The Development of Explore Malaysia Board Games (EMBoG) to Build Good Family Bonding Between Parents and Children

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Abstract

In this study, the use of Explore Malaysia Board Games (EMBoG) was explored. Particularly, promoting family bonding and providing children with understanding of the maps of Malaysia were the focus of this study. Previous studies discovered that the number of children with emotional and behavioral problems is increasing because most children lack parental attention. Therefore, educational board games have been developed in studies to promote family bonding and help children learn the maps and history of Malaysia. In this study, a quantitative method was used, including a questionnaire as a tool to test the usefulness of the board game. Based on this study, the children's emotional and behavioral difficulties can be solved by their parents' attention and affection. The quality of time parents and children spend together can contribute to exemplary communication and understanding among children. The Explore Malaysia board game is one of the innovations to build a good family bond between children and parents. Not only that, but children can also learn to work in groups and acquire new knowledge about the maps of Malaysia and the history of each state. Thus, indirect conceptual learning through the game can increase children's interest and enjoyment in learning about Malaysia's history. In addition, Explore Malaysia board games can help families spend quality time together.

Keywords: Board Games, Family Bonding, Emotional, Behavior

Introduction

The main aims of this study is to identify children's emotional behavior affected by parents' and children's family bonding. Emotional and behavioural problems in children are increasing in both Western and Eastern countries. Malaysia is a developing country with a total population of 33.42 million, and it has been shown that socioeconomic development and urbanization can lead to an increase in mental health problems, especially behavioural problems in children (Idris, 2017). Childhood emotional/behavioural problems, including internalizing problems, e.g., anxiety, depression, and externalizing problems, such as aggression and violence, often cause suffering for children and others (Meng et al., 2020). Early childhood emotional/behavioural problems can have long-term effects on physical and mental health and are associated with antisocial behaviour and psychiatric problems in

adulthood. Disobedience, provocations, impulsive and aggressive actions, challenges, noncompliance with laws, and loss of property are all expressions of behavioural problems that are externalized and adversely affect the individual and the local environment (Gagnon, 2021). The concept of using board games in education is already well known in modern times and is one of the easiest ways for children to learn. In the past, board games were used as a teaching tool, dating back to the invention of the first board games in 2200 B.C. Because two or more people are involved, board games can help illuminate these types of interactions when discovered in archaeological contexts. This unique class of artifacts allows people to build relationships with each other and negotiate their identities with others (Crist, 2019). Board games simplify complex issues and systems, which make them appropriate explore learning and concepts such as motivation and computational thinking in formal and informal setting Bayeck (2020). In addition, Explore Malaysia Board Games (EMBoG) can help children quickly understand and learn the maps of Malaysia's history. This type of learning not only helps students gain new information, but also helps them connect with their families. As unfortunate as it may be, teachers around the world would agree that many of their students are not great history learners. According to Tan (2018), the most common reason students hate history is that they find it boring. This is because to understand history, students either must attend lectures where the teacher rants about historical events or they must read numerous chapters of a thick book. There are issues with children having emotional and behavioural problems. Emotional/behavioural problems in children, including internalizing problems, e.g., anxiety, depression, and externalizing problems such as aggression and violence, often cause suffering for children and others (Meng et al., 2020). Aggression is classified as an emotion that causes someone to be hurt, harmed, or destroyed. For individuals, the motive to hurt them can be either physical or psychological. Conflict between people with the same status leads to aggressive actions (Roland & Idsøe, 2001). Children show their strong emotions, and children hit, kick, and scream when they are overwhelmed by strong emotions.

Literature Review

Longitudinal studies of the relative influences on children's emotional and behavioral development have consistently found that sociodemographic factors and parental behavior's, particularly the quality of maternal care in the home, are most important (Melhuish, 2015). Childhood behavioral and emotional problems and associated disorders have significant negative impacts on individuals, families, and society. They are often associated with poor academic, vocational, and psychosocial performance. Disruptive behavior problems such as tantrums, attention deficit/hyperactivity disorder, oppositional, defiant, or conduct disorder are the most common behavior problems among preschool and school-aged children (Ogundele, 2018). More than 58% of preschool children exhibit aggressive behavior, and aggression has been linked to several risk factors, including individual temperaments, the effects of dysfunctional family dynamics, poor parenting practices, exposure to violence, and the influence of attachment disorders (Ogundele, 2018). Children are sponges that soak up everything around them. Children observe and learn based on what is happening in their environment.

