

“Edutainment for Effective Communication, Personality Development and Social Development of Higher Secondary Students”

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Abstract: The present investigation was an experimental research in which the researcher tried to find out the interaction and cause-effect relationship of different variables (independent variable – teaching through traditional methods and teaching through edutainment programme & dependent variable – effectiveness of edutainment programme on effective communication, personality development and social development of Higher Secondary students of Class XI in Chhattisgarh) on each other and their level of influence and effectiveness. The investigation was conducted in urban and rural areas of Chhattisgarh. 1200 students of class XI (40 each students from 30 schools, equally belonging to rural and urban areas) were selected based on simple random sampling. They were equally divided into control group and experimental group (20 each in control group and experimental group). Pre-test and post-test were conducted for control group and experimental group. The experimental group was given treatment of edutainment programme in teaching and learning communication skills in English in between pre-test and post test. The control group was not given any special treatment in teaching and learning communication skills in English. The scores were tabulated and statistical analysis was done in SPSS using ANOVA to find out Mean, SD and z value with the purpose of checking levels of interaction between different variables and testing the significance of research hypotheses. The investigation proved that means of edutainment, consisting of watching T V News and Mime, participating in Computer Games and Animation & Brainstorming Session and Group Discussion, used in teaching and learning communication skills, were successful in improving effective communication, personality development and social development of higher secondary students of Class XI in Chhattisgarh in rural and urban areas. The level of improvement of effective communication, personality development and social development was more among the students of rural areas than the students of urban areas after using means of edutainment programme to teach communication skills in English.

Index terms: *Edutainment, Effective communication, Personality development, Social development*

1. Introduction

Chhattisgarh is a tribal and developing state with a good number of the people belonging to economically, educationally and socially backward areas. Most of the Higher Secondary students in Government schools of Chhattisgarh are first/second generation learners. Development of some of the aspects of their growth and development including effective communication, personality development and social development have not taken place adequately due to many factors in the environment in which they are born and brought up, they live and grow: home, peer group influence, school, society, religion, caste, class, community and culture. In the present social and cultural situation of Chhattisgarh there is a great need of proper development in the areas of effective communication, personality development and social development of Higher Secondary school students. Without such proper and sufficient development, they cannot be productive and successful in their life and situations, in their community and society.

Only the students who develop properly in the areas of effective communication and students whose personality and social development is in a positive direction, can help in the progress and development of the society and nation to a larger degree. This investigation was an attempt to find out whether the efficient use of edutainment programme in teaching communication skills in English, can be used effectively for developing skills of effective communication, personality development and social development of Higher Secondary students of Class XI in Chhattisgarh.

2. Operational Definition of the Terms

2. 1. Edutainment

Edutainment means education through entertainment. It is educational entertainment and entertainment for education. It makes teaching and learning in and outside the classroom creative and constructive, joyful and serious, informative and entertaining, co-operative and collaborative.

2. 2. Effective Communication

Effective communication is productive and positive means for making rapport, for the establishment and maintenance of useful social and working relationships with others at home, in the school, in the community and in the society. It is a means to convey one's ideas, facts, thoughts, feelings, values and emotions to others. It is a capacity to express one's ideas, facts, thoughts, feelings, values and emotions verbally and non-verbally. It helps one to express his/her opinions, desires and fears by using both verbal and non-verbal communication. Effective communication is one of the most important life skills that can make an individual successful in life.

2. 3. Personality Development

Personality is the product of social interaction in group and society. It is the combination of an individual's thoughts, characteristics, behaviors, attitudes, ideas and habits. It develops during the process of socialization in a culture of a specific group or society. It is the sum of physical and mental abilities and capabilities. Personality development is the result of interaction between hereditary factors and environmental factors that affect an individual. An individual's personality development and social development are closely interrelated.

2. 4. Social Development

The word 'Social' means 'relating to activities in which people spend time talking to each other or doing enjoyable things with each other'. It is the gradual gaining of skills, relationships and attitudes that enables a person to interact in society. Social development is the result of proper socialization of an individual into a well-adjusted and integrated personality. Social development is the result of proper personality development of an individual.

