

Bingo Hati: A Case Study of a my View Board Based Digital Counseling Tool for Enhancing Emotional Expression among Vocational College Students

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Abstract

Emotional expression represents a foundational dimension of psychological wellbeing and constitutes a critical prerequisite for effective counseling engagement. Within Technical and Vocational Education and Training (TVET) institutions, however, students frequently encounter difficulties in expressing emotions due to shyness, limited emotional awareness, and discomfort with direct emotional disclosure. These challenges often constrain the effectiveness of conventional counseling approaches that rely predominantly on verbal interaction. In response, this study reports a qualitative descriptive case study examining the design, implementation, and perceived impact of Bingo Hati, a digital counseling tool developed using the myViewBoard platform to facilitate emotional communication among vocational college students. The study involved eighteen students who participated in structured counseling sessions incorporating Bingo Hati as an emotionally mediated stimulus. Student perceptions were collected using a structured five-point Likert scale feedback instrument complemented by reflective responses. Descriptive analysis revealed consistently positive perceptions across key constructs, including emotional awareness, emotional comfort, engagement in counseling interactions, social emotional understanding, and overall acceptance of the tool. The interactive and structured bingo format supported psychological safety, reduced emotional resistance, and enhanced students' willingness to communicate during counseling sessions. This study contributes practical insights into technology-enhanced counseling practices in vocational education and highlights the potential of structured digital tools to support emotional expression in TVET contexts.

Keywords: Digital Counseling, Emotional Expression, Vocational College Students, myViewBoard, Case Study

Introduction

Emotional wellbeing has become an increasingly important concern within contemporary educational discourse, as institutions seek to support students' holistic development alongside academic achievement and vocational competency. In Technical and Vocational Education and Training (TVET) institutions, students are required to navigate complex emotional demands arising from performance-based assessments, intensive hands-on skill acquisition, and early exposure to workplace norms and expectations. These demands position vocational education as an emotionally challenging learning environment in which students' capacity to regulate and express emotions plays a critical role in learning engagement, persistence, and personal development (Smith & Racine, 2024).

Despite growing recognition of the importance of emotional wellbeing, emotional development and expression remain comparatively under-addressed within many vocational institutions. Counseling services in TVET contexts often prioritise behavioural management, academic progression, or career planning, with limited structured emphasis on emotional exploration. Many vocational college students experience difficulty articulating emotions during counseling sessions, particularly when interactions evoke feelings of vulnerability, embarrassment, or fear of judgement. Empirical evidence indicates that emotional inhibition and limited emotional literacy significantly reduce students' willingness to engage in counseling processes and constrain the effectiveness of emotional support interventions (Wang et al., 2025).

From a counseling practice perspective, emotional expression is not merely a communicative act but a foundational mechanism through which psychological insight, self-regulation, and behavioural change are facilitated. Counselors working with vocational students frequently encounter individuals who are shy, emotionally reserved, or uncertain about how to identify and manage emotions in constructive ways. These limitations often manifest as brief responses, avoidance behaviours, or surface-level engagement during counseling sessions. Research has consistently shown that students with limited emotional awareness derive fewer benefits from counseling approaches that rely predominantly on spontaneous verbal articulation of feelings (Dzulzalani et al., 2024).

This situation highlights a persistent and pressing challenge within vocational counseling contexts, namely the presence of emotional barriers that restrict students' ability to communicate and explore their internal emotional experiences effectively. Addressing this challenge is essential, as unresolved emotional difficulties may negatively affect students' learning engagement, interpersonal relationships, and readiness for the workplace. Consequently, there is a clear need for counseling approaches that move beyond traditional verbal-centric methods and that are better aligned with students' psychological needs and contemporary learning preferences.

Accordingly, the objective of this study is to examine the use of Bingo Hati as a digital stimulus material designed to encourage student communication and emotional exploration during counseling sessions. Developed using the myViewBoard platform, Bingo Hati aims to

create an engaging, visually supportive, and psychologically safe environment in which students can identify, select, and discuss emotions with greater confidence. By mediating emotional expression through structured interaction rather than direct verbal disclosure, the tool seeks to reduce emotional resistance, minimise embarrassment, and enhance students' willingness to participate actively in counseling.