Research Objectives

The research objective of this study is to identify children's emotional behavior affected by parents' and children's family bonding.

Methodology

In this study, a series of questionnaires was used to collect data from 40 respondents. The sampling method used was purposive sampling. In purposive sampling, respondents are selected based on the characteristics required for the study (Chua, 2012). To answer the research questions, the study used SPSS as the platform for analyzing the research findings. In this study, a questionnaire was used as a source for data collection. The questionnaire is a widely used and valuable tool for collecting information because it provides structured, often numerical data, can be conducted without the presence of the researcher, and is always comparatively easy to analyze (Wilson, 1994). In this study, the Likert scale was used as an instrument for data collection. In conducting a survey, it is a variation of the formats of a rating scale. In previous studies, it was commonly used to conduct an analysis, and it can be either a 5-point scale or a 3-point scale. The scale is calculated with different ratings, such as "strongly disagree," "disagree," "neutral," "agree," and "strongly agree." In this study, the 5-point Likert scale was used as the instrument for data collection. The survey consists of 10 sets of questions that ask respondents' opinions about some issues that may affect children's emotions and behavior.

Table 1
Survey questions

Number	Question
1	Children learn how to behave in society by watching their parents interact with each other
2	Children that do not have a sense of family values are more likely to be influenced by friends
3	Children are not open, do not listen, or lack understanding when less communication with their parents
4	Less attention and communication will make children tend to be aggressive and throw tantrums
5	Children tend to spend time with gadgets because of fewer family activities together
6	Children display aggressive behavior to gain attention from parents
7	Children display inappropriate behavior to gain attention from parents
8	Children tend to be disrespectful because less family guidance and attention
9	Children who socialize with the family will learn how to trust, seek friendships from others, and find comfort with others as well
10	Children's behavioral characteristics are influenced by the way their parents treat them

Results and Discussions
Result of Finding for Children's Emotional and Behavior

This study's findings are presented in the following section. The results were interpreted in terms of the emotions and behavior of children.

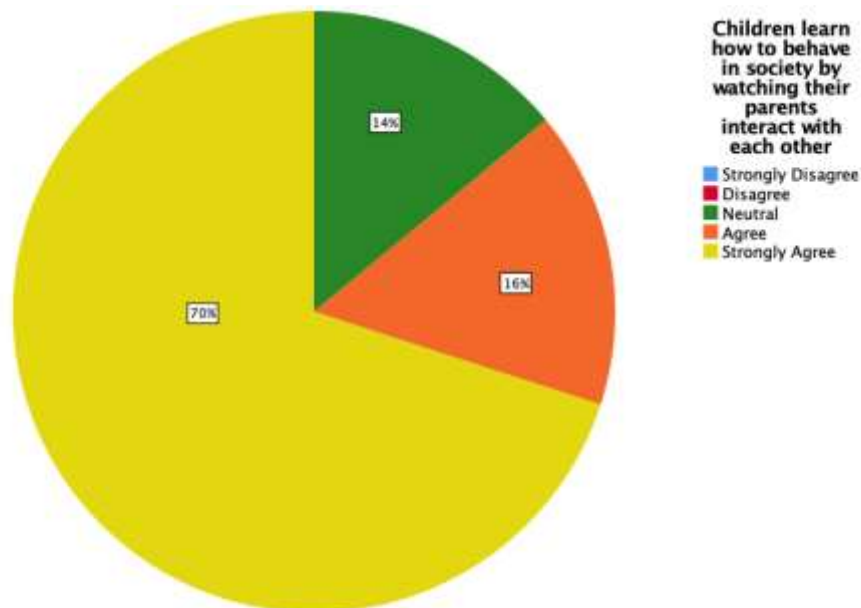a. **Children learn how to behave in society by watching their parents interact with each other**

Figure 1: The total number of respondents according to children learning how to behave in society by watching their parents interact with each other.

