

# Perceptions toward the Usage of Infographics in Accounting Education

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## ABSTRACT

Research on infographic in accounting education remains limited particularly among learners who require advanced technology and problem-solving skills competencies. Hence, the aim of this study is to propose extended Technology Acceptance Model (TAM) investigate the adaption and the actual use of infographics in accounting education. The variable of this study consists of perceived usefulness, perceived ease of use and perceived enjoyment and intention to use and actual usage of accounting infographics in education. This study supports the shift from the traditional approaches to more digital literacy, problem solving skills and readiness for the accounting profession. This study will a employ quantitative design using survey questionnaire. A convenience sampling used. The findings from the study would provide insight into learner's intention to use infographics in accounting education.

**Keywords:** Infographics accounting, education, technology acceptance model (TAM)

## INTRODUCTION

Visual elements such as maps, graphs, and images have long been employed within the accounting field to enhance the presentation of information, particularly in corporate reporting (Giorgino et al. 2023; Falk et al., 2016; Mouritsen et al., 2001; Preston et al., 1996). In the context of accounting education, visuals have also been utilized as effective instructional aids to support the teaching and learning process (Duffy, 1990; Leauby & Brazina, 1998; Phillips et al., 2012). Beyond accounting, the integration of visual tools has been widely recognized in broader business education (Somers et al., 2014) and management training contexts (Rivo-Lopez et al., 2022), where they serve to simplify complex information and facilitate learner engagement.

The motivation for this study arises from the growing call for further research into the integration of emerging internet-based technologies such as artificial intelligence, cloud computing, big data, blockchain, and within the accounting domain (Al-Haybat et al., 2018; Handoyo & Anas, 2019; Kotb et al., 2019; Moll & Yigitbasioglu, 2019; Rezaee & Wang, 2019). These technological advancements are fundamentally transforming the accounting profession. Despite this shift, prior studies have highlighted a concerning lag in accounting education, which has yet to adapt sufficiently to these rapid technological developments (Cambridge, 2018; Kotb et al., 2019; Moll & Yigitbasioglu, 2019; Wells, 2018). Moreover, the findings of these studies suggest that formal accounting curricula often fall short in equipping learners with the digital competencies and critical thinking skills essential for success in a technology-driven professional environment (Al-Haybat et al., 2018; Handoyo & Anas, 2019; Kotb et al., 2019; Rezaee & Wang, 2019).

In response to the persistent challenges in accounting education, this study aims to examine how perceptions of the accounting discipline influence the acceptance of innovative instructional approaches, with a particular focus on the use of accounting infographics. Prior research in accounting education has demonstrated that perceptions of the accounting profession and the nature of accounting tasks significantly influence individuals' motivation to acquire new competencies (Ferreira & Santoso, 2008; Jackling, 2005; Lucas & Meyer, 2005; Miley & Read, 2012; Ma et al., 2016; Wells, 2018, 2019). These studies indicate that when accounting is perceived as rigid or overly technical, there is often resistance to adopting alternative or innovative learning approaches. In this regard, visual tools such as interactive accounting infographics present a compelling alternative by offering a more engaging and accessible means of conveying complex accounting concepts, particularly for those who struggle with conventional, text-heavy instructional methods. Infographics transform complex information into visual formats, thereby enhancing comprehension and potentially transforming perceptions of accounting into that of a more dynamic and approachable discipline. Although various studies have examined the adoption of emerging technologies such as cloud accounting (Nixon, 2015; Smith, 2017; Dimitriu & Matei, 2015), empirical research focusing on the integration and acceptance of visual and interactive learning tools within accounting education remains relatively scarce.

It is posited that accounting infographics are perceived as a valuable pedagogical tool that facilitates particularly in accounting context for decision making. Empirical evidence suggests that visual tools and digital learning aids strengthen comprehension and support development of decision-making skills in accounting education (Cambridge, 2018; Dimitriu & Matei, 2015; Ma et al., 2021; Moll & Yigitbasioglu, 2019; Strauss et al., 2015). Thus, if students view accounting as a decision-making tool, they are more likely to adopt tools such as infographics, which are believed to support clearer and more effective communication of financial information. This is supported by Sithole et al. (2021) pointed out that the importance adoption of infographic in accounting education. Furthermore, visuals are more effective than traditional instruction method (Leauby et al., 2010; Mass & Leauby, 2005),

Moreover, the application of visual elements to accounting instruction has been found to be more effective than traditional teaching methods (Leauby et al., 2010; Mass & Leauby, 2005), particularly in enhancing learners' comprehension and engagement. Visual representations have the potential to make accounting concepts more accessible and less intimidating to learners (Marriott & McGuigan, 2018). This effectiveness is especially pronounced when visuals are developed with pedagogical guidance from educators (Schwartz, 2020; Shimerda, 2007; Simon, 2007) and within a collaborative learning environment that fosters interaction and shared understanding (Sithole et al., 2021).

