

Edutainment Approach in Christian Religious Studies Delivery: A New Approach in Nigerian Educational Transformation

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Abstract

The study focused on edutainment approach in Christian Religious Studies (CRS) delivery as a new direction in Nigeria's Educational transformation. This is necessary because most of its teaching are accustomed to the use of conventional instruction that focuses on contents transmission with little or no chance for learner's participation rather, students play a passive part. The study employed the use of quasi-experimental research design of non-randomized post-test control design. The target population comprised all the 4,550 CRS students in senior secondary schools in Zaria Local Government Area, out of which 120 CRS senior secondary school students were sampled using purposive sampling technique. Out of the 30 public senior secondary schools in Zaria Local Government Area, 2 intact classes were purposively selected and used in the study. The instrument used for data collection was the Edutainment Aided Christian Religious Studies Achievement Test (EACRSAT). The instrument has 20 question items based on selected CRS concepts. The EACRSAT instrument was pilot tested using Kuder Richardson formula and a reliability index of 0.75 was obtained. The data collected through this instrument was analysed with the use of descriptive statistics of mean, standard deviation and standard error to answer the research question while inferential statistic (Z-test) was used to test the hypothesis at 0.05 level of significance. Findings revealed that edutainment method enhances students' academic achievement in CRS. Recommendations such as suitable edutainment method training programmes should be designed for CRS teachers to empower them on how to use this method of delivery, among others are proffered.

Article History

Received: August, 2022

Review processes

September – October,
2022

Received in revised form:
November 2022

Accepted: November 2022

Published online:

December 2022

KEYWORDS

- Christian Religious Studies
- Edutainment
- Educational transformation
- Nigeria

Introduction

Christian Religious Studies (CRS) is a practical and theoretical subject whereby students need to be engage in teaching and learning but what operates largely in senior secondary schools in Kaduna state presently is more of reading, memorization and hearing without engaging students in active teaching and learning. The way a teacher presents a subject matter will make students like or dislike the subject, make them to understand the lesson or otherwise (Yusuf, 2012). Pedagogy approach is what a professional teacher utilizes to maximize students learning. It includes ways in

which teachers do things that cause permanent changes in the students' behaviour. What the researcher observed in the past three decades of teaching Christian Religious Studies (CRS) at secondary and college of education levels is the usage of conventional approach which is mainly talk and chalk.

Christian Religious Studies (CRS) is one of the subjects taught at Senior Secondary Schools across the country. It is aimed at inculcating moral and spiritual virtues into the minds of the learners in order to grow up and abide by provision and teaching of their religion with the fear of God. In view of the significance of

Christian Religious Studies (CRS) to the development of morally sound citizen; the choice of effective teaching approach that will assist in the transmission of religious values and virtues is necessary and vital. As most of its teaching are accustomed to the use of conventional instruction that focuses on contents transmission with little or no chance for learner's participation rather, students play a passive part, memorize, and regurgitate facts and concepts without the basic understanding of what it is. Often, none of these facts were related to life. The students were made to absorb them as a sponge absorbs water (Alasoluyi, Shaibu & Garba, 2016).

However, different instructional approaches develop different skills in the learners, a variety of teaching approaches make the teachers job more stimulating and enjoyable. Pedagogies of Religious education have been explored in Nigeria and elsewhere. Among the various pedagogies that have been studied were confessional (Thompson, 2004), Neo Confessional (Cox in Nalan, 2015), Phenomelological (Smart in Heiden & Fassbender, 2010; Ekeke & Ekeopara, 2010), Gift to the child (Hull in Charsky, 2010), Interpretive (Jackson in Mirriam, 2012), Concept Cracking (Cooling in Argan & Sever, 2010), Critical Realist (Wright, 2000), Narrative (Erricker in Nalan, 2015) and life Themes (Onsongo, 2002). Edutainment approach or pedagogy seeks to examine how education and entertainment can transform human beings with refined thoughts and actions with which to make the society a better place for all. Even though edutainment pedagogy has been extensively used in Europe and elsewhere, there is a dart in

literature on its usage in Africa, particularly Zaria; the scope of this study. This poses a challenge to the author to research into this topic. This paper therefore sought to examine how edutainment approach of Christian Religious Studies (CRS) teachers in Nigeria can affect students' academic achievement.

