International Journal of Online Pedagogy and Course Design
Volume 15 • Issue 1 • January-December 2025

Developing and Validating a Board Games Attitude Scale for Primary School Teachers

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ABSTRACT

This study aimed to develop and validate a Board Games Attitude Scale for primary school teachers (hereinafter, BGAS-PT) to assess their perspectives on using board games in educational settings. Board games had already been integrated into Taiwan's senior high school disaster prevention curriculum. However, their adoption in primary classrooms remained limited, largely due to varying teacher perceptions concerning curriculum alignment and pedagogical value. The methodology involved validating items from previous scales to fit the context of primary education. Findings indicated that teachers generally recognized significant cognitive benefits from using board games, particularly in enhancing teaching strategies and classroom dynamics. Teachers who actively incorporated board games in their teaching reported higher levels of positive engagement and perceived cognitive benefits. Moreover, early-career teachers showed a greater openness to integrating games, suggesting that newer educators were more inclined to adopt innovative tools.

KEYWORDS

Board Games Attitude Scale for Primary School Teachers (BGAS-PT), Primary Education, Teacher Perceptions, Professional Development

INTRODUCTION

Innovative teaching methods have become increasingly vital in enhancing student engagement and learning outcomes in primary education. Board games, defined as tabletop-based, rule-governed activities involving multiple participants and components like boards and cards, have become effective educational tools in primary education. Board games promote critical thinking, problem-solving, and collaborative learning among young students (Tinterri et al., 2024). Additionally, game-based learning often incorporates natural science content and gamification elements (Guan et al., 2022), whereas board games specifically target cognitive and emotional competencies (Dell'Angela et al., 2020; Vita-Barrull et al., 2022). Recognizing the educational potential of board games, Taiwan's Ministry of Education (2021) has recently incorporated board game materials into the senior high school disaster prevention curriculum as part of the new national curriculum guidelines. This inclusion at the secondary education

DOI: 10.4018/IJOPCD.367878

level highlights the growing significance of board games in formal education settings. Despite the acknowledged benefits of board games, their adoption in primary school classrooms remains limited and varies significantly among teachers of different subjects. As experienced primary school teachers, we have observed a spectrum of attitudes toward integrating board games into teaching practices. Some educators are enthusiastic about embracing this innovative approach, whereas others are hesitant owing to concerns about curriculum alignment, classroom management, or perceived educational value. Understanding primary school teachers' attitudes toward the use of board games is crucial because their perceptions directly influence their willingness to implement such tools in their teaching. Currently, there is a lack of standardized instruments specifically designed to measure these attitudes within the context of primary school teachers. Developing and validating a board games attitude scale for primary school teachers (BGAS-PT) will fill this gap, providing valuable insights into the factors that encourage the integration of board games into primary curricula. By exploring these attitudes, we aim to support educational stakeholders in designing targeted professional development programs and policy initiatives. Such efforts can facilitate the effective incorporation of board games into teaching strategies, ultimately enhancing educational experiences for primary school teachers and students.

Motivated by personal experience, we, as seasoned primary school teachers, have observed the positive impact of board games on students' engagement and classroom dynamics. Conversations with colleagues across various subjects have revealed a spectrum of attitudes toward using board games in teaching, ranging from enthusiastic adoption to hesitation or skepticism. This variation underscores the importance of understanding the underlying factors influencing teachers' attitudes toward integrating board games into their teaching practices (Gutierrez et al., 2023; Hidayatullah & Haerazi, 2021). Developing a reliable and valid attitude scale regarding the integration of board games into the primary school curriculum will provide valuable insights into the underlying factors that influence educators' acceptance and usage. This development, in turn, will help identify specific barriers to the effective implementation of board-game-based pedagogies, enabling primary school principals and staff to devise targeted strategies to overcome these obstacles.

The primary objective of this research is to develop and validate a BGAS-PT. By capturing the multifaceted dimensions of teachers' attitudes, cognition, affection, and behavior, we aim to explore common trends and unique perspectives across different subjects. Additionally, we examine how factors such as teaching experience and school size impact teachers' acceptance and utilization of board games in the classroom. The findings offer recommendations to educational stakeholders on promoting strategies that support the incorporation of board games into primary education, ultimately enriching instructional strategies for the benefit of both teachers and students.

LITERATURE REVIEW

Research indicates that board games can promote several benefits in primary classrooms. Juhász (2021) demonstrated that primary teachers generally perceive board games positively, recognizing their ability to create interactive learning environments. Zsoldos-Marchiş(2020) similarly suggested that preservice teachers view board games as supportive of mental computation and cognitive development, transforming traditional learning activities into more engaging experiences. The use of board games aligns with the constructivist approach to learning in which students actively participate in the knowledge-building process and engage in critical thinking skills (Shamma, 2021).

Educational board games have shown promise in enhancing learning outcomes for elementary school students. Studies have demonstrated their effectiveness in improving knowledge acquisition across various subjects, including science, health education, and neurology (Singh, 2023). Games such as *Pandemic Resilience Serious Game* and an enterovirus board game improve understanding of complex topics in pandemic (Chen et al., 2022; Naeemi et al., 2024). Board games can increase engagement, motivation, and interpersonal interactions among participants (Bayeck, 2020; O'Neill & Holmes, 2022; Pinedo et al., 2022). They have been found to be particularly useful in promoting