This study has one main objective and three sub-objectives of the study. The main objective is based on aim of the study:

To examine the relationship between students' perceptions toward the usage of infographics in accounting education.

The following is the sub-objectives of the study:

1. To examine the relationship between perceived usefulness and intention to use accounting infographic in education.
2. To examine the relationship between perceived ease of use and intention to use accounting infographic in education.
3. To examine the relationship between perceived enjoyment and intention to use accounting infographic in education.
4. To examine the relationship between intention to use and the actual usage of accounting infographic in education.

## Contribution

This study contributes to the body of knowledge by extending the Technology Acceptance Model (TAM) to examine the adoption and actual usage of infographic in accounting education. While TAM has been extensively applied in studies on educational technologies studies such as e-learning and digital technology (Davis, 1986; 2015; Venkatesh & Davis, 2000; Venkatesh et al., 2012), visual learning (Alabi, 2024), interactive infographic module in language education (Hamid et al., 2024), cloud accounting (Sugahara et al., 2022) and accounting software (Radzi et al., 2019), but its application in the context of infographic in accounting remains underexplored in empirical research.

Furthermore, this study incorporates perceived enjoyment as an additional construct within the TAM framework. This inclusion offers a more comprehensive understanding of motivational and affective factors influencing students' behavioural intention to use infographics. In doing so, the study addressed a gap in literature by emphasizing the role of emotion engagement in adoption of technology in accounting education.

This study also introduces interactive and visual learning tools (accounting infographics) that enhance engagement, comprehension, and motivation in learning complex accounting concepts. The findings highlight that when students perceive these tools as useful, easy to use, and enjoyable, they are more likely to integrate them into their learning habits, leading to better academic outcomes and deeper understanding. Furthermore, the study promotes a shift from traditional rote learning methods toward more dynamic, student-centred approaches, ultimately improving students' digital literacy, critical thinking, and readiness for real-world accounting practices.

## LITERATURE REVIEW

### Interactive infographic

An infographic is a graphic representation which showcases information, facts or knowledge, making complicated information easy to understand for the readers (Sobahana, 2023; Darcy, 2022; Dunlap & Lowenthal, 2016). They are used in various areas, which include education, media communication, scientific research to enrich communication and information understanding between readers (Trabo co et al., 2022; Thompson et al., 2024).

Infographics should look attractive, with a colours, fonts, icons, layout and much more all used beautifully to catch the eye/interest (Darcy, 2022; Traboco et al., 2022). With careful design, including finding the correct balance between text and image (Traboco, 2022; He et al., 2024), we can be better at recalling and reflecting, allowing infographics to become more valuable resources. Infographics have to be attractive and structured to share complex information (Dunlap and Lowenthal, 2016; Bystrova, 2020). Themes have to be comprehended smoothly by making them neat and comprehensible in structure, using the most of content in simple view. Mukha and Fedoseeva (2024) continue saying there exists numerous different purposes that infographics fit, including cognitive, analytical, educational and aesthetic. They are used for teaching, convincing and engaging interest.

Infographics are educational tools used to explain complex subjects, motivate students and develop critical thinking and analytical skills (Sobhana, 2023) (Thompson et al., 2024). According to Bystrova (2020), infographics can be used to attract attention and enhance interactivity during learning, leading to improved knowledge retention. They make complex facts more accessible and interesting for students to understand. They also aid cognitive processing by merging pictures and words, which leads to better learning and memory retention (Dunlap & Lowenthal, 2016). According to Susilowati and Anistyasari (2024) infographics can help to explain complicated ideas by using visual aids, so people can understand and remember the information. Susilowati and Anistyasari (2024) further argue that infographics improve the understanding and retention of information for young students by the processing of text into visual elements, which increases their ability to understand and remember the material.

Studies have revealed that application of infographics in education can potentially improve students' engagement and motivation via delivering information in a visually appealing and engaging manner. Infographics increase student engagement, boost attention and make the learning process more fun. (Khaeranda et al., 2024) (Evenddy et al., 2023). Damyanov and Tsankov (2018) stated that infographics in education develop cognitive skills such as interpretation, analysis, and critical thinking. According to Sobhana, N. (2023) it increases the students' ability to understand and apply the knowledge in different situations. According to Alekseeva (2023), the use of infographics at school is important for improving digital literacy. As students produce and interpret visual media, they develop a crucial skill set that is ever more necessary in our digital world. Jaleniauskiene and Kasperiuñienė (2023) and Marcelle et al. (2024) emphasize that the design and understanding of infographics contribute to the development of essential student skills, namely digital literacy, creativity, and collaboration, which are vital in a world driven by data.

