

Emogamification Module Themes to Develop Emotional Competency among Primary School Students

Asma Perveen, Wan Nurul Izza Wan Husin, Ahmad Nurzid Rosli, Kannamah A/P Mottan
Aroyewun Temitope Falashade, Muhammed Yusuf

Faculty of Human Development, Sultan Idris Education University, Malaysia

Abstract

This research aimed to explore the required domains and concepts for the Emogamification activities to improve emotional competency among primary school children and to reduce school dropout risk. A qualitative study, of the phenomenological design, was used to collect data from 13 primary school teachers from the different states of Malaysia with the age range 30-45 years, including 3 males and 10 females, experienced teachers working in primary school in different states of Malaysia. The interview was conducted online to collect the information from the participants. Thematic analysis procedure was applied to find out the codes, categories, and themes from the transcribed data through the interview. Theoretical review and interview data indicated the themes to develop the Emogamification activities to enhance the emotional competency among primary school children; the main themes were highlighted self-awareness, self, management, social awareness, social management, and motivation. Thematic analysis results indicated that primary school children required essential help and awareness about their emotional components and management of their behavior for healthy school activities and academic growth. In conclusion, the research data was used to indicate the activities to enhance the emotional competency among primary school children for developing the themes for Emogamification. The research promoted the importance of emotional competency management for primary school children, teachers, parents, and school counsellors.

Keywords: Emogamification, primary school, children, education, growth

INTRODUCTION:

Emotional intelligence theories are divided into 3 parts which are ability model, mixed model and trait model in which the scholar defined the terms differently (Kanesan & Fauzan, 2019). However, in this study the researcher only focused on the mixed model of emotional intelligence as it combined the ability and traits of an individual. Goleman (1998) consists of 5 dimensions with 25 emotional competencies. The first dimension is self-awareness which defined as a person who is able to recognize and manage their emotions. Secondly is self-regulation which includes recognizing and

control the negative emotions into something productive and positive. Third dimension is social skills, followed by empathy. The fourth domain is social management, which consist of social relation regulation, and the last dimensions is motivation which means the urge or drive to achieve the goal (Santoso et al., 2021).

Emotional competency has numerous benefits for children, including better academic performance, reduced risk factors in behaviour, and better relationship management with their peers. Children with high levels of emotional intelligence have a better chance of achieving

many important outcomes. Elevated emotional intelligence is related with improved attention span, increased school engagement, increase positive relationships, and increased empathic behaviour (Eggum et al. 2011). They also have better control over their behaviour and achieve higher academic results (Rivers et al. 2012). Supporting emotional intelligence during the early phase of a child's development helps in the development of fundamental competencies such as recognising, understanding and managing emotions, as well as the achievement of long term benefits. It has been determined that children who have higher emotional intelligence can control their emotions better, succumb to aggression less, have more positive moods, are highly successful academically, move away from negative behaviours, develops positive social relationships with their family, peers and social circles, and demonstrate social adaptation are more likely to have higher emotional regulation.

Brackett and Rivers (2014) recognised five skills that can be taught to children to increase emotional intelligence, basing these skills from theory of emotional intelligence developed by Mayer and Salovey (1997). These skills include; the ability to recognise and understand oneself own emotions and also in others; understanding the causes and effects of emotions; correctly labelling emotions; expressing emotions in a manner that is appropriate for the situation, time, culture and place; and regulating emotions. These skills, which are represented by the acronym RULER, are an effective approach for modelling emotional intelligence and developing emotional intelligence skills that children require in order to be ready for school (Hagelskamp et al., 2013; Rivers et al., 2013). Emotional regulation predicts school engagement and adjustment. Children's understanding of oneself emotional regulation strategies develop over time, and sometimes, may include ineffective ones. Emotional knowledge predicts future outcomes, interpersonal relationships predict academic outcomes, and social-emotional behaviours predict school outcomes (Powell et al., 2008).