3. Review of Literature

(i) "A Study on the Impact of Computer Animation on Children in Three Cities of Kerala (Calicut, Cochin & Tvm)": A Thesis submitted to the University of Calicut for the Degree of Ph. D in Journalism and Mass Communication by Wilson T. Sebastian under the Supervision of Dr Chakkappan C. D, Former Head & Dean of DEPT of Journalism and Mass Communication, Calicut University, Kerala, 2010.

This study was concluded with the result that there is impact of Computer Animation on Children's Adolescent Development in the form of social interaction and social commitment. The use of animation could not only influence children's cognitive and academic skills, but could also determine children's social interactions and development.

(ii) "Child's Play: Computer Games, Theories of Play and Children's Development", by Dr. Irina Verenikina, Dr. Pauline Harris & Dr. Pauline Lysaght, Faculty of Education, University of Wollongong, Wollongong, NSW, 2522.

This paper examined the ways in which classical and modern theories of play are applied to an analysis of the developmental value of computer software in the early childhood years. This paper concluded that play could advance the cognitive, social and emotional development of children. If computer games are to become a significant part of children's lives we need to look at their developmental value considering the significance of play in child development.

(iii) "Edutainment Animated Folktales Software to Motivate Socio-Cultural Awareness": A Paper presented by Nor Azan Mat Zin and Nur Yuhanis Mohd Nasir, DEPT of Information Science, Faculty of Technology and Information Science, Universiti Kebangsaan, Malaysia-43600, in 7th WSEAS International Conference on Applied Computer Science, Venice, Italy, Nov. 21-23, 2007.

This paper discussed the use of animated folk tales and edutainment software to motivate socio-cultural awareness among adolescents. One application of multimedia technology of edutainment included animated cartoon, animation movies and digital games. Edutainment can be used to change behavior of adolescents socially.

(iv) "The Effectiveness of Technology in Schools: A Summary of Recent Research", in SLMQ Volume 25, Number 1, Fall 1996 by Ellen R. Bialo and Jay Sivin-Kachala, President and Vice President of Interactive Educational Systems Design.

This report of 1996 summarized the growing researches on the effectiveness of technology and extended the findings presented earlier. It was based on 176 research reviews and reports from both published and unpublished sources that appeared between 1990 and 1995. The 70 studies chosen from an original set of over 1000 were summarized in three sections:

1. The effects of technology on students' achievement
2. The effects of technology on student self-concept and attitudes about learning
3. The effects of technology on interactions involving teachers and students in learning

(v) "Use of Multimedia Technology in Teaching and Learning Communication Skill": An Analysis.", by Chirag Patel (Asst Professor-SIT& Research Scholar) in International Journal of Advancements in Research & Technology, Volume 2, Issue 7, July-2013.

This paper analyzed the necessity of multimedia technology to communication skill teaching and brought out the problems faced by using these technologies. It also aimed to make English teachers aware of the strategies like edutainment that could be used in an effective manner.

(vi) “Interpersonal discussion and self-efficacy, based on data from an EE program in India” in International Journal of Communication 2009, 3: 607-34 by A. Bhanot & G. Power (BBC World Service Trust, UK) & J. Chatterjee, L. Frank & S. Murphy (University of Southern California, USA).

This study contributed to the theoretical discussions about the influence of education-entertainment programming on consumers. Data from the end-line evaluation of an EE program produced by the BBC World Service Trust in India was used. The analysis focused on 834 young men, who were the key demographic target audience for the program. Using structural equation modeling techniques, an initial knowledge, attitudes, and practices model was examined. Adding self-efficacy and interpersonal discussion improved this model. Implications for EE theory and programs were explored.

vii. “The Role of Edutainment in Teaching Reading and Vocabulary to English Language Learners”: A Thesis presented to the Faculty of the Department of Education, California State University, Sacramento, Fall 2012 by Dana Mohammed Fallata.