Figure 1 shows that a total of 35 respondents, or 70%, agreed with the statement that children learn how to behave in society by observing their parents interacting with each other. The statements " agree" and "neutral" were agreed upon by 8 respondents or 16% and 7 respondents or 14% respectively. From the data collected, most respondents believe that children observe everyone around them, especially their parents. Children learn how to behave and how to react or interact with others through their parents' behavior. This finding was further supported by (Sleddens et al., 2017) which mentioned that findings generally revealed that parents and children mutually influence each other's behavior.

b. **Children that do not have a sense of family values are more likely to be influenced by friends.**
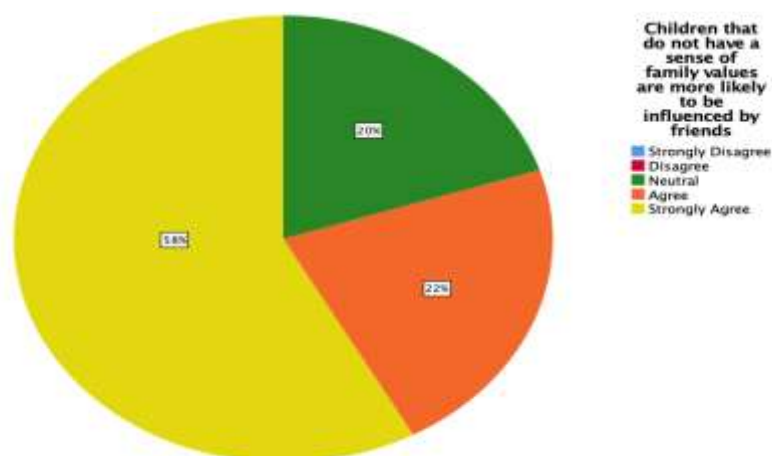

Figure 2: The total number of respondents according to children that do not have a sense of family values are more likely to be influenced by friends.

Figure 2 shows that the total number of respondents who agree that children who do not have a sense of family values are more likely to be influenced by friends is 29 respondents or 58% strongly agree. The total number of respondents who agreed or were neutral to the statement is 11 or 22% and 10 or 20%, respectively. Based on the data collected, respondents gave their answers based on their perception that children are quickly influenced by something negative. Friendship influences can be both positive and negative; respondents may put themselves in this scenario; a lack of understanding of children can make them feel unimportant, and children may begin to believe someone other than their own family. This finding was further supported by Sarnou and Sarnou (2022) which mentioned that the findings showed that most children have negative feelings inside the educational milieu.

c. **Children are not open, do not listen or lack understanding when there is less communication with their parents.**
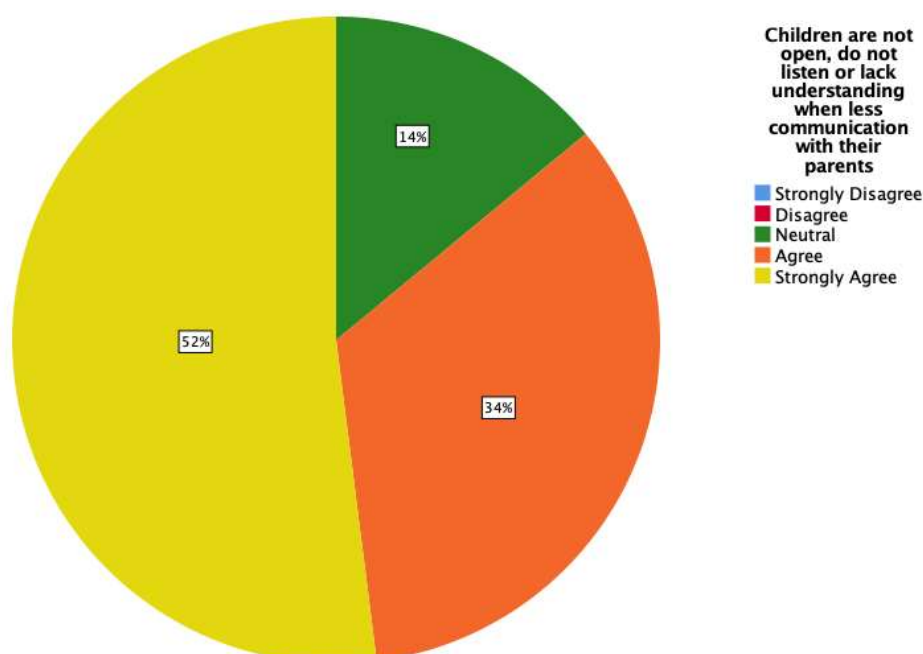

Figure 3: The total number of respondents according to children are not open, do not listen or lack understanding when less communication with their parents.

