

EFFECTS OF EDUTAINMENT ON STUDENTS ATTITUDE TO LEARNING IN CHRISTIAN RELIGIOUS STUDIES

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Abstract

The aim of this research was to examine the effect of edutainment on students' attitude in learning. Edutainment can be defined as a combination of education and entertainment. A total of 120 students was selected from a population of 4,550 students in 60 secondary schools in the study area. The non-randomized pre-test post-test experiment control group design was employed in the study. Edutainment Attitude Questionnaire (EAAQ) were used to collect data from the sample. The instrument was validated by experts in CRK and Measurement and Evaluation Departments of Ahmadu Bello University and University of Jos. The reliability indices of EAAQ were determine at 0.6 by Kuder Richardson formula. The experimental group was taught, ten selected CRK themes (e.g. fairness and love) using edutainment method while the control group was taught the same themes sing the traditional lecture method. The teaching lasted for six weeks. The hypothesis was tested using Mann-Whitney test at 0.05 level of significance. The result showed that the experimental group had higher attitudes than the control group. Thus it was concluded that edutainment method enhanced students' attitudes towards CRK. It was therefore recommended that teachers should incorporate edutainment method in CRK classroom to improve students' attitudes towards Christian Religious Studies.

Keywords: Edutainment, Students' Attitude, Learning, Christian Religious Studies

Introduction

In learning, students relate to learning activities. Meaningful activities can help students' to learn better, and one way to create fun learning activities is to provide entertainment while learning with entertainment during learning, students will enjoy in the learning activities so that the expected goal of learning can be achieved (Putra and Setyaningrum, 2018).

Learning combined with entertainment is called edutainment (Colace, De Santo and Pietresanto; 2006). In edutainment, students can learn while playing. Edutainment can be an innovative learning media in accordance with technological advances at this point in time. Previous research studies found that edutainment method

can increase students' interest in learning (Kebritchi, Hirusu and Bai, 2010; Mat Zin and Mohd, 2010 and Etete, 2017).

Edutainment means combination of education and entertainment. Colace *et al* (2006) state that edutainment is a type of entertaining which is designed with the aim to educate by including entertaining variety such as multimedia software, internet sites, music, films, video and computer games and TV programs in order to exhilarate in addition to educate. Furthermore, edutainment is named as a hybrid mix of education and entertainment that relies heavily on visual material, narrative or game-like formats and on more informal, less didactic styles of address (Buckingham and Scanlon, 2001). By

using edutainment, learners learn the material in an enjoyable environment. Thus the purpose of edutainment is to attract and hold the attention of learners by engaging their emotions through their activities (Etete, 2017).

Interest is one factor that can affect a person to do something through activity. As Dewey (1913) has expressed in being “engaged, engrossed, or entirely taken up some activities”. Other opinions also define interest as a motivational variable that refers to the involvement of individuals within a particular class of objects and activities (Frenzel, Goetz, Pekrun and Watt; 2010).

Furthermore, Ainley, Hidi and Berndoff (2002) divide interest into three types, namely individual interest, situational interest and interest in the topic. Individual interest is regarded as individual inclinations to deal with specific stimuli, events and objects. Situational interest is caused by certain environmental aspects. While interest of the topic is caused by certain topics or subjects.

Types of edutainments

Edutainment is an evolving alternative to the traditional education method. It can be organized in different ways. Kowitz *et al* (2006) categorized edutainment into four different groups, which are:

1. Location-based edutainment which can be divided into two categories: interactive and participatory where children can play and participate in games, and non-interactive and spectator where children can just be seated and exploring (movies, science show, museums and zoos).
2. Edutainment by purpose and content. This consists of informal education which is to improve learners' life control and skills education which is to give experiences, like simulations.

3. Edutainment by target group which includes motivation-oriented (learners who have the same interest) and age-oriented (learners who have the same age).
4. Edutainment by type of media. This contains edutainment on TV which includes comedic drama, historical, drama, sketch comedy, skills and travel; computer edutainment which includes game types such as adventure, quiz, role-play, strategy simulation and experimental drama; edutainment on internet which includes tele-teaching and tele-learning systems and web-based educational systems as well as interactive television. These types of edutainment use the advent of digital television to provide the interactivity via software and hardware and connect with other telecommunication systems.

Traditional teaching and learning method

One of the common teaching methods teachers prefer today is the lecture method. Using this method, the teacher transmits knowledge to the students who sit passively in the classroom and listen. Another method is the question-and-answer approach which was developed in order to avoid the boredom caused by lectures and to provide a more efficient learning environment. The traditional method of talk and chalk focused on the lecture method in delivering the content to the students and they used one way communication to explain the idea or principles. With this method students become passive participants in class (Etete, 2017). This situation leads to the students becoming bored to learn, and this finally influences their performance (Harnani and Nor, 2010).