This study explored the benefits of using edutainment methods with adult English learners in a reading and vocabulary class. The research question was that whether the use of an online learning tool known as “Quiz let” could be effective for improving reading skills and vocabulary expansion. The study proved that “Quiz let” could be effective for improving the ability of adult English language learners to memorize vocabulary and increase their level of motivation, confidence in using the target language and keep them engaged..

4. Research Objectives

- (i) To find out the effect of edutainment programme on the development of effective communication of Higher Secondary students in Chhattisgarh
- (ii) To find out the effect of edutainment programme on personality development of Higher Secondary students in Chhattisgarh
- (iii) To find out the effect of edutainment programme on social development of Higher Secondary students in Chhattisgarh

5. Research Hypotheses

- (i) There will be no effect of edutainment on the development of effective communication of Higher Secondary students in Chhattisgarh.
- (ii) There will be no effect of edutainment on personality development of Higher Secondary students in Chhattisgarh.
- (iii) There will be no effect of edutainment on social development of Higher Secondary students in Chhattisgarh.

6. Methodology of Research: Experimental Research

The researcher followed True-experimental research method which consisted of both quantitative analysis and qualitative analysis. The study was conducted in 30 schools of rural and urban areas in Chhattisgarh. The experimental design followed in the research was true experimental design: two-group Pre-test and Post-test experimental group design.

1200 students of class XI from rural and urban areas were randomly selected based on probability sampling technique using lottery method and were equally put into control group and experimental group. The total sampling consisted of 1200 students. Pre-Test and Post-Test were conducted for two groups. Experimental treatment was given to the experimental group in between the pre-test and post-test. The control group was not given any special intervention. The scores of pre-test and post test of experimental group and control group as well as the scores of post test of experimental group and control group were tabulated and analyzed separately through SPSS using ANOVA to check levels of interaction between different variables and to test the significance of research hypotheses. All students were from class XI and had same IQ level. Thereby the sample of population had homogeneity by nature. The only difference was the special intervention given to the experimental group.

7. Tools Used in the Research

- (i) Questionnaire prepared by researcher for initial survey to know background of Higher Secondary students
- (ii) Edutainment programme prepared by the researcher which included watching T V News and Mime, participating in Computer Games and Animation & Brainstorming Session and Group Discussion
- (iii) Questionnaire for pre-test and post test which were standardized through pilot test and item analysis
- (iv) Achievement test administered to the students to check the mastery of communication skills in English
- (v) Opinionnaire administered to the principal and teachers as well as to the parents regarding the effectiveness of edutainment programme
- (vi) Rating Scale and check list administered to the students regarding the effectiveness of edutainment programme

8. Procedure Followed in the Research

Initial survey was conducted to know the previous knowledge and background of students. Pre-test was conducted for the experimental group and control group to check the level of development of effective communication, personality development and social development of the Higher Secondary students. The first part of the questionnaire included the preliminary details regarding the students. The second part of the questionnaire included items related to effective communication, personality development and social development of the students. There were total 29 items in the questionnaire: 9 items were on effective communication, 10 items were on personality development and 10 items were on social development. The scores were tabulated. After pre-test, the edutainment programme was administered to the experimental group to teach communication skills in English. The control group was taught the same topic in the conventional and traditional methods of teaching. Post-test was conducted for the experimental group as well as control group to check the effect of edutainment in improving effective communication, personality development and social development. The scores were tabulated in SPSS 20.0 for windows using ANOVA. The scholar made the data analysis and interpretation by comparing the pre-test scores and post-test scores of both control group and experimental group as well as by comparing the post test scores of control group and experimental group. The variables of this research included dependent variable – level of development of effective communication, personality development and social development of Higher Secondary students of class XI and independent variable - use of edutainment programme to teach communication skills in English. The validity and reliability of test items were checked. Necessary modifications were made in the questionnaire after discussing with experts in educational research and incorporating their suggestions. The experts in the teaching field in Chhattisgarh were also consulted and their suggestions were taken into consideration.