Edutainment depicts any entertainment that is primed to educate and entertain (Mirriam, 2012). In the context of this study, edutainment is used to mean primarily Christian Religious Studies concepts that are transmitted to the students by means of entertainment through which they are expected to internalize the objectives of the work. The key idea in edutainment is to combine entertainment and education to obtain certain advantages (Singhal & Everett in Argan & Sever, 2010). Edutainment has been conceptualized by scholars as a programme of instruction and training that has the potential to develop an individual's skills to achieve a particular end by boosting his or her mental, moral or physical powers (Singhal in Heiden & Fassbender, 2010).

For a material to be edutainment it must be produced for educational purposes by ensuring that there are educational elements, a possibility to get response, evaluation, and at least implicit interaction related to the material. Singhal and Rogers (2002) have thus stated that even though we are entertained and appreciated to be entertained or we entertain ourselves, edutainment must strive towards education. For example, teachers learn more about their students in different ways than from the classroom

(Nemes, 2002). Entertainment method is a point of engagement, a site of discourse. This perspective implies that exposure of students to entertainment method only may have direct effects on CRS students of the area under study, but that it may cause direct effects on behaviour change leading to interpersonal discussions. This may lead to dialogue, decisions and collective actions, which may influence students' external environment to help create the necessary conditions for social change at the system level in their behaviour (Lawal, 2010).

A study conducted by Anderson, Huston, Schmith, Lineberger and Right (2001), evaluated high school students who had watched the children's educational Programme – Sesame Street at a younger age concerning academic skills, discovered that high school students who watched more educational programming statistically had high grades in English, Mathematics and Sciences, used Literature more often and placed academic performance high on value list of achievement. Levis in Charsky (2010) carried out a study on Information Retention on 13 and 14 years old children in 2000. He observed that students learned more effectively from information presented in the audio-visual provided by video and game in comparison to facts from a printed page. He discovered that more than three quarters of the children absorbed facts contained in a historical video game as opposed to just more than half who were presented with the same information in written form (BBC News, 2012).

Research Question

One research question was raised and answered in the study.

- i. To what extent do edutainment instructional practices affect students' academic achievement?

Research Hypothesis

The hypothesis formulated in the study was tested at 0.05 level of significance.

There is no significant difference in the effect of edutainment method on students' academic achievement in CRS.

Methodology

The study employed the use of quasi-experimental research design of non-randomized post-test control design. This design was aimed at finding out the effect of edutainment method on the academic achievement of students in CRS. It is quasi-experimental because there is no randomization of subjects to treatment conditions, rather intact classes were used. Zaria is one of the Local Government Area in Kaduna State, Nigeria. It has 30 public senior secondary schools with a total population of 1,750 students. For the study, the target population comprised all the 4,550 CRS students in senior secondary schools in the Zaria LGA.

The sample size comprised 120 SS II students from public senior secondary schools in Zaria: 60 students from one intact public senior secondary school and 60 from another intact public senior secondary school. Purposive sampling technique was used to select the two public senior secondary schools used in the study.

One instrument was used for data collection in this study, that is, Edutainment Aided Christian Religious Studies Achievement Test (EACRSAT).

The instrument has 20 question items based on selected CRS concepts.

The research instrument was subjected to validity and reliability test. The instrument was given to experts to ascertain how they met the face and content validity. The suggestions given by experts were used to effect the necessary changes to improve upon the validity of the instrument. Thereafter the instrument was pilot-tested to find out their functionality and effectiveness in order to reduce the threat to their internal validity. The threat to external validity was controlled by making sure that all the participants responded to the same

instrument. Kuder Richardson formula was used to determine the reliability index (r) of the instrument and a reliability index of 0.75 was obtained. If the reliability index is 0.6 and above it is taken as a measure of internal consistency of the instrument although Uzoagulu (1998), avers that this figure assumes that all items are of equal difficulty.