Figure 3 shows that the total number of respondents, according to children, are not open, do not listen, or lack understanding when less communication with their parents 26 respondents is, or 52%, strongly agree. As for agree and neutral the total number of respondents is 17 or 34% and 7 or 14%, respectively. According to the data received, the respondents choose mostly strongly agree because the respondent may believe that effective communication fosters comprehension and trust. Additionally, when children and parents understand and trust one another, families can collaborate to promote children's wellness and development and gain mastery over the child's behavior. This is why it is critical to create and maintain healthy relationships with parents through effective communication. This finding was further supported by Mokhtari et al (2022) which mentioned that it can be concluded that effective communication patterns such as communication and empathy between parents and students can play an important role in improving their social interest.

d. **Less attention and communication will make children tend to be aggressive and throw tantrums.**
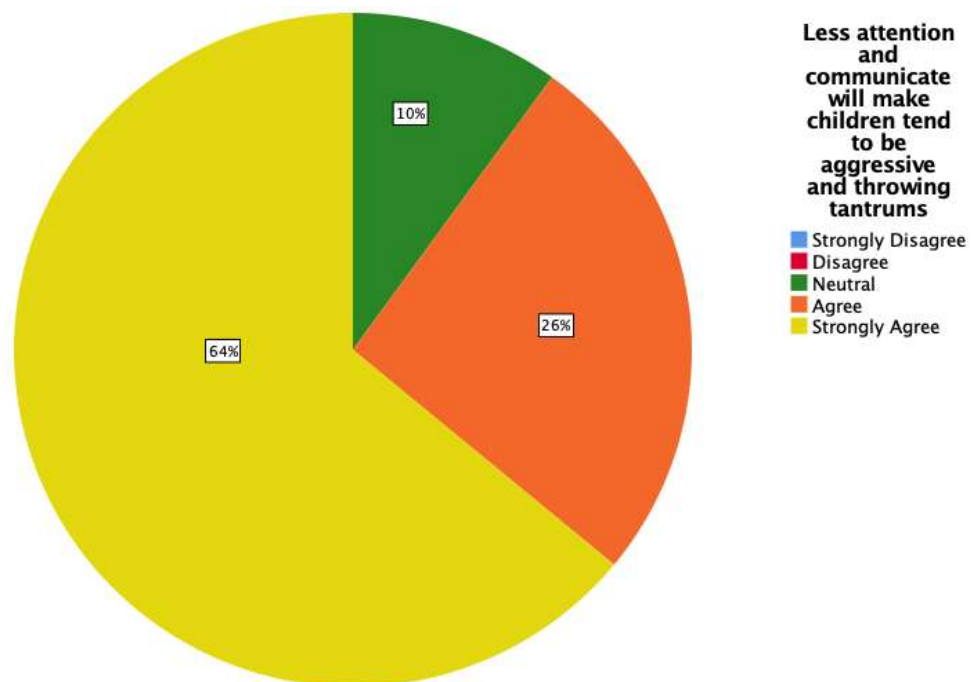

Figure 4: The total number of respondents according to less attention and communication will make children tend to be aggressive and throw tantrums.

Figure 4 shows that the total number of respondents who think that less attention and communication cause children to be more prone to aggression and tantrums is 32 respondents or 64% strongly agree and 13 respondents or 26% agree and 5 respondents or 10%, who are neutral. According to the information collected, respondents who strongly agreed did so because they believed that children would exhibit unwanted behavior if their parents paid less attention to them. Children occasionally throw tantrums because they are upset or agitated, and more effective communication from parents helps to better understand these children. This finding was further supported by Nasution and Alfikri (2022) which mentioned that parents play an important role in establishing interpersonal communication so that no more children engage in harmful behaviors that violate norms.