9. Analysis of Results of Research

The analysis of the result was done based on the pre-test scores and post-test scores of both control group and experimental group as well as the post test scores of control group and experimental group. The researcher was interested in finding out the possible effect of Edutainment programme especially watching T V News and Mime, participating in Computer Games and Animation & Brainstorming Session and Group Discussion on development of effective communication, personality development and social development of Higher Secondary students of Class XI in Chhattisgarh. The sample design used by the researcher was One-way independent sample design. There was only one independent variable (Edutainment programme). Random assignment was used to create groups whose scores are independent of each other. In this research, the independent variable had two levels. One level was teaching Communication skills in English with edutainment programme and the other level was teaching Communication skills in English without edutainment programme, i.e., in the traditional methods. Thus there were three dependent variables and one independent variable with two levels.

The mean score of development of effective communication, personality development and social development of Higher Secondary students who underwent edutainment programme was higher than that of students who didn't get the treatment of edutainment. The researcher used descriptive statistics (Mean, SD and z value) to summarize the data, analyze the data and interpret the data. The researcher also used inferential statistics to determine whether the edutainment programme had an effect on the development of effective communication, personality development and social development of Higher Secondary students in Chhattisgarh.

Table 1. Summary of Scores of Control Group-Pre-test & Post test

| Variables | Control group | N | Mean | SD | z | P value |
|-------------------------|---------------|-----|-------|------|---------|---------|
| Effective Communication | Pre-test | 600 | 13.16 | 2.64 | -65.321 | < 0.001 |
| | Post test | 600 | 18.97 | 3.05 | | |
| Personality Development | Pre-test | 600 | 14.49 | 2.71 | -66.121 | < 0.001 |
| | Post test | 600 | 20.71 | 2.68 | | |
| Social Development | Pre-test | 600 | 15.68 | 3.33 | -64.460 | < 0.001 |
| | Post test | 600 | 21.37 | 3.19 | | |

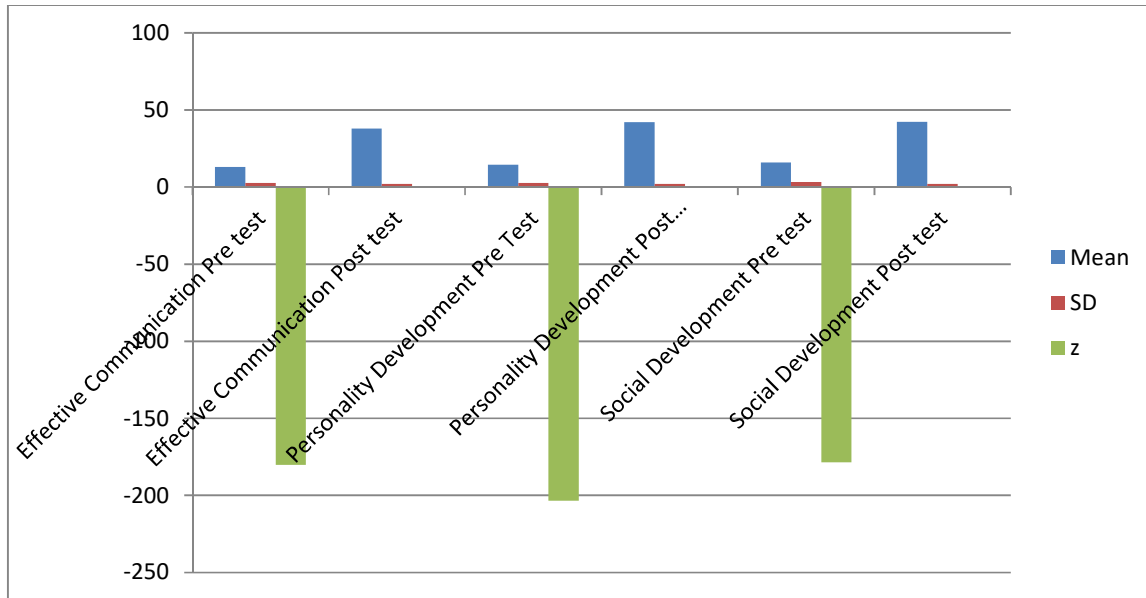


Figure 1. Graphical Representation of Scores of Control Group-Pre test & Post test

