivation and the Acquisition of Social and Civic Key Competencies.” *Sustainability* 12, no. 12 (June 12, 2020): 4822. <https://doi.org/10.3390/su12124822>.
- Castillo-Parra, Byron, Byron Geovanny Hidalgo-Cajo, Milton Vásconez-Barrera, and Julio Oleas-López. “Gamification in Higher Education: A Review of the Literature.” *World Journal on Educational Technology: Current Issues* 14, no. 3 (2022): 797–816.
- Chiu, Thomas K. F. “Applying the Self-Determination Theory (SDT) to Explain Student Engagement in Online Learning during the COVID-19 Pandemic.” *Journal of Research on Technology in Education* 54, no. sup1 (January 31, 2022). <https://doi.org/10.1080/15391523.2021.1891998>.
- Chukwuani, V. N. “Gamification in Education: Enhancing Engagement and Learning Outcomes through Game-Based Strategies.” *Curriculum and Teaching Methodology* 7, no. 10 (2024). <https://doi.org/10.23977/curtm.2024.071001>.
- Deci, Edward L., and Richard M. Ryan. “The General Causality Orientations Scale: Self-Determination in Personality.” *Journal of Research in Personality* 19, no. 2 (June 1985): 109–34. [https://doi.org/10.1016/0092-6566\(85\)90023-6](https://doi.org/10.1016/0092-6566(85)90023-6).
- García-López, Iván Miguel, Elizabeth Acosta-Gonzaga, and Elena Fabiola Ruiz-Ledesma. “Investigating the Impact of Gamification on Student Motivation, Engagement, and Performance.” *Education Sciences* 13, no. 8 (August 7, 2023): 813. <https://doi.org/10.3390/educsci13080813>.
- Gobingca, Berington Zanoxolo. “Assessing the Impact of Content Knowledge of Economic and Management Sciences Teaching and Learning: A Case Study of Second Year Student-Teachers in a South African University.” *E-Journal of Humanities, Arts and Social Sciences*, May 13, 2025, 792–802. <https://doi.org/10.38159/ehass.20256610>.
- Gómez-Carrasco, Cosme-Jesús, José Monteagudo-Fernández, Juan-Ramón Moreno-Vera, and Marta Sainz-Gómez. “Effects of a Gamification and Flipped-Classroom Program for Teachers in Training on Motivation and Learning Perception.” *Education Sciences* 9, no. 4 (December 15, 2019): 299. <https://doi.org/10.3390/educsci9040299>.
- Heilporn, Géraldine, Sawsen Lakhal, and Marilou Bélisle. “An Examination of Teachers’ Strategies to Foster Student Engagement in Blended Learning in Higher Education.” *International Journal of Educational Technology in Higher Education* 18, no. 1 (December 10, 2021): 25. <https://doi.org/10.1186/s41239-021-00260-3>.
- Hennink, Monique, and Bonnie N. Kaiser. “Sample Sizes for Saturation in Qualitative Research: A Systematic Review of Empirical Tests.” *Social Science & Medicine* 292 (2022): 114523.
- Isunueo, Benedicta Omeghie. “Effectiveness Of Peer Tutoring On Senior Secondary School Students’academic Achievement In Financial Accounting In Egor Local Government Area Of