Edutainment teaching method

One purpose of teaching is to equip students for effective living in the society. It is therefore critical that students are effectively taught and that students learn and apply the precepts and principles of what they are taught for their own good and that of the society (Njoku, 2008; Agha, 1995). A critical element in edutainment method is to keep a balance between entertainment and education.

Edutainment method is a point of engagement. This perspective implies that exposure of students to edutainment may not only have direct effect on students on the area of study but that it may cause direct effect on their behaviour change. It should stimulate students to talk freely with family members, peers, and community members. The idea is that learning can be fun and fun can promote learning (Etete, 2017).

Attitude can be seen as a predisposition or a person's perspective or a dislike disposition towards an desirable object (Loewenstein, 2007). Ozoji (1991) notes that attitude is a trielement concept that interlocks beliefs (CRK content that generates emotions dis-like towards or a way from CRK). It follows that if the attitude object is intrinsically internalized as the first step, then positive emotions and actions towards CRK any naturally follow, become interlocks and ultimately influence students' behaviour towards CRK.

The attitude objective aspect in this study is based on the belief that students' attitude when changed will lead to positive disposition towards the study of CRK. Scholars (e.g. Eze, 1999) blamed teachers for over reliance on the traditional method which promotes passivity and its attendant lack of interest and attitudes to the study of the subject.

Newer methods of teaching such as flip classroom, concept mapping methods that promote activities are seldom used by teachers. Studies that engaged these methods came up with enhanced achievements. This study towing the trend produced desired results adopted the edutainment method of teaching CRK to find out if it could enhance students' attitudes towards CRK.

To achieve the aim of this study the following null hypothesis was tested at 0.05 level of significance.

There is no significant difference in the attitude of SSII students taught with edutainment and traditional methods.

Methodology

Participants

The research was conducted in public and private secondary schools in Zaria, Kaduna State. 120 SS II students were randomly selected to involve in the research. They were equally divided into two different groups, which are the experimental and control groups.

Instrument

The instrument used was Edutainment Aided Questionnaire (EAQ). The instrument was constructed by the researcher to assess the attitude direction of the students towards CRK. It was validated by experts. The test retest method with an interval of three weeks was used to establish the reliability of the instrument which yielded 0.6 using Kuder Richardson 20 formula.

Procedure

The first step in the research was to teach both groups of students some selected CRK themes. The control group was taught traditionally using talk and chalk; while the experimental group was taught using edutainment method. With the experimental group each theme taught started with an edutainment

anthem composed by the researcher. After the learning session ended, the questionnaire was distributed to the students in both groups. Permission to conduct the research was first secured from the college principals. All the respondents were assured that it was meant for academic purpose only and

any information given will not be divulged.

Data Analysis

The data collected during the research was analyzed using Mann-Whitney Test difference in attitudes towards CRK of students taught with edutainment method and those taught with talk and chalk method.

Table 1: Mann-Whitney Test difference in attitudes towards CRK of students taught with edutainment method and those taught with talk and chalk method.

Groups	Ranks			Z calculated	Sig (p)
	N	Mean Rank	Sum of Ranks		
Edutainment Method (Experimental)	60	73.52	4411.00	4.108	0.000
Traditional Method (Control)	60	47.48	2849.00		
Total	120				

Source: Etete, 2017

The results of the non-parametric of Mann-Whitney test shows the mean ranking of attitudes of students taught with edutainment and traditional methods respectively. The results indicate that a significant difference exists in the attitudes of SSII students towards CRK who were taught with edutainment and traditional methods respectively.

Discussion

The study investigated the effect of edutainment method on Senior Secondary School Students' Attitudes towards CRK. The results showed that the attitudes of students in the experimental group shifted towards positive direction after the intervention. This is in line with Lawal's (2010 and

Etete 2017) observation that students who believed that CRK was not a difficult subject were those who found the CRK lesson interesting. This was the case of edutainment when students were taught using play let, road shows, POP music etc.

Conclusion

As education design becomes more complex and challenging, a new form of teaching is required in delivering new knowledge, integration and a more democratic relationship between the teacher and students. Educators should vary their teaching methods in order to increase students' interest and understanding. Educators have to be creative and innovative in order to choose the right teaching method.

Based on the result of data analysis in this research it can be concluded that learning with edutainment is effective in terms of students' attitudes. The study thus proves that edutainment method involves students' attitudes. This it is suggested that teachers should use edutainment method in teaching and learning and edutainment methods should be included in education policy documents.

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