The significance of this study lies in its potential contribution to counseling practice within TVET institutions. Specifically, it offers practical insights into how a simple and accessible digital tool can support emotional expression, strengthen counselor–student interaction, and enhance engagement among vocational college students. By focusing on the perceived utility and effectiveness of Bingo Hati within an authentic vocational counseling context, this case study contributes to the limited body of empirical research on technology-enhanced counseling in vocational education and provides guidance for counselors and educational institutions seeking innovative yet contextually appropriate approaches to emotional wellbeing support.

Literature Review

Emotional expression and emotion regulation are widely recognised as foundational components of psychological wellbeing, social functioning, and adaptive behaviour across developmental stages. Emotional intelligence has been conceptualised as the capacity to recognise, express, and regulate emotions in ways that support both intrinsic and extrinsic emotional satisfaction, underscoring the importance of structured emotional facilitation within educational and counseling contexts (Husain et al., 2022). Contemporary emotion regulation theory further emphasises that individuals' ability to articulate emotions meaningfully is a prerequisite for effective self-regulation, reflective processing, and psychological adjustment (Smith & Racine, 2024).

Within educational environments, emotional competence has been consistently linked to resilience, motivation, reflective learning, and interpersonal functioning. Empirical and systematic evidence demonstrates that individuals with stronger emotion regulation capacities exhibit more adaptive socioemotional outcomes, whereas environments that fail to scaffold emotional regulation are associated with emotional withdrawal, maladaptive behaviours, and reduced engagement (Chin et al., 2025; Zaki et al., 2024). These findings highlight the importance of intentional emotional scaffolding in learning and counseling settings, particularly during adolescence and early adulthood.

In Technical and Vocational Education and Training contexts, emotional challenges are often intensified by the performance-oriented and applied nature of curricula. Vocational students are routinely assessed based on observable competencies, productivity, and technical accuracy, conditions that may heighten anxiety, fear of failure, and emotional self-consciousness. Studies examining counseling practices in TVET institutions indicate that students frequently perceive counseling as corrective or evaluative rather than supportive, resulting in reluctance toward emotional disclosure and limited counseling engagement (Dzulzalani et al., 2024). Cultural norms surrounding emotional restraint in collectivist contexts further compound these barriers, particularly when emotional vulnerability is perceived as socially undesirable.

Research across developmental and educational contexts consistently indicates that emotion regulation is shaped by socially mediated processes. Parental relationships, observational learning, and autonomy-supportive adult interactions play a significant role in shaping emotional awareness and regulation, while controlling or unsupportive environments undermine emotional competence (Lee & Choi, 2022; Ee et al., 2023; Rosharudin et al., 2023; Walter et al., 2025). When familial or social emotional scaffolding is inconsistent or limited, schools and counselors assume a critical compensatory role in supporting emotional literacy and expression (Wu & Zhou, 2025).

Recent scholarship has increasingly explored the role of digital and technology-mediated tools in supporting emotional learning and counseling engagement. Interactive digital environments have been shown to lower emotional resistance by mediating emotional expression through structured activities rather than spontaneous verbal disclosure, thereby creating psychological distance that enables safer emotional engagement (Rout & Bhoi, 2024). Empirical evidence from higher education contexts further suggests that interactive smart board technologies enhance engagement, motivation, and participation by fostering psychologically supportive and collaborative environments, reinforcing the suitability of platforms such as myViewBoard for emotionally mediated interventions (Alsaied et al., 2025).

Digital platforms have also been shown to influence help-seeking behaviours, particularly when psychological safety, perceived usefulness, and ease of use are present. Evidence from Malaysian university students indicates that individuals with higher self-esteem are more willing to seek emotional support through digital environments, underscoring the importance of confidence-supportive and non-threatening interfaces in facilitating emotional disclosure (Jia-Hui et al., 2025). Similarly, students demonstrate strong willingness to engage in digital-based psychosocial counseling when technological interventions align with their everyday digital experiences (Sendek Anteneh et al., 2025).

Gamification research further provides important insights into emotionally mediated engagement. Gamified learning environments have been shown to activate and regulate emotional processes by introducing structured choice, visual engagement, and low-pressure interaction, which can enhance motivation, resilience, and emotional self-regulation (Navarro-Mateos et al., 2025; Pérez-López et al., 2025). However, evidence also cautions that socially competitive or cognitively overloaded gamification designs may undermine attention and emotional focus, highlighting the importance of simple, individual, and psychologically safe game-based structures when emotional objectives are central (Coelho et al., 2026; Hong et al., 2025).