- Edo State.” *UNIZIK Journal of Educational Research and Policy Studies* 18, no. 3 (2024).
- Jaramillo-Mediavilla, Lorena, Andrea Basantes-Andrade, Marcos Cabezas-González, and Sonia Casillas-Martín. “Impact of Gamification on Motivation and Academic Performance: A Systematic Review.” *Education Sciences* 14, no. 6 (June 13, 2024): 639. <https://doi.org/10.3390/educsci14060639>.
- Jasim Alsadaji, Alaa, Sadeq Al-Fayyadh, Saeb Fadhil Al-Saadi, and Zahid Jasim Mohammed. “Gamification in Higher Education: An Overview.” *Medical Education Bulletin* 3, no. 4 (2022): 555–62.
- Li, Minzi, Siyu Ma, and Yuyang Shi. “Examining the Effectiveness of Gamification as a Tool Promoting Teaching and Learning in Educational Settings: A Meta-Analysis.” *Frontiers in Psychology* 14 (October 9, 2023). <https://doi.org/10.3389/fpsyg.2023.1253549>.
- Marsely, Mika. “Peer Tutoring as A Best Practice of Accounting Learning in Vocational Education.” *JABE (JOURNAL OF ACCOUNTING AND BUSINESS EDUCATION)* 5, no. 1 (July 10, 2020): 25. <https://doi.org/10.26675/jabe.v5i1.12634>.
- Micarelli, Alessandro, John Stamper, and Kitty Panourgia, eds. *Intelligent Tutoring Systems*. Vol. 9684. Cham: Springer International Publishing, 2016. <https://doi.org/10.1007/978-3-319-39583-8>.
- Nair, Sridevi, and Jain Mathew. “A Theoretical Framework for Gamified Learning.” *International Journal of Innovative Technology and Exploring Engineering* 8, no. 12 (October 30, 2019): 2846–51. <https://doi.org/10.35940/ijitee.L3032.1081219>.
- Prasetyo Aji, Tommy, and Togar Alam Napitupulu. “Effect Of Gamification On E-Learning To Support Learning Achievement And Learning Motivation.” *Journal of Theoretical & Applied Information Technology* 96, no. 12 (2018).
- Ramesh, G., Al-Maskari Azzah, Mohammed Said Al-Mughairi Habiba, and Santos Mary Pauline. “Gamification and Students’ Engagement in Accounting Courses—an Experimental Study.” *Learning and Teaching in Higher Education: Gulf Perspectives* 19, no. 1 (2025): 35–48.
- Rosli, Khairina, Norhaiza Khairudin, and Rafeah Mat Saat. “Gamification in Entrepreneurship and Accounting Education.” *Academy of Entrepreneurship Journal* 25, no. 3 (2019): 1–6.
- Roy, Rob van, and Bieke Zaman. “Need-Supporting Gamification in Education: An Assessment of Motivational Effects over Time.” *Computers & Education* 127 (December 2018): 283–97. <https://doi.org/10.1016/j.compedu.2018.08.018>.
- Ryan, Richard M., and Edward L. Deci. “Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions.” *Contemporary Educational Psychology* 61 (April 2020): 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>.
- Ryan, Richard M., and Edward L. Deci. “Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being.” *American Psychologist* 55, no. 1 (2000): 68.
- Sailer, Michael, and Maximilian Sailer. “Gamification of In-class Activities in Flipped Classroom Lectures.” *British Journal of Educational Technology* 52, no. 1 (January 3, 2021): 75–90. <https://doi.org/10.1111/bjet.12948>.
- Salani, End, and Amantle Sekgoma. “The Efficacy of Peer Tutoring on Math Achievement in Supplementary Examinations for First-Year Bachelor of Primary Education Students.” *International Journal of Social Sciences and Humanities Invention* 11, no. 12 (December 10, 2024): 8365–72. <https://doi.org/10.18535/ijsshi/v11i12.03>.
- Skinner, Ellen A. “A Guide to Constructs of Control.” *Journal of Personality and Social Psychology* 71, no. 3 (1996): 549–70. <https://doi.org/10.1037/0022-3514.71.3.549>.
- Smiderle, Rodrigo, Sandro José Rigo, Leonardo B. Marques, Jorge Arthur Peçanha de Miranda Coelho, and Patricia A. Jaques. “The Impact of Gamification on Students’ Learning, Engagement and Behavior Based on Their Personality Traits.” *Smart Learning Environments* 7, no. 1 (December 9, 2020): 3. <https://doi.org/10.1186/s40561-019-0098-x>.
- Steenkamp, Gretha, and Sophia Magaretha Brink. “Students’ Experiences of Peer Learning in an Accounting Research Module: Discussion Forums, Peer Review and Group Work.” *The*

International Journal of Management Education 22, no. 3 (November 2024): 101057.

<https://doi.org/10.1016/j.ijme.2024.101057>.

Subhash, Sujit, and Elizabeth A. Cudney. "Gamified Learning in Higher Education: A Systematic Review of the Literature." *Computers in Human Behavior* 87 (2018): 192–206.

Sumaryati, Sri -, Muhtar - Muhtar, and Rizky Yuniar Sururi. "Optimization Of Problem-Solving Skills Through The Application Of Creative Problem-Solving Models Assisted By Accounting Cards." *Assets: Jurnal Akuntansi Dan Pendidikan* 11, no. 1 (July 25, 2022): 78.

<https://doi.org/10.25273/jap.v11i1.7213>.

Tajik, Omid, Jawad Golzar, and Shagofah Noor. "Purposive Sampling." *International Journal of Education & Language Studies*, 2025, 1–9.

Toda, Armando M., Pedro H. D. Valle, and Seiji Isotani. "The Dark Side of Gamification: An Overview of Negative Effects of Gamification in Education," 143–56, 2018.

https://doi.org/10.1007/978-3-319-97934-2_9.

Varpio, Lara, Elise Paradis, Sebastian Uijtdehaage, and Meredith Young. "The Distinctions between Theory, Theoretical Framework, and Conceptual Framework." *Academic Medicine* 95, no. 7 (2020): 989–94.

Zhonggen, Yu. "A Meta-Analysis of Use of Serious Games in Education over a Decade." *International Journal of Computer Games Technology* 2019 (February 3, 2019): 1–8.

<https://doi.org/10.1155/2019/4797032>.

ABOUT AUTHORS

Sinovuyo Nyanga is a qualified educator and an emerging researcher, currently working in the Faculty of Education at Walter Sisulu University. His scholarly interests centre on curriculum studies, higher education and commerce, with a particular focus on accounting. He is also drawn to initial teacher education and the integration of digital tools into teaching and learning.

Dr. Berington Zanoxolo Gobingca holds a Doctor of Philosophy (PhD) in Education, Master of Education (MEd), Bachelor of Education (BEd), Bachelor of Commerce in Education (B. Com Educ), and a Diploma in Agriculture. Currently, he is a senior lecturer in the Business and Management Education Department (BME Dep.) in the Faculty of Education (FE) at Walter Sisulu University (WSU), geographically located in the Eastern Cape Province of South Africa. His research focuses on Curriculum development, Governance, Leadership, and Management, and specialises in the Commerce stream.

Avela Ngqunguza is currently employed as an Economics and Management Science lecturer at Walter Sisulu University, Eastern Cape, South Africa. He is a dedicated researcher with a Master's degree in Education from Walter Sisulu University, focusing on finding solutions or measures that could be implemented to decrease the phasing out of commerce streams, especially Accounting, in secondary schools in the Eastern Cape, South Africa. With a passion for exploring the reasons, perspectives, and impacts of educational policy changes, Avela Ngqunguza is committed to understanding the broader implications for learners, teachers, and communities. He aims to contribute valuable insights to the discourse on curriculum development and its role in shaping South Africa's education landscape.