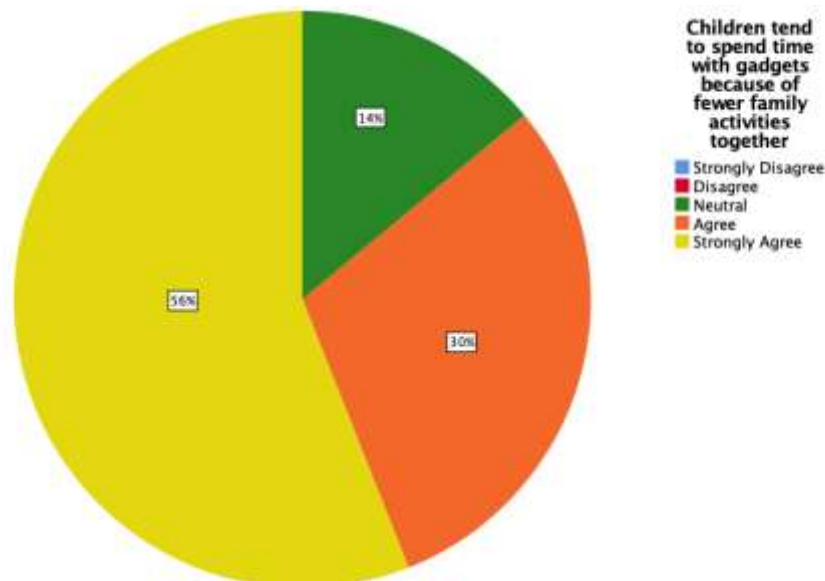e. **Children tend to spend time with gadgets because of fewer family activities together.**

Figure 5: The total number of respondents according to children tend to spend time with gadgets because of fewer family activities together.

Figure 5 shows that the total number of respondents according to children tend to spend time with gadgets because of fewer family activities together are 28 respondents or 56% strongly agree and agree and neutral 15 respondents, or 30%, and 7 respondents, or 14%. According to the data, respondents believe that fewer family activities together at home can lead to all family members being busy with gadgets. Family recreational activities such as playing board games, watching television, gardening, or playing outside can have a significant impact on overall family health. Simple activities could be created to help parents and children spend quality time together. This finding was further supported by Arinalhaq and Mayar (2022) which mentioned that parents at home should support children to play traditional games and facilitate them in the area and the games facilities or tools.

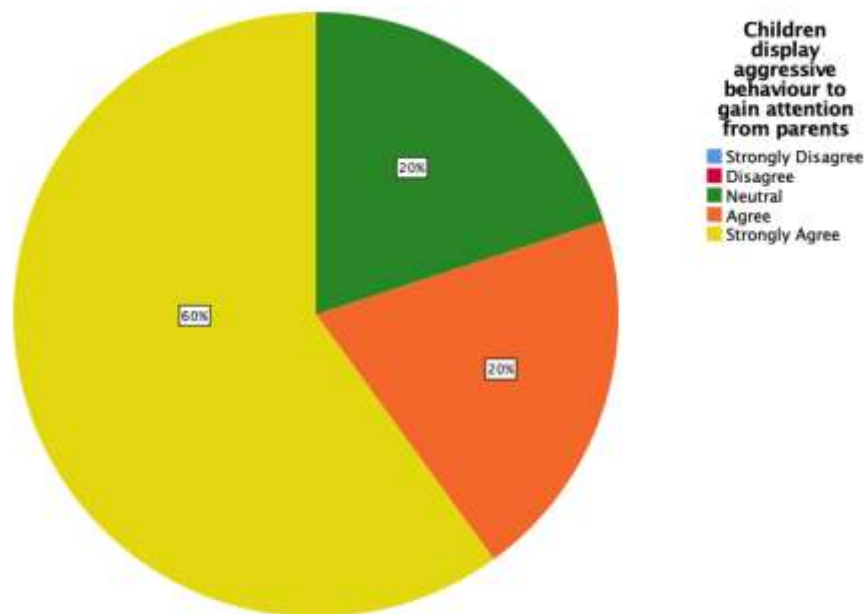**f.   Children display aggressive behavior to gain attention from parents.**

Figure 6: The total number of respondents according to children display aggressive behavior to gain attention from parents.