Table 2. Summary of Scores of Experimental Group-Pre test & Post test

| Variables | Control group | N | Mean | SD | z | P value |
|-------------------------|---------------|-----|-------|------|----------|---------|
| Effective Communication | Pre-test | 600 | 12.86 | 2.57 | -180.160 | < 0.001 |
| | Post test | 600 | 37.96 | 2.01 | | |
| Personality Development | Pre-test | 600 | 14.47 | 2.51 | -203.367 | < 0.001 |
| | Post test | 600 | 41.94 | 2.00 | | |
| Social Development | Pre-test | 600 | 15.80 | 3.14 | -178.372 | < 0.001 |
| | Post test | 600 | 42.28 | 1.99 | | |

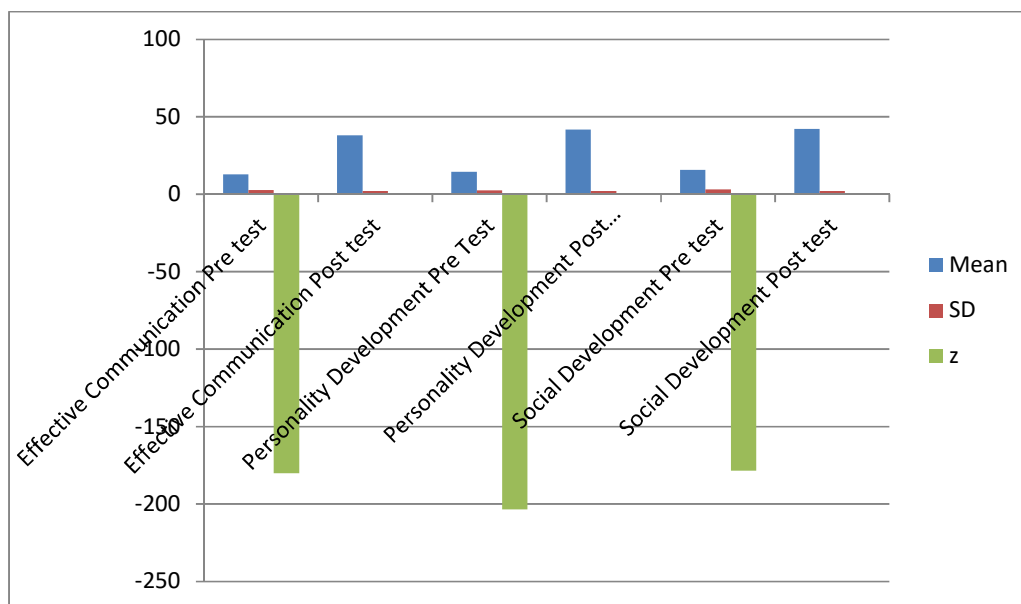


Figure 2. Graphical Representation of Scores of Experimental Group-Pre test & Post test

From a close analysis of the pre-test scores and post test scores of both control group and experimental group the researcher came to the conclusion that there is no significant difference between the pre-test scores of both control group and experimental group whereas there is high significant difference between the post test scores of both control group and experimental group, and also the pre-test and post test scores of experimental group. Students who underwent edutainment interaction in the classroom made significant improvement in the development of effective communication, personality development and social development. The students of rural areas have benefited more from the intervention of edutainment. The level of development of effective communication, personality development and social development of students of rural areas is higher than students of rural areas. This is clear from the summary table of the levels of development of students of rural areas and urban areas.