In early life, social and emotional intelligence development is crucial. Theoretically and empirically, it has been shown that boosting emotional in early life is important for assuring the success of forming and sustaining a positive self-image. Children with higher EQ have superior attention spans, a greater capacity for compassionate behaviour, better academic performance, and more pleasant peer connections and interactions (Eggum et al. 2011). Game based learning is often thought of as an educational technique that encourages student engagement and motivation. In recent years, an increase interest in using gamification to study emotions, engagement and motivation amongst the research community (Estrada et al., 2021). Gamification has been described as the notion of incorporating game elements into products or services in order to attract more users and increase the user's overall experience, engagement and loyalty. There are various gamification design components that have been linked to specific emotional effects.

Emotional understanding is the capacity to predict the emotion a person would feel as a result of a certain situation. In order for individuals to have the capacity to comprehend emotions, they need to have had their own experiences to learn what feelings are generated by a specific event. Understanding the consequences is an essential component of this process. Understanding emotions requires figuring out where they come from (Mayer et al., 2016). in order for children to be able to comprehend the emotions of others, they must first learn to identify and name their own feelings. It is possible to discern the beginnings of emotional language in a child as young as two years old, and this comprehension continues to grow throughout the ages (Sorina & Roman, 2019). When it comes to complicated emotion like guilt and appreciation, children have a hard time comprehending them (Saleme et al., 2020). Children are capable of distinguishing between different emotions. The children discover that they may feel a variety of emotions at the same time, both positive and negative, as young as eight years old. They also understand that emotional responses do not always represent

what a person is genuinely experiencing, and that emotions should sometimes be concealed.

Emotional management or emotion control is the ability of individual to control their emotions based on situation. For example, a person who able to manage their emotions was less likely to express his or her anger irrationally. In terms of emotions management in academic, there was also correlation. The effectiveness of emotion regulation on the academic performance in female high schools. The researcher found out that the emotion regulation had effect on academic performance of the students (Valiente et al., 2020).

The associations between children's emotion knowledge and academic performance have been established that children's emotion knowledge and academic performance was stronger related to each other's (Costa & Faria, 2020). Which means that children who were able to recognized and perceive the effects of their reaction or able to manage their emotions was more successful in their academic compared those who has low level of emotions knowledge. Emotional regulation is associated with good academic performance and can increase the productivity and desire of successful behaviour among children (Mayer et al., 2016). The students those had good emotion regulation, they are able to control the negatives emotions due to the school assignment which considered as difficult, into positive emotions in which they consider that they were capable to answer those questions of school assignments (Valiente et al., 2020). The other researcher also predict that good emotion regulation predicted the high scores of standardized math tests in adolescents (Bru-Luna et al., 2021). This research is primarily focused to develop and design the categories and contents for Emogamification to handle the emotional issues among primary school children to enhance their emotional competency and school dropout behaviours.

METHOD

Qualitative study using phenomenological design was applied for this research study; researcher interviewed the teachers and refers to the comprehensive literature review for the

development of the activities related to emogamification module. As this study has objectives to explore the needs to find out the themes of Emogamification for primary school students to enhance their emotional competency and reduce their school dropout rates.

For the need analysis, total 13 teachers (3 males, 10 females, experienced (4 to 5 years) teachers working in primary school in different states of Malaysia were interviewed to answer the semi structured questionnaire based on the requirement of the activities for the emotional development among primary school children's. The questionnaire contained demographic information, and interview questions related the children emotional problems and management. The interview protocol was tested by the expert's panels and 3 teachers from the primary school prior to collect the research data. The ethical protocols were followed throughout the research implication and procedure. Teachers were interviewed for 20 to 30 mints, there answers were recorded with their informed consents, and the reordered information was transferred as transcribed data to analysis through thematic analysis for the needs of the module activities. The thematic analysis involved the six phases of data analysis from the transcripts. The data were analyzed using the MAXQDA qualitative data analysis software. The structural coding process involves identifying codes from the structured questions in the interview protocol developed for this study. The questions in the interview protocol were structured to five main domains which are self-awareness, self-management, social awareness, relationship management and motivation. From the data analysis, codes and themes are identified. The themes were identified based on the research question which is to explore the suitability of using Goleman's Emotional Intelligence theory to develop Emogamification module activities. The findings from the thematic analysis provide information for specific emotional issues that need to be focused in the development of the module. The ethical concerns and protocols were followed throughout the study with ethical approval from Research Innovation and Management center, Universiti Pendidikan Sultan Idris.