Figure 6 shows that the total number of respondents who think that children engage in aggressive behaviour to get their parents' attention is 30 respondents or 60% who agree with the statement " strongly agree" and "agree" and "neutral" There are 10 respondents or 20% and as many 10 respondents or 20%. Based on the data collected, most respondents strongly agreed because they believe that children want to be cared for and understood. This happens because children can also be unhappy; for example, children who are frustrated may act angrily. children act aggressively to get something they want. This finding was further supported by Gao et al. (2022) which mentioned that those families whose children's health-related behaviors needed to be improved, the parents should create supportive family environments, such as by playing less on mobile phone and spending more time with children.

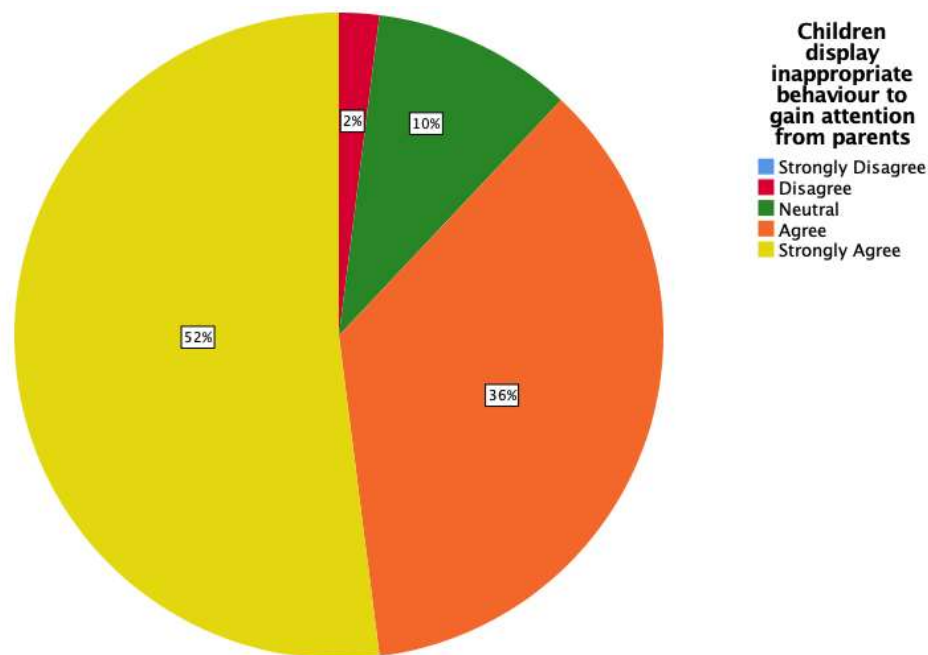g. **Children display inappropriate behaviour to gain attention from parents.**

Figure 7: The total number of respondents according to children display inappropriate behavior to gain attention from parents.

Figure 7 shows that the total number of respondents who believe that children engage in inappropriate behavior to gain attention from parents is 26 respondents or 52% of respondents who fully agree. The total number of respondents agreeing with the statement "strongly agree", "neutral" and "strongly disagree" is 18 or 36%, 5 or 10%, and 1 or 2% respectively. Based on the data shown, most of the respondents strongly agreed because they feel that children exhibit inappropriate behaviors, such as anger, and aggressive communication, just to get their parent's attention. When children do not get enough attention, they tend to throw tantrums, temper tantrums, nagging, teasing, and other unpleasant behaviors. This finding was further supported by Pandri and Netrawati (2022) which mentioned that parental attention, peer conformity and aggressive behavior are greatly reduced.