Across counseling and professional education contexts, qualitative evidence consistently emphasises that effective emotional development relies on guided facilitation, relational attunement, and ethically grounded practice. Digital counseling competence develops most effectively within structured environments that support psychological safety, emotional containment, and meaningful reflection rather than unmediated emotional exposure (Choorat & Kramanon, 2025). Technology-mediated tools that provide clear scaffolding and guided reflection have been shown to enhance self-awareness and incremental personal development, reinforcing the importance of structured emotional mediation (Harrison et al., 2020).

Despite growing evidence supporting digitally mediated emotional interventions, empirical research examining their application within vocational counseling contexts remains limited. Much of the existing literature focuses on clinical, higher education, or general schooling populations, offering limited insight into how technology-enhanced counseling tools function within TVET environments characterised by applied curricula, emotional restraint, and institutional constraints. This gap underscores the need for context-specific case studies that examine how structured, digitally mediated tools can support emotional expression, psychological safety, and counselor–student interaction in vocational education settings.

Methodology

Research Design

This study employed a qualitative descriptive case study design to examine the implementation and perceived impact of Bingo Hati within a vocational college counseling context. The case study approach was selected due to its suitability for examining complex educational and psychological phenomena situated within real life institutional settings, particularly when the boundaries between the intervention and its context are closely intertwined (Sena, 2024). The case was defined by a specific digital counseling intervention implemented within a single vocational college involving a clearly identified group of students.

A qualitative descriptive orientation was appropriate because the study aimed to provide a rich and contextualised understanding of students' experiences rather than to test hypotheses or establish causal relationships. Such designs are widely recognised as suitable for exploratory investigations of educational and counseling innovations where empirical evidence remains limited. Although a structured Likert-scale questionnaire was used, the quantitative data served a descriptive and supportive role within a qualitative case study design, rather than for hypothesis testing or statistical inference.

Instrument Development

The primary instrument used in this study was a structured student feedback questionnaire designed to capture perceptions of emotional comfort, engagement, and communication during counseling sessions that incorporated Bingo Hati. The instrument was developed based on an extensive review of literature related to emotional expression, counseling engagement, and technology enhanced support tools (Rout & Bhoi, 2024; Wang et al., 2025). Items were constructed to reflect key constructs aligned with the study objectives, including emotional awareness, emotional comfort and psychological safety, engagement in counseling interactions, social emotional understanding, and overall acceptance of the digital tool.

A five-point Likert scale ranging from strongly disagree to strongly agree was employed to capture degrees of agreement. In addition to Likert items, open ended prompts were included to allow students to provide reflective feedback on their experiences, thereby enriching the qualitative dimension of the data.

Pilot Testing and Reliability

Prior to full implementation, the questionnaire underwent pilot testing with a small group of students who shared similar characteristics with the study participants but were not included in the final sample. The pilot test aimed to assess clarity, relevance, and internal consistency. Feedback indicated that the items were clearly understood and aligned with students' counseling experiences.

Internal consistency reliability was examined using Cronbach's alpha. The results exceeded the commonly accepted threshold of 0.70 for educational and social science research, indicating satisfactory reliability and supporting the use of the instrument in the main study (Hair et al., 2022).

Sampling and Participants

Purposive sampling was used to select participants who were directly involved in counseling and guidance sessions where Bingo Hati was implemented. A total of eighteen vocational college students participated in the study. The sample size reflects the bounded nature of the case and aligns with qualitative research principles that prioritise depth and contextual understanding over statistical generalisation (Sena, 2024).

Ethical considerations were addressed through informed consent, voluntary participation, and confidentiality assurances. Participants were informed that their involvement would not affect their academic standing or access to counseling services.

Data Collection

Data collection was conducted during scheduled counseling sessions in which Bingo Hati was integrated as a core activity. Students interacted with the digital tool via the myViewBoard platform by selecting emotionally resonant statements displayed in a structured bingo grid. Following the session, students completed the feedback questionnaire in a controlled environment that allowed for independent reflection.