## Technology Acceptance Model (TAM)

Previous studies have proven that TAM has been used to analyze factors influencing the acceptance of computer technology use (Iqbaria et al. 1997; Adam et al. 1992; Jantan & Chin 2001; Chin & Todd 1995). This is similar to the Theory of Reasoned Action and Theory of Planned Behaviour, which have been widely used in studying technology adoption (xx). The TAM model, developed by Davis (1989), was adapted from the Theory of Reasoned Action developed by Fishbein and Ajzen (1980). This theory studies how a person's reactions and perceptions determine their attitudes and behaviour. This theory posits how individuals' behaviours are significantly influenced by their attitudes. When users perceive information technology as useful and easy to use, they are likely to exhibit a positive attitude towards its adoption and utilization.

The Technology Acceptance Model (TAM) emerged from psychological theoretical frameworks, examining the interrelationships between users' beliefs, attitudes, intentions, and behavioural patterns Marikyan and Papagiannidis (2024). This model was conceptualized to elucidate the primary determinants of influencing users' acceptance of information technology systems. TAM provides a detailed analytical framework through specific dimensions that illuminate the factors affecting user adoption of technology innovations. The model's core structure emphasizes two key attitudinal variables that shape user behaviour: perceived usefulness and perceived ease of use. Below is the TAM model described in Figure 1:

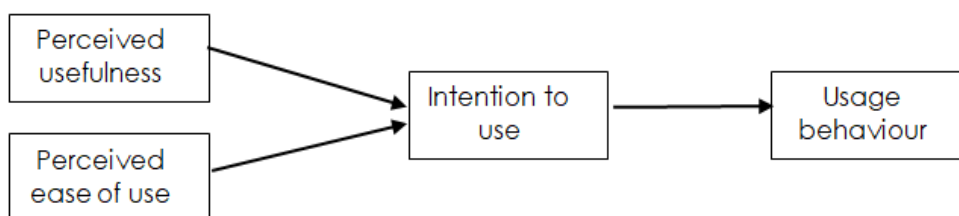


Figure 1: Technology Acceptance Model (Davis, 1989)

Empirical evidence demonstrated that this model elucidated users' behaviour patterns within information system technologies, suggesting that users are inclined to adopt technological systems that meet their needs (Schorr, 2023). Davis (1989) demonstrated that the model's dual variables perceived usefulness and perceived ease of use accurately characterize user behaviour. This model indicates that individuals' perceptions play a crucial role in shaping their attitudes towards the adoption of information technology. Moreover, it emphasizes that the acceptance of technology is influenced by both its perceived usefulness and ease of use. The TAM provides a comprehensive framework for analysing the adoption of educational technologies by students and educators. By concentrating on the aspects of perceived usefulness and perceived ease of use, those involved in educational technology design and instruction can enhance the integration of innovative tools, thereby leading to improved learning outcomes. When implementing infographic modules for teaching accounting, it is crucial to ensure that students view the tool as effective and user-friendly, as this perception will greatly impact its success in the classroom. This study utilizes the TAM model as a framework to gather student data regarding their acceptance of web-based interactive infographic modules in the context of learning accounting. This module integrates technological components designed to enhance students' comprehension of accounting.

## **The actual usage of accounting infographic in education**

Previous studies suggested that the benefits adopting visual tools as teaching aids (Osgerby et. al., 2018 & Simon, 2007). These studies highlight how visuals can make accounting easier to understand by creating a more engaging learning environment, despite its complexity and limitations (Marriott & McGuigan, 2018; McGuigan & Kern, 2015 & Morgan, 1988). The findings from Giorgina et. al. (2023) study find that visuals such as resources maps enhanced the teaching of integrated reports by clarifying key principles and serving as an advance organizer for data, illustrating an organization's multi-dimensional aspects effectively. In addition, Alabi (2024) stated that visual learning tools enhance students' creative capacities, promoting innovative thinking and cognitive flexibility in their approach to complex subjects. This finding was supported by Sithole et. al. (2021) proved that visualization methodology is valuable in accounting education and improved student performance outcomes.