h. Children tend to be disrespectful and rude because of lack of family guidance and attention.
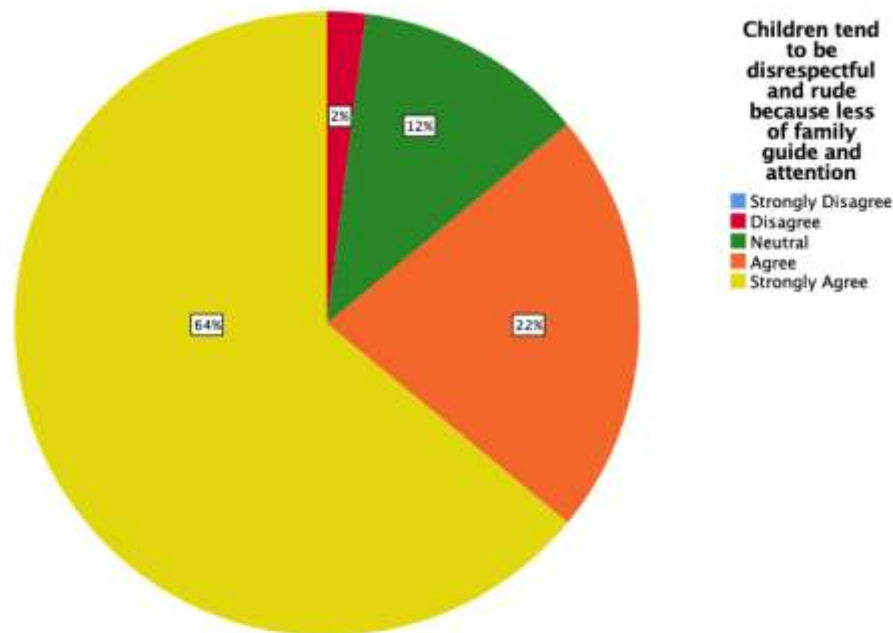

Figure 8: The total number of respondents according to children tends to be disrespectful and rude because less of family guidance and attention.

Figure 8 shows that of the total number of respondents who agree that children tend to be disrespectful and rude because they receive less family guidance and attention, 32 respondents or 64% strongly agree. As for the others, 11 respondents or 22% agree, 6 respondents or 12% agree, and 1 respondent or 2% disagree. According to the data collected, most of the respondents fully agree with this statement because the children started to act without consent to anything or anyone because no one cared about them at first. Neither guidance nor attention can make children act disrespectfully. Not because they chose to, but because they did not know how to behave when they had no parental supervision. This finding was further supported by Yanuarsari et al. (2021) which mentioned that children who were cared for with permissive parenting tended to be less independent, slower, have low motivational and lack self-control and confidence.

i. **Children socialize with family will learn how to trust, seek friendships from others, and find comfort with others as well.**
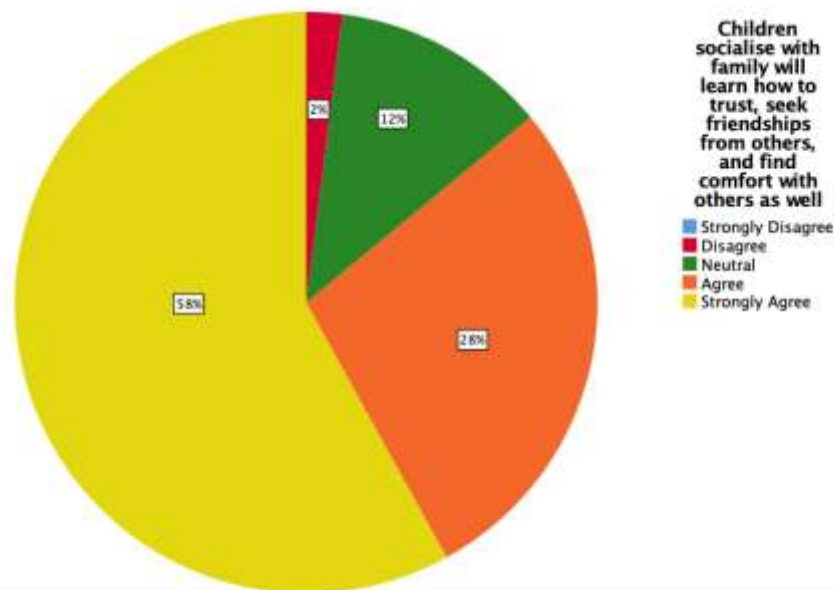

Figure 9: The total number of respondents according to children socializing with the family will learn how to trust, seek friendships from others, and find comfort with others as well.