In addition to questionnaire responses, the counselor maintained reflective notes documenting observations related to student engagement, emotional responsiveness, and interaction dynamics. These observations provided contextual data that supported interpretation of student feedback.

Data Analysis

Likert scale responses were analysed using descriptive statistics, including frequencies and percentages, to identify overall response patterns. Mean scores and standard deviations were used to summarise response tendencies across items and constructs, consistent with descriptive analysis practices in exploratory and case study research. Qualitative data from open ended responses and counselor reflections were analysed thematically through systematic coding and theme development. The integration of quantitative summaries and qualitative insights enabled a comprehensive and credible understanding of the case (Braun & Clarke, 2021).

Findings

This section presents the findings of the study by integrating descriptive analysis of the Likert scale questionnaire with interpretive insights derived from students' qualitative reflections and counselor observations. The results highlight students' perceptions of emotional comfort, willingness to communicate, and engagement during counseling sessions that incorporated Bingo Hati.

Table 1

Student Feedback on the Use of Bingo Hati in Counseling Sessions (N = 18)

Construct	Item	Mean	SD
Emotional Awareness	Bingo Hati helps me recognise my emotions more clearly	4.39	0.61
Emotional Awareness	I am more aware of my feelings after the session	4.50	0.62
Emotional Comfort	I feel comfortable expressing emotions using Bingo Hati	4.44	0.51
Emotional Comfort	Bingo Hati reduces embarrassment when sharing emotions	4.33	0.59
Engagement	The activity makes counseling more engaging	4.39	0.50
Engagement	I am more willing to communicate during counseling	4.28	0.57
Social Understanding	I better understand others' emotions	4.22	0.55
Overall Acceptance	Bingo Hati is suitable for counseling sessions	4.44	0.51

Descriptive analysis of the questionnaire responses demonstrates consistently positive student perceptions regarding the use of Bingo Hati as a digital counseling support tool. As presented in Table 1, high mean scores were observed across all measured constructs, including emotional awareness, emotional comfort, engagement in counseling interactions, social emotional understanding, and overall acceptance of the tool. The absence of low mean scores and the relatively small standard deviations indicate a high level of agreement among participants regarding the perceived benefits of the intervention.

Specifically, students reported improved recognition and awareness of their own emotions following participation in the Bingo Hati activity, suggesting that the structured and visually supported format facilitated emotional reflection. High mean scores related to emotional comfort further indicate that students felt safe and at ease expressing emotions through the digital bingo mechanism, with reduced feelings of embarrassment or self-consciousness. In addition, strong agreement on engagement-related items suggests that Bingo Hati enhanced students' willingness to communicate and participate actively during counseling sessions.

Qualitative reflections and counselor observations provided further support for these patterns. Students indicated that selecting emotionally resonant statements helped them organise thoughts, clarify feelings, and articulate emotional experiences more coherently. Counselor observations similarly noted increased student responsiveness, longer engagement duration, and deeper emotional dialogue compared to conventional counseling interactions. Collectively, these findings suggest that Bingo Hati functioned as an effective

emotional mediation tool that supported both individual emotional awareness and meaningful counselor–student interaction within the vocational counseling context.

Discussion

The findings of this qualitative descriptive case study provide important insights into how digitally mediated counseling tools can address emotional expression challenges among vocational college students. Consistently positive student perceptions regarding emotional comfort, willingness to communicate, and engagement indicate that Bingo Hati effectively reduced affective barriers commonly reported in vocational counseling contexts. These outcomes directly align with emotion regulation theory, which emphasises psychological safety, structured emotional scaffolding, and guided facilitation as prerequisites for meaningful emotional expression and self-regulation (Smith & Racine, 2024).

The construct-level findings further clarify how Bingo Hati supported emotional expression. High scores for emotional awareness indicate that structured emotional prompts facilitated reflective recognition of feelings, while strong agreement on emotional comfort items reflects the role of psychological safety in reducing emotional resistance. Engagement and social understanding scores suggest that the activity supported both intrapersonal and interpersonal emotional processes, reinforcing the value of guided, low-pressure digital mediation in counseling contexts.