Other studies have analyzed the use of visuals to support the understanding of accounting concepts such as relationship cost volume profit (Giorgina et. al., 2023; McCann, 2016; Leauby & Brazina, 1998; Duffy, 1990). Moreover, previous studies have pointed out that the growing use of visual representations in accounting books have tested the effectiveness in enhancing communication and emotional engagement in learning. Visuals have also been found to promote a personalized learning experience in accounting (Aaltola & Manninen, 2021) and improve student satisfaction (Elliot, 2002). When students create visual representations themselves, these tools not only depict cognitive concepts and relationships but also enhance text processing, foster idea generation, and deepen understanding of complex realities (Davison, 2015; Davison & Warren, 2009; Gauntlett & Holzwarth, 2006).

The incorporation of graphical information can significantly enhance the communication process in accounting, thereby facilitating a more effective understanding of complex data (Cohen et. al., 2022). The choice of information presentation formats, including text, tables, graphics, and photographs, plays a crucial role in making accounting information more understandable and decision-making efficacy (Ware, 2012; Dilla et. al., 2010; Tufte, 2001). Research suggests that individuals with limited knowledge of accounting benefit more from graphical representation of data, while tabular presentations are more effective for users with advanced expertise in the field (Cardinaels, 2008).

## **Perceived of usefulness and intention to use**

According to earlier research, TAM has been utilised to examine the variables that affect people's acceptance of using computer technology (Abdullah et al., 2021; Fecira & Abdullah, 2020; Ghani et al., 2019; Jantan & Chin 2001; Iqbaria et al. 1997; Chin & Todd 1995; Adam et al. 1992). According to Davis (1989), perceived usefulness is the extent to which an individual thinks that utilising a specific system would improve his or her performance at work. Perceived usefulness, according to Rahayu et al. (2017), is the belief that a user's desire in using the developed technology. According to Hamid et al. (2024), students concur that the module can enhance their comprehension of accounting principles in a graphical and comprehensive manner. Che Ibrahim et al. (2021) found that interactive multimedia, which includes graphics, video, and other components, can improve students' understanding of the subject matter and give them more confidence to communicate what they have learnt. Students also assess the module's usefulness in order to develop critical thinking skills in their comprehension of the presented material. Interactive components in information can increase attention and focus while also strengthening critical thinking abilities, claim Bhat and Alyahya (2023). They are able to think and choose the relevant knowledge because the themes are interactively divided and presented on various pages. They also concurred that after drawing conclusions regarding the material offered, the module can help people develop self-awareness. Therefore, the second hypothesis to be tested is:

H1: There is a positive relationship between perceived usefulness and intention to use accounting infographic in education.

## **Perceived ease of use and intention to use**

The perceived ease of use pertains to the extent to which the user views the experience as smooth and

effortless. The individual's perspective on technology and their inclination towards its use significantly impact on their intention to engage with it. Prior investigations have demonstrated that the Technology Acceptance Model has been employed to examine the elements affecting the adoption of computer technology (Abdullah et al., 2021; Fecira & Abdullah, 2020; Ghani et al., 2019; Jantan & Chin, 2001; Iqbaria et al., 1997; Chin & Todd, 1995; Adam et al., 1992). Davis (1989) identifies two key dimensions of perceived ease of use: firstly, the degree to which an individual views the use of a particular system as effortless, and secondly, the extent to which users feel that an information technology system is accessible and user-friendly. Le and Cao (2020) found a significant positive relationship between ease of use and the intention to use cloud-based accounting software. This aligns with earlier studies indicating that the ease of use has a significant impact on the intention to utilise digital academic tools on computers (Lin & Yu, 2023; Habibi et al., 2021; Haleem et al., 2022; Luo et al., 2021). Thus, this study hypothesizes:

H2: There is a positive relationship between perceived ease of use and intention to use accounting infographic in education.

### **Perceived enjoyment and intention to use**

Rouibah et al. (2021), Sharma et al. (2022), Surur et al. (2020), and Unal et al. (2021) assert that perceived enjoyment denotes an individual's capacity to experience comfort and pleasure while utilising a specific system, regarding their engagement with the technology as an enjoyable activity. Furthermore, perceived enjoyment is a significant aspect that may directly or indirectly influence goals. Perceived enjoyment significantly influences the intention to utilise digital communication techniques (AlDreabi et al., 2023; Murari & Rai, 2022; Al-Rahmi et al., 2020; Sayaf et al., 2021; Almulla, 2021; Alkhwalidi et al., 2022; Rosli et al., 2022; Saleh et al., 2022; Al-Adwan et al., 2023). Numerous research indicates that perceived enjoyment significantly influences university students' use of e-learning platforms (Bagdi & Bulsara, 2023; Cabada et al., 2017; Abdullah & Ward, 2016) and digital communication (Sayaf et al., 2021). Conversely, Jasin (2022) found that perceived enjoyment positively affects behavioural intention, this study hypothesizes:

H3: There is a positive relationship between perceived enjoyment and intention to use accounting infographic in education.