Results

The results of the study were tabulated. Descriptive statistics of mean, standard deviation and standard error were used for the analysis to aid comprehensive and holistic discussion.

Table 1: Students' performance in Christian Religion Studies using Edutainment and Conventional methods of teaching in senior secondary schools in Zaria

S/No	Teaching methods	Students' performance (%)
1	Edutainment method	68.20±1.54
2	Standard deviation	11.96
	Range	57.00
	Conventional method	31.80±1.78
	Standard deviation	13.77
	Range	48.00

Data were tested at 95 % level of significance, \pm = standard error

Table 1 shows the mean academic achievement of students taught using edutainment method and those taught using the conventional method. The results indicates that students taught with the edutainment method significantly performed better (68.20%) than their counterparts that were taught using conventional method (31.80%). Evidence of this result was further

explained by the standard deviation, 11.96 and standard error, 1.54 in Edutainment method which were relatively lower compared to the conventional method, 13.77 and 1.78, respectively. It therefore implied that the use of edutainment method has high and strong influence in senior secondary school students' academic performance in CRS.

Table 2: Independent Z-test statistical difference in the academic achievement in CRS of students

Method	N	Mean	SD	Std. err	df	Z-Cal.	Z-Crit.	Sig. (P)
Edutainment	60	68.20	11.96	1.7776	118	1.028	1.96	.002
Conventional	60	31.80	13.76	1.5441				

Calculated $p < 0.05$, calculated $Z < 1.96$ at df 118, N = sample number, $std. dev.$ = standard deviation, df = degree of freedom, Z -Cal. = Z calculated, Z -crit. = Z critical

Table 2 revealed that there was significant difference in the effect of edutainment method on students' academic achievement in CRS. The result of this study was evidenced by mean performance of 68.20 and 31.80 for edutainment method and conventional method respectively. The implication of this result is that edutainment method is good and more effective to teach CRS than the conventional method. Therefore, the null hypothesis which stated that there was no significant difference in the effect of edutainment method on students' academic achievement in CRS was rejected.

Discussion

The result on achievement of students in CRS shows that students taught using edutainment method are higher achievers than those taught with the conventional method. This is in conformity with Yates (2000), who observed that edutainment method improves students learning and their creativity as well as teachers teaching quality. Wolfgang and Grantham (2007) also observed that edutainment method creates motivation and successful environment for learning. This is also in conformity with Zilfs (2001) who observed

that high school students who watched more educational programming statistically have high grades in English, Mathematics and other Sciences.

Reports have shown that performance of students is relatively low with conventional method of teaching than edutainment method (Argan & Sever, 2010; Charsky, 2010; Heiden & Fassbender, 2010; Mang, 2004; WAEC Chief Examiners' reports, 1999-2007; Etete, 2016). The findings are also in conformity with Lewis et al. (2000) and Marbach (2001) who revealed students' low achievement in the control groups due to such reasons as: Teachers' compartmentalization of subjects, inadequate preparation of students by teachers and lack of proper teaching methods as well as the abstractness of the subject matter. This work is also consistent with the work of Isuwa (2014), who observed that candidates in the experimental group are higher achievers in achievement tests. From the above results it can be deduced that learners from the experimental group performed better than the control group because they had head and heart training orientation, unlike the control group that had passive learning.

Conclusion

From the result of the study, it could be asserted that edutainment method is the best and effective method of teaching and learning CRS concepts in schools as it enhances achievement in the subject. It is also accepted as a result-oriented method to teach and learn CRS concepts in both public and private schools.

Recommendations

From this study the following recommendations are made:

- i. It is strongly recommended that edutainment method should be recommended to National Education Policy formulators who will in turn recommend it to curriculum planners to include it in the curriculum of not only CRS but also other subjects/courses.
- ii. Teachers and education administrators should emphasize and encourage teachers on the use of edutainment method in secondary schools.
- iii. Suitable edutainment method training programmes should be designed for CRS teachers using this method of delivery.

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