RESULTS

Results were analysed by using thematic analysis, the codes were driven from the transcribes and categories accordingly. The main categories and domains were highlighted related to the Emogamification module themes for activities. Based on the data obtained, the researchers found out that the main themes could be divided into 5 domain of emotional intelligence theory (Prentice et al., 2020) which were self-manage, self-awareness, social awareness, social management and motivations.

1. Self-awareness, the ability to tune into one's own emotions is a hallmark of self-awareness. Having a better understanding of what you're feeling allows you to better understand what you're trying to accomplish. Emotional self-awareness, emotional expression, emotional mapping and emotional understanding were highlighted under the domain of self awareness. Self awareness highlighted and defines the understanding of one strengths and weaknesses.

"Students don't understand their own emotion" (P.3)

"They don't know how to map their own emotion and how to express" (P.5)

Theses categories was reported from all the teachers to be highlighted and included in the emogamification module for the health emotional development for primary school children's.

2. Self Management: The self management activities included the need self esteem, self efficacy, self control, anger management, stress management and attention management. As refereed to the needs of activities that could improve the self-management of the students were emotion management program, teach about attitude, self-esteem, and attention management.

"I teach them about emotions but they cant control their own emotions" (P.1)

"Teacher has to pay attention to the student's behavior" (P.6)

"Game to increase self-esteem because when self-esteem increase.

They can socialize with others easily" (P.9)

"We need to have stress management class. I think this help the student to understand themselves more" (P.3)

"Make student understand how to behave properly like respects elder" (P.2)

3. Social awareness: the required activities for Emogamification related to social awareness were heighted related to empathy and learn to talk as tool of communication.

the participant also explained on the activities that could improve the social awareness in order to understand others such as give good example on how to react in certain situations, as follows;

"I teach Agama Islam, so I tell story about Prophet" (P.4)

"Im not teaching but I have session with them.. When you communicate with them, you know they need love" (P.5)

4. Social Management: the social management referred to interact with others and the behavior of students toward other, as teachers indicated the students need to engage in social interaction and handling bully behavior to improve their social management. In terms of activities that could improve the social management of the students, the participant suggested that they were focused on improving the way children react with others such as story-telling, focus on developing good attitude

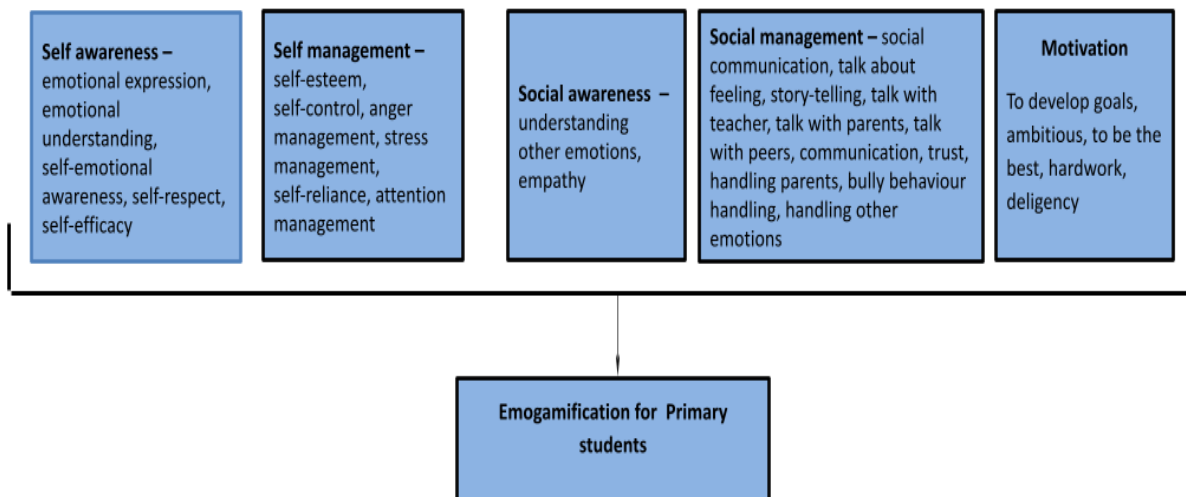
"I always teach them about attitude and how to behave" (P.1)