Table 3. Summary of Scores of post test of Experimental Group-Rural areas and urban areas

| Variables | Experimental group | N | Mean | SD | Z value | P value |
|-------------------------|--------------------|-----|-------|------|----------------|---------|
| Effective Communication | Rural post test | 300 | 37.96 | 1.94 | Not applicable | < 0.001 |
| | Urban post test | 300 | 37.96 | 2.09 | | |
| Personality Development | Rural Post test | 300 | 41.90 | 2.01 | Not applicable | < 0.001 |
| | Urban post test | 300 | 41.99 | 2.00 | | |
| Social Development | Rural post test | 300 | 42.32 | 1.97 | Not applicable | < 0.001 |
| | Urban post test | 300 | 42.24 | 2.00 | | |

10. Summary and Findings

- (i) There is effect of edutainment programme like watching T V News and Mime, participating in Computer Games and Animation & Brainstorming Session and Group Discussion on development of effective communication of Higher Secondary students in Chhattisgarh.
- (ii) There is effect of edutainment programme like watching T V News and Mime, participating in Computer Games and Animation & Brainstorming Session and Group Discussion on personality development of Higher Secondary students in Chhattisgarh.
- (iii) There is effect of edutainment programme like watching T V News and Mime, participating in Computer Games and Animation & Brainstorming Session and Group Discussion on social development of Higher Secondary students in Chhattisgarh.
- (iv) There is effect of edutainment programme like watching T V News and Mime, participating in Computer Games and Animation & Brainstorming Session and Group Discussion upon the students of rural areas comparing with the students urban areas in Chhattisgarh.

11. Major Recommendations

- (i) The teachers in Higher Secondary Schools in Chhattisgarh must try to make use of different means of edutainment in the classrooms as there are different kinds of learners in the classrooms.
- (ii) The teachers in Higher Secondary Schools in Chhattisgarh must be motivated to make use of different types of edutainment programme in the classrooms in teaching and learning for the better transaction of subject matter.
- (iii) The management and the government authorities must encourage the use of different kinds of edutainment programme in the classrooms.
- (iv) The management and the government authorities must make enough funds available to the school management and governing bodies and to the teachers for the efficient and effective use of different edutainment items in the classrooms.
- (v) Watching T V News and Mime, participating in Computer Games and Animation & Brainstorming Session and Group Discussion must be encouraged in the Higher Secondary schools as the students are able to get maximum benefit out of it.
- (vi) Edutainment programme should be made use as it is useful for the construction of knowledge in and outside the classrooms.
- (vii) Edutainment programme must be encouraged in order to facilitate development of communication skills. It would develop learner's confidence in expressing themselves.
- (viii) Edutainment programme must be encouraged in order to facilitate teaching and learning in the most joyful manner by making the classroom interactive and informative.
- (ix) The limitations in the use of edutainment programme in the Higher Secondary classrooms should also be taken into consideration.
- (x) Appropriate steps should be taken in order to avoid and solve the challenges of using edutainment programme in the Higher Secondary classrooms.

12. Conclusion

Edutainment is and should always be useful, effective and productive in the classrooms of urban and rural areas of Chhattisgarh. It should be useful mostly in the rural areas. It depends on the discerning power of the teachers to think creatively, to act meaningfully and to produce good results in the different areas of development of Higher Secondary students. This investigation proved that Watching T V News and Mime, participating in Computer Games and Animation & Brainstorming Session and Group Discussion could increase academic performance through better interaction, collaborative and cooperative learning. The findings of this investigation indicated that Watching T V News and Mime, participating in Computer Games and Animation & Brainstorming Session and Group Discussion could make a positive impact on students' interactions and relationships in the classrooms, in the school and outside.

The use of edutainment programme should be based on many principles of education and also principles of teaching and learning: principle of motivation, principle of interest, principle of learning by doing, principle of creativity, etc. Edutainment programme could make transaction of subject matter and materials of learning joyful, meaningful and relevant. Edutainment could make wonderful changes in the life of Higher Secondary students in Chhattisgarh. It is a blessing to the classrooms of Chhattisgarh.

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