Figure 9 shows that the total number of respondents after children socialize with family learn how to trust, seek friendships from others, and find comfort with others as well as 29 respondents, or 58%. As for others, agree, neutral, and disagree is 14 respondents or 28%, 6 respondents or 12%, and 1 respondent or 2%. Based on the data, most respondents think that building friendship skills comes from the family. Children learn to communicate with their family and then to connect with others. The family is often seen as the primary socialization agent. It not only teaches children self-care, but also provides them with their first values, norms, and beliefs. These skills, such as sharing, taking turns, cooperating, listening to others, resolving conflicts, and perceiving others' perspectives, develop through family activities that children then practice with others. This finding was further supported by Willard et al. (2021) mentioned that emphasizing social interaction is critical to ensure young children could develop critical social-emotional skills.

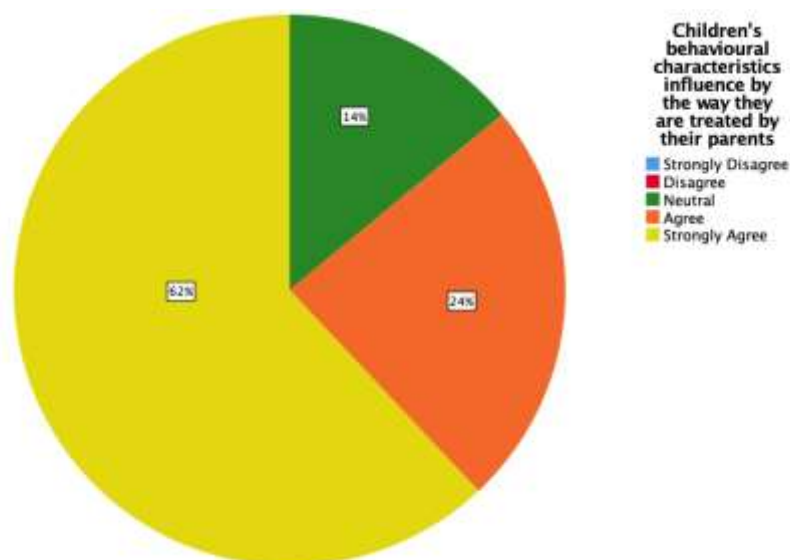### j. Children's behavioral characteristics are influenced by the way they are treated by their parents.

Figure 10: The total number of respondents according to children's behavioral characteristics influenced by the way they are treated by their parents.

Figure 10 shows that the total number of respondents who think that children's behavior is influenced by the way they are treated by their parents is 31 respondents or 62% strongly agree, 12 respondents or 24% agree, and 7 respondents or 14% are neutral. Based on the data collected, respondents agree with this statement because they believe that parents are role models for their children. What do parents do to show how they expect their children to behave? For example, how parents handle anger and grief affects how their children regulate their emotions. What parents eat, the language they use in their interactions, and the attitudes they display influence their children's future behavior. This finding was further supported by Nakamura et al. (2022) mentioned that the health behaviors parents' model and their social control efforts are associated with adolescent's beliefs and behavior.

Conclusion

The aim is to determine the emotional behavior of children, which is influenced by their parents and family ties. This objective is more reflective of parents' opinions about what should and should not be agreed upon. According to (Melhuish, 2015), the most consistent finding from longitudinal studies on the relative influences on children's emotional and behavioral development is that the most important sociodemographic factors and parental behaviors, especially the quality of maternal care in the home. According to the questionnaire statistics, about 74% of the respondents are married. The data collected are primarily related to the quality of the family and its influence on children's emotional and behavioral difficulties. Although the sample size was small and the research was conducted on a modest scale, the study concluded that children and the bond between parents and family have a significant impact on children's emotional behavior. According to the data analysis, 52% of the respondents fully agree and 36% agree that children engage in inappropriate behaviors to gain their parents' attention. In addition, 64% of respondents fully agree, followed by 26% who believe that children who receive less attention and communication are more aggressive and prone to tantrums. All these percentages show that parents have a significant influence

on their children's expressive behavior. According to Viana and Utami (2020) parents' behavior will influence their children because indirectly the habit of parents will be imitated and made an example for their children. Parents should make sure that they spend plenty of time with their children despite busy schedules, because good family communication is a crucial element in family functioning and an indicator of children's emotional and social progress. As mentioned by Ortega et al. (2021) family affect and communication play a key role in purpose in life and emotional well-being of children, with parenting style being a determining factor.

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