### **Intention to use and actual usage of accounting infographics**

Intention is broadly understood as an individual's interest in performing a specific behaviour, where the likelihood of action increases when the individual holds a strong desire to realize it (Lukna et al., 2024). Davis (1989) conceptualized intention as "interest the level of how strong a person's desire or urge to perform certain behaviours". Recent findings by Wu et al. (2025) demonstrated that behavioural intention is significantly related to an individual's readiness to adopt new technology and serves as an important predictor of its adoption across diverse contexts, including education. In the context of this study, understanding users' intentions is essential for anticipating the extent to which educators, students, and higher education institutions are likely to adopt and integrate infographics into accounting education. This perspective is further supported by Bavel et al. (2025) and Yao and Wang (2024), who emphasized that a positive user attitude significantly influences the willingness to embrace and utilize technological tools within the educational setting, particularly in the field of accounting. Therefore, the first hypothesis to be tested is:

H4: There is a positive relationship between intention to use and the actual usage of accounting infographic in education.

### **Conceptual Framework**

In the context of using infographics in accounting education, this conceptual framework examines the perceptions that influence users in adopting the infographics. It integrates the TAM with users' perceptions towards infographic usage. The purpose of this study is to integrate the TAM constructs with users' perspectives on the application of infographics in accounting education. This proposed framework aligns with the objective of the study and suggests that perceived usefulness, ease of use, enjoyment, and actual usage of

infographics. Collectively, these factors interact in shaping user intentions and the acceptance of technology in the learning process.

Figure 1.1 shows the conceptual framework for this study

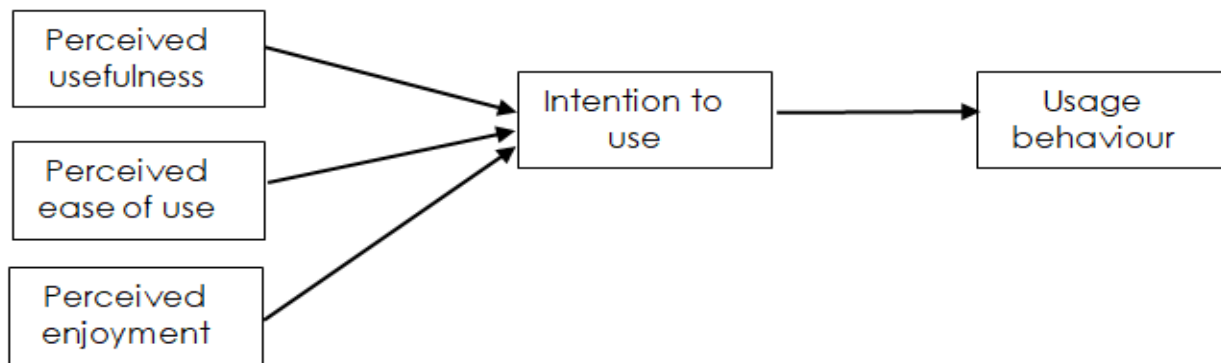


Figure 2.1: Conceptual Framework

H1: There is a positive relationship between perceived usefulness and intention to use accounting infographic in education.

H2: There is a positive relationship between perceived ease of use and intention to use accounting infographic in education.

H3: There is a positive relationship between perceived enjoyment and intention to use accounting infographic in education.

H4: There is a positive relationship between intention to use and the actual usage of accounting infographic in education.

## METHODOLOGY

This research will use quantitative methods and employ a survey questionnaire. Krajcie & Morgan (1970), sample size determination approach has derived sample sizes suggestion for this study. Convenience sampling method will be used by the researcher. Measurement items for all variables will be adapted and adopted from prior literature.

The study will apply the SMART PLS technique to test the proposed relationships among the variables in the model and to investigate the determinants of behavioural intention to use infographic in accounting education.

## CONCLUSION

This study proposed extended Technology Acceptance Model (TAM) to investigate the adoption and the actual use of infographics in accounting. The model incorporates an additional construct which is perceived enjoyment in the framework to identify the factors that influence the learners' intention to use infographics in accounting education. Thus, this study able to fill the gap by adding emotion perspectives in the adaptation of technology in accounting education. This study supports the shift from the traditional approaches to more digital literacy, problem solving skills and readiness for the accounting profession. As this is a conceptual paper; thus, no empirical findings are included.

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