"When student make mistakes we cannot scold or punish them. We have to advise them properly to manage things with others" (P.6)

5. Motivation: The activities that could improve the motivations of the students were motivation to success, inspirational, diligence. the categories which were emphasized to enhance motivation was finding goals, and being ambitious for self motivation, the activities

included finding meaning and new me, to highlight the significant of motivation the statement by the participant as follows; “ I give

“Motivation is very important. I have a student who the parent work as a doctor,



reward to make them interaction” (P.8)

he work hard and very diligent to do the homework because he said he want to be like his Mummy and Dada” (P.6)

Figure 1: Themes based categories for Emogamification

Table1: Emogamification activities

Domains	Activities identified from thematic analysis for Emogamification
Self-awareness	a. Emotional awareness b. Emotional expression c. Emotional Mapping d. Understanding
Self-management	a. Self efficacy b. Self esteem c. Anger management d. Stress management e. Attention management
Social awareness	a. Empathy b. How to listen
Relationship management	a. social language b. Handling bully behaviour c. Social interaction
Motivation	a. Self-goal b. My ambitions.

Discussion:

Self-awareness, the ability to tune into one's own emotions is a hallmark of self-awareness. Having a better understanding of self emotions can lead to better management. Emotional self-awareness is defines the understanding of oneself strengths and weaknesses. The Self-management is the capability to keep control negative emotions and impulses for health management. The primary school children have indicated many emotional issues, like being not awarded about their feeling, don't now how to handle, this is causing many behavioural issues like anger and over stressed out, which are indicators of school dropout behaviours. Social awareness, as social awareness is the ability to accurate read and interprets the emotions of others, typically through non-verbal cues (Drigas & Papoutsis, 2018). Socially conscious leaders can relate to a wide variety of individuals, listen attentively and communicate effectively. The importance of overcoming biases and uncovering commonality cannot be overstated. The ability to perceive other's emotions and to imagine what they are thinking or experiencing is defined as empathy. Social management focused on the need to enhance interpersonal skill set that allows one to act in ways that increase the harmony and health interaction and work together (Razeghi et al., 2021). The primary school students required to learn how they can healthy managed their own social interaction and the behaviour of other being assertive. the need of social management is essential for children to learn through gamification for their healthy social communication and dealing. the activities will be beneficial for them to enhance their social awareness, which highlighted the empathy, communication, handling bully behaviour and social management. the need of motivation is fundamental for primary schools' children to learn, as this is important stage of their life to find the healthy directions to focus and identify their own potential and capabilities (Pyne, 2019). the more they are aware about their motivation and directions more they can engaged in career and educational activities, which ultimately reduce the risk of school dropout.

Based on the ideas from the aspects of emotional understanding, social skills, self-control and motivations, the researchers concluded that there were five domains to be included in the module for the development of Emogamification. The first domain focused on the self-awareness, where the students can learn to identify their own emotion, and the second domain of self-management will help students such as stress management and anger management and attention management through games activities (Perveen et al., 2019). The third domain focused on social skills such as developing empathy and communications skills (Cherniss et al., 2006). The fourth domain revealed about social relationship management, handling and understanding conversation and bully behaviour (Corporate, 2009). The fifth domain focused on motivation such as inspirational activity to find goal through games. As for the criteria for the modules, the teachers suggested the application should be interactive, provided with rewards and user-friendly in which the researchers defined it as the features should be compatible with level of primary school students. The data for activity and criteria of this research were similar with the previous development of module which focused on improving emotional intelligence. Khowaja & Salim (2017) develop the application called "Just-in-time in-situ" focused on modelling approach in which the students learned the social and emotional interaction by giving the students to interact with others through real time responses in which they learn about the feeling and how to react according to the responses. There was also a system that focused on improving emotional self-regulation based on the physiological and motions of a smartwatch (Martín et al., 2018). Larkin & Crumb (2017) developed an application that help special needs children to recognize and also the feelings and emotions with different skills, ability levels and self-esteem through activities.

Emogamification is an application used to aid the primary school student specifically slow learner to improve their emotional intelligence (Price, 2005). The activities developed were based on the emotional intelligence domains. Design features like as points badges and leader board may motivate users to achieve their goals

by awarding them with the ‘victory’ they deserve as a reward for their effort (Sorina & Roman, 2019). In emogamification there will be a process to collect the points from each theme. There are 16 modules in emogamification which are integrated with the competency of each domain of emotional intelligence.

In conclusion, it is necessary to offer emotional and social education to young children in order to raise them who will be successful in their lives. By introducing emotional intelligence early in different environment, either at home or in school, we may help this children achieve better outcomes not just in the present, but also in the future.

ACKNOWLEDGEMENT: This research was supported by Ministry of Education (MOE) through Fundamental Research Grant Scheme (FRGS/1/2019/SS109/UPSI/02/7). We acknowledge the Ministry of Higher Education and Research Management and Innovation Center, University Pendidikan sultan Idris (RMICUPSI).

REFERENCES

- Brackett, M.A., & S.E. Rivers. (2014). “Transforming Students’ Lives With Social and Emotional Learning.” In *International Handbook of Emotions in Education*, eds. R. Pekrun & L. Linnenbrink-Garcia, 368–88. New York: Taylor & Francis.
- Brackett, M.A., S.E. Rivers, & P. Salovey. (2011). “Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success.” *Social and Personality Psychology Compass* 5 (1): 88–103.
- Bru-Luna, L. M., Martí-Vilar, M., Merino-Soto, C., & Cervera-Santiago, J. L. (2021). Emotional intelligence measures: A systematic review. In *Healthcare (Switzerland)* (Vol. 9, Issue 12). <https://doi.org/10.3390/healthcare9121696>.
- Cherniss, C., Extein, M., Goleman, D., Weissberg, R.P. (2006). “Emotional intelligence: What does the research really indicate?” *Educational Psychologist*, 41(4), 239-245.
- Costa, A. C. F., & Faria, L. (2020). Implicit theories of emotional intelligence, ability and trait-emotional intelligence and academic achievement. *Psihologijske Teme*, 29. <https://doi.org/10.31820/pt.29.1.3>.
- Drigas, A. S., & Papoutsis, C. (2018). A new layered model on emotional intelligence. *Behavioral Sciences*, 8(5). <https://doi.org/10.3390/bs8050045>.
- Eggum, N.D., Eisenberg, K. Kao, T.L. Spinrad, R. Bolnick, C. Hofer, A.S. Kupfer, & W.V. Fabricius. (2011). “Emotion Understanding, Theory of Mind, and Prosocial Orientation: Relations Over Time in Early Childhood.” *The Journal of Positive Psychology* 6 (1): 4–16.
- Estrada, M., Monferrer, D., Rodríguez, A., & Moliner, M. Á. (2021). Does emotional intelligence influence academic performance? The role of compassion and engagement in education for sustainable development. *Sustainability (Switzerland)*, 13(4). <https://doi.org/10.3390/su13041721>.
- Goleman, D. (1998). *Working with emotional intelligence*. New York, NY: Bantam Books.
- Hagelskamp, C., M.A. Brackett, S.E. Rivers, & P. Salovey. (2013). “Improving Classroom Quality With the RULER Approach to Social and Emotional Learning: Proximal and Distal Outcomes.” *American Journal of Community Psychology* 51 (3–4): 530–43.
- Khowaja, S.S., & Salim. (2017). A framework to design vocabulary-based serious games

- for children with autism spectrum disorder (ASD), Universal Access in the Information Society, pp. 1–43.
- Larkin, R., & Crumb, L. (2017). The Impact of Self-Esteem Group Work Practice with Rural Elementary Male Students. *Social Work with Groups*, 40(3), 223–232. <https://doi.org/10.1080/01609513.2015.1126546>.
- Martín, D. B., de La Torre, I., Garcia-Zapirain, B., Lopez-Coronado, M., & Rodrigues, J. (2018). Managing and controlling stress using mhealth: Systematic search in app stores. *JMIR MHealth and UHealth*, 6(5), 1–7. <https://doi.org/10.2196/mhealth.8866>.
- Materials, C. T. (2009). *Corporate Training Materials: Emotional Intelligence*. <https://doi.org/10.1016/B978-0-12-397045-9.00207-X>.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The Ability Model of Emotional Intelligence: Principles and Updates. *Emotion Review*, 8(4). <https://doi.org/10.1177/1754073916639667>.
- Mayer, J.D., & P. Salovey (1997). “What Is Emotional Intelligence?” In *Emotional Development and Emotional Intelligence: Educational Implications*, eds. P. Salovey & D.J. Sluyter, 3–31. New York: Basic Books.
- Perveen, A., Hamzah, H. B., Othman, A., Abas, N. A. H., Kee, P., Mohd Daud, A., Morgul, E., & Kumar, P. J. (2019). Determining the Reliability of the Emotional Competency Module on Malaysian Adolescents. *International Journal of Academic Research in Business and Social Sciences*, 9(7), 65–76. <https://doi.org/10.6007/IJARBS/v9-i7/6092>.
- Powell, L., Gilchrist, M., & Stapley, J. (2008). A journey of self-discovery: An intervention involving massage, yoga and relaxation for children with emotional and behavioural difficulties attending primary schools. *European Journal of Special Needs Education*, 23(4), 403–412. <https://doi.org/10.1080/08856250802387398>.
- Prentice, C., Dominique Lopes, S., & Wang, X. (2020). Emotional intelligence or artificial intelligence— an employee perspective. *Journal of Hospitality Marketing and Management*, 29(4). <https://doi.org/10.1080/19368623.2019.1647124>.
- Price, H. (2005). Lutfu, a ‘slow’ learner: Understanding school literacy learning in its social and emotional context. *Infant Observation*, 8(1), 45–57. <https://doi.org/10.1080/13698030500061871>.
- Pyne, J. (2019). Suspended Attitudes: Exclusion and Emotional Disengagement from School. *Sociology of Education*, 92(1), 59–82. <https://doi.org/10.1177/0038040718816684>.
- Razeghi, S., Sargaran, K., Fathi, F., & Ahmadian, M. (2021). Emotional Intelligence and Academic Performance of Iranian Senior Dental Students. In *J Islam Dent Assoc Iran* (Vol. 33, Issue 1).
- Rivers, S.E., M.A. Brackett, M.R. Reyes, J.D. Mayer, D.R. Caruso, & P. Salovey. (2012). “Measuring Emotional Intelligence in Early Adolescence With the MSCEIT-YV: Psychometric Properties and Relationship With Academic Performance and Psychosocial Functioning.” *Journal of Psychoeducational Assessment* 30 (4): 344–66.

- Rivers, S.E., S.L. Tominey, E.C. O'Bryon, & M.A. Brackett (2013). "Developing Emotional Skills in Early Childhood Settings Using Preschool RULER." *The Psychology of Education Review* 37 (2): 19–25.
- Saleme, P., Dietrich, T., Pang, B., & Parkinson, J. (2020). A gamified approach to promoting empathy in children. *Journal of Social Marketing*, 10(3), 321–337. <https://doi.org/10.1108/JSOCM-11-2019-0204>.
- Salovey, P., & J.D. Mayer. (1990). "Emotional Intelligence." *Imagination, Cognition, and Personality* 9 (3): 185–211.
- Santoso, H. A., Rahadjo, S., & Sholiha, U. H. (2021). Designing slow learners' metacognition activities through communication skills based on multiple intelligence. *AIP Conference Proceedings*, 2330. <https://doi.org/10.1063/5.0044062>.
- Sorina, D., & Roman, I. (2019). *Emotional intelligence of students-instrument of adaptation and control of the university dropout** (Issue 1).
- Valiente, C., Swanson, J., DeLay, D., Fraser, A. M., & Parker, J. H. (2020). Emotion-related socialization in the classroom: Considering the roles of teachers, peers, and the classroom context. In *Developmental psychology* (Vol. 56, Issue 3, pp. 578–594). NLM (Medline).