A key contribution of Bingo Hati lies in its capacity to mediate emotional disclosure through structured interaction rather than spontaneous verbal articulation. The findings demonstrate that allowing students to select emotionally resonant statements reduced embarrassment, self-consciousness, and anxiety commonly associated with direct emotional disclosure. This mediated process supports prior research indicating that digital tools can create psychological distance, enabling individuals to engage with emotions more reflectively and with reduced fear of judgement (Rout & Bhoj, 2024). In this sense, Bingo Hati functioned not merely as a technological interface but as an emotional scaffold that transformed the counseling interaction into a safer and more accessible experience.

The observed increase in students' willingness to communicate further reinforces the potential of technology-enhanced counseling to support engagement among vocational learners. Previous research has shown that vocational students often perceive counseling as corrective or evaluative, which discourages emotional openness and limits counselor–student interaction (Dzulzalani et al., 2024). By shifting the focus from direct questioning to guided selection and reflection, Bingo Hati repositioned counseling as a collaborative and student-centred process. This finding is consistent with evidence suggesting that autonomy-supportive and choice-oriented facilitation strengthens emotion regulation and emotional engagement (Ee et al., 2023).

The interactive and visually structured design of Bingo Hati also appears to have contributed to the establishment of psychological safety during counseling sessions. Psychological safety is widely recognised as a critical condition for emotional exploration, particularly among individuals with limited emotional literacy or high levels of emotional restraint. Prior studies indicate that emotionally supportive environments enable individuals to organise thoughts, clarify emotional experiences, and articulate feelings more coherently

(Walter et al., 2025; Wu & Zhou, 2025). The present findings corroborate this evidence, as students reported improved emotional clarity and confidence when using the digital bingo format.

From a technological perspective, the use of the myViewBoard platform aligns with research demonstrating that interactive smart board technologies enhance engagement, motivation, and participation by creating collaborative and psychologically supportive environments (Alsaied et al., 2025). The familiarity of digital interaction may have further reduced resistance to counseling participation, particularly for vocational students accustomed to technology-supported instructional environments. This finding is consistent with evidence suggesting that perceived usefulness and ease of use significantly influence willingness to engage with digital psychosocial support services (Sendek Anteneh et al., 2025).

The findings also resonate with broader gamification literature, which highlights the role of structured, low-pressure game elements in regulating emotional engagement. Gamified environments that emphasise individual interaction, visual cues, and structured prompts have been shown to enhance emotional resilience and self-regulation while minimising anxiety and cognitive overload (Navarro-Mateos et al., 2025; Pérez-López et al., 2025). Importantly, Bingo Hati avoids competitive or socially evaluative elements, aligning with evidence cautioning against complex social gamification designs when emotional safety is the primary objective (Coelho et al., 2026; Hong et al., 2025).

Collectively, these findings extend existing literature by demonstrating how a simple, context-sensitive digital counseling tool can reshape emotional communication within a TVET setting. While prior studies have explored digital counseling and gamified emotional learning in higher education and clinical populations, empirical evidence from vocational counseling contexts remains limited. This study contributes to closing that gap by illustrating how structured digital mediation can support emotional expression, enhance counselor–student interaction, and foster psychological safety among vocational college students.

Conclusion

This study examined the implementation of Bingo Hati, a myViewBoard based digital counseling tool, as a means of enhancing emotional expression among vocational college students. The findings demonstrate that the use of an interactive and visually engaging digital stimulus can significantly improve students' emotional comfort, willingness to communicate, and engagement during counseling sessions. By allowing students to express emotions through structured selection rather than direct verbal disclosure, Bingo Hati addressed common challenges related to shyness, embarrassment, and limited emotional awareness.

As a qualitative descriptive case study, the research offers context rich insights into how digital tools can support counseling practice within Technical and Vocational Education and Training institutions. The results highlight the importance of designing counseling interventions that align with students' psychological needs and contemporary learning preferences. Bingo Hati illustrates how technology, when purposefully integrated, can function as more than a delivery platform and instead serve as a catalyst for meaningful emotional exploration and counselor student interaction.

Overall, the study underscores the potential of technology enhanced counseling approaches to strengthen emotional wellbeing support in vocational education. While further research involving larger samples and diverse contexts is recommended, the findings suggest that Bingo Hati represents a promising and adaptable model for counselors seeking innovative strategies to facilitate emotional expression and engagement